UPPER CAPE COD REGIONAL TECHNICAL SCHOOL

DIVISION OF NURSE EDUCATION

PRACTICAL NURSE PROGRAM HANDBOOK
2026-2027

[Effective 01Aug2026]

DISCLAIMER

This handbook is intended for use by the PN Program facilitator, and the students enrolled in the Practical Nurse Program at Upper Cape Cod Regional Technical School. The facilitators of the Practical Nurse Program (Program) make every effort to ensure the accuracy of this Handbook at the time of publication.

The Program may be required to revise, delete, or add a policy for the purpose of maintaining compliance with regulatory and/or accreditation requirements and standards; in the event this occurs, the students will be notified in a timely manner. In the event an error that fundamentally changes the intent of any policy or procedure is found, students will be notified immediately.

A State of Emergency in the Commonwealth of Massachusetts may require policy or procedural changes that were not expected at the time of this document being published and distributed. Every effort will be made to ensure timely communication of changes that were necessitated in accordance with any relevant guidance or requirements from appropriate governmental agencies.

EQUAL EDUCATIONAL OPPORTUNITY

Upper Cape Cod Regional Technical School admits students and makes available to them its advantages, privileges, and courses of study without regard to race, color, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, age, uniform military or veteran status, and/or economic or housing status.

To quickly find what you may be looking for, use* Ctrl + F *(PC) or* Cmnd + F *(Mac) to find the terms you may be looking for, (for example, the word "Exam").

In case of emergency, the phone number for the PN Program at UCT is 508-759-7711 X277 or X430

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UPPER CAPE COD REGIONAL TECHNICAL SCHOOL

MISSION STATEMENT - UPPER CAPE COD REGIONAL TECHNICAL SCHOOL

The mission of Upper Cape Cod Regional Technical School is to foster a lifelong commitment to learning, community, personal responsibility and career growth within a diverse student population of 21st century learners through the integration of academic and technical proficiency, while preparing students to be effective members of a global society.

VISION STATEMENT - UPPER CAPE COD REGIONAL TECHNICAL SCHOOL

Our vision is that Upper Cape Cod Regional Technical School graduates will be personal and professional role models in the workplace, post-secondary schools, and in their communities.

PHILOSOPHY - UPPER CAPE COD REGIONAL TECHNICAL SCHOOL

The Upper Cape Cod Regional Technical School is committed to the development of self-reliant, responsible, lifelong learners capable of successfully competing in a rapidly changing technological world. Administration, facilitator, and staff seek to educate the whole student by preparing graduates who know how to think, lead healthy lives, behave ethically, and assume the responsibility of citizenship in the pluralistic society in which we live and work.

We are committed to developing students who enter the workforce prepared for change, with employability skills that can be transferred and adapted as technology advances. We must equip students to be able to find answers to questions that have not yet been asked. We adhere to the philosophy of intensive occupationally specific instruction integrated with strong academic preparation. These high standards will enable students to realize their lifelong employment and educational goals.

We recognize our responsibility to the communities we serve by providing quality equal opportunity post-secondary programs to educate and retrain workers in preparation for the challenges of the 21st century. Upper Cape Cod Regional Technical School addresses the ancillary needs of our communities by providing services and facilities to business, labor, public service, and recreational organizations.

Success in fulfilling our goals is contingent on a sufficient and qualified multicultural staff and on policies that foster professional development and a positive work environment. We believe open communication and participation with all segments of the school and the community will create an atmosphere of mutual respect and cooperation necessary for successful teaching and learning.

GOALS and OBJECTIVES - UPPER CAPE COD REGIONAL TECHNICAL SCHOOL

1. Strengthen academic and technical knowledge and inspire excellence
2. Develop intellectual curiosity, logical judgment, and critical thinking skills
3. Create an environment which supports concern for the welfare of all students and their right to learn
4. Develop each student's maximum potential
5. Provide students with skills that can be applied to current and future technologies and enable them to adapt to change
6. Promote personal development and citizenship
7. Create and support professional and staff development.

APPROVAL AND ACCREDITATION

The Practical Nurse Program is fully approved by the:

Massachusetts Board of Registration in Nursing
250 Washington Street
Boston, MA 02108
Telephone: 617-973-0900
https://www.mass.gov/orgs/board-of-registration-in-nursing

Upper Cape Cod Regional Technical School Division of Nurse Education is accredited by the:

Commission on Occupational Education (COE)
840 Roswell Road
Building 300, Suite 325
Atlanta, GA 30350
Telephone: 800-917-2081
www.council.org

The Upper Cape Cod Regional Technical School Practical Nurse Program has been granted ***Pre-Accreditation Status*** effective for three years, October 10, 2024 to October 31, 2027. The Program will pursue NLN CNEA Accreditation within this period of time.

National League for Nursing Commission on Nursing Education Accreditation
2600 Virginia Avenue, NW, 8th Floor
Washington, DC 20037
Telephone 202-909-2487
https://cnea.nln.org/

All documents describing MA Board of Registration in Nursing approval, COE accreditation, or NLN CNEA pre-accreditation status are available for review by contacting the PN Program Director in writing. The Director will facilitate the review process in a convenient and mutually agreed upon manner.

Upper Cape Cod Regional Technical School is accredited by:

New England Association of Schools and Colleges
Technical and Career Institutions (CTCI)
3 Burlington Woods Drive
Suite 100
Burlington, MA 01803

UPPER CAPE COD REGIONAL TECHNICAL DISTRICT SCHOOL COMMITTEE [Name/Town Representation]

Ellen Barber	Sandwich
Dominic Cammarano, Jr.	Wareham
Thomas Corriveau, Vice Chair	Falmouth
Mary Crook	Bourne
Michael Degan, Treasurer	Sandwich
Robert Fichtenmayer, Chair	Wareham
Christine Marcolini	Marion
David P. Sampson	Bourne
Maryann Smith	Falmouth

PRACTICAL NURSE PROGRAM ADVISORY COMMITTEE

The Advisory Committee is composed of individuals or representatives from a variety of stakeholder organizations. Below is a representative sample of current and past participant organizations (June 2025):

Brewster Medical Associates
Briarpatch Pediatrics, Sandwich/Yarmouth/Nantucket
Bristol Community College
Bristol Plymouth Regional Technical School
Broad Reach Healthcare/Liberty Commons
Cape Cod Community College
Cape Cod Healthcare
Cape Heritage Rehabilitation and Health Care Center
Cape Regency Rehabilitation & Health Care Center
Community Connections Incorporated
Diman Regional Technical School
LifeCare Plymouth
Massasoit Community College
Martha's Vineyard Hospital
Nantucket Community School
Nantucket Cottage Hospital
Our Island Home, Nantucket
Plymouth Rehabilitation and Healthcare Center
The Pavilion Rehabilitation & Nursing Center
The Royal Health Group
Southeastern Technical Institute
Spaulding Rehabilitation Hospital of Cape Cod
Vibra Hospital of Southeastern Massachusetts
Windsor Skilled Nursing and Rehabilitation
PN Program Alumna, Current Students, and Facilitators

PRACTICAL NURSE PROGRAM

August 1, 2026

Judith M. Pelletier MSN, RN, CNEpv, CNE, Director
BSN, University of Lowell
MSN, Salem State University

David De La Cour, Administrative Assistant
BA, Communications
Southern New Hampshire University

Jennifer Lizotte, BS, MEd, Financial Aid Counselor
BS, Bridgewater State College
M.Ed., Lesley University

FACILITATORS

Chanda Beaty, MSN, RN
Diploma, Practical Nursing, Quincy College
ADN, Cape Cod Community College
BSN, Cebu State College of Science, Philippines
MSN, Boston College
Post-Masters Nurse Educator Certificate,
Missouri State University

Lisa A. Schmitt, BSN, MSN, RN
Diploma, Framingham Union Hospital
School of Nursing
BSN, University of Massachusetts Dartmouth
MSN, Nursing Education, Aspen University, Denver, CO

Kathleen Whelpley, MSN, RN, CNE
ADN, Cape Cod Community College
BSN, University of Massachusetts Boston
MSN, Nursing Education, Aspen University, Denver, CO

CLINICAL/NURSING CARE SIMULATION (NCS) FACILITATORS

Patricia Connolly, MSN, APRN (per diem)
Diploma, Quincy City Hospital
BSN, Northeastern University
MSN, University of Massachusetts Boston

Carol Dietz, BSN, RN
BSN, Western Connecticut State University
MBA, Sacred Heart University, CT

Patricia Kelley, BSN, RN, CNEcl
Diploma, Practical Nursing, Youville Hospital SON
ADN, Tennessee State University
BSN, Curry College

Kimberly Lareau, BSN, RN-C
ADN, Holyoke Community College
BSN, Our Lady of the Elms College

Opal Makenzie-Buchanan, MSN, RN
ADN, Laboure College of Health Care
BSN, Chamberlain University
MSN, Chamberlain University

Joan-Anne Simpkins, MSN, RN
BA, Psychology, Worcester State College
Diploma, Practical Nursing, Quincy College
ADN, Cape Cod Community College
BSN, Excelsior College, NY
MSN, Nursing Education, Excelsior College, NY

Donna Theodore, MSN/ED, RN (per diem)
ADN, Bristol Community College
BA, Psychology, SMU, Dartmouth, MA
MA, Rehabilitation Services, Assumption College
MSN/ED, University of Phoenix

Mary E. Walsh, BSN, RN, CNEcl
BSN, East Carolina University, Greeenville, NC
M.Ed., [Elementary Ed,], Sacred Heart University, CT
MSN(c), MGH Institute of Health Professions

DIVISION OF NURSE EDUCATION

MISSION – PRACTICAL NURSE PROGRAM

The mission of the Practical Nurse Program is to prepare each graduate for safe, entry level nursing practice, caring holistically for individuals from diverse backgrounds, demonstrating technical competence, while functioning as an integral member of the health care team with a commitment to educational advancement and life-long learning.

In congruence with the **vision** of UCT, the graduates from the Division of Nurse Education will be personal and professional role models in the workplace, academia, and their communities.

PHILOSOPHY – PRACTICAL NURSE PROGRAM

Upper Cape Cod Regional Technical School and the nursing facilitators are committed to the development of safe, caring, self-reliant, responsible, life-long learners capable of successfully competing in a rapidly changing technological world. The administration and nursing facilitator seek to educate the post high school student by preparing nursing graduates who can problem solve, think critically, lead healthy lives, behave ethically, and assume the responsibilities inherent in the role of the beginning Licensed Practical Nurse.

Practical nurse education prepares entry-level graduates to work collaboratively with other health care providers to ensure continuity of care in a variety of healthcare settings. Practical nurse education prepares graduates who are capable of practicing nursing in a rapidly changing health care environment. The facilitator believes that treating human beings as individuals with dignity and self-worth is a key factor in the education of students, and therefore, the care of patients (clients). Environment encompasses all elements external to and interacting with the individual to influence her/his state of health and highest level of functioning.

Health is perceived as a state of optimal physiological, emotional, intellectual, social and spiritual well-being. Health is dynamic and unique to each individual. Nursing is the treatment of human responses of clients, and it is through the nursing process that the nurse is able to assist the client to achieve optimal wellness. Nursing is an applied discipline that integrates biopsychosocial sciences into the care of clients.

The facilitator believes that the practical nurse is a vital part of the health care team, and she/he understands that the organizing framework for the practice of nursing is the nursing process. In using the nursing process, the practical nurse utilizes the concepts of assessment, planning, implementation and evaluation. The practical nurse participates in safe application of the nursing process in a variety of health care settings.

The facilitator believes that learning takes place from simple to complex throughout the life span in an atmosphere of caring, involvement, participation, teamwork, and support. The facilitator facilitates student learning and believes that this approach enables each individual student to safely practice in a legally and ethically responsible manner.

EDUCATIONAL PHILOSOPHY

The Program community will create a learning environment that motivates and actively engages all students in mastering rigorous academic and technical curricula. Our educational philosophy is sustained by facilitators, staff, and administrator that are dedicated to a student-centered focus on learning through continuous improvement. Student growth and development are promoted by demonstrating the following core values:

- Respect for self, others, and the learning environment promotes a positive learning experience for all students.
- Effort is demonstrated through an applied work ethic that includes punctuality, improvement, and a determination to succeed.
- Accountability develops personal responsibility for behavior and learning.
- Communication facilitates collaboration, promotes self-advocacy, and develops positive relationships.
- Honor requires students to act with integrity, honesty, positivity, and empathy for others.

DIVERSITY, EQUITY, INCLUSION, and BELONGING

The Practical Nurse Program at Upper Cape Cod Regional Technical School (Program) welcomes all individuals to apply to the Program who aspire to become a Licensed Practical Nurse. The diversity of the nursing workforce serves to improve the quality of care provided to those in need.

The Program is committed to ensuring that its learning environments are free of harassment and intolerance and supports and respects each individuals' inherent dignity, worth, and unique attributes that only serve to enhance the learning experience for all. The facilitators and staff strive to cultivate an environment where all students can bring their best selves to learn together.

END OF PRACTICAL NURSE PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the Practical *Nurse* Program, the graduate:

1. Applies the *nursing process* to provide *client centered care* across the *continuum*.
2. Provides *safe* and effective *nursing* care integrating current *evidence-based practice*.
3. Collaborates with the *interprofessional team* incorporating appropriate technology and informatics, maintaining *integrity of information*.
4. Demonstrates clinical competence in the *role of practical nurse* in accordance with ethical, legal, and professional standards.

<u>DEFINITIONS</u>

Client is the individual, family, or group, which includes significant others and populations. [2017 NCLEX-PN Detailed Test Plan]

Client centered care recognizes the client or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for client preferences, values, and needs. [Adapted from QSEN, 2007]

Clinical competence is the knowledge, and the use of affective, cognitive, and psychomotor skills, required for the delivery of safe nursing care in accordance with accepted standards of nursing practice. [Massachusetts Board of Registration in Nursing, Regulation 244 CMR 10.00]

Continuum of care covers the delivery of healthcare over a period of time with care provided from birth to end of life, for all levels and stages of care varying for each client depending on their unique needs. [Adapted from Healthcare Information Management Systems Society, 2014]

Evidence-based practice integrates the best current evidence with clinical expertise in the provision of care. [Adapted from QSEN, 2016]

Integrity of information ensures information transmission between clients and providers is secure and protected, following all legal, ethical, and organizational policies to protect and maintain confidentiality. [Adapted from Technology Information Guiding Educational Reform, 2009]
Interprofessional Team is composed of two or more disciplines that collaborate to achieve quality client care. [Adapted from NLN CNEA, 2016]

A **Nurse** is a professional who is educated in the scientific knowledge, skills and philosophy of nursing, and regulated to practice nursing based on established standards of practice and ethical codes. Nurses enhance health literacy, promote health, prevent illness, protect patient safety, alleviate suffering, facilitate recovery and adaptation, and uphold dignity throughout life and at end of life. They work autonomously and collaboratively across settings to improve health, through advocacy, evidence informed decision-making, and culturally safe, therapeutic relationships. Nurses provide people-centered, compassionate clinical and social care, manage services, enhance health systems, advance public and population health, and foster safe and sustainable environments. Nurses lead, educate, research, advocate, innovate and shape policy to improve health outcomes. [International Council of Nursing (ICN), 2025]

Nursing is a profession dedicated to upholding everyone's right to enjoy the highest attainable standard of health, through a shared commitment to providing collaborative, culturally safe, people-centered care and services. Nursing acts and advocates for people's equitable access to health and health care, and safe, sustainable environments. The practice of nursing embodies the philosophy and values of the profession in providing professional care in the most personal health-related aspects of people's lives. Nursing promotes health, protects safety and continuity in care, and manages and leads health care organizations and systems. Nursing's practice is underpinned by a unique combination of science-based disciplinary knowledge, technical capability, ethical standards, and therapeutic relationships. Nursing is committed to compassion, social justice and a better future for humanity. [International Council of Nursing (ICN), 2025]

Nursing Process is a scientific approach to client care that includes assessment, identification of client problem(s), planning, implementation, and evaluation of care provided.

Role of the practical nurse means the performance for compensation of authorized acts of nursing which utilize specialized knowledge and skills, and which meet the health needs of people in a variety of settings under the direction of qualified health professionals. [NALPN, 2015]

Safe care is the provision of healthcare services in a manner that minimizes the risk of harm to clients and providers. [Adapted from NLN, 2010]

At the completion of the program, graduates are eligible to write the National Council of State Boards of Nursing Licensure Examination for Practical Nurses (NCLEX-PN®). Graduates who meet the objectives of the Upper Cape Cod Regional Technical School's Practical Nurse Program and achieve a passing score on NCLEX-PN are prepared to practice as entry level Licensed Practical Nurses.

STUDENT'S RIGHTS AND RESPONSIBILITIES*

There is a commitment at Upper Cape Cod Regional Technical School to recognize the legal rights of all students and accompany each with the responsibilities that parallel these rights. Whenever a question exists or an appeal of a decision or action seems justified, students are encouraged to take the matter to the appropriate school authority in accordance with the policies provided in this Handbook.

Students are expected to behave in an orderly and respectful manner at all times. Student behavior must take into account the rights of others as well as the effective operation of the school. This Handbook provides information to facilitate the consistent application of program policies to all students
Throughout the student's enrollment in the program, the student is expected to keep records of all exam scores, etcetera, to self-monitor their progress. Students are responsible for meeting required due dates for all assignments and will not be reminded of these dates. The facilitator provides the student with a detailed syllabus, implementation guide, calendar, as well as other tools to achieve this expectation.

CODE OF ETHICS FOR NURSES from the AMERICAN NURSES ASSOCIATION (ANA)

Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
Provision 2: The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
Provision 4: The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and provide optimal care.
Provision 5: The nurse owes the same duties to self as others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
Provision 9: The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing the health policy.

Retrieved from: American Nurses Association, 2025 Code of Ethics for Nurses

ETHICAL PRINCIPLES

The following six Ethical Principles are expected to be followed by all students enrolled in the Program. When applying these ethical principles to interactions with others, the "patient" may be UCT facilitators and staff, student peers, and the staff at the clinical facilities, as well as residents, clients, or patients.

- Autonomy: The right to choose one's own actions.
- Beneficence: Do what is good for the patient.
- Nonmaleficence: Do no harm to the patient.
- Justice: Being just, impartial, or fair.
- Fidelity: Faithfulness to promises or agreements.
- Veracity: Being truthful and honest.

(Dahlkemper, T. (2021). Nursing Leadership, Management, and Professional Practice for the LPN/LVN: In nursing school and beyond. (7th ed.). Philadelphia: F.A. Davis., page 209)

ACADEMIC INTEGRITY*

All students enrolled in the Practical Nurse Program are expected to always act with honesty and integrity and to adhere to the six ethical principles and act with integrity in class, NCS, and clinical settings. Unless given express permission by facilitators, students shall not collaborate, share information in any way, give or take information on quizzes, tests, or exams or submit any work that contains the ideas of others without attribution. Any violation of a copyright will result in a zero for the assignment (see Copyright Infringement Policy).

