



MILDRED ELLEY

The Power to Change Your Life

Mildred Elley, Pittsfield, MA

Practical Nurse Certificate Program

Student Handbook

2017-2018

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Practical Nurse Certificate Program
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Dear Student:

Welcome to the Mildred Elley, Pittsfield Practical Nursing Certificate Program (PNCP). This handbook has been prepared for your guidance to use as a reference tool. This handbook contains valuable information to help facilitate your achievement of academic and professional excellence. The manual contains information applicable specifically to the Practical Nursing Program Certificate at Mildred Elley, Pittsfield. Additional general policies for all enrolled students are found in the Mildred Elley, Pittsfield Academic Catalog. Please keep these handbooks as a reference source for any questions you may have specifically for the PNCP.

We salute your choice to serve those who are ill and need constant care to recover, and to provide health education and preventive services to the residents of Berkshire County and the surrounding areas. It takes a special individual to serve and sacrifice for others, and we applaud your commitment and dedication to serve. At Mildred Elley, Pittsfield we offer you our sincerest best wishes that you become an excellent Licensed Practical Nurse and a lifelong learner in the medical community.

Sincerely,

Practical Nursing Certificate Program Faculty and Staff

MILDRED Elley reserves the right to modify, revoke, suspend, or eliminate any or all information, policies and practices here within, in whole or in part, at any time, with or without notice, as a result of modifications to institutional policies and practices. Where applicable, the Mildred Elley policies as outlined in the Mildred Elley catalog supersede all information here within.

For complete list of Mildred Elley, Pittsfield policies please refer to the Academic Catalog.

APPROVAL/ACCREDITATION

Mildred Elley-Pittsfield, Massachusetts Campus received Full Approval status for a practical nursing program from the Massachusetts Board of Registration in Nursing on June 8, 2016. Mildred Elley's program meets the requirements of the Massachusetts Board of Registration in Nursing by providing at least 1080 hours of instruction, a minimum of 945 hours of which are nursing courses. At least 540 hours of the nursing course hours consist of clinical practice. The Massachusetts Board of Registration in Nursing can be contacted at:

Board of Registration in Nursing
Division of Health Professions Licensure
Department of Public Health
239 Causeway Street, Suite 500, 5th Floor
Boston, MA 02114
Phone: 1-800-414-0168 or 617-973-0900
Fax: 617-973-0984
<http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/nursing/>

Mildred Elley, Pittsfield is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). ACICS can be contacted at:

ACICS
Main Line: (202) 336-6780
Fax: (202) 842-2593
E-mail: info@acics.org

Mission of Mildred Elley, Pittsfield

The mission of Mildred Elley is to provide quality career education and technical training to allow students of diverse educational, cultural, and personal backgrounds to become successful in an ever-changing global economy. Mildred Elley strives to afford students quality placement opportunities and instill in all of our graduates a desire for lifelong education and learning.

Goals of Mildred Elley, Pittsfield

Curricula

To offer a well-rounded academic experience that combines professional education and liberal arts and sciences to better prepare our students for careers in a variety of professional fields in health and wellness, business and technology, digital media arts, and service to others, and for advancement to further higher education. Further formal education is encouraged. Mildred Elley, Pittsfield PNCP is the first step in a career pathway. The curriculum will be kept up-to-date and current in order to facilitate educational mobility.

Faculty

To develop an outstanding faculty consisting of individuals who are highly qualified by experience and preparation and dedicated to individual student development.

Students

To provide a wide range of academic and student services, including academic advisement, financial aid, tutoring, career counseling, organized activities, and support services that are dedicated to individual student development and life-long learning.

Resources

To support the academic learning environment with facilities that are student-centric, to provide strong technology resources, and to ensure a safe, respectful, diverse, and collegial learning community for students, faculty, and staff.

Mission of the Mildred Elley Practical Nursing Certificate Program

The mission of the nursing program flows from the mission of Mildred Elley, Pittsfield. The program strives to provide educationally, culturally, and personally diverse students with a foundation of fundamental nursing concepts and the skills to apply critical thinking to clinical nursing practice. The program achieves this by providing basic knowledge of the social sciences; the physical sciences; the life sciences; liberal arts; business and management; written, oral, and electronic communication; and supervised practice opportunities.

Philosophy of the Practical Nursing Certification Program and of Practical Nursing Education

The Mildred Elley, Pittsfield Practical Nursing Certificate Program is founded in the following basic beliefs about the individual, environment, health, nursing and nursing education.

- We believe the **individual** is a dynamic biophysical, psychosocial, and spiritual being with unique needs who interacts constantly with the internal and external environment in an effort to achieve and maintain homeostasis throughout the lifespan. The individual is a member of a family, community, and a culturally diverse society. Individuals, their families, and significant others are a microcosm of society and as such reflect the social, cultural, and biological diversity of its members, all of which are important considerations in providing health care.
- We believe the **environment** is the sum of all internal and external conditions and elements that influence the development and performance of the individual. The environment is constantly changing and may alter an individual's health and/or well-being and require adaptive responses.
- We believe **health** is a dynamic state of being. The individual moves along a wellness-to-illness continuum that culminates in death when adaptation fails completely and there is irreversible damage to the body. It is the adaptation or response to change rather than a change itself that affects the individual's position on the health-wellness continuum. Adaptation and effective functioning, even in the presence of chronic disease, can be considered a state of wellness. Health beliefs, past experiences, family background, biophysical, psychosocial, cultural, spiritually and religion, socioeconomic status, self-concept and environmental factors influence the individual's perception of health and adaptation responses. Health is not merely the absence of disease or infirmity but a state of complete physical, mental, and social well-being. Total health includes all of the following aspects as well: (1) Social health: a sense of responsibility for the health and welfare of others; (2) mental health: a mind that grows, reasons, and adjusts to life situations; (3) emotional health: feelings and actions that bring one satisfaction; (4) spiritual health: inner peace and security in one's spiritual faith.
- We believe **nursing** at the **practical nurse level** is a dynamic discipline which includes a four-step process of assessment, planning, implementation and evaluation for nursing care. These processes can be more specifically broken down into the following elements: bio-psychosocial assessment, analysis and interpretation of data, making informed judgments, participating in planning and implementing nursing interventions based on best practices and current evidenced-based knowledge in the field, incorporating the prescribed medical regimen into the plan of care, participating in health teaching to achieve the optimum level of health, evaluating outcomes of interventions and encouraging changes in plans of care, collaborating, cooperating and communicating with other health care providers to ensure quality and continuity of care, and delegating to unlicensed personnel. The **licensed practical nurse** functions under the supervision of a registered nurse or licensed physician.
- We believe **nursing** at all levels achieves its goals through caring behaviors and the processes of critical thinking, clinical reasoning and decision making in the application of the nursing process, and cognitive and technical skills. These attributes comprise the art and the science of the unique activities of nursing enabling practitioners to provide safe, effective, personalized, and holistic care for health care consumers with sensitivity to cultural and social diversity. Nursing requires a commitment to lifelong learning in the ever-changing world of health care.
- We believe the **practical nurse** is an integral member of the health care team.

- We believe that the **practical nurse** is prepared to participate in data collection within a structured format and to implement care based on established best practices as assigned by the registered nurse. The faculty believes that informatics is the infrastructure for evidence-based practice.
- We believe the **competent the entry-level nurse** must demonstrate effective communication and basic managerial skills, must demonstrate accountability and flexibility, and must be able to provide care in a caring manner with cultural and ethical awareness.
- The faculty at Mildred Elley recognizes that students have unique and varied learning styles. The nursing faculty strives to establish a caring environment that promotes cultural integrity and nurtures commitment to the learning process. The faculty encourages students' growth through enhancement of their life experiences and cultural/ethnic/social diversity. **Nursing education** is the combination of classroom learning and clinical experience which allow students to become competent practical nurses by maintaining the integrity of the nursing curriculum.
- We believe **nursing education** is a continuous dynamic process shared by students and faculty. The Mildred Elley program provides a foundation of nursing knowledge and practice incorporating concepts from the biological and social sciences and general education courses. The curriculum is designed to offer learning opportunities through diverse resources, technology and varied learning experiences to acquire the knowledge and skills needed to perform competently and safely as entry-level practitioners and for life-long learning. The programs consider individual differences and abilities based on motivation, potential, and life experiences as well as acknowledgement of prior learning and experiences that can assist in motivating a student to achieve his/her potential. The student is expected to assume responsibility for learning and thinking critically, utilizing the faculty as resources. **Practical nurse education** is founded on principles of adult and collaborative learning. Learning facilitates changes in behavior, acquisition of knowledge, skills, and attitudes necessary to function in the role of the nurse. This occurs when the individual is challenged and motivated to enhance personal knowledge.
- We believe **practical nurses** are educated through didactic, laboratory and clinical components of the program. As the healthcare environment is dynamic and changing, thus the role of the **licensed practical nurse** will evolve as well as devolve over time. The programs aim to provide the student with skills to meet these expected changes through lifelong learning and awareness of universal and global changes in the health care system and in the delivery of health care.
- The role of the faculty is the systematic development, implementation and evaluation of the program of learning. The faculty plans experiences to proceed from the simple to the complex to facilitate the attainment of program outcomes.
- The role of the student is in the preparation for course and clinical content. The student is responsible for individual course progress as well as for lab and clinical mastery of skills. The student may need to seek faculty or tutoring services for assistance. Participation in college and program committees and membership in professional nursing organizations is encouraged.