Cheating is a violation of academic integrity. The Program considers giving, attempting to give, or receiving unauthorized information or assistance during a quiz or exam, or assignments or any kind to be cheating. During the administration of a quiz or exam, the facilitators reserve the right to:

- Verify the student's identity by UCT issued identification badge.
- Inspect eyewear or any other item(s) on the student or in the student's workspace.
- Change student's seat.
- Remove the student from the classroom; and/or
- Other actions that are deemed necessary and appropriate to ensure the integrity of the quiz or exam.

Plagiarism is a violation of academic integrity. According to the Merriam-Webster online dictionary, [https://www.merriam-webster.com/dictionary/plagiarize], to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own.
- to use (another's production) without crediting the source.
- to commit literary theft; and/or
- to present as new and original an idea or product derived from an existing source.

The Program will consider all the following to be plagiarism [Source: http://www.plagiarism.org/article/what-is-plagiarism]:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks.
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

Any form of misuse of Artificial Intelligence (see below), cheating, or plagiarism is considered a violation of academic integrity and will result in disciplinary action. Disciplinary action can take the form of verbal or written warning, failure on an exam or assignment, course failure, suspension, or dismissal from the program. Students can appeal the decision in accordance with the established Grade Appeal and/or Appeals Process as outlined in the Practical Nurse Program Student Handbook.

GUIDELINES FOR THE USE OF ARTIFICIAL INTELLIGENCE

The Practical Nurse Program recognizes that artificial intelligence (AI) tools (for example, ChatGPT, Microsoft Copilot, Claude, Grok, Gemini, Grammarly AI, and similar technologies) can support learning when used ethically and responsibly. AI is intended to enhance learning—not to replace the student's own knowledge, critical thinking, clinical judgment, or professional communication.

Permitted Uses. Students may use AI to:

- Brainstorm ideas or organize information.
- Improve grammar, spelling, punctuation, and writing clarity.
- Create study guides, flashcards, or NCLEX-style practice questions.
- Explain concepts or assist with studying.

Prohibited Uses. Students may not use AI to:

- Write or substantially generate reflections, journals, discussion posts, self-assessments, or other assignments intended to represent the student's own voice, experiences, or clinical judgment.
- Complete quizzes, examinations, competency assessments, or other graded evaluations.
- Submit AI-generated work as their own without disclosure.
- Circumvent learning objectives or violate the Program's Academic Integrity Policy.

Student Responsibility

Students are responsible for all work submitted, including any content created or assisted by AI.

Students must:

- Review all AI-generated content for accuracy, completeness, and bias.
- Verify clinical information using course materials, faculty guidance, and current evidence-based resources.
- Ensure that all submitted work reflects their own understanding of the material.
- AI-generated content may contain errors and does not replace professional nursing judgment.

Action taken by a student, based on AI guidance, is simply the student's action. None of the policies of the Program, nor the standards of nursing practice that govern the conduct of students enrolled in the Program disappear with AI technology is utilized.

Disclosure of AI Use

When AI is used to assist with an assignment, students must disclose its use unless otherwise directed by the instructor. An acceptable disclosure statement is:

> "AI was used to assist with brainstorming, organization, grammar, or study support. All content was reviewed, verified, edited, and submitted as my own work."

Confidentiality

Students must never enter confidential, sensitive, or identifiable patient, clinical, or agency information into any AI platform. This includes protected health information (PHI), clinical documentation, photographs, medical record information, or any information protected by HIPAA or clinical agency policies.

Disclaimer

Faculty may further restrict or prohibit AI use for specific assignments or courses. When course requirements are more restrictive than this policy, the student is required to adhere to the facilitators' instructions.

Failure to comply with the *Guidelines for the Use of Artificial Intelligence* may result in academic or disciplinary action in accordance with the Academic Integrity policy and/or policies of the clinical agency as relevant.

FINANCIAL AID POLICIES & PROCEDURES

Please see the *Financial Aid Handbook* for additional information. Questions should be directed to Jenny Lizotte at jlizotte@uppercapetech.org at 508-759-7711, ext. 430.

POLICIES AND PROCEDURES

PROGRAM OPERATIONS

ADMISSION*

The Admission Policy accompanies the *Application for Admission*. The Policy includes Eligibility; Application Process; Entrance Exam Testing Procedure; Selection Process; and Admission Requirements.

WITHDRAWAL OF ADMISSION TO THE PROGRAM*

The Massachusetts Board of Registration in Nursing (MABORN) protects the health, safety and welfare of the citizens of the Commonwealth by licensing qualified Licensed Practical Nurses who possess the knowledge, skills and abilities needed to provide safe, competent nursing care. The Board publishes and regularly updates the *Good Moral Character Licensure Requirement Information Sheet*. Each applicant for initial nurse licensure by examination must comply with the "Good Moral Character" (GMC) requirement specified at G.L. c. 112, secs. 74, 74A, 76, and 80B. Each initial applicant has the burden to demonstrate compliance with the *Licensure Policy 00-01: Determination of Good Moral Character Compliance.*

UCT reserves the right to withdraw the awarding of Program admission to any individual should the Program or the administration of UCT become aware of any individual's non-compliance with the MABORN's GMC requirements for licensure.

PROBATIONARY STATUS

The student who has a failing academic grade average in any course at the mid-point of the course, and/or has excessive absenteeism or tardiness or leaving early and/or receives an "Unsatisfactory" evaluation for a clinical skill and/or behavior at the conclusion of the first clinical rotation in PN 101 or PN 106, is on PROBATIONARY STATUS. The student(s) will receive written notification of this change to their enrollment status.

A student placed on probation for an unsatisfactory clinical evaluation in PN 101 is not again eligible for probation in PN 106 for clinical performance. A student on probation in PN 106 is not eligible for probation in PN 107/108 for clinical performance. Should a student's clinical performance again fall below satisfactory standards in a second nursing course, this will result in clinical failure.

A student on Probationary Status is expected to do the following:

1. Consult with the course facilitator(s) and set up an individual learning plan. The plan will be in writing and will cite the deficiencies, as well as **the student's plan** to remedy any deficiency**.** It is the student's responsibility to meet the expectations of the plan. A copy of the plan will be given to the student, the facilitator, and a copy placed in the student's record.
2. The student will be removed from probationary status only upon successfully meeting all course requirements, including but not limited to, improvement in attendance, passing academic grade (75% or higher) and a passing clinical grade ("Pass").
3. A student on probation may lose her/his financial aid. [Please refer to Return of Title IV (R2T4)/Refund Repayments contained in this Handbook.]
4. If the student is ineligible to progress in the program, financial aid will be terminated.

ADVANCED PLACEMENT*

Individuals may apply to enter the program at Semester II/Term I (Medical, Surgical, & Psychiatric Nursing) provided they can supply satisfactory proof of completion of all the Semester I/Term I course content with a passing grade within the past two years if the student is not currently matriculated in a nursing education program. For currently matriculated transfer students, course content older than two years will be considered. An original transcript of grades and detailed course descriptions are required. The Term I courses are Anatomy and Physiology, Fundamentals of Nursing*, Vocational Trends in Nursing, Introduction to Pharmacology, and Nutrition. Entrance into the program will be determined on a space available basis. Applicants eligible for Advanced Placement are not required to complete the admission entrance exam. Individuals cannot transfer into the program at any time after Semester II/Term I.

[*In the event it is necessary to consider multiple clinical courses to determine eligibility based on content, nursing care simulation/nursing skills lab, and clinical hours, Fundamentals of Nursing must have been completed with a "C"/75% or better and the additional course (for example, Medical Surgical nursing) must have been completed with a "C"/75% or better to meet the necessary hours or academic average requirement.]

Cumulative averages do not transfer with students. "Transfer Credit" will appear on the transcript for courses accepted in transfer. A new cumulative grade begins with the commencement of a student's career at UCT and reflects only work completed as a UCT student.

Students entering the Program via transfer from another nursing education program, as an Advanced Placement student into PN 106 Medical, Surgical, and Psychiatric Nursing, will be required to do the following prior to enrolling:

1. Achieve a grade of 90% or better on the required Medication Administration Examination. **Students can retake the *Medication Administration Exam* once.** Failure to achieve 90% or better will render the student ineligible for advanced placement.
2. Demonstrate retention of competency in clinical nursing skills completed in Fundamentals of Nursing with the nursing program they are seeking to transfer from. Students will receive information on how to prepare for this competency test and should plan for three to four hours for the testing session. Failure to demonstrate clinical nursing skills competency will render the student ineligible for advanced placement; and
3. Complete a *PN 101 Fundamentals of Nursing* final exam that had been administered to students enrolled in the UCT PN Program. The results of this exam will be used for self-evaluation purposes only to facilitate success in the Program for the students seeking advanced placement.

ADVANCED PLACEMENT or TRANSFER OF MILITARY EDUCATION, TRAINING OR SERVICE FOR A MILITARY HEALTH CARE OCCUPATION*

Applicants who have military health care education, training, or service are eligible for advanced placement or transfer of previously completed course credit in accordance with published policies.

Due to the variety of opportunities for military health care occupation education, training, or service can vary, each applicant will be considered on a case-by-case basis in accordance with the NCSBN Analysis: A Comparison of Selected Military Health Care Occupation Curricula with a Standard Licensed Practical/Vocational Nurse Curriculum. Materials that will be required to determine advance placement or transfer include, but not be limited to: Transcripts; Course descriptions; Skills checklists; and/or Evaluations.

TRANSFER CREDIT FOR NON-CLINICAL NURSING COURSES*

A student who has completed Anatomy and Physiology I and Anatomy and Physiology II, and/or Introduction to Pharmacology, from another regionally accredited post-secondary institution – one recognized by the US

Department of Education - within the past **two years**, inclusive of Honors Anatomy and Physiology and /or Honors Nutrition completed at UCT and has obtained a grade of "C" /75% or better are eligible for transfer credit. For currently matriculated transfer students, course content older than two years will be considered. Nutrition courses completed within the most recent 5 academic years, granting 3 or 4 credits, with a grade of "C"/75% or better, are eligible for transfer.

To obtain transfer credit the student must provide the program director with:

1. an official transcript documenting successful completion of the equivalent course within the past two years with a passing grade of "C"/75% or better.
2. a description of the course (catalog, syllabus or similar documentation) which demonstrates the course(s) for which the student is seeking transfer credit is equivalent to the course offered at UCT in content and hours;
3. additional materials that the program director could request to facilitate the transfer of credit.

Students will be notified by the program director when transfer credit is awarded. If the student is eligible for Title IV Financial Aid, the exemption credit could potentially affect the amount of the student's award.

COURSE EXEMPTION*

A student may request an exemption from non-clinical nursing courses. A request for a course exemption must be accompanied by documents to support the request. For example, the course exemption could be requested by the student that has a college degree in a field relevant to the course content.

EXTENUATING CIRCUMSTANCES

The facilitator of the Practical Nurse Program recognizes that unforeseen, extenuating, and/or emergency situations can occasionally arise.

Examples of extenuating circumstances include the following:

- Hospitalization with documentation.
- Loss of childcare or elder care.
- Death of an immediate family member [spouse, child, parent, sibling, grandparents, grandchild, parent-in-law, sister-in-law, brother-in-law, or other members of the student's immediate household].
- Extended illness documented by a health care provider.

Extenuating circumstances or extended illness could result in a student's decision to request a Leave of Absence (LOA) or a Withdrawal for medical or personal reasons from the program. Should this occur, the student must submit a written request for a leave of absence to the Director, Practical Nurse Program. Students who leave the program for absence of any kind are subject to the conditions of the Readmission Policy current at the time of desired return.

LEAVE OF ABSENCE

Any student who wishes to request a leave of absence (LOA) must do so in writing to the Director of the Practical Nurse Program. The date and placement in the Program of the student when they return to the Program will be determined by the Director. Factors to be considered include, but may not be limited to, relevant state and federal laws, the length of time that the student was been enrolled in the program, and academic and clinical performance at the time the LOA was requested.

Upon returning to the program, the student will incur additional costs based upon that year's tuition rate, textbooks, and liability insurance.

PROGRAM WITHDRAWAL*

Any student who wishes to withdraw from the program must complete a Withdrawal from the Program form and meet with the Director of the Practical Nurse Program. Students withdrawing from the program will be subject to the requirements of the Return of Title IV (R2T4)/Refund Repayment Policy contained in this Handbook, inclusive of meeting with the Financial Aid Counselor for an exit interview to review requirements for return of unearned grant funds and/or repayment of loan funds in accordance with the terms of the promissory note.

Students withdrawing must request returning to the program in accordance with the Readmission to the Practical Nurse Program Policy. Students will also be subject to the provisions of the policy that is current at the time they are seeking to return to the Program.

Students who fail to officially withdraw from the Program are not eligible for readmission. Non-attendance, or failing to attend class, NCS, or clinical, does not constitute withdrawal from a course or the Program. Students who fail to withdraw in accordance with this policy will have their grade calculated on the work completed as of the date last attended and this will become their grade of record for the course(s).

READMISSION TO THE PRACTICAL NURSE PROGRAM*

Faculty believe students should be provided with the opportunity to return to the Program, (i.e. Readmission), absent circumstances that deem the student ineligible. Students who withdraw from the program due to any reason (personal, medical, academic, or other) may request the opportunity to return to the Program by completing the "*Intent to Return*" form**. Returning to the Practical Nurse Program is considered on a space available basis and is not guaranteed, although every effort is made to accommodate the students' request.** If all seats in the program are full for whatever term the student requests to return, the student's return to the program will not occur. Upon returning (i.e. readmission), the student may have to purchase new textbooks, technology, etcetera, to meet course and Program requirements.

Students are eligible to repeat one non-clinical nursing course (PN 102, PN 103, PN 104, PN 109) and/or one clinical nursing course (PN 101, PN 106, PN 107/108) in the Practical Nurse Program. Failure to be successful on the second attempt in the non-clinical nursing course or the clinical nursing course will render a student ineligible to return to the Practical Nurse Program. The student can petition this determination with documentation of an extenuating circumstance that contributed to a prior failure.

Any student seeking to return to PN 106 Medical Surgical Nursing or PN 107 Maternal Child Nursing or PN 108 Leadership & Management, must do so when the course is next offered. For example, a student who did not successfully complete PN 106 in spring 2026, must seek readmission to PN 106 in spring 2027. Lapses in Program attendance greater than 2 years will require the student to repeat the prerequisite clinical nursing course for the course that they are seeking readmission to. In other words, a student who was not successful in completing PN 106 in spring 2026 AND was unable to return to PN 106 in spring 2027, will be required to repeat PN 101 Fundamentals of Nursing prior to repeating PN 106.

If a student seeks to return, the student must complete the following requirements. Students who do not meet all the criteria for return outlined below will be ineligible for readmission to the PN Program.

1. Submit a *Intent to Return* form to the Program Director requesting consideration for the opportunity to return a minimum of three (3) months prior to the start of classes for the academic year in which the student is

seeking readmission; requests received less than 3 months prior to the start of classes risk a seat may not be available.

2. Submit all required medical information including any updates as needed (TB screening, CPR certification, etc.);

3. Show evidence of satisfactory achievement in all prerequisite courses completed prior to the term in which the student plans to return. For example, a student who chooses to return to the program in Semester II must have achieved a "C" (75%) or better and a satisfactory clinical and NCS grade in all the required courses in Semester I.

In addition to the above requirements, all students seeking return to Semester II/Term I or Term II will be required to do the following prior to readmission:

1. Achieve a grade of 90% or better on the required Medication Administration Examination. Students are eligible to retake the *Medication Administration Exam* once. Failure to achieve 90% or better will render the student ineligible for continuation.

2. Demonstrate NCS competency in all skills required in the course prior to the one to which the student will be returning. For example, if a student is requesting to return to Medical-Surgical Nursing, she/he must demonstrate retention of competency in clinical nursing skills previously completed in Fundamentals of Nursing. Students will receive information on how to prepare for this competency test and should plan for a full day for the testing session. Dates and times will vary. Failure to demonstrate Fundamentals skill competency will render the student ineligible to return.

3. The student returning to the Program in Term I will be required to pay a $500.00 deposit upon receipt of notification of their eligibility to return. Students returning to Term II or Term III will be required to register for the course and pay the required fees two (2) weeks prior to the start of the course the student has been readmitted to.

Students receiving an* Unsatisfactory *evaluation for any clinical behavior at the conclusion of the clinical experience cannot continue in the program and are not eligible to return.

If a student seeking to return has had a lapse in enrollment of 5 years or greater, the student is deemed to be a 'first-time' student for the purpose of applying the Readmission Policy.

PROGRAM DECORUM

The following principles and process help maintain a positive environment conducive for learning. The following applies to the classroom, nursing care simulation, and the clinical setting.

Be ready to start on time. Students shall be in their seats or designated area on the clinical unit, ready to begin at the appointed time. Students arriving late are to enter quietly and take the most accessible and available seat. It is not appropriate to arrive late then expect your colleagues to move so that you may sit in your usual place. You may move your seat during the break. Students arriving late for activities on campus are required to record their arrival in the designated attendance log.

Stay in the class, NCS, or clinical until it is over. Students are not to leave early without informing the facilitator beforehand, and then only for unavoidable circumstances of an urgent nature. At the end of activity, students should wait until the facilitator has announced that the activity has ended before beginning to talk, stand, or put away materials. Students leaving early are required to record their departure from an on-campus activity in the designated attendance log.

Save conversations until after the activity has ended. During class or NCS there are very few times when talking between students is appropriate. Occasionally asking a student for clarification on a facilitator's words or briefly commenting on a topic relevant to the activity could be appropriate. Regular conversation or chattering among students is a distraction for both the facilitator and student peers. Talking makes it difficult for other students to hear what the facilitator is saying. Refrain from any unnecessary discussion that competes with the message of the facilitator.

Ask clarifying questions but avoid argumentation. The facilitators encourage students to ask questions for clarification or further information about a topic being discussed in the class or NCS. However, the classroom is not a forum for students to present competing viewpoints. If the issue is relevant, a student is encouraged to ask the facilitator a question about an issue of interest to all, but the classroom and NCS settings are not conducive to trap or attack a facilitator. Questions that do not fit the topic of the class or NCS should be managed in email or private conversation. Argumentative or hostile student interaction with facilitators is not appropriate at any time.

Do not distract other students through inappropriate behavior. Students are not to engage in behavior distracting from the facilitator's teaching. Examples of inappropriate distracting behavior include the following:

- doing work/reading an assignment for a different class,
- using electronic devices (laptop, tablet, cell phone) in a way that is irrelevant to class or distracting to others. This includes text messaging, Internet access, placing or receiving calls, or checking voice messages. Cell phones should be off unless there is an emergency. Improper usage of computers during class will lead to the loss of the privilege of using electronic devices.
- intentionally making loud noises or rude comments that compete with the facilitator for the students' attention,
- regularly moving between locations in the classroom, and
- engaging in unsolicited comments on what is being taught.

Sleeping, or appearing to do so [eyes closed for an extended period, head on the desk], during class or NCS will not be tolerated. Sleeping demonstrates the student is not actively engaged in the learning process. The determination as to whether the student is/was sleeping is made by the facilitator.

Eating in the classroom is only allowed during morning break and lunch break. Eating while class or NCS is in session indicates the student is not engaged in the learning process.

While others could be listed, the general principle is that any intentional behavior which keeps the facilitators from having the students' full attention is inappropriate.

Respect the facilitator's authority to set policies. The authority of the facilitator is paramount. Facilitators create policies and the student is expected to abide by all of them. These include, but are not limited to, usage of electronic devices, locking the door when class begins, or anything that the facilitator thinks will be beneficial to the learning experience. Any student believing that a particular policy is inappropriate should address the concerns in writing to the facilitator.

STUDENT WITH CONCERNS

At any time during a course, a student is encouraged to self-identify to a facilitator(s) that they are concerned about their performance in class, Nursing Care Simulation (NCS) or clinical and seek academic assistance accordingly.

STUDENT PARTICIPATION IN PROGRAM GOVERNANCE

In October of each year, two students from each student cohort (East/West) is selected by majority of the cohort to represent the interests of the students as a team. Student representatives serve as student advocates, meeting with the Program Director throughout the academic year. The Director will bring matters of student concern to the facilitator as appropriate. Student input is an invaluable resource for enhancing the quality of the Practical Nurse Program. All students are encouraged to participate and make recommendations.

Student representatives will also be invited to participate in selected faculty meetings to discuss curriculum, policy, and other matters of relevance to the students and the operations of the Program.

PROGRAM EVALUATION

At the conclusion of each course, clinical rotation, NCS, and the program as a whole, the student is asked to complete specific forms evaluating their experiences, learning resources, facilitators, and the program in its entirety. Students' recommendations for improving the Practical Nurse Program are appreciated, reviewed carefully, and incorporated into the program as appropriate.

CPR CERTIFICATION REQUIREMENT

Students are required to obtain and maintain ***American Heart Association – Basic Life Support (BLS).*** The AHA's BLS Course is designed for healthcare professionals and other personnel who need to know how to perform CPR and other basic cardiovascular life support skills in a wide variety of in-facility and prehospital settings.

Cardiopulmonary Resuscitation (CPR) Certification and maintain certification throughout the duration of the Program. Students must present a valid document prior to the start of the clinical experience. Students will not be allowed to participate in the clinical experience without current CPR certification, resulting in a clinical absence(s).

CRIMINAL OFFENSE RECORD INFORMATION (CORI)

What is CORI? C.O.R.I. is Criminal Offender Record Information, which consists of records and data in any communicable form compiled by a Massachusetts criminal justice agency.

Each applicant for initial nurse licensure by examination must comply with the "Good Moral Character" requirement specified at G.L. c. 112, secs. 74, 74A, 76, and 80B. Each initial applicant has the burden to demonstrate compliance with the *Licensure Policy 00-01: Determination of Good Moral Character Compliance*, (see Appendix).

GMC also requires your consent, at the time of application submission, for a background check to be conducted by the Massachusetts Department of Children and Families (DCF) database. If there is a supported finding by DCF, you will be required to provide additional documentation related to those findings.

All applicants for nursing licensure are required to have a Massachusetts criminal history background check completed before becoming licensed or issued an Authorization to Test for the NCLEX. CORI forms are part of the online application and must be completed. Checks of the Massachusetts Sex Offender Registry will also be conducted prior to licensure. This check does not require any additional documentation to be completed.

In compliance with school and clinical agency requirements, Upper Cape Cod Regional Technical School and/or the clinical agency in which the student is assigned to provide patient care, will conduct a CORI (Criminal Offender Record Information) check. Students will be required to submit to a CORI. Upper Cape Tech and/or

the clinical agency will send the students' signed completed CORI request form to the Criminal History Systems Board to be checked.

The outcome of the CORI could impact the student's ability to participate in the clinical experience based on clinical agency requirements. Since graduation requires completion of concurrent clinical and academic hours, the student would not be able to successfully graduate from the program. The Program offers no guarantee of a clinical placement in the event of an adverse CORI finding and the decision of the agency to provide a clinical placement for the student.

EXTRACURRICULAR EMPLOYMENT

Employment must not interfere with the Program schedule. Outside work must not compromise student participation in Program activities. *It is recommended that employment does not exceed 16 hours per week, except for school vacation breaks.* Students should keep in mind that additional time outside of the scheduled Program activities is critical to student success and maybe as many as an additional 30 to 60 hours per week beyond the published Program calendar.

RECORDING

Student participation in the program implies consent to be audio and video recorded. All classes are broadcast via Google Meet, recorded, and posted in Google Classroom. These recordings are available to enrolled students for the duration of the course. This serves as notification that student participation in a class will include the recording of any comments, questions, discussions, etcetera, may occur during the class.

No student shall record either audio, an image, or video using any electronic device, including cell phones, of any administrator, faculty member, staff, employee, or other student(s) without their permission in accordance with MGL Chapter 272, Section 99: *Interception of wire and oral communications*,

DAILY SCHEDULE

You will receive a syllabus and implementation guide prior to or on the first day of each term. Class is scheduled from 8:00 AM to 2:10 PM and on-campus Nursing Care Simulation (NCS) 7:45 AM to 1:45 PM. Clinical times vary between the hours of 6:30 AM and 4:00 PM (2 to 3 experiences per week). Clinical hours are based upon clinical schedules, facilitator expectations, and requirements of the clinical facility.

Due to unavoidable circumstances, students could be assigned to an evening clinical experience or a weekend experience. For planning purposes, if students are required to attend an evening or weekend clinical experiences, advance notice will be given as early as possible. A request is made identify student volunteers in this situation.

COMMUNITY SERVICE

Community Service is a method by which students actively participate in organized service that is conducted in and meets the needs of the community. This service activity helps foster civic responsibility and will be integrated into and enhance the academic curriculum of the students.

Each student is required to complete a total of twelve (12) hours in community service performance during the Program. Six (6) hours will be completed during Fundamentals of Nursing (PN 101) and six (6) hours will be completed during Medical, Surgical, & Psychiatric Nursing (PN106). **The student must receive prior approval from the clinical facilitator to complete the service during a scheduled clinical day**. The student will be given credit for service provided outside of scheduled clinical experience but must obtain prior approval from the clinical facilitator to use these hours in lieu of a clinical experience.

Examples of acceptable community service are provided; however, this is not an all-inclusive list of acceptable agencies and activities:

- Health education sessions in a school or community;
- Activities through churches or community groups;
- Food banks or food pantries; and
- Agencies such as Habitat for Humanity, Council on Aging, Big Brother/Big Sister, Salvation Army, American Red Cross, Cape Cod Medical Reserve Corps.

The student will complete community service under appropriate supervision. A person in the community must sign off indicating that the community service was completed and performed satisfactorily. Students can receive community service hours for a donation of goods or money to a charitable organization; however, no more than one (1) hour of community service is earned for such a donation, regardless of the size or amount of the donation.

INCLEMENT WEATHER PROCEDURES – CLASS, NCS, and CLINICAL

At any time, a student does not feel that they can travel to campus or clinical due to the weather, students should use their own discretion and choose not to travel, however this will result in an absence.

Cancellation of day classes (Full-Time) does not mean evening classes (Part-Time) will be cancelled. Cancellation of evening (Part-Time) classes will occur separately.

Scenario: CLASS & NCS CANCELLATION

If Upper Cape Cod Regional Technical School is closed, then:

- Students do not report to class or NCS.
- Facilitators do not report to class or NCS.

Scenario: CLINICAL/NCS CANCELLATION

If Upper Cape Cod Regional Technical School is closed, then:

- Students do not report to clinical sites.
- Facilitators do not report to clinical sites.

If Upper Cape Tech is OPEN but weather could be bad in other towns then:

- The Facilitator will contact the students in their clinical group with instructions.

Scenario: DELAY IN START TIME FOR UCT

If Upper Cape Tech announces a delay in start time on a CLASS or NCS day:

- UCT opens at 7:00 AM and students will report to class or NCS based on this start time.

Example: A 2-hour delay at UCT means PN class & NCS begins at 9:00 AM

- **A 1-hour delay at UCT does not change the start time of the PN Program classes or NCS.**

If Upper Cape Tech announces a delay in start time on a CLINICAL/NCS DAY:

- Students assigned to NCS will report to campus in accordance with the announced delay.
- Facilitators will contact the students scheduled to report to the clinical agency with instructions.
- Facilitators notify clinical agencies of the time students will arrive.

SCHOOL CANCELLATION INFORMATION

In the event of excessive snow or other hazardous weather conditions, Upper Cape Tech has a computerized telephone notification system that will automatically call you with a recorded message to inform you of cancellations. Information will also be broadcast on local television stations. Do not call the administrative assistant for cancellation information. The staff learns of the cancellation at the same time it is announced to the public.

Cancellation of schools in Bourne, Falmouth, Marion, Sandwich, and/or Wareham does not mean UCT is, or will, be canceled, nor does it excuse any previously reported absence for that class, clinical, and/or NCS. **Listen specifically for an announcement for Upper Cape Cod Regional Technical School.**

EMERGENCY PROCEDURES

Emergency conditions at some time necessitate one of three safety procedures to be employed. Each of the three situations requires a unique response on the part of students, facilitators, and staff. Regardless of the emergency situation, it is paramount that the safety of all is of the utmost concern and importance.

The three emergency conditions are:

- Fire
- Bomb, Explosive Device, Gas Leak
- Lock Down

In all situations of safety and security, Upper Cape Tech administration, facilitator and staff members, in conjunction with local emergency response teams, employ planned emergency procedures and work to ensure the safety and security of our students and academic community.

Emergency exits are clearly marked, and evacuation instructions are posted in every location at UCT. The evacuation plan will be reviewed with students during the first day of classes and students should familiarize themselves with the specific instructions for evacuating the building. During an evacuation, students are expected to leave the building in a quiet and orderly manner. Students are required to remain with their facilitator during evacuation drills. Attendance will be taken.

CAMPUS SECURITY

Public areas within the building (the entrance, reception area, hallways) and the campus are continually monitored by video cameras.

Food delivery services (e.g. Uber Eats, Door Dash), are NOT allowed on campus. Students may not have visitors, including family members, on campus.

The United States Department of Education, Office of Postsecondary Education, in accordance with section 485 of the Higher Education Act of 1965 (HEA), as amended, as a condition of this institution's continued participation in Federal student financial assistance programs, collects data about the number and nature of crimes and fires on the campus of Upper Cape Tech.

To view the institutional data on crimes and fires at Upper Cape Cod Regional Technical School go to: http://ope.ed.gov/security/GetOneInstitutionData.aspx; enter the name of the institution as "Upper Cape Cod", click Search, and a link to the most recent data for UCT will be displayed. A copy of the most recent UCT campus crime statistics is also found in the Appendix of this Handbook.

BUILDING SECURITY

The Nursing and Allied Health Center is a secure locked building. Public areas of the building are always on video cameras. Students will be provided with entrance to the building via a fob or access card at specified times throughout the day or evening as required by the daily schedule. Fobs or access cards cost of approximately $10.00.

Students are NOT to provide building access to anyone unless the person is a known Practical Nurse Student or staff member. Any other individual seeking to enter the building will obtain access by program staff upon determining the nature of their visit to the building.

SEARCH AND SEIZURE

School officials maintain the right to seize items in a student's possession and to search school property assigned to a student under the following guidelines:

1. There is a **reasonable suspicion** to believe that the items in possession are illegal or in violation of school rules or constitute a hazard to the health and safety of the students or others.
2. Upper Cape Tech will work cooperatively with law enforcement agencies and the K-9 unit to search school property. Student vehicles parked on school grounds will be searched if there is reasonable suspicion of illegal items or violation of school rules anywhere on campus.

Upper Cape Tech assures that no individual rights will be violated in conjunction with searches. Students who, in the opinion of any faculty or staff member, administrator or the school nurse, could be in possession of, or under the influence of any controlled substance or could be in possession of any materials dangerous to the student or other students, and will be subject to a search. Examples of items subject to this regulation include, but are not limited to drugs, alcohol, weapons, pornography, stolen goods, fireworks, explosives, and/or tobacco/vape products.

It is not the intent of the School District to violate individual liberties; however, the obligation of the school is to provide a **safe environment conducive to learning** for all students.

VALUABLE ARTICLES/MONEY

Items of significant value or large sums of money should never be brought to campus or to the clinical site. Always be mindful of the safety of all possessions. There is no space for storage of personal items at the clinical agencies; your clinical facilitator will provide specific details.

LOST AND FOUND

The "Lost and Found" is located at the reception area. Students losing an article should check with the administrative assistant at the front desk. Any student who finds the lost article is requested to turn the item into the administrative assistant.

VOTER REGISTRATION

A Voter Registration form is distributed to enrolled students via electronic mail on or before Labor Day each year. Voter Registration forms are also available from the administrative assistant.

JURY DUTY

Students will be granted release from program obligations, without documentation of absence, when called for jury duty. The student is required to produce the *Summons for Juror Service* prior to the scheduled date to report for jury service. Students are strongly encouraged to postpone service until a date they will not interfere with participation in the Program. If documentation is needed in support of a postponement, please email a request to the administrative assistant.

VALOR ACT

In accordance with the General Laws of Massachusetts [M.G.L. c. 15A §43(a)] the *VALOR Act II* protects students enrolled in the Practical Nursing Program from incurring academic or financial penalties because of performing military service. A student called to or enlisting in active duty is allowed the option of completing the course(s) later without penalty or withdrawing from the course(s) with a full refund of fees and tuition paid. If a student chooses to complete the course(s) later and the course(s) is no longer available upon the student's return, the student will be allowed to complete a replacement course for equivalent credit (clock hours) without penalty. If a student chooses to withdraw from the course(s), the student's academic record (transcript) will reflect that the withdrawal was due to active-duty military service.

GRIEVANCE PROCEDURE*

Grievance is a difference in opinion regarding reported behavior, between a student and a member of the Program faculty or staff or any alleged inequitable or discriminatory treatment of a student.

Level One

The student and facilitator will meet to resolve the conflict. This should occur within seven (7) school days of the alleged incident. The outcome of this interaction will be issued in writing to the student within seven (7) school days of the meeting.

Level Two

If the situation is not resolved, the student and the facilitator shall present it to the Director of the Practical Nurse Program in writing. The director will meet with both parties within seven (7) school days after the resolution at Level One. The decision will be documented and given to the aggrieved within 2 school days of the meeting.

Level Three

If the situation continues to be unresolved, the student/facilitator will be referred to the Review Board, which includes, but is not limited to, the Director of the Practical Nurse Program, the Director of Curriculum, Instruction, and Guidance, the Vice Principal, and one Team Supervisor. A meeting will take place within seven (7) school days of the resolution at Level Two. The outcome will be given in writing to the student and all parties involved within 2 school days of the meeting.

Level Four

If disposition of the problem is still unsatisfactory, an appeal can be made to the Superintendent. A copy of the grievance shall accompany this appeal, which must be filed within fourteen (14) days after the resolution at Level Three.

The Superintendent shall meet with the parties involved to resolve the grievance. The Superintendent shall respond, in writing, within seven (7) school days after the meeting. The decision of the Superintendent is final.

General Considerations

1. Failure at any step of the procedure to communicate, in writing, the decision of a grievance within the specified time limits to the aggrieved person shall permit the aggrieved to proceed to the next step.
2. Failure at any step of the procedure to appeal the grievance to the next step within the specified time limits shall be deemed to be acceptance of the decision rendered at that step.
3. No reprisals of any kind shall be taken by any party or participants in the grievance procedure by reason of such participation.

For cases where the grievance is not settled at the institutional level, the student can contact the Council of Occupational Education at:

Commission on Occupational Education (COE)
840 Roswell Road
Building 300, Suite 325
Atlanta, GA 30350
Telephone: 800-917-2081
www.council.org

TERMINATION FROM THE PROGRAM

The following list of items, though far from exhaustive, represents clinical violations that will result in a student's immediate dismissal from the campus or clinical site and could result in termination from the Practical Nurse Program. Violations include, but are not limited to: breach of confidentiality; unsafe clinical practice as determined by the clinical facilitator or agency staff; dishonesty/lack of integrity; refusal to care for a client; unethical and/or unprofessional and/or illegal conduct; conduct in violation of any facility policy and/or procedure; and/or threatening behavior/harassment towards a facilitator, client, family member, fellow student, or any member of the agency staff.

When a student has demonstrated reason for dismissal from the campus or clinical site as described above, or for cause (including, but not limited to: academic or clinical failure; violation of Practical Nurse Program policies or the policies of Upper Cape Cod Regional Technical School; improper conduct of any kind, inclusive of disruption of the learning environment; threatening behavior/harassment towards a facilitator, fellow student, or any member of the UCT staff; and/or removal from the clinical site at the request of the facility), the Director of the Practical Nurse Program will meet with the student and provide written notification of the termination in writing. The student can appeal the termination. [Please refer to the Appeals Process contained in the Student Handbook.].

APPEAL PROCESS

The student may appeal academic or clinical probation and/or the determination of unsatisfactory progress and/or program termination and/or the termination of financial aid to the Appeal Review Committee based upon extenuating circumstances. The Committee will review the extenuating circumstances and determine whether the student can continue probation for a specified amount of time.

Filing the Formal Appeal

A student can file a formal appeal by providing a written statement to the Director that clearly and specifically states the grounds on which the appeal is based. The student must explain why he or she believes that the academic or clinical probation and/or the determination of unsatisfactory progress and/or program termination and/or the termination of financial aid to be unjust. The student should attach supporting documentation if available.

Appeal Review Committee

If attempts at informal resolution of the dispute fail, the Superintendent shall appoint an Appeal Review Committee to consider the appeal. The panel shall consist of at least three (3) members of the Upper Cape Tech Leadership team, (e.g. The Director of Curriculum, Principal, Vice Principal, and/or Team Supervisor(s).) Neither the Superintendent nor the PN Director will serve on the Appeal Review Committee.

The PN Director is responsible for ensuring that the appeal process is completed in a timely fashion. Unless there are exceptional circumstances, the appeal process must be completed within 30 business days from when the appeal was filed. The PN Director is also responsible for ensuring that the facilitator has at least a week to prepare a response to the appeal and that both the student and the facilitator have at least a week's advance notice of the time and location for appearing before the Appeal Review Committee in person if they have requested an appearance.

Review of the Appeal

The Appeal Review Committee is responsible for determining the facts in the dispute and making a judgment on the merits of the appeal. The committee shall review the materials submitted both by the student and by the facilitator. The committee can request any other information it deems necessary, including additional facilitator records and input from third parties.

Both the student and the facilitator have the right to appear in person before the Appeal Review Committee if they request the opportunity. If both parties appear before the panel, they should be heard separately. If neither party requests to appear in person, the panel should complete its review based on the written materials supplied by the parties and whatever other information the panel requested. The panel's deliberations, including hearing testimony from the parties involved and third parties, shall take place privately.