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Conceptual (Theoretical) Framework

The Practical Nursing Certificate Program at Mildred Elley, Pittsfield, utilizes an eclectic approach to its conceptual framework. It is derived from the school's philosophy of education in general and the department's philosophy of nursing education in particular. It uses the theories of Abraham Maslow (hierarchy of human needs), the National League for Nursing (NLN) Educational Competencies Model, the National Association for Practical Nurse Education (NAPNES) Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs, and Faye Abdellah's 21 Nursing Problems. These documents are included in this Handbook.

The program provides basic courses rooted in science, technology, and liberal arts, including psychology, and written and oral communication. The main nursing courses provide a foundation for learning fundamental nursing concepts and the application of critical thinking skills to the on-going development of clinical nursing skills in a professional and dynamic environment. These core courses build sequentially upon one another as the role of the graduate practical nurse is identified, explored, and clarified.

The **practical nurse**, through a **caring, client-focused** model focuses on meeting needs (identified by **Maslow** in a **five-level triangular structure of needs** (physiological, safety, belonging, esteem, and self-actualization) of those incapable of meeting their own due to their place on the health/illness continuum or on assisting those individuals or groups in meeting their own needs at these levels. When lower level needs (physiological needs or basic needs vital to survival) are met, higher level needs may be achieved. The **practical nurse** builds on each need level to assist the individual or group to move upward on Maslow's pyramid-shaped hierarchy (safety and security, belonging, love, and affection; self-esteem, personal worth, social recognition and accomplishment; self-awareness and fulfillment of own potential).

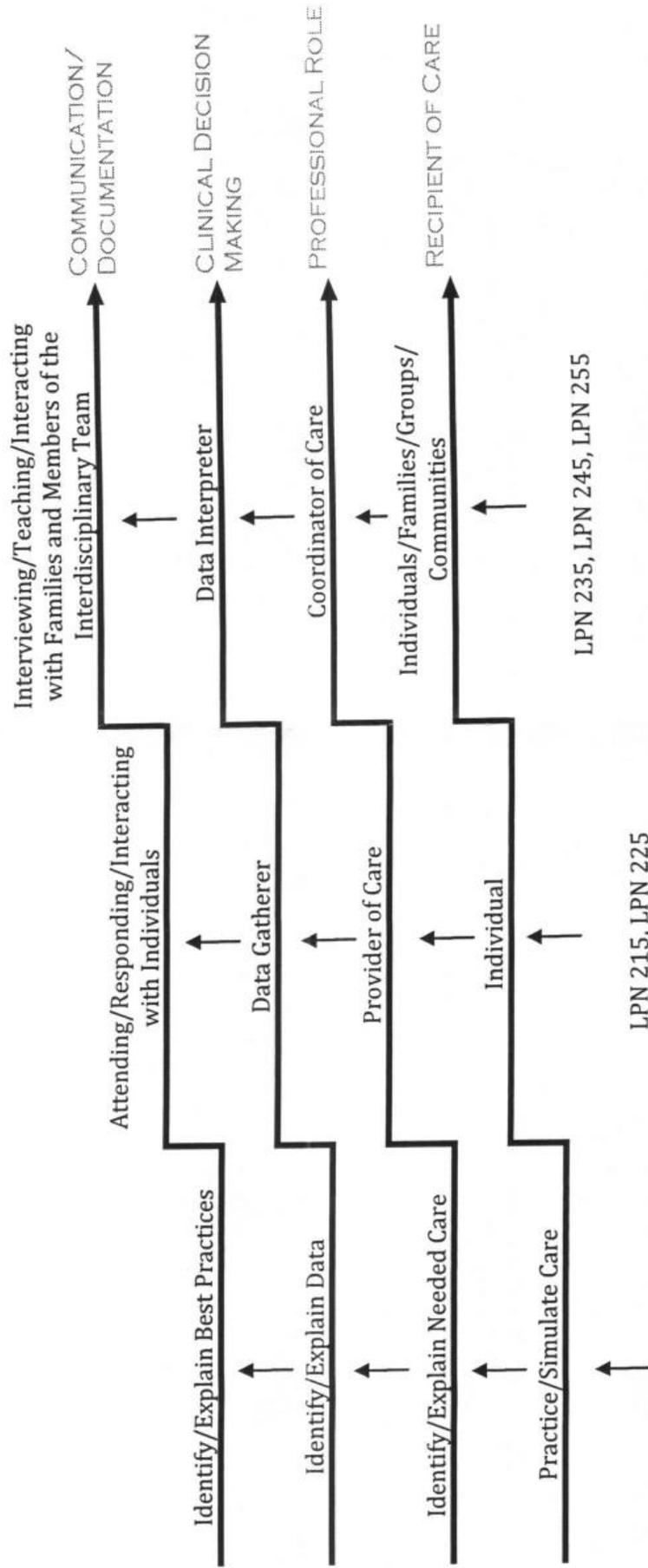
Seven core values identified by the **NLN** for any level of nursing include caring, diversity, ethics, excellence, holism, integrity and patient-centeredness. **Six integrating concepts** of these core values are context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork.