The student has the burden of proof. The student must present clear evidence that the academic or clinical probation and/or the determination of unsatisfactory progress and/or program termination and/or the termination of financial aid unjust. Once the members of the Appeal Review Committee have determined that they have sufficient information to decide, they will vote to either grant or reject the appeal. A simple majority is sufficient to decide the issue. If the committee grants the appeal, it determines the appropriate action to reverse the academic or clinical probation and/or the determination of unsatisfactory progress and/or program termination and/or the termination of financial aid. The panel chair shall prepare a written report stating the panel's decision and the justification for that decision. Copies of the report must be conveyed to the student, the facilitator, and the PN Director. If the panel determines that the academic or clinical probation and/or the determination of unsatisfactory progress and/or program termination and/or the termination of financial aid is to be reversed, the PN Director will proceed accordingly. The stated reason for the change of grade will be "the recommendation of the Appeal Review Committee."

Sometimes an appeal raises issues that go beyond the resolution of reversing the academic or clinical probation and/or the determination of unsatisfactory progress and/or program termination and/or the termination of financial aid to be unjust. At its discretion, the Appeal Review Committee may prepare a supplementary report addressing those issues and present it to the PN Director.

Appealing the Committee's decision

The losing party to the appeal process has a limited right to appeal. The appeal can be based only on procedural rather than substantive grounds. If the losing party believes that the appeals process was not properly followed and as a result, he or she was treated unfairly, then the student can file a written appeal with the Superintendent. The appeal can only be based on procedural errors that compromised the fundamental fairness of the process. Minor procedural errors that do not materially affect the outcome of the process are not grounds for appeal.

The Superintendent will review the appeal and conduct whatever investigation is deemed appropriate. If the Superintendent determines that the appeal process was not properly followed and that the failure to follow proper procedures biased the result of the appeal, then the superintendent will vacate the judgment of the

committee and direct that the process be repeated with a different review committee. If the Superintendent rejects the appeal, the decision of the Review Committee is final.

BULLYING /HARASSMENT POLICY

The procedure dealing with harassment issues can be formal or informal. It is possible to resolve an offensive situation informally without an extensive and involved investigation. However, any party involved can request a formal investigation at any time.

The UCT SEXUAL HARASSMENT, BULLYING & HAZING Policy is found in the Appendix of this Handbook.

INFORMAL PROCEDURE

The Director of the Practical Nurse Program facilitates a conversation between the two parties where the complainant tells the respondent that the behavior is offensive and must stop. Examples of possible resolutions under the procedures are:

- Verbal statements of apology.
- Letters of apology.
- Assurances that the behavior will end.
- Mediation.

The informal procedure will be completed within seven (7) school days and the Director of the Practical Nurse Program will notify all parties involved of the results of the informal process. The length of time for this procedure can be extended due to the illness of anyone involved in the procedure. If all parties involved in the informal process feel that a resolution has been achieved, no further action will be taken. If any of the parties feel that their resolution has not been achieved, participants will engage in the following formal procedure.

FORMAL PROCEDURE

A formal investigation is initiated when any of the following three criteria are met:

1. Any of the parties involved requests a formal procedure.
2. The Director of the Practical Nurse Program requests that the formal procedure is necessary due to the seriousness of the allegations or repeated behavior.
3. Any of the parties involved in the informal process feels that the informal procedure was either inadequate or unsuccessful.

The formal procedures will be completed within seven (7) school days. The length of time for this procedure can be extended due to the illness of anyone involved in the procedure. During this time, the Title IX Coordinator will:

1. Document the allegations in written form.
2. Notify a parent/guardian if a student under 18 years of age is involved.
3. Investigate the complaint and prepare a written report with a description of any actions already taken or proposed.
4. Notify all parties of the results of the investigation, including parent/guardian if a student under 18 years of age is involved.

Recommendations for discipline will be referred to the Vice Principal. Discipline in harassment cases will be dealt with in accordance with school policy. All documentation of harassment grievances will be kept on file with the Title IX Coordinator.

APPEALS

A party can appeal the Title IX Coordinator's decision in writing to the principal within fourteen (14) days of receipt of the findings of the formal procedure. The Title IX Coordinator's decision will be reviewed to ensure adequacy of the investigations and conclusions. Parties will be given an opportunity to submit additional relevant information. The principal will decide and inform all parties involved of his decision within thirty (30) school days.

TITLE IX – SECTION 504 AND CHAPTER 622

The Director of Curriculum and Instruction is the coordinator for the Title IX of the Educational Amendments of 1972, Section 405 of the Rehabilitation Act of 1973, and Chapter 622 of the Massachusetts Act of 1971. These laws protect students from discrimination on the basis of gender or physical disability. Students who feel they have been excluded from participation in, denied the benefits of, or subjected to discrimination under any educational program or activity at Upper Cape Cod Regional Technical School based on gender or disability should bring the grievance to the attention of the Title IX Section 504 coordinator. Chapter 622 further ensures that all aspects of public-school education in Massachusetts must be fully open and available to both sexes and minority groups. No school shall exclude a student from any course, activity, service, or resource available in that public school based on race, color, gender, sexual orientation, religion, or national origin.
Students who feel that they have been deprived of their rights under these Acts are encouraged to seek compliance by following the Student Grievance Procedure or by filing a complaint with the Office of Civil Rights, U. S. Department of Education, Boston Office, U.S. DOE, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (email: OCR.Boston@ed.gov)

TITLE IX – Education Amendments of 1972

Title IX provides that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

The US Department of Education's [ED] regulation implementing Title IX specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. The Title IX regulation also prohibits a school from applying any rule related to a student's parental, family, or marital status that treats students differently based on their sex.

Under Title IX, it is illegal for schools to exclude a pregnant student from participating in any part of an educational program. This prohibition applies to specific classes such as advanced placement or honors classes, extracurricular programs, interscholastic sports, honor societies, and opportunities for student leadership, among other activities. Schools may implement special instructional programs or classes for a pregnant student, but participation must be completely voluntary on the part of the student, and the programs and classes must be comparable to those offered to other students.

In addition, a school must excuse a student's absences because of pregnancy or childbirth for as long as the student's doctor deems the absences medically necessary. When a student returns to school, she must be allowed to return to the same academic and extracurricular status as before her medical leave began.

Any special services provided to students who have temporary medical conditions must also be provided to a pregnant student. Therefore, if a school provides special services, such as homebound instruction or tutoring, for students who miss school because they have a temporary medical condition, it must do the same for a student who misses school because of pregnancy or childbirth.

A school may require a pregnant student or student who has given birth to submit medical certification for school participation only if the school also requires such certification from all students with physical or emotional conditions requiring the attention of a physician. Thus, for example, a student who has been hospitalized for childbirth must not be required to submit a medical certificate to return to school if a certificate is not required of students who have been hospitalized for other conditions.

HEALTH & WELLNESS

HEALTH CLEARANCE

In accordance with regulations of the Massachusetts Board of Registration in Nursing, candidates for admission to a nursing education program must provide satisfactory evidence of compliance with the immunization requirements specified by the Massachusetts Department of Public Health, (see Appendix).

Health Clearance and Immunization Forms are provided in the Program Application and documents received during the application process are reviewed at the time of interview. All required documents must be completed and returned prior to the scheduled start of the academic year as published in the relevant Academic Calendar. Failure to provide all required documentation will exclude the PN student from clinical practice.

HEALTH INSURANCE

All students are required to carry personal health insurance while they are enrolled in the Practical Nurse Program.

HEALTH SERVICES

The purpose of Health Services at Upper Cape Cod Regional Technical School is to maintain and promote good health through education and preventive medicine.

Health services are available to any student in case of sudden illness or accident. First aid will be administered, and the emergency contact person will be notified.

All injuries, however slight, must be reported to the facilitator and the School Nurse so that any necessary first aid be given, and a record created for insurance purposes. Students are required to fill out a UCT incident report form for documentation.

LATEX ALLERGY MANAGEMENT

Applicants to health care programs need to be aware that several products used in health care contain latex. UCT PN Program will make every effort to provide a latex free environment on campus; however latex is not always easily identified in an academic environment. It is necessary for the student to be aware of their environment and possible risk of exposure.

Students who have a confirmed latex allergy must provide medical documentation and will be required to sign an acknowledgement of their risk and responsibility for avoiding latex whenever possible. Students with a latex sensitivity are responsible for the costs of any testing to confirm the sensitivity.

Students with a latex allergy will be at some risk while completing the program. The UCT PN Program cannot guarantee the clinical environment will be latex free. Students will agree to allow communication of their latex allergy status to appropriate clinical agencies by the Program Director to facilitate placement and planning.

MEDICAL CLEARANCE

Students who have been treated or/and hospitalized or for any condition that is a change to the individual's health status, and/or renders the individual contagious and/or incapable of performing nursing student responsibilities, must submit health clearance from an appropriate Health Care Provider who was/is rendering treatment, prior to resuming program activities.

The documentation from the Health Care Provider must include a signed and dated statement that the student is free of any health impairment which is of potential risk to students, patients, facilitator, and other personnel and which might interfere with the safe performance of her/his nursing student responsibilities, including habituation or addiction to depressants, stimulants, narcotics, alcohol, or other drugs or substances that could alter the individual's behavior.

Following treatment and/or hospitalization, should the Health Care Provider identify a condition(s) that would limit the student's ability to participate in the PN program and perform nursing activities, the Health Care Provider must stipulate that the condition(s) does not pose a risk to safe nursing practice and identify any limitations, rationale for, and duration of the specific limitations.

Students who are absent for four (4) or more consecutive scheduled days must provide Health Care Provider documentation before returning to program activities. For the purpose of this policy, a student absent on Friday and again the following Monday, as well as the day prior to a long weekend or vacation and again on the day classes resume following any such break, are considered absent for 4 (four) consecutive days.

Upon providing the Director with the appropriate documentation and resuming program activities, the student will meet with the Director and the appropriate facilitators to develop a plan to make-up any activities, examinations, clinical, etcetera that has been missed.

Please note that the clinical agencies with which the program is affiliated could have standards that are different from those above. The clinical agencies can deny at any time the student's participation in clinical activities until the student meets the standards of the affiliating agency.

SCREENING FOR SUBSTANCES OF ABUSE

All students admitted to the Program may be required to submit to screening for substances of abuse as required by the affiliating clinical agencies.

Screening for substances of abuse may be randomly conducted without advance notice to all enrolled students a minimum of one time during their enrollment.

The student who comes to school or to a clinical facility in the possession of or under the influence of alcohol/drugs presents a threat to the safety and welfare of all and will be treated as an impaired person.

Any student who has been prescribed a narcotic or other medication, which they have reason to believe could impair their ability to function, should inform the Director prior to participating in program activities. The Program respects the privacy of its students and will work cooperatively with any student who is taking such medication and their healthcare provider to ensure such medications will not interfere with the student's ability to perform safely, without risk to the student or others.

DRUG/ALCOHOL POLICY

The student who comes to campus or to a clinical facility in the possession of or under the influence of alcohol/drugs presents a threat to the safety and welfare of all and will be treated as an impaired person. The facilitator will determine the appropriate course of action, which shall include, but is not limited to immediate treatment, and/or referral, and/or immediate removal from the clinical site. Medical clearance and a meeting with the student will be required prior to their return.

Any student who comes to school **under the influence** or has **consumed, possessed or distributed** drugs and/or alcoholic beverages of any kind while in school, on school grounds, or at any Program-sponsored activity will be subject to the following:

- Notification to law enforcement agency where appropriate and/or;
- Due process hearing and/or;
- Disciplinary action up to and including termination from the program.
- Drug screen at the student's expense.

Upper Cape Cod Regional Technical School or any clinical facility reserves the right to require a random screening for substances of abuse and/or CORI and/or fingerprinting at any time while the student is enrolled in the Practical Nurse Program. Such testing will not be requested unless "reasonable suspicion" is found that the student is under the influence of alcohol or drugs. Indications of intoxication or being under the influence of drugs can include but not be limited to observable phenomena such as bloodshot eyes, flushed face, disorientation, slurred speech, the smell of alcohol or any illegal substance, failure to grasp instruction, erratic behavior, unusual behavior, changes in behavior and such similar behavior associated with intoxication or being under the influence of drugs. Events such as direct observation of alcohol or drug use or possession of alcohol or a drug; arrest or conviction for an alcohol or drug-related offense; the identification of a student as the focus of a criminal investigation into illegal drug possession use, or trafficking; information provided either by reliable and credible sources or independently corroborated; or newly discovered evidence that the student had tampered with a previous drug test constitutes "reasonable suspicion".

NOTE: Students have the right to refuse to take a screen test, but such refusal will be considered in any disciplinary action.

Should the student be allowed to return to school, the following should be presented at the readmission meeting:

1. If there is reason to suspect the student remains under the influence of an illegal substance, evidence must be provided that the student is free of all substance (alcohol/drugs).
2. Documentation of attendance at a rehabilitative program or counseling, whichever is deemed most appropriate by the Director of the Practical Nurse Program.
3. The student must demonstrate a willingness to pursue extra help after school until such a time that missed schoolwork is up to date. The attendance policy and clinical make-up policy will be upheld.

A second violation of the drug/alcohol policy **will** result in termination from Upper Cape Cod Regional Technical School.

VAPING & TOBACCO USE REGULATION

Vaping and smoking are prohibited in the Upper Cape Cod Regional Technical School parking lots, school buildings, adjacent grounds, and before or during clinical experience. Students shall not use tobacco products of any kind anywhere on school grounds (including in vehicles). Students must also comply with all regulations at each off-site clinical placement. Students should never vape or smoke while in uniform.

Tobacco use is the leading cause of preventable death and illness in Massachusetts and in the nation:

- More than 8,000 Massachusetts residents die each year from the effects of smoking.
- Though they are not smokers themselves, an estimated 1,000 or more Massachusetts adults and children die each year from the effects of secondhand smoke.
- Tobacco kills more people each year than car accidents, AIDS, homicides, suicides and poisoning combined.
- Smoking costs the Massachusetts economy more than $5.5 billion each year.

The Massachusetts Tobacco Cessation & Prevention Program works to improve public health in the Commonwealth by reducing death and disability from tobacco use. To get help taking the first steps to quitting or for extra support after you quit, call the Massachusetts Smokers' Helpline for free support and advice: 1-800-QUIT NOW (1-800-784-8669).

URGENT CARE FOR MENTAL HEALTH AND SUBSTANCE ABUSE

A student can call, text, or chat with the Massachusetts Behavioral Health Help Line at **833-773-2445** to get care anytime, day or night, all year long. When you call, you'll speak with a trained professional who will answer immediately, assess your situation, and direct you to expert care near you.

988 Suicide and Crisis Lifeline is a national hotline offering one-on-one support for mental health, suicide, and substance use-related problems for anyone 24/7. No matter where you are in the United States, you can call or text the number 988 or chat online at 988lifeline.org and connect with a skilled, compassionate crisis counselor.

The Massachusetts Substance Use Helpline is a statewide, public resource for finding substance use harm reduction, treatment, recovery, and problem gambling services. Helpline services are free and confidential, and available 24/7. Trained specialists, many of whom are in recovery themselves or have personal experience with substance use disorder, will help you understand the treatment system and your options. Call or text "**HOPE**" to **800-327-5050.**

Massachusetts has Community Behavioral Health Centers (CBHC) across the state.

Region	Towns served	24-hour Access Telephone Number
Bristol County	Attleboro, Berkley, Dighton, Lakeville, Mansfield, Middleborough, North Attleboro, Norton, Raynham, Rehoboth, Seekonk, Taunton	Community Counseling of Bristol County CBHC 1 Washington Street, Taunton Telephone: (800) 660-4300
Brockton	Abington, Avon, Bridgewater, Brockton, East Bridgewater, Easton, Holbrook, Rockland, Stoughton, West Bridgewater, Whitman	High Point Treatment Center CBHC 30 Meadowbrook Drive, Brockton Telephone: (888) 725-9066
Cape Cod	Barnstable, Bourne, Brewster, Chatham, Chilmark, Cotuit, Dennis, Eastham, Falmouth, Harwich, Hyannis, Mashpee, Orleans, Osterville, Provincetown, Sandwich, Truro, Wellfleet, Woods Hole, and Yarmouth	Bay Cove Behavioral Health & Wellness Center 110 Main Street, Hyannis Telephone: (833) 229-2683
Fall River	Fall River, Freetown, Somerset, Swansea, Westport	Child & Family Services CBHC – Fall River 1052 Pleasant Street, Fall River Telephone: (877) 996-3154

Martha's Vineyard	Martha's Vineyard Island	Martha's Vineyard Community Services 111 Edgartown Road, Oak Bluffs Telephone: (508) 693-0410
New Bedford	Acushnet, Carver, Dartmouth, Duxbury, Fairhaven, Halifax, Hanover, Hanson, Kingston, Marion, Marshfield, Mattapoisett, New Bedford, Pembroke, Plymouth, Plympton, Rochester, Wareham	Child & Family Services CBHC - New Bedford 965 Church Street, New Bedford Telephone: (877) 996-3154
Nantucket	Nantucket Island	Fairwinds Center CBHC 20 Vesper Lane, Nantucket Telephone: (888) 323-3447
Plymouth	Acushnet, Carver, Dartmouth, Duxbury, Fairhaven, Halifax, Hanover, Hanson, Kingston, Marion, Marshfield, Mattapoisett, New Bedford, Pembroke, Plymouth, Plympton, Rochester, and Wareham	Child & Family Services CBHC – Plymouth 61 Industrial Park, Plymouth Telephone: (877) 996-3152

ESSENTIAL COMMUNITY SERVICES

Every day, someone somewhere in Massachusetts needs to find essential community services, an after-school program, a food bank, or where to secure care for an aging parent. Many face these challenges, but don't always know where to turn for help. The Solution is to Dial 2-1-1.

Mass 211 is an easy to remember telephone number that connects callers to information about critical health and human services available in their community. It serves as a resource for finding government benefits and services, nonprofit organizations, support groups, volunteer opportunities, donation programs, and other local resources. Always a confidential call, Mass 211 maintains the integrity of the 9-1-1 system saving that vital community resource for life and death emergencies.

Available 24 hours a day, 7 days a week, Mass 211 is an easy way to find or give help in your community.

Mass 211 responds immediately during times of crisis, to field calls regarding the crisis and to direct callers to services most appropriate for their needs. If you are unable to reach 2-1-1 due to your telephone or cell phone carrier, a toll-free number is available 1-877-211-MASS (6277)

ACADEMIC POLICIES & PROCEDURES

PROGRESSION THROUGH THE PROGRAM*

A grade of 75%/"C" or better is required in each academic course at the end of each term to progress to the next term. Students must actively participate in and complete all components of the grading criteria; in other words, no portion of the course grade is optional. Students must achieve a grade of 75%/"C" or better and Pass the clinical/NCS component of each course to progress to the next term. Numerical equivalents are as follows:

94 – 100 = A
90 – 93 = A-
87 – 89 = B+
84 – 86 = B
80 – 83 = B-
77 – 79 = C+
75 – 76 = C Passing Grade
70 – 74 = C-
67 – 69 = D+
64 – 66 = D
60 – 63 = D-
Below 60 = F

Grading in clinical and NCS is Pass/Fail. Students who do not achieve a grade of 75%/"C" or better will not receive credit for the clinical and NCS portion of those courses with a clinical component. In order to progress to the next clinical level, a student must demonstrate competence in all critical areas as identified by an asterisk on the clinical evaluation.

The Massachusetts Board of Registration in Nursing has identified that the lack of academic rigor in nursing education programs negatively affects licensure exam pass rates; specifically rounding up on grades. Grades are calculated to the 100th decimal point and are not rounded up. For example, an exam grade of 74.49 is not a 75%. Students must achieve a 75.00% final exam average and a 75.00% final course grade to progress through the program.

Students are expected to keep a record of their exam and assignment scores throughout the course to monitor their own progression.

INCOMPLETE GRADE

An "Incomplete" will only be given for absence due to extenuating circumstances. The Incomplete will be converted to a numerical grade upon meeting the requirements for completing the course. The requirements (i.e., clinical make-up time, missing assignments) to complete the course must be arranged with the course facilitator(s) and PN Program Director prior to the final scheduled class meeting. Failure to meet the requirement(s) for completion within the agreed time frame will result in the student being unable to progress in the Program and/or graduate from the Program.

In the event a student was issued an "Incomplete" for non-academic reasons, the student will have until the start of the next course or 30 calendar days, whichever is sooner, to successfully meet the requirements to complete the course. Non-academic reasons include, but are not limited to, student behaviors or acts occurring outside of the prescribed Program schedule that prevents the student from successfully completing course requirements due to inability of the Program to place the student in the clinical setting. Should this occur, the

student will receive “Fail” for the clinical portion of the course and will be required to repeat the course in accordance with the Readmission Policy.

EXAM POLICY

Exams are administered via computer provided by the Program using the platform *QuestionMark*. Students are provided with a scratch paper that is collected from the student at the end of the exam. No other items on the desktop except for a pen or pencil. Students may request to have certain items on the desk, (for example, facial tissues or cough drops). **No liquids may be on the desk during an exam.**

In accordance with the requirements of the Council on Occupational Education to ensure that the program incorporates current job market requirements (i.e., arriving at work on time), students are not to enter the classroom after an examination has been started. Students arriving late will be considered absent for that instructional period and will be required to make up the exam at the end of the class day schedule in accordance with the Exam Make-up Policy. A 5% grade reduction will occur for such an occurrence.

Important note: ALL EXAMS are administered during the first scheduled class and start at 8:00 AM.

EXAM ADMINISTRATION PROCEDURE

In the event a student will be absent on the day of an exam, the student is required to communicate the absence to the administrative assistant, David de la Cour, AND the course facilitator(s) via email no later than 7:15 a.m. Notification after 7:15 a.m., or no notification of absence [No Call/No Show], will make the student ineligible for an exam make-up and the student will receive a grade of 0% for the missed exam.

Extenuating circumstances for the failure to notify the administrative assistant AND the facilitator(s) by 7 a.m. will be considered but will require documentation of a situation that made it impossible to communicate the absence in a timely manner.

Students are NOT allowed into the classroom prior to the start of scheduled exams. Students may enter the classroom upon the instruction of the facilitator. It is recommended that students arrive on campus early and remain in their cars until 7:50 a.m., leaving all study materials and electronic devices in their car. Students will be directed by the facilitator where to put coats, jackets, etcetera upon entering the room.

Students are expected to be attentive to facilitator instructions for the exam. Talking with other students prior to the start of the exam is not appropriate and may cause increased test anxiety in oneself or student peers.

Seating will be assigned by the facilitator. NO hats, headphones, earbuds, smart glasses or watches, or electronic devices of any sort are allowed into the classroom during an exam. Faculty reserves the right to inspect any eyeglasses or any other item that may pose a risk to exam security. Students who are discovered to have an electronic device on their person during the exam will not be allowed to complete the exam will receive a grade of “0%”. A grade of “0%” on any exam places the student at high-risk for academically failing the course. Students may bring a mouse for use with the Chromebook provided for the exam.

Questions during the exam will only be answered if the facilitator deems the question is not about content, rather non-nursing terms or content. In other words, the facilitator will NOT provide the definition of any term or any nursing content that was covered in the required assignments, classroom, and/or NCS.

In the event a student must leave the room during the exam for the bathroom, they are to raise their hand and be acknowledged by the facilitator. Only one student is allowed out of the classroom during the duration of the exam. A member of the staff or a facilitator will be monitoring the lobby area and hallways during the exam.

Students may NOT gather outside the classroom, in the lab, in the break room, in the bathrooms, or in the lobby following the exam. Students may gather in the atrium. When all students have completed their exam, students will be notified so that they may return to the classroom.

Students may not discuss the exam with their peers; this may be deemed to be a violation of exam security. Questions about exam items should be reserved for the Post-Exam Review or with individual facilitators.

EXAM MAKE-UP POLICY

Students are expected to be in attendance for all scheduled class exams.

- If the student is absent on the day of an exam the student will take the exam on the first day of return. If the first day of return is a clinical day, the student will be required to return to campus immediately following the end of the clinical experience.
- Students who fail to take the exam on the first day of return will not be eligible to take the exam later and will receive no credit for that exam. (Grade of zero).
- Students are eligible to do make-up only for one exam throughout the course. In the event a second absence occurs on the day of an exam, detailed documentation of extenuating circumstances must be provided.
- Students making up any missed exam(s) will have the grade on each make-up reduced by 10% of the exam result. For example, a student who achieves 80% on the make-up exam will receive an exam score of 72%. This will be waived only in the event of a documented extenuating circumstance.
- If a student misses more than 2 exams in PN 103, PN 101, and/or PN 106 they will NOT be provided with an opportunity to make up any additional missed exam in these courses and will receive a 0% for the missed exam(s). If a student misses more than 1 exam in PN 104, PN 109, or PN 107 they will NOT be provided with an opportunity to make up any additional exams in these courses and will receive a 0% grade for the missed exam.

POST-EXAM REVIEW POLICY

Students are expected to conduct themselves in a professional manner during all exam reviews provided by the facilitators. Post-exam reviews are conducted during Academic Assistance, either before the start of classes in the morning or in the afternoon following the conclusion of the last class of the day. The facilitators offer no guarantee that students who choose not to attend the post-exam review will have the opportunity to review their exam at a future date and time.

Students attending the post-exam review are required to remain throughout the entire review.

NO hats, headphones, earbuds, smart glasses or watches, or electronic devices of any sort are allowed into the classroom during a post-exam review. Faculty reserves the right to inspect any eyeglasses or any other item that may pose a risk to exam security. Students who are discovered to have an electronic device on their person during the post-exam review will not be allowed to complete the review exam and will receive a grade of “0%”. A grade of “0%” on any exam places the student at high-risk for academically failing the course.

Post-exam reviews will be conducted within two (2) weeks after the exam was administered, noting that school cancellations could require this time frame be extended. If a student(s) is absent on the day of the exam, the review will not be conducted until such time as every student has written the exam. Prior to the post-exam review, students will be directed to sign-up so that the necessary report can be created for the student. Exams are electronic so there are no available paper copies of the exams for review.

Students who wish to dispute any answer identified by the facilitators as the correct answer can do so in writing using the *Student Test Item Query* form [See: Appendix A, page 67], providing an appropriate reference (i.e., the course textbook, the facilitators PowerPoint slide, and/or professional journal). Arguing a question in a public forum is unprofessional. The facilitator will consider the evidence provided by the student to determine if any change to the correct answer is warranted.

In the event a student requests an individual review of their exam, the facilitators reserve the right to lower a student's grade should it be identified that the student was awarded credit for an incorrect response. Should an error be identified that negatively affected the student's grade, an adjustment will be made accordingly.

LAST DAY TO WITHDRAW

The last day to withdraw from a nursing course is published in the syllabus. Students can choose to withdraw prior to, or on this date, to receive a "W" as the grade of record for the course. Students continuing in the course will receive a course grade based on the course grading policy published in the syllabus.

ACADEMIC ASSISTANCE

Students who have trouble with their schoolwork are encouraged to request assistance from classroom facilitators. Each facilitator is available either prior to or after class each week for students who missed class for valid reasons and to provide additional instruction to students who are having difficulty with work presented during regular classes. Facilitators should not be expected to meet with students during the scheduled breaks between classes.

ASSIGNMENTS

All written assignments must be word-processed and utilize proper spelling, grammar, punctuation, etc. Please use Times New Roman, Arial, or Calibri, 11 or 12-point font, and double space between lines. Use spell check, but even more importantly – **proofread** your paper. Include a cover page with your name, course, and date. Students are expected to use APA (American Psychological Association) formatting for the title page, references, and in-text citations. Assignments that are not in APA format will be returned to the student for revision with a five (5) point deduction per calendar day (this includes weekends and holidays) until it is submitted in correct APA format. The facilitators will assist the students to identify appropriate resources for APA format.

Written assignments are due on the specified date set in the syllabus. A hard copy must be provided; assignments sent as attachments via e-mail will not be accepted unless an exception is made at the discretion of the facilitator. Five (5) points per calendar day (this includes weekends and holidays), will be deducted for late assignments. If an assignment is turned in after the assigned time on the day the assignment is due, five (5) points will be deducted.

No assignment will be accepted after 1 week of the original due date and will result in a grade of ZERO for that assignment.

After the due date of an assignment, no opportunity to correct or revise the assignment will be provided; in other words, students will not be able to redo an assignment for a better grade. If a student needs guidance with the assignment, they are expected to seek out the facilitator for assistance in completing the assignment prior to the due date.

LEARNING RESOURCES

The Practical Nurse Program provides students with access to *CINAHL Plus with Full Text*. This comprehensive research database provides full text for nursing and allied health journals. Additional materials include full-text evidence-based care sheets, quick lessons, and continuing education modules. This resource offers access to health care books, nursing dissertations, selected conference proceedings, standards of practice, audiovisuals, book chapters and more.

Students are required to use CINAHL, a full-text database of nursing publications that is made available to students for the purpose of completing assignments and researching client care topic. CINAHL Plus full Text remains available to the graduates of the Program.

DOSAGE CALC 360°

Dosage Calc 360° is an online program that guides students through learning, practicing, and assessing the knowledge they need to calculate drug dosages safely and accurately. Dosage Calc 360° organizes content into easy to master modules. Videos and interactive graphics enhance understanding. Students practice their new skills and continuously assess their strengths and weaknesses to identify the areas where they should focus their study time.

MED TERM 360°

Med Term 360° is the complete online program that guides students through learning, practicing, and assessing the knowledge they need to communicate effectively with colleagues and patients in today's healthcare settings. *Med Term 360°* organizes content into 13, easy-to-master modules. Videos, graphics, short readings, and practice questions guide students step-by-step through a dynamic learning experience to develop the skills they need to become proficient medical language speakers and communicators.

TEST SUCCESS 360°

Test Success 360° is a complete online program that prepares students for the types of questions they will encounter throughout their nursing education and on the NCLEX®, while helping them to master the test-taking skills they need to excel. This learning solution guides new nursing students to learn, practice, and assess their understanding of test-taking strategies and techniques, the different NCLEX-question formats, and the concept of clinical judgment. Students will develop the confidence and skills needed to successfully demonstrate knowledge on exams.

SHADOW HEALTH DIGITAL CLINICAL EXPERIENCE

The *Shadow Health* virtual clinical environment complements the learning that occurs in the clinical practice settings. Patient case assignments will be integrated throughout the Program and are required to successfully pass the course in which the digital clinical experience is assigned. These assignments will provide practice in critical thinking, deductive reasoning, communication, and nursing skills.

The Digital Clinical Experience is available 24/7 online, free of many constraints and interruptions that occur in the clinical setting. These assignments will often take over an hour to complete,

DAVIS ADVANTAGE

Davis Advantage is an adaptive, online learning platform that is integrated into selected nursing courses. Assignments are required to successfully pass the course in which the *Davis Advantage* assessment was assigned. The interactive, question-based format provides practice to improve scores on course exams and the NCLEX-PN®. **Davis Advantage access is valid for 2 years following activation**. Students returning to the Program may be required to repurchase Davis Advantage to meet course and Program requirements.

TRACPRAC

TracPrac is a mobile app that provides access to students and facilitators to track and manage attendance and skills evaluation in Nursing Care Simulation and at clinical allowing for better visibility of clinical learning, and accelerated communication of clinical development within a secure digital environment.

INSTRUCTIONAL METHODOLOGIES

Method	Explanation
Active Reading	The student utilizes strategies to engage with the textbook. [See separate document for details.]
Alternative Assessments	The facilitator utilizes rubrics and evaluation tools to assess student learning.
Anchor Activities	Students work on an activity either immediately at the beginning of class or immediately prior to the end of class to review or extend learning of subject matter.
Brainstorming	Facilitator lead introduction of a topic or question that allows for the free flow of ideas without criticism or judgment.
Case Studies	Accounts of actual events relevant to the topic of study. The student applies knowledge and research of the unknown while analyzing the events from a variety of perspectives. These promote problem solving and higher order thinking.
Clinical Practice	The facilitator directed activities in which students engage in the practice of nursing while enrolled in a course in a MA Board of Nursing approved nursing education program.
CLOZE	A technique whereby a text is presented and words critical to the understanding of the topic is left out. Utilized to assess knowledge and understanding of the topic, the reading process, vocabulary, and critical thinking. A style of exam questions utilized in the NCLEX-PN® licensure exam.
Coaching	The facilitator directs a student or group to achieve learning objectives, develop skills, or develop competencies.
Computer Assisted Instruction [CAI]	Any computer-generated instruction or remediation program where students work at the computer with a program that delivers learning. Student performance is evaluated, and feedback is provided.
Computer-Based Simulation	The modeling of real-life processes with inputs and outputs exclusively confined to a computer. These include Virtual patients,
Conferencing	A one-to-one facilitator conference with a student. The purpose is to engage in meaningful conversation about the student's work and progress. Components include preparation by the facilitator and student; active listening; documentation; and follow-up.
Cooperative Learning	An instruction method that incorporates social learning experience with academic activities. Elements include positive interdependence; face-to-face interaction; individual accountability; social skills; and group processing. Strategies include Heads Together; Think-Pair-Share; Structured problem solving; and Send-a-problem.

Cueing	Facilitator provides information during the simulation to assist the student's progress through the learning activity to achieve objectives.
Debriefing	A session after a simulation event where facilitators and students re-examine the simulation experience for the purpose of moving toward assimilation and accommodation of learning to future situations, fostering the development of critical thinking and clinical judgment.
Deliberate Practice	A facilitator designed systematic activity that has been created specifically to improve a student's performance in a specific domain.
Direct Instruction	Refers to the instructional approaches that are structured, sequenced, and led by facilitator with presentation of content by lecture or demonstration.
Effective Questioning	Facilitators question students about what is important, focusing students on instructional objectives.
Flexible/Strategic Grouping	Facilitator informally group and regroup students for a variety of purposes through the instructional period. These are utilized to engage students and are facilitator led to meet the instructional objectives.
Formative Assessment	A deliberate process used by facilitators and students to provide feedback to improve student attainment of objectives. These assessments may be used in the classroom [e.g., unannounced quizzes, One Minute Paper, Muddiest Point], nursing skills sim [e.g., performance checklist], and clinical [Anecdotal notes, Clinical Warning].
Guided Reflection	The process by which the facilitator during debriefing reinforces the critical aspects of the experience and encourages insightful learning, allowing students to link theory with practice and research.
Journal Writing	Students write about a variety of topics. Facilitators direct the purpose and content of the journal entries.
Learning Contracts	A method of individualizing instruction and developing student responsibility.
Lecture	The facilitator presents new content, or content not available in textbooks, summarizing and focusing students on critical information.
Learning Logs	Students write to learn and may include questions about lectures, assignments, CAIs, etcetera. These logs are concise, objective, and factual.
Mini Lessons	Designed with a narrow focus that provides instruction [5 to 15 minutes] in a skill or concept, the students will relate to a larger lesson to follow.
Modeling	An instructional strategy where the facilitator demonstrates a new concept or skill, and students learn by observing and emulating. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking out loud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment).
Ordered Response	A technique whereby randomly ordered steps to a process or procedure are provided and the students place these steps in the correct, logical order to demonstrate understanding. A style of exam questions utilized in the NCLEX-PN® licensure exam.

Peer Partner Learning	Students work together as partners, one functioning as the nurse, the other as the client. The nurse performs a task, provides teaching, and/or answers questions. The client observes and provides feedback and helpful information. Later the partners reverse roles.
Prebriefing	Held prior to the start of a simulation activity in which facilitator provides instruction and information to set the stage for the scenario and assists the students in meeting objectives.
Precepted Clinical Experience	A clinical experience conducted in accordance with the regulations of the Massachusetts Board of Registration in Nursing in which an experienced nurse facilitates and guides the student's clinical practice in the preceptor's area of practice expertise.
Problem Solving	The nursing process is utilized to identify a client problem and develop a plan of care based on assessment of the problem, the needs of the client, and desired outcome of nursing care.
Role Playing	This technique allows students to act out hypothetical situations and allows for an understanding of concern, values, and perspectives held by others.
Scaffolding	An instruction technique whereby the facilitator models the desired nursing skill then, with assistance, gradually shifts responsibility to the student.
Simulated Person	A person who portrays a client, family member, or health care provider to meet the objectives of the simulation. This person often engages in the assessment by providing feedback to the student.
Simulations	A form of experiential learning. Instructional scenarios are utilized where the learner is placed in a clinical situation defined by the facilitators to promote the use of critical thinking and clinical judgment. These are guided by a set of parameters that students undertake to solve client problems, adapt to changes to the care environment and/or client condition.
Socratic Seminar	A student led discussion where facilitator poses open-ended questions to students, often moral dilemmas.
Structured Overview	The facilitator starts by highlighting what will be learned verbally in a few sentences, a written summary, and/or by a visual aid. Then the relationship between new content and what the student already knows is discussed.
Student Self-Assessment	The student assesses their own performance on skills, assessments, etcetera, using tools provided by the facilitator, e.g.: rubrics, skills checklists, and clinical evaluation tools. Student self-assessment is also accomplished by completing end-of-chapter questions and the workbook assignments that accompany selected textbooks.
Summative Assessments	Provided to students by the facilitator at the conclusion of a specific instructional period. These include, but are not limited to, nursing skills sim performance evaluations, clinical evaluations, and final course grades.
Take-home Simulation	A combination of devices, software, tasks, instructional videos, log sheets, and program overview materials that are provided to students for use outside of assigned class, simulation, and/or clinical time.

Virtual Client	A representation of an actual client that may take many forms such as software-based physiological simulators, simulated patients, physical manikins, and simulators.

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Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Section 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright office at: www.copyright.gov.

INTELLECTUAL PROPERTY

Materials designed by the facilitator for use in the UCT PN Program are the intellectual property of the facilitator and Program. Unauthorized use, copying and distribution are not allowed.

GRADE APPEAL

Students who wish to appeal a final grade are responsible for demonstrating that the grade they received was contrary to procedures as specified in the course syllabus or was based on computational or clerical error. Facilitator members and students have a responsibility to attempt to resolve grade disputes informally.

Grading Disputes During a Course

Facilitator members and students should communicate regularly and openly about all grading issues. A student who is dissatisfied with a facilitator's grading decision during a course should discuss the issue with the facilitator and attempt to resolve the matter informally. A student who believes that a grading issue has not been satisfactorily resolved should speak with the PN Director about the matter. The PN Director shall work with both the student and the facilitator to address the issue.

Students cannot file a formal course grade appeal during the course. Grading issues that remain unresolved during the course could become the basis for a formal grade appeal once the term has ended and a final course grade has been assigned. The formal process is used only for grading issues that affect the final course grade. For example, if a student disagrees with a grade given on a particular assignment but changing the grade on that assignment will not affect the student's final course grade, then the issue is not appropriate for a formal appeal.

Disputes Over Final Course Grades

A student who is dissatisfied with a grading decision should attempt to resolve the matter by contacting the facilitator within 7 days following receipt of the grade. The student can contact the PN Director to facilitate communication between the student and the facilitator and to help resolve the dispute.

Grounds for a Formal Course Grade Appeal

A student can file a formal course grade appeal if the following conditions are met:

- The student has attempted to resolve the dispute informally.
- The grading issues at stake affect the final course grade. (A course grade appeal cannot be filed until the term has ended and a final course grade has been assigned.)
- The student believes that his or her final course grade was assigned contrary to procedures as specified in the course syllabus or was based on computational or clerical errors.
- The formal course grade appeal is filed no later than ten (10) calendar days after the final grade was issued.

Filing the Formal Course Grade Appeal

A student can file a formal course grade appeal within ten (10) days of receipt of the grade by providing a written statement to the Director that clearly and specifically states the grounds on which the grade appeal is based. The student must explain why he or she believes that the assigned grade was contrary to procedures as specified in the course syllabus or was based on computational or clerical error. The student should attach supporting documentation to the form, such as the following:

- A copy of the course syllabus.
- A copy of the graded assignment on which the formal course grade appeal is centered if it is available.
- A portfolio of the students' other graded work from the course, including papers, projects, homework, tests, and other assignments, if these materials are available.
- Any other documents the student believes are relevant to the resolution of the course grade appeal.

Informal Resolution

Upon receipt of a written statement, the PN Director will contact both the student and the facilitator involved to attempt to resolve the dispute informally within seven (7) days of receipt of the written statement. If the facilitator is unavailable, the PN Director shall appoint another facilitator to represent facilitator's interests in the appeal. The facilitator member representing the absent facilitator shall act as a good faith representative of the facilitator whose goal is to resolve the grading dispute fairly.

Facilitator Response

If the dispute is not resolved informally, the PN Director shall give the facilitator a copy of the written statement submitted by the student and ask the facilitator involved to prepare a written response to the appeal within ten (10) days of receipt of the student's statement. The facilitator's response should include the following:

- A copy of the course syllabus.
- A copy of any relevant graded assignments that had not been returned to the student.
- A written statement responding to the issues raised by the student.
- Any other documents the facilitator believes are relevant to the resolution of the course grade appeal.

The PN Director should continue to pursue an informal resolution to the dispute if he or she believes that a resolution is possible. The PN Director will share the facilitator's response with the student in hopes of finding common ground between the two. If appropriate, the PN Director will provide the student with the opportunity to address issues raised in the facilitator's response that the student has not previously addressed.

The Facilitator Grade Appeal Committee

If attempts at informal resolution of the grading dispute fail, the PN Director shall appoint a Facilitator Grade Appeal Committee to consider the appeal. The panel shall consist of at least one PN Program facilitator, and one staff or faculty assigned by the Superintendent or their designee.

The PN Director is responsible for ensuring that the grade appeal process is completed in a timely fashion. Unless there are exceptional circumstances, the appeal process must be completed within 30 days from when the appeal was filed. The PN Director is also responsible for ensuring that the facilitator has at least a week to prepare a response to the grade appeal and that both the student and the facilitator have at least a week's advance notice of the time and location for appearing before the Facilitator Grade Appeal Committee in person if they have requested an appearance.

Committee Review

The Facilitator Grade Appeal Committee is responsible for determining the facts in the dispute and making a judgment on the merits of the course grade appeal. The committee shall review the materials submitted both by the student and by the facilitator. The committee can request any other information it deems necessary, including additional facilitator records and input from third parties.

Both the student and the facilitator have the right to appear in person before the Facilitator Grade Appeal Committee if they request the opportunity. If both parties appear before the committee, they should be heard separately. If neither party requests to appear in person, the panel should complete its review based on the written materials supplied by the parties and whatever other information the committee had requested. The committee's deliberations, including hearing testimony from the parties involved and third parties, shall take place in private.

The student has the burden of proof. The student must present clear evidence that a grade was contrary to procedures specified in the course syllabus or was based on computational or clerical error. The facilitator's grade stands unless the Facilitator Grade Appeal Committee determines by the preponderance of the evidence that the grade was contrary to procedures as specified in the course syllabus or was based on computational or clerical errors.

Once the members of the Facilitator Grade Appeal Committee have determined that they have sufficient information to decide, they will vote to either grant or reject the grade appeal. A simple majority is sufficient to decide the issue. If the committee grants the appeal, it determines the appropriate course grade for the student.

The committee chair shall prepare a written report stating the committee's decision and the justification for that decision. Copies of the report must be conveyed to the student, the facilitator, and the PN Director. If the committee determines that the student's grade shall be changed, the PN Director will make the change. The stated reason for the change of grade will be "the recommendation of a Facilitator Grade Appeal Committee."

Sometimes a course grade appeal raises issues that go beyond the resolution of grading issues. At its discretion, the Facilitator Grade Appeal Committee may prepare a supplementary report addressing those issues and present it to the PN Director.

Appealing the Committee's Decision

The losing party to the grade appeal process has a limited right to appeal. The appeal can be based only on procedural rather than substantive grounds. If the losing party believes that the appeals process was not properly followed and as a result, they were treated unfairly, then they may file a written appeal with the Superintendent. The appeal can only be based on procedural errors that compromised the fundamental fairness of the process. Minor procedural errors that do not materially affect the outcome of the process are not grounds for appeal.

The Superintendent will review the appeal and conduct whatever investigation they deem appropriate. If the Superintendent determines that the grade appeal process was not properly followed and that the failure to follow proper procedures biased the result of the grade appeal, then the Superintendent will vacate the judgment of the grade appeal panel and direct that the process be repeated with a different panel. If the Superintendent rejects the appeal, the decision of the Facilitator Grade Appeal Committee is final.

CLASSROOM POLICIES & PROCEDURES

ATTENDANCE

Students are expected to be PRESENT and ON TIME for all scheduled classes. Absences are not excused for any reason; however, *Extenuating Circumstances* can occur (see policy).

All students are expected to be on time and in attendance for the entire time for all classes. Facilitators reserve the right to take attendance at any time during a class period and throughout the day. Appointments should be scheduled at times other than class times.

To maximize learning for all students, establish good habits required in the workplace, and minimize disruptions in the classroom-learning environment, the Practical Nurse Program has a strict attendance policy. Employers in health care settings demand that employees are not only competent practitioners but can be relied upon to be on time and present at work daily. Regular attendance should be thought of as a ***critical*** work habit, and it is extremely important to your success in the Practical Nurse Program at Upper Cape Cod Regional Technical School. The administrative assistant and facilitators carefully monitor student attendance.

In the event a student will be absent on a **class day**, an email should be sent from your UCT email account to: ddelacour@uppercapetech.org AND your facilitator(s). In the subject line of the e-mail, simply state, "I will be absent today". It is appropriate to provide some details as to the reason for the absence. By using your UCT e-mail account, your name will automatically appear in the message, and a copy will be retained in your Sent Mailbox. **DO NOT** email the Director about daily absences. In the event of an extended medical situation, please notify the Director as soon as you are able.

Excessive absences jeopardize a student's ability to meet the course and/or program outcomes. Excessive absenteeism is defined as more than 10% of scheduled class hours to determine their eligibility for continuation in the program. Any student with a demonstrated pattern of absenteeism will be asked to meet with the Program Director. The purpose of this meeting will be to identify contributing factors and develop a plan to ensure attendance.

Class absences more than 10% of scheduled class meetings of the course* will be deemed "Chronic Absenteeism" and will be noted on the transcript accordingly. Class absences are NOT made-up. The student is responsible for obtaining any information missed due to their absence, (see next paragraph).

Classes are broadcast live daily via Google Meet. This is provided for students who may not be well enough to attend in person but may be able to participate from home. This is also provided in the event a sick child or family member requires the student to remain home. All classes are recorded and posted in Google Classroom. These recordings are available for the duration of the course.

Remote attendance is offered as a way for students to remain current with course content and is NOT an option to attend. Facilitators engage in a variety of learning activities, and the student experience is very different if the student is not in person. Unless deemed otherwise by the Director, students attending remotely are documented as absent.

Students are responsible for obtaining material missed due to absence. Students should arrange with a classmate to get class notes and meet with the facilitator for any additional information.
In class assignments must be completed during class time and cannot be made up outside of class. There are no exceptions to this requirement. Students will receive a 0% on the in-class assignments missed due to absence.

Facilitators will give students more information about testing and evaluation during the first-class meeting of each course. This information will also be written in each course syllabus and detailed in the course implementation guide.

Any student who is absent for 14 consecutive days without notification is considered to have abandoned the program and will be withdrawn (see RETURN OF TITLE IV (R2T4)/REFUND REPAYMENTS).

TARDINESS to CLASS

Students are expected to be prompt when reporting to class in accordance with the instructions received from facilitators. Students who arrive late to class disrupt the learning process for all others in attendance. Tardiness or any other time of absence such as leaving class prior to the scheduled time for dismissal will accrue as time absent.

In the event you are on your way to campus, and you determine that you will be late, please notify David de la Cour by phone (508-759-7711 ext. 277) if it is safe to do so. Do not text or send an email while driving.

The facilitators reserve the right to deny a late student entry into class if they deem it appropriate. This could include, but not be limited to, the late arrival would distract from the learning, or the student has exhibited a pattern of arriving late, which has been addressed with the student, however, the behavior persists.

PARTICIPATION

The classroom is a student-centered environment which includes discussion and other in-class activities. All students are expected to participate in these activities, including discussions, throughout the course. Each student has a unique perspective, and all ideas are valuable, and a student may bring something to the discussion that other students and facilitators may not have considered. Students may be invited to participate or may be called upon directly by the facilitator to respond. Facilitators expect everyone to participate. Students should be solely focused on the classroom activities so that they are prepared to participate.

CLASSROOM COMMUNITY AGREEMENT

The purpose of this Agreement is to help foster the process of creating an ongoing learning community in the classroom. The Agreement sets the tone and culture of the classroom learning space and structures student-student and student-facilitator interactions, establishing practices we seek to uphold with each other.

ENVIRONMENTAL MANAGEMENT

Temperatures fluctuate throughout the building. Students should dress in layers to ensure their personal comfort. In general, during the wintry weather months, room temperatures will be between 68 to 70 degrees, and during the warmer months, room temperatures will be between 70 and 74 degrees. Students are not to adjust thermostats or the heating/air conditioning units.

Perfume, cologne, strong smelling body sprays and lotions, and laundry products (fabric softener, dryer sheets) are common irritants that can adversely affect the health of certain individuals. Exposure to fragrances can trigger asthma, migraine headaches and other severe health ailments in people who are sensitive to chemicals. UCT is committed to the health and safety of all students and employees. Minimizing the use of fragrances at school is a key step in creating a healthy environment for all. Please be aware of the health needs of others and refrain from wearing strong smelling fragrances at school.

Students may eat in the classroom only during breaks, however all food should be removed from the desks and disposed of properly before class resumes. Open containers (drinks/beverages) are not allowed in classrooms and/or hallways. All liquids should be in a covered container. Individuals are responsible for immediately cleaning up any spilt liquids.

Students are responsible for the proper care of all books, supplies, and furniture supplied by UCT and/or the Program. Students who intentionally disfigure property or do other damage to school or private property or equipment will be required to either pay for the damage that is done or replace the item.

At the conclusion of the last class of the day, students should ensure any window that was opened is closed, trash is disposed of in the appropriate containers, and personal belongings are collected. At the conclusion of NCS all supplies, equipment, simulators, linens, etcetera are to be returned as directed by the facilitators.

Students are asked to recycle appropriately using the marked blue bins outside each classroom.

CLASS DAY DRESS CODE

Consistent with the policy of Upper Cape Cod Regional Technical School **students are required to wear photo identification (ID) badges* that are provided by Upper Cape**. ID badges provide the school community with a means to quickly identify those individuals who belong in the building.

When in school buildings, student ID badges must be worn on the upper body (above the waist).

In accordance with the Dress Code Policy of Upper Cape Cod Regional Technical School District, Practical Nurse students are expected to dress in a manner that is supportive of a positive learning environment that does not cause disruption or disorder in the school and does not compromise the health and safety of students. Students are required to wear a scrub uniform to campus for class. It is not necessary to wear the embroidered school uniform to class, unless otherwise instructed. In the event the student feels cold, it is appropriate to wear a long sleeve top under the scrub top. The optional vest and/or sweatshirt and/or scrub jacket may be worn as well. It is not appropriate to wear any other sweatshirt, hoodie, blanket, or other like covering over the scrub top. Hoods and hats may not be worn at any time while in the building for security purposes.

Figs® brand scrubs and any similarly styled uniforms may NOT be worn at any time. Jogger style uniform pants are not allowed.

Students must always wear the Upper Cape Cod Regional Technical School student uniform during clinical experiences (some rare exceptions could occur) and during NCS. Dress and appearance must not present health or safety concerns.

Students do not wear any form of outerwear or bring these items into the classrooms or NCS, (i.e., hats or other headgear, coats, and umbrellas). Coat racks are provided for students' convenience. Students are not to wear sunglasses in the classroom, NCS, or clinical.

ACCOMMODATION DUE TO DISABILITY

The student with a disability must be able to meet the essential eligibility requirements for licensure as a Licensed Practical Nurse in Massachusetts. These requirements, as specified in Massachusetts General Law Chapter 112, ss. 74 and 74A, include graduation form a Board-approved nursing education program, achievement of a pass grade on the National Council Licensure Examination (NCLEX®), and demonstration of compliance with the good moral character licensure requirement.

Reasonable examination modifications will be provided to eligible students. Any accommodation provided must maintain the psychometric nature and security of any examination. Exam modifications, which fundamentally alter the nature or security of examinations, are not permitted.

A student has no obligation to inform the director, facilitator, and/or facilitators that he or she has a disability; however, if the student wants academic accommodation or if a student wants other disability-related services, the student must identify himself or herself as having a disability. The disclosure of a disability is always voluntary. For example, a student who has a disability that does not require services can choose not disclose his or her disability. However, should a student choose not to disclose a disability, having not received accommodation cannot later be used as a basis for a grade appeal or grievance.

For additional information, please see, *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities,* U.S. Department of Education, 2001, at: http://www2.ed.gov/about/offices/list/ocr/transition.html.

A guideline for submitting a request for accommodation is available upon request from the Program Director.

RECORDING CLASSES

All classes are recorded and available to students in Google Classroom. These remain available for the duration of the course.

CLINICAL and NCS POLICIES & PROCEDURES

NURSING CARE SIMULATION (NCS) is integrated throughout the clinical portion of PN 101, PN 106, and PN 108/107). NCS is Clinical and those behaviors and actions that are unacceptable in the clinical setting are unacceptable in NCS.

Kindly note, there are specific policies for selected aspects of clinical and NCS. These are detailed in the following pages.

It is expected that the practical nurse student will respect and maintain patient confidentiality. A critical characteristic necessary to ensure patient safety that is expected of the practical nurse student and of all health care professionals is honesty. It is imperative that the student reports accurate information, in a timely manner, to the clinical facilitator and/or clinical staff regarding your assignment, whereabouts, and/or patient status. Never leave a clinical unit without reporting off to your clinical facilitator and ensuring that your patient is safe.

Any violations will be considered serious and could result in dismissal from the clinical site and/or nursing program.

CONFIDENTIALITY

Activities at the Upper Cape Cod Regional Technical School (UCT) Practical Nurse Program (PN Program) include, but may not be limited to, clinical, digital clinical, simulated clinical scenarios, simulated task training, standardized patient scenarios, pre-briefings, debriefings, and/or discussions.

All activities within the UCT PN program are considered confidential, whether electronic, written, verbal, observed or overheard, and may not be disclosed or discussed outside of the environment. Any participants (e.g., students, educators, instructors, faculty, staff or observers) in activities at UCT are expected to maintain confidentiality. Any sharing, posting to social media, discussion, recording, reproducing, revealing or disclosure of simulation activity or performance is a violation of policy and may be grounds for disciplinary and/or legal action.

Participants are obligated to report any violations of confidentiality to the facilitator responsible for the experience related to the violation.

Students will be required to sign a confidentiality agreement prior to the start of NCS or clinical, whichever begins first.

PN STUDENT CLINICAL/NCS UNIFORM REQUIREMENTS

Your appearance is critical in the way you represent the nursing profession. Students should project an image that reassures and comforts clients, their families, and conveys confidence to other members of the healthcare team.

Conveying professionalism in the workplace encompasses the way we communicate, how we express courtesy and body language, and what we wear. Presenting yourself in a professional manner helps to make the most of your contributions to the profession by keeping the focus on what you do and how well you do it, not on how you look or what you wear.

1. When wearing the uniform, you must be in complete uniform (Cherokee brand navy blue scrub uniform top with first name embroidered and matching scrub pants). Optional uniform items are available from our

vendor, Alexander's Uniforms, and include a grey vest, navy crewneck sweatshirt, and a navy or white long sleeve under scrub tee shirt. The uniform also includes UCT SPN photo identification badge.

2. The following equipment is part of the required uniform: analog watch, bandage scissors, blood pressure cuff, stethoscope, pocket notebook, black pen, eye protection, and penlight. All students should carry a pocket-sized calculator with them in the clinical area when giving medications. Clinical facilitators shall modify the necessary equipment in keeping with the requirements of the clinical facility.
3. Shoes must be clean and supportive and have closed heels and toes with slip resistant soles. Footwear must be white, navy, or black. Shoes with any openings or perforations (i.e., Crocs) are not permitted on any clinical unit. Nurses' shoes are the preferred footwear for all clinical experiences.
4. Socks must cover the ankles when worn with full-length pants.
5. Tattoos that portray nudity, obscenity or are distracting or potentially offensive must be always covered. [Determination of 'offensive' will be made by the clinical agency in consultation with the clinical facilitator.]
6. Jewelry should be neither excessive nor present health or safety problems. Wedding and engagement rings can be worn as well as a watch and stud earrings. No dangling or hoop earring that could cause harm to the student if pulled or caught. Ear tunnels should must be plugged to prevent injury. Clinical agencies may have specific limitations to piercings that the student must abide by to attend clinical and meet course and Program objectives.
7. NO artificial nails of any kind; this includes, but is not limited to dips, acrylics, tips, and/or gel nails. Acrylic or any type of artificial fingernails are strictly prohibited and must be removed prior to the first Nursing Care Simulation (NCS).
8. Fingernails may be no longer than fingertip length. Nail polish, if worn, must be clear and must not be chipped.
9. Hair must be contained <u>off</u> your face. Long hair must be pulled back and off the collar, so it does not fall forward when bending forward. A Cherokee brand hair covering (tie-back or bouffant scrub cap) that is purchased as an optional part of the student uniform may be worn.
10. Facial hair must be kept short and trimmed.
11. Makeup should be applied in moderation.
12. If wearing false eyelashes, eye covering is required to prevent possible contamination in the clinical setting.
13. Perfume, after-shave lotions or any other fragrances **<u>are not to be used due to fragrance sensitivity</u>** of students, clients, and staff that can result in serious health consequences. Fragrances also include laundry products (fabric softeners, dryer sheets). Odors such as those from smoke or vape products are strictly prohibited.
14. The long sleeve under scrub tee shirt, either navy or white, may be worn under the uniform top. The optional uniform vest and/or sweatshirt available from our uniform vendor may not be worn when providing direct patient care.
15. Uniforms are to be worn one time only in the clinical area and must be laundered after each clinical experience. The student uniform is never worn during employment hours or at any other time when the student is not under the direct supervision of a UCT clinical facilitator.

All the above requirements must be met when in the clinical area. **Students arriving at the clinical site without their identification badge will immediately be dismissed and will be recorded as absent from clinical.** The facilitators reserve the right to determine that a student is out of compliance with the uniform requirement, for reasons other than the identification badge, and shall dismiss the student if deemed appropriate by the facilitator and/or staff of the clinical facility resulting in an absence for the day. Consistent violation of the dress code will result in a clinical warning.

CLINICAL/NCS PREPARATION

Students are expected to arrive at NCS/clinical rested and alert, prepared to safely administer nursing care. Insufficient sleep leads to a general slowing of response speed and increased variability in performance, particularly for simple measures of alertness, attention, and vigilance, all of which could contribute to unsafe clinical performance. Facilitator will not allow a student into the clinical setting if the student appears to be impaired due to lack of sleep. Signs of impairment include, but are not limited to, observable phenomena such as bloodshot eyes, confusion, inability to grasp instruction, erratic behavior, unusual behavior, changes in behavior and such similar behavior associated with being impaired by lack of sleep.

A student found sleeping at clinical or NCS will immediately on Clinical Warning. The facilitator will determine the most appropriate course of action when this occurs to ensure the safety of all. If a second occurrence of sleeping at clinical occurs, the student will be dismissed from the Program.

CLINICAL/NCS INCIDENTS

The student is expected to be always safe and appropriate while at the assigned clinical agency. In the event an unexpected event occurs involving a patient/client/resident, the student is expected to **immediately** report the event to their clinical facilitator. The facilitator will take action to ensure the safety of the patient/client/resident and notify the appropriate clinical agency personnel. The student and facilitator will complete any documentation required by the facility.

The student is NOT to conduct nursing intervention(s) or procedure(s) that have not been taught in the Nursing Care Simulation (NCS) or under the direct supervision of the clinical facilitator. The performance of any unauthorized or unsupervised intervention or procedure will result in immediate dismissal from the clinical area and disciplinary action based on the facts of the incidence.

Should the facts of the incident be deemed a violation of Program's or clinical agency's policy and/or procedures, the student will be placed on clinical warning or will be administratively withdrawn from the Program, dependent on mitigating and contributing factors to the incident.

EXPOSURE CONTROL PROCEDURE

Any student who sustains an injury that punctures the skin or exposes a mucous membrane to blood or other body fluids (injuries) must immediately notify the clinical facilitator. To provide appropriate post-exposure treatment, the following procedure will be implemented:

1. Immediate treatment following exposure.

a. Skin: wash immediately and thoroughly with soap and water.

b. Mucous membranes: flush immediately and thoroughly with water.

c. Eyes: flush immediately and thoroughly with water.

2. Reporting and documenting exposure

a. All injuries are reported to the clinical facilitator who will report to the appropriate agency and Program personnel.

b. The injury will be reported in accordance with the facilities policies and procedures.

3. Following the injury, the student will seek care from their Healthcare Provider as soon as possible, but no later than within 2 hours of the exposure.

4. Documentation of any follow-up medical care shall be provided by the student to the Program and clinical agency as directed.

CLINICAL POLICIES & PROCEDURES

CLINICAL AGENCY REQUIREMENTS

In compliance with written clinical affiliation agreements (i.e., contracts), between the Program and the clinical agency, the student is advised that the clinical agency reserves the right to withdraw a student from the site. Reasons for requesting that a student be withdrawn include, but are not limited to, failure to maintain a safe environment, incivility, or failing to follow agency policies. The Program offers no guarantee that an alternative clinical site will be available for the student should this occur. The student may be subject to additional disciplinary action, including dismissal from the Program, based on the facts and circumstances of the situation.

Clinical agencies require specific immunizations and/or titers and/or tuberculosis screening in addition to the requirements of the MA DPH. Students who are documented non-responders will be required to sign a document acknowledging they are aware they are at risk of contracting the pathogen. Students who have tested positive for Tuberculosis in the past will be required to complete a Tuberculosis Screening Questionnaire on an annual basis.

Other clinical agency requirements include but are not limited to providing personal identification information, including a Social Security Number (SSN) for secure access to the facility's electronic health records; completion of a confidentiality agreement; participation in a facility orientation; purchasing a facility specific identification badge; and/or submitting to agency specific background checks.

CLINICAL ATTENDANCE*

Students are expected to be PRESENT and ON TIME for all scheduled clinical experiences; this includes attendance at NCS as assigned in lieu of clinical. Absences are neither excused nor not excused; and absence is an absence for any reason. The facilitators understand that *Extenuating Circumstances* can occur (see policy).

Employers in health care settings demand that employees are not only competent practitioners but can be relied upon to be on time and present at work daily. Regular attendance should be a critical work habit, and it is extremely important to your success in the Practical Nurse Program at Upper Cape Cod Regional Technical School. The administrative assistant and facilitators carefully monitor student attendance.

No call/no show is failure to report a clinical absence prior to the scheduled experience. No call/no show is unprofessional and unacceptable from any student in the PN Program. In an employment situation, it can be cause for termination. Failure to notify the facilitator of absences from the clinical experience is a serious breach of student responsibility that will result in a clinical warning for the first occurrence and dismissal from the clinical course upon the second occurrence.

Any student with a demonstrated pattern of clinical absenteeism will be asked to meet with the Program Director. The purpose of this meeting will be to identify contributing factors and develop a plan to ensure attendance participation.

Clinical absences more than 10% of total scheduled hours will be deemed "Chronic Absenteeism" and will be noted accordingly on the transcript; additionally, these hours beyond the 10% of total scheduled clinical hours shall be made-up. Make-up dates for clinicals will be published on the academic calendar, generally during scheduled vacation breaks, and students are responsible for being available on these dates if make-up is required. Make-up will be done at the convenience of a facilitator and will incur a cost to be paid by the student. This cost will be determined based on the number of students requiring make-up time.

Upon reaching 20% absenteeism for the total scheduled clinical hours for each course, regardless of any made-up hours, the student will be administratively withdrawn.

Clinical facilitators reserve the right to require completion of an assignment for each clinical absence. Any such assignment does not excuse absence.

REPORTING CLINICAL ABSENCES

Facilitators will instruct students how to communicate a clinical absence. Should absence from clinical be necessary due to illness or other extenuating circumstances **your facilitator must be notified 30 minutes or more, in advance of the start of clinical**, unless an emergency occurs. Upon receipt of the notification of absence, the student will receive a response from the facilitator to confirm receipt of the message. If a response is not received from the facilitator, the student should not assume the message was received and another manner of notification should be used. The facilitators will advise students as to other communication channels that can be used.

All messages regarding clinical should be retained for the duration of the clinical rotation in the event there is any question about communicating a clinical absence.

Failure to report a clinical absence directly from the student to the facilitator prior to the scheduled start of the clinical experience could result in termination from the Program upon evaluation of contributing factors. Students should expect documentation may be required to document the contributing factor(s). It is not appropriate for another student to report an absence to the facilitator on behalf of another student.

CLINICAL TARDINESS

At the beginning of each clinical rotation, your facilitator will give you very specific information about how best to notify them in the event you will be tardy.

Students are expected to be prompt when reporting to clinical in accordance with the instructions received from facilitators. Students who arrive late interfere with the timely handoff and provision of client care. It may be necessary for the facilitators to deny late student entry onto the clinical unit for this reason. The student will be dismissed from clinical and documented as absent.

If a student expects to be late, the student should inform the facilitator as far in advance as possible, but no later than 30 minutes prior to the scheduled start of the clinical experience. Students notifying the facilitator of their expectation to be late but are more than 15 minutes late for the scheduled start of clinical, will be dismissed and recorded as absent.

Upon the 2nd occurrence of clinical tardiness, the student will be asked to meet with the Program Director. The purpose of this meeting will be to identify contributing factors and develop a plan to ensure timely arrival.

The student is deemed to be on Clinical Probation on the 3rd occurrence of clinical tardiness, with or without prior notification, regardless should any of these occurrences resulted in dismissal. Upon the incident of a 4th clinical tardiness, the student will be administratively withdrawn from the nursing course.

EMERGENCY CARE

All serious injuries will be treated accordingly based on the clinical agency and emergency care services available at the site. In the event that the facility does not have emergency services, Emergency Medical Services (EMS-911) will be contacted.

CLINICAL MAKE-UP TIME

For each clinical absence that exceeds the maximum 10%, the student will be required to make-up clinical hours in accordance with the Clinical Make-up Time Policy. [For example, if the clinical hours for the course are 150 hours, 10% of clinical hours are 2 clinical experiences. Any additional absences, beyond 2, must be made up.]

Excessive absences jeopardize a student's ability to meet the course and/or program outcomes. To be evaluated, students must be present during clinical experiences. Any student with a demonstrated pattern of absenteeism will be asked to meet with the Program Director. The purpose of this meeting will be to identify contributing factors and develop a plan to ensure attendance.

MALPRACTICE INSURANCE

Students are covered by malpractice insurance purchased through UCT. The cost of malpractice insurance is included in the fees paid by the student upon acceptance to the program.

USE OF TECHNOLOGY

Affiliating clinical agencies prohibit the use of cell phones in all patient care areas. The facilitator and the facility staff reserve the right to dismiss a student found to be using an electronic device in the clinical area at any time for any purpose, unless otherwise directed by the facilitator for educational purposes.

Facilitators and facility staff will require the student to turn over their device for inspection to determine if any breach of privacy has occurred. Students refusing to do so will be immediately dismissed from the clinical site and will be subject to appropriate disciplinary action which can include dismissal from the program.

NURSING CARE SIMULATION (NCS) POLICIES AND PROCEDURES

Nursing Care Simulation will introduce you to nursing competencies that you will be expected to practice. As a part of this practice, students may be asked to function as a client so that their peers can practice skills. Students are expected to treat these peer clients as any client in a clinical setting. No invasive skills will be performed on peer clients.

NCS ATTENDANCE

Students are expected to be PRESENT and ON TIME for all scheduled NCS experiences; this includes attendance at NCS as assigned in lieu of clinical. Absences are neither excused nor not excused; and absence is an absence for any reason. The facilitators understand that Extenuating Circumstances can occur (see policy).

To maximize learning for all students, establish good habits required in the workplace, and minimize disruptions in the NCS learning environment, the Practical Nurse Program has a strict attendance policy. Employers in health care settings demand that employees are not only competent practitioners but can be depended upon to be on time and present at work daily. Regular attendance should be thought of as a ***critical*** work habit, and it is extremely important to your success in the Practical Nurse Program at Upper Cape Cod Regional Technical School. The administrative assistant and facilitators carefully monitor student attendance.

In the event a student will be absent from NCS, an email should be sent from your UCT email account to: ddelacour@uppercapetech.org AND your facilitator(s). In the subject line of the e-mail, simply state, "I will be absent today". It is appropriate to provide some details as to the reason for the absence. By using your UCT e-mail account, your name will automatically appear in the message, and a copy will be retained in your Sent Mailbox. **DO NOT** email the Director about daily absences. In the event of an extended medical situation, please notify the Director as soon as you are able.

Excessive absences jeopardize a student's ability to meet the course and/or program outcomes. To be evaluated, students must be present during NCS sessions. Excessive absenteeism is defined as more than 10% of scheduled NCS hours to determine their eligibility for continuation in the program. Any student with a demonstrated pattern of absenteeism will be asked to meet with the Program Director. The purpose of this meeting will be to identify contributing factors and develop a plan to ensure attendance.

NCS absences more than 10% of scheduled meetings of the course* will be deemed "Chronic Absenteeism" and will be noted on the transcript accordingly. ALL NCS absences for **PN 101 Fundamentals of Nursing** are required to be made up. See: NCS Make-up Policy for PN 101 Fundamentals of Nursing.

Absences from NCS in PN 106 Medical, Surgical, & Psychiatric Nursing, PN 107 Maternal/Child Community Health, and PN 108 Leadership & Management are not made-up, rather an NCS absence in any of these courses is a clinical absence. See: Clinical Attendance.

TARDINESS to NCS

Students are expected to be prompt when reporting to class or NCS in accordance with the instructions received from facilitators. Students who arrive late at class NCS disrupt the learning process for all others in attendance. Tardiness or any other time of absence such as leaving class or NCS prior to the scheduled time for dismissal will accrue as time absent.

In the event you are on your way to campus, and you determine that you will be late, the student should inform David de la Cour by phone (508-759-7711 ext. 277), if it is safe to do so, as soon as possible, but no later than 7:30 a.m. on the morning of the NCS experience. Do not text or send an email while driving. Students notifying David of their expectation to be late but are more than 15 minutes late for the scheduled start of NCS, will be dismissed and recorded as absent.

The facilitators reserve the right to deny a late student entry into class or NCS if they deem it appropriate. This could include, but not be limited to, the late arrival would distract from the learning, or the student has exhibited a pattern of arriving late, which has been addressed with the student, however, the behavior persists.

Upon the 2nd occurrence of NCS tardiness the student will be asked to meet with the Program Director. The purpose of this meeting will be to identify contributing factors and develop a plan to ensure timely arrival.

The student is deemed to be on NCS Probation on the 3rd occurrence of NCS tardiness, with or without prior notification, regardless of whether any of these occurrences resulted in dismissal. Upon the incident of a 4th NCS tardiness, the student will be dismissed from the nursing course.

NCS PREPARATION

Students are required to prepare for NCS by completing the assigned reading and viewing the assigned skill video(s) in accordance with the PN 101 NCS Implementation Guide.

TICKETS are an assignment completed using *Google Forms* that must be completed prior to NCS to demonstrate preparedness for the scheduled activity. A score of 80% on the Ticket must be achieved within 2 attempts. An occurrence of having to utilize more than 2 attempts to achieve an 80% on two NCS Tickets will result in a Warning. Should a third occurrence of failing to achieve a score of 80% within 2 attempts will result in the student being Withdrawn from Fundamentals of Nursing. Failure to complete the Ticket will result in the student being dismissed from NCS and being recorded as absent. The student(s) will have to complete make-up experience if they are eligible. See: NCS Make-up Policy for PN 101 Fundamentals of Nursing.

NCS supply kit and clinical equipment are required for participation in the scheduled experience. Students arriving without the required supplies and equipment will be dismissed and recorded as absent. The NCS absence resulting from this dismissal will have to complete make-up experience if they are eligible. See: NCS Make-up Policy for PN 101 Fundamentals of Nursing.

Inability to perform nursing skills will result in a prescription for remediation, which includes, but not be limited to, return to NCS to satisfactorily demonstrate the identified nursing skill(s). Students are expected to retain previously acquired nursing skills.

NCS MAKE-UP POLICY for PN 101 Fundamentals of Nursing

To achieve the course and/or program outcomes, students could be required to make up NCS time for the purpose of completing the required NCS skills. Make-up time is only scheduled when a facilitator is available to work with students. Make up time is never allowed during the regularly scheduled class or clinical day. Arrangements must be made in advance for NCS make-up time. Every effort will be made to provide NCS make-up within 2 weeks following the missed experience. Students may not perform the skills covered in the missed NCS in clinical until the make-up has been completed. A required fee of $75.00 (no personal checks) must be paid prior to the NCS make-up.

Make-up is limited to 2 missed NCS experiences in PN 101 Fundamentals of Nursing. The student is deemed to be on NCS Probation following the 1st missed NCS. Upon the occurrence of a 3rd missed NCS the student will be administratively withdrawn from the course.

Make-up dated for NCS will be published on the academic calendar, generally during vacation breaks, and students are responsible for being available on these dates if make-up is required. Make-up will be done at the convenience of a facilitator and will incur a cost to be paid by the student. This cost will be determined based on the number of students requiring make-up time.

TECHNOLOGY

ELECTRONIC DEVICES

Electronic devices include, but are not limited to cell phones, wireless headphones worn in or outside the ear, smart watches, cameras, laser pointers or any other like device. Facilitators reserve the right to require students place their devices in a designated place during class, NCS, or clinical.

The facilitators reserve the right to deny a student the use of any device in the classroom, including a computer, should it become a distraction to other students or the facilitator. Students are encouraged to report any student using a device in a manner that is interfering with their learning. Examples include but are not limited to observing a student using their computer to access e-mail or Facebook, and/or shopping and other non-academic activities.

Electronic devices must be turned off and cannot be visible while students are in classrooms, NCS, and/or any clinical facility. Use of electronic devises in the clinical facility is strictly prohibited and will result in the student being immediately dismissed from the facility by UCT facilitator or the staff of the facility resulting in a clinical warning as well as a clinical absence for the day of the dismissal, no matter the time at which the dismissal occurred. The staff of the clinical facility can instruct UCT that the student cannot return to the facility; should this occur, the student would be unable to meet clinical objectives resulting in clinical failure. UCT has no obligation to identify an alternative clinical site should this occur because of the students' intentional violation of this and other relevant policies.

The facilitators recognize that it can be appropriate to use technology while at clinical, however, under no circumstances should a device be accessed while in a patient care area. The facilitators reserve the right to view the electronic device of any student who is found to be using their device in the clinical setting to verify it is being accessed for learning purposes.

No devices shall be used for personal phone calls or messaging while in class, NCS, or at clinical sites. At no time is a student to receive personal communication at a clinical facility. If an emergency exists and a student must be reached while at a clinical site, the student should inform the facilitator who will direct the student as to the way the student can be reached while at a clinical site.

USE OF SOCIAL MEDIA

All policies related to HIPAA (Health Insurance Portability and Accountability Act of 1996), patient confidentiality, and harassment contained within the Upper Cape Cod Regional Technical School Practical Nurse Program student handbook and the Upper Cape Cod Regional Technical School general student handbook also apply to all social networking sites.

The taking of photographs or capturing digital images of any kind on a clinical patient care unit or within a clinical facility in the presence of clinical staff, patients, or visitors is strictly prohibited in the classroom. Information posted on a social networking site or transmitted via email that leads to the identification of patients or reveals confidential patient information is a serious breach of professional conduct and will result in disciplinary action up to and including dismissal from the Practical Nurse program. The taking of photographs or capturing digital images of any kind in a classroom or NCS setting is allowed only with the express written permission of the classroom facilitator and program director.

Students must be aware that social network privacy settings can be breached which could result in the printing and distributing of personal postings. Any references to patient care could result in identification of specific patients even though an outright HIPAA violation has not occurred.

Students must be aware that upon entering a profession of trust they must maintain the standards of the profession. Potential employers, patients, families, coworkers, fellow students, and facilitators are able to gain access to postings without the student's knowledge or permission.

See the Appendix for the Massachusetts Board of Registration in Nursing *Use of Social and Electronic Media* (July 2012) statement.

ELECTRONIC COMMUNICATION POLICY/INTERNET ETIQUETTE OR NETIQUETTE

Netiquette covers not only rules of behavior during discussions but also guidelines that reflect the unique electronic nature of the medium. When communicating via electronic mail with facilitators, peers, and/or staff, students are expected to adhere to the following guidelines:

- **Check your UCT email account daily.**
- Emails are not text messages and should be written accordingly.
- Include a subject line with a descriptive phrase of the topic of the message.
- Begin messages with a salutation and address facilitator and staff formally (i.e., "Dear Mrs. Jones").
- Respect other's privacy – do not forward personal emails sent to you. The exception to this is any information that implies a threat to the safety of self or others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Acknowledge and return messages promptly.
- Reply with caution – do not "Reply All" unless appropriate for the message.
- Do not use an old or unrelated message to start a new conversation.
- Be concise.

- Good grammar and correct spelling and punctuation are expected.
- Remember, using all capital letters in your message is equivalent to screaming.
- End the communication with your name.

Note that electronic mail is not guaranteed to be private. The UCT system administrators do have access to all email. Messages relating to or in support of illegal activities will be reported to the authorities.

UCT ACCEPTABLE USE POLICY – INTERNET

UCT offers Internet access through our school network for students and facilitators solely for educational purposes. The network is to be used to support teaching and learning and is to be used in a responsible, legal, and ethical manner. Failure to comply with this acceptable use policy will result in the termination of network privileges for the user and/or disciplinary action.

Network users, including students, facilitators, staff, and guests are responsible for behaving appropriately on the network and containing their research to support the educational goals of the school. All users are required to conduct themselves in accordance with school policies and the laws of the United States and Commonwealth of Massachusetts. Use of the network for any illegal or commercial activities is prohibited. Illegal activities include but are not limited to downloading copyrighted software, music and videos.

Students are not to use outside email, chat rooms, message boards, blogs, or other forms of direct electronic communication in school unless authorized by their facilitator as part of a school-related assignment approved by the facilitator.

Every effort will be made to protect students from abuse that could be encountered on the web. However, there is no system in place that can totally filter out all objectionable material. Facilitators are asked to vigilantly monitor student use of the network. Students and facilitators are asked to notify the technology administrator immediately if they come across inappropriate content.

The following are prohibited:

- Making changes to the content or configuration of a computer on the network.
- Downloading or installing computer software, shareware, or freeware without permission from the Technology Staff.
- Use the Internet to access and/or transmit material in violation of any United States or Commonwealth law, including copyright law.
- Downloading streaming video and audio (music) for recreational purposes. (This includes radio feeds.)
- Using commercial web-based email on any school computer.
- Using any type of instant messaging.
- Attempting to gain access to unauthorized network resources.
- Attempting to trespass into another person's files or folders.
- Permitting or authorizing any other person to use your personal network username and password.
- Attempting to destroy data or disrupt the operation of the network or PCs in school.
- Storing personal data or files on the local hard drive of any computer. Data and files should be stored in your assigned network folder only.
- Knowingly spreading computer viruses.
- Accessing, downloading, or transmitting material of a profane or obscene nature, including materials depicting illegal or dangerous acts, advocating violence, or discriminating against other persons.
- Using the Internet to harass or annoy any other person or send anonymous messages.
- Forwarding chain letters.
- Intentionally wasting resources such as paper, ink cartridges, electronic storage space, etcetera.
- Engaging in "hacking" or any other illegal activity using the network.

- Using school computers/Internet for other than educational purposes including:
  -Playing non-educational games
  -Participating in non-academic activities
  -Commercial purposes
  -Political lobbying
  -Fund raising
- Participating in any type of teleconferencing, chat, or listserv without permission from the Technology Staff.
- Engaging in any other inappropriate use of the system.

A responsible network user will:
- Always use polite, non-abusive language.
- Conform to copyright laws.
- Never reveal personal information such as full name, address, age, telephone number, credit card numbers, social security numbers, etcetera.
- Never tamper with the system or alter, delete, or destroy files or data.
- Never agree to meet in person someone whom you have "met" online.
- Be aware that an online survey, contest, or free product offer could be a scheme to get your personal information.
- Evaluate the reliability of online sources of information and realize not everything posted online is true.
- Be aware of security risks and minimize risks by logging off the network when a computer is unattended.
- Use the Internet and other electronic resources in support of education and research consistent with the educational objectives of Upper Cape Tech.

PRIVACY

Internet use is not guaranteed to be private. Use of the UCT network is electronically monitored and controlled. You can expect only limited privacy in the content of your personal files or record of Internet research activities. Information sent or received via the Internet, or other means, over computers owned by the school is the property of UCT and will be assessed at any time for its review.
From time-to-time routine maintenance of files will be performed on individual computers and files will be deleted. Always keep a backup of your files.

Routine maintenance and monitoring could lead to the discovery that you have violated this Policy or the law. In that event, appropriate action will be taken.

SOFTWARE

Installation, troubleshooting and training for standardized software purchased by the district will be given priority. Other software purchased by classroom teachers will be supported as time permits.

Software used in the curriculum or NCS environment must be licensed for the greatest number of simultaneous users or as site licenses and must be owned by Upper Cape Tech. Single copies will be considered evaluation copies and will not be supported, installed on multiple computers, or made available through the network. Software that makes computers or the network harder to maintain and support and which offers little or no benefit over comparable software will not be supported. No software should be installed without permission of the technology administrator. The technology administrator reserves the right to uninstall unsupported media or reimage any computer, as necessary. No personal data or files are to be stored on the local hard drive of any computer. Store all data and files in your assigned network folder.

HARDWARE

- The school does not support equipment brought in from the outside by any user.
- The technology administrator reserves the right to confiscate any outside equipment that interferes. with the operation of the school network.
- The school district is not responsible for damage to, or loss of equipment brought in from the outside.
- Permission to set up any outside equipment must be given in advance by the technology administrator. or designated agent.
- Permission must be granted for use of electronic devices not owned or provided by the school district.

CONCLUSION

Use of the network and the Internet is a privilege, not a right. Inappropriate use of the network and the Internet will result in loss of privileges and, where appropriate, in disciplinary action.

WEB SITE PRIVACY STATEMENT FOR STUDENTS (www.uppercapetech.com)

Upper Cape Cod Regional Technical School respects the privacy of all visitors to our district web site and is committed to protecting your privacy to the extent permitted by law.

You can read and download information from the UCT web site without identifying yourself or providing any personal information. No personal information is collected about you unless you voluntarily choose to provide it by sending email, completing online forms, or filling out online surveys. You are not required to participate in any of these activities to view or download any information from our web site. Any personal information you voluntarily provide to us through email messages, forms, or surveys will only be used to respond properly to your request. UCT does not share, disclose, or sell email addresses or telephone numbers to other organizations.

PROGRAM COMPLETION

PINNING CEREMONY

In keeping with tradition, a Pinning Ceremony is held to recognize the transition from student to nurse. The Pinning Ceremony is not graduation, nor does it guarantee that a student will successfully meet all requirements to successfully graduate from the Program.

GRADUATION*

Graduation, as defined by the Massachusetts Board of Registration in Nursing, means the date the applicant graduated from a nursing education program as defined in the policy of the applicant's nursing education program.

A grade of 75% or better in the academic portion of all PN Program courses and a “Satisfactory” grade in NCS and clinical portion of those courses with a NCS and clinical component, satisfy the criteria required for the student to graduate and receive a certificate from the UCT Practical Nurse Program.

Graduation requirements include but not be limited to payment of any fees to UCT and/or Exit Loan Counseling (for students who have received a subsidized, unsubsidized, or PLUS loan(s) under the Direct Loan Program or the FFEL Program).

UCT STUDENT EMAIL ACCESS

Following Program completion, the students UCT email address will be disabled. Students will be notified in a timely manner. Students should use their person. Email for access to learning resources so that they will retain access upon program completion.

EMPLOYMENT and PLACEMENT SERVICE

Frequently, employment opportunities become available at hospitals and health care facilities in and around Cape Cod. Notices will be posted on the bulletin board in the break room and emailed to students each time an employment opportunity becomes available. This includes nursing assistant positions that the student may be interested in while in the Program.

The Program Director and facilitators will also advise students of openings and counsel them on resume writing, interviewing, and expectations of the facility for beginning staff nurses.

STUDENT RECORDS

The UCT PN Program student records are maintained in accordance with the *Student Record Retirement Schedule* found in the Appendix of this Handbook.

The Graduate Record, which is permanent, includes the attendance record, official transcript, and a reference letter. The transcript contains only the minimum information necessary to reflect the student's educational progress. This information includes the name, date of birth, address, course titles and hours, grades, transfer credits, and enrollment dates. The Reference letter is prepared by program facilitator and is signed by the graduate authorizing its release to potential employers or other agencies upon request.

EDUCATIONAL MOBILITY*

Educational mobility is a process by which individuals complete formal and/or informal educational offerings to acquire additional knowledge and skills. To the extent possible, educational mobility should build on previous learning without unnecessary duplication of that learning and be focused on outcomes. [American Association of Colleges of Nursing, 2017]

The facilitator of the UCT PN Program believes this Program proves entry into the nursing profession and access to the nursing education system. The facilitator values the contribution the graduate of this Program makes to our community, providing care in a variety of settings across Cape Cod, and the South Coast and the South Shore regions of Massachusetts. The facilitators also recognize that the graduate of this Program may choose to seek personal and professional growth by continuing to a registered nurse education program.

Graduates of the UCT PN Program have opportunities to continue to a Registered Nurse education program at other community colleges, including Cape Cod, Massassoit, and Bristol Community Colleges, and state colleges. Fitchburg State University and Worcester State University offer LPN to Baccalaureate Degree in Nursing programs.

TRANSFERABILITY OF UCT CREDITS*

Acceptance of credits earned in the UCT Practical Nurse Program by other schools, colleges, or universities is done in accordance with the policies of the institution to which you are seeking transfer. The Program makes no guarantee that any or all credits earned at UCT will be accepted in transfer.

GLOSSARY

Attribute is a quality, character, or characteristic ascribed to someone. (Merriam-Webster Dictionary)

Belonging describes a persons' perceptions of how they fit in with their peers, how comfortable they are expressing their ideas, and whether or not they feel that they can fully participate in the learning environment. (adapted from Engage and Grow @ engageandgrow.com)

Bullying is "repeated, unwanted, harmful actions intended to humiliate, offend, and cause distress in the recipient." (American Nurses Association). To be considered bullying, it has to include 3 things: 1) A Target; 2) Harmful; and 3) Repeated. (Healthy Workforce Institute)

Caring is "A culture of caring, as a fundamental part of the nursing profession, characterized by our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organization activities are managed in a participative and person-center way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interest of all stakeholders" (NLN, 2007)

Clinical warning means the written notification to the student by the clinical facilitator that the clinical objectives are not being met, and the student is at risk for not successfully completing the clinical component of the course. There is no verbal warning prior to a written warning; all warnings are in writing, either electronically or on paper. (UCT PN Program)

Clock hour is a period of time that is 50 minutes in length consisting of class, NCS, or clinical; it may be in person or via distance education, synchronous or asynchronous, where there is an opportunity for direct interaction between the instructor and student. (Adapted from the Federal Register / Vol. 85, No. 171 / Wednesday, September 2, 2020 / Rules and Regulations, page 54809).

CNEA® is the Commission on Nursing Education Accreditation.

Collaboration is cooperative and synergistic interactions between students, students and facilitators, or students and members of the healthcare team which influences quality care and achievement of student learning outcomes. (Adapted from MA NOF Core Competencies® for the LPN, 2015)

Competence means the knowledge, and the use of affective, cognitive, and psychomotor skills, required for the delivery of safe nursing care in accordance with accepted standards of nursing practice. (MA BORN)

Competency is "A principle of professional practice that identifies the expectations required for safe and effective performance of a task or implementation of a role." (NLN, 2009)

Debriefing refers to an activity that follows a nursing care experience that is a reflective and collaborative process led by a facilitator. (Healthcare Simulation Dictionary, 2020)

Diversity is "A culture of diversity embraces acceptance, respect, and inclusivity. We understand that each individual is unique and recognize individual differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical disabilities, religious beliefs, political beliefs, or other ideologies. A culture of diversity is about understanding each other and ourselves and moving beyond

simple tolerance to embracing and celebrating the richness of each individual. While diversity can be about individual differences, it also encompasses institutional and system-wide behavior patterns." (NLN, 2007)

Ethical Principles >

- Autonomy: The right to choose one's own actions.
- Beneficence: Do what is good for the patient.
- Nonmaleficence: Do no harm to the patient.
- Justice: Being just, impartial, or fair.
- Fidelity: Faithfulness to promises or agreements.
- Veracity: Being truthful and honest.

(Dahlkemper, T. (2021). Nursing Leadership, Management, and Professional Practice for the LPN/LVN: In nursing school and beyond. (7th ed.). Philadelphia: F.A. Davis., page 209)

Equity refers to fair treatment for all people, so that the practices and policies in place ensure opportunity and access for all. (UCT PN Program)

Evaluation refers to a process that provides information about or feedback about individual students or teams. It measures quality and productivity against a standard of performance. It refers to observations of progress related to objectives, involving rendering of a judgment, including strengths and weaknesses. Findings are used to improve future outcomes. (Adapted from Health Care Simulation Dictionary, 2020)

Excessive, as applied to attendance or tardiness, means more than 10% of the total scheduled hours for the class, NCS, or clinical experience. For example, if a course contains 200 clinical hours, 20 hours absent is deemed excessive. If a class meets 12 times, 2 absences are deemed excessive. (UCT PN Program)

Facilitator is a licensed nurse member of the UCT PN Program faculty who helps to bring about an outcome (such as learning), by providing assistance, guidance, or supervision. (UCT PN Program)

Feedback is where information is relayed back to a learner; it should be constructive, address specific aspects of the learner's performance, and focused on the learning objectives (Society for Simulation in Healthcare)

Goals are what the program wants to accomplish and directs resources to achieve (CNEA, 2016)

Harassment is the unwelcome conduct that is based on race, color, religion, sex, national origin, age, disability or genetic information. "Sexual" harassment is a particular type of harassment that includes unwelcome conduct such as sexual advances, requests for sexual favors or dates, remarks about an individual's appearance, discussions, remarks or jokes of a sexual nature, and/or other verbal or physical harassment of a sexual nature

Humanities involve caring and encompasses a broader awareness and understanding of people's concerns and feelings, the context in which we live, our cultures, and the way we live in the world. (Damsgaard, J., 2020)

Incivility is "one or more rude, discourteous, or disrespectful actions that may or may not have a negative intent behind them." (American Nurses Association). This includes rude and/or inconsiderate behaviors. (Healthy Workforce Institute).

Inclusion is the practice of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those having physical or mental disabilities or belonging to other minority groups. (NLN CNEA, 2021)

Integrity is "…evident when principles of open communication, ethical decision-making, and humility are encouraged, expected, and demonstrated consistently. It involves staying aligned to the stated mission and goals of the nursing education program." (Adapted from NLN, 2021)

Learning Objective is the expected goal of a curriculum, course, lesson, or activity in terms of demonstrating skills and knowledge that will be acquired by a student as a result of instruction. (Healthcare Simulation Dictionary, 2020).

Learning Outcome is a result of an activity that learners demonstrate by the end of an education activity in terms of knowledge, skills, and attributes. (Healthcare Simulation Dictionary, 2020).

MA BORN means the Massachusetts Board of Registration in Nursing.

Medication Error "is a preventable event that may cause or lead to inappropriate medication use or patient harm while the medication is in the control of the health care professional, patient, or consumer. Such events may be related to professional practice, health care products, procedures, and systems, including prescribing, order communication, product labeling, packaging, and nomenclature, compounding, dispensing, distribution, administration, education, monitoring, and use." (National Coordinating Council for Medication Error Reporting and Prevention, NCCMEARP)

NCLEX ® means the National Council Licensure Examination, developed by the National Council of State Boards of Nursing.

NCSBN® is the National Council of State Board of Nursing.

NLN® is the National League for Nursing

Nursing Activity means a task, function or service that constitutes the practice of nursing and is performed to maintain or improve the patient's health and well-being or promotes comfort for a dignified death. (MA BORN)

Nursing Care Simulation (NCS) means a form of experiential learning occurring in the Simulation Lab. Instructional scenarios are utilized where the learner is placed in a clinical situation defined by the facilitators to promote the use of critical thinking and clinical judgment. These are guided by a set of parameters students undertake to solve client problems, adapt to changes to the care environment and/or client condition. (Adapted from Healthcare Simulation Dictionary, 2020).

Nursing Judgment means the intellectual process a nurse exercises in forming an opinion and reaching a clinical decision based upon analysis of the evidence or data derived from the nurse's assessment. (MA BORN)

Patient safety "is the absence of preventable harm to a patient during the process of health care and reduction of risk of unnecessary harm associated with health care to an acceptable minimum. "(World Health Organization)

Preceptor means the experienced nurse who is not employed as faculty of the nursing education program, and who facilitates and guides students' clinical practice in the preceptor's area of practice expertise. (MA BORN)

Objective means a statement delineating a desired, specific, attainable and/or measurable change in learner behavior. (MA BORN)

Outcomes means statements reflecting the achievement of identified goals as established by faculty of a nursing education program. (MA BORN)

Nursing Education Outcomes means statements of aggregate achievement expected of students who complete the program that are consistent with standards of nursing practice.

Student Learning Outcomes means statements of competence to be attained by students at defined points in the program as a result of planned learning experiences. At the curricular level, these outcomes may be stated as objectives.

Respect is demonstrated when an individual accepts that other individual's customs, cultures, ideas, opinions, and/or experiences are different from their own and behaves towards the individual(s) in a way that is polite, kind, and caring. (Adapted from the Cambridge Dictionary)

Simulation is a technique that creates a situation or environment to allow persons to experience a representation of a real event for the purpose of practice, learning, evaluation, testing, or to gain understanding of systems or human actions.

- **Computer based** is the modeling of real-life processes with inputs and outputs exclusively confined to a computer, usually associated with a monitor and keyboard or other simple assistive device. (Healthcare Simulation Dictionary, 2020)

Student learning outcomes – The achievement of expected knowledge, skills, and attributes demonstrated by students at course and program levels. Student learning outcomes are measured in classroom and experiential settings and are reported in individual and aggregate formats. Examples of aggregate student learning outcomes at the program level include retention and graduation rates, performance on licensure and certification examinations, and employment rates (CNEA, 2021).

Teamwork is "to function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care". (NLN, 2010)