Approaches to meeting or assisting the client in meeting their own needs are indeed **caring and client-focused**, where the client may be the individual, the family, and/or the community (local, regional, nationwide, globally) in **Abdellah's Typology of 21 Nursing Problems** (see pages 13-16). These problems also align with assessment, identification of nursing diagnoses, interventions and evaluation of outcomes.

NAPNES identifies the following behaviors necessary for the practice of practical nursing: professional behaviors, communication, assessment, planning, caring interventions, and managing within the scope of practice identified by the licensing body. In the case of Mildred Elley, Pittsfield, that is the Commonwealth of Massachusetts Board of Registration in Nursing.

The current conceptual (theoretical) framework is under review for revisions with nursing faculty, chief academic officer, and associate academic dean.

Compassionate Communicator Providing Care Throughout the Life Cycle



MA 112, BIO 110, BIO 210, LPN 200A, LPN 2 00B

■ Horizontal Threads

■ Vertical Threads

Standards of Practice and Educational Competencies of Graduates of Practical Nursing Programs

These standards and competencies are intended to better define the range of capabilities, responsibilities, rights and relationship to other health care providers for scope and content of practical/vocational nursing education programs. The guidelines will assist:

- Educators in development, implementation, and evaluation of practical, vocational nursing curricula.
- Students in understanding expectations of their competencies upon completion of the educational program.
- Prospective employers in appropriate utilization of the practical/vocational nurse.
- Consumers in understanding the scope of practice and level of responsibility of the practical/vocational nurse.

A. Professional Behaviors

Professional behaviors, within the scope of nursing practice for a practical/vocational nurse, are characterized by adherence to standards of care, accountability for one's own actions and behaviors, and use of legal and ethical principles in nursing practice. Professionalism includes a commitment to nursing and a concern for others demonstrated by an attitude of caring. Professionalism also involves participation in life long self-development activities to enhance and maintain current knowledge and skills for continuing competency in the practice of nursing for the LP/VN, as well as individual, group, community and societal endeavors to improve health care.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical/vocational nurse.

Competencies which demonstrate this outcome has been attained:

1. Comply with the ethical, legal, and regulatory frameworks of nursing and the scope of practice as outlined in the LP/VN nurse practice act of the specific state in which licensed.
2. Utilize educational opportunities for life-long learning and maintenance of competence.
3. Identify personal capabilities and consider career mobility options.
4. Identify own LP/VN strengths and limitations for the purpose of improving nursing performance.
5. Demonstrate accountability for nursing care provided by self and/or directed to others.
6. Function as an advocate for the health care consumer, maintaining confidentiality as required.
7. Identify the impact of economic, political, social, cultural, spiritual, and demographic forces on the role of the licensed practical/vocational nurse in the delivery of health care.
8. Serve as a positive role model within healthcare settings and the community.
9. Participate as a member of a practical/vocational nursing organization.

B. Communication

Communication is defined as the process by which information is exchanged between individuals verbally, non-verbally and/or in writing or through information technology. Communication abilities are integral and essential to the nursing process. Those who are included in the nursing process are the licensed practical/vocational nurse and other members of the nursing and healthcare team, client, and significant support person(s). Effective communication demonstrates caring, compassion, and cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills.

Competencies which demonstrate this outcome has been attained:

1. Utilize effective communication skills when interacting with clients, significant others, and members of the interdisciplinary health care team.
2. Communicate relevant, accurate, and complete information.
3. Report to appropriate health care personnel and document assessments, interventions, and progress or impediments toward achieving client outcomes.
4. Maintain organizational and client confidentiality.
5. Utilize information technology to support and communicate the planning and provision of client care.
6. Utilize appropriate channels of communication.

C. Assessment

Assessment is the collection and processing of relevant data for the purposes of appraising the client's health status. Assessment provides a holistic view of the client which includes physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the collection of information from multiple sources to provide the foundation for nursing care. Initial assessment provides the baseline for future comparisons in order to individualize client care. Ongoing assessment is required to meet the client's changing needs.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Collect holistic assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.

Competencies which demonstrate this outcome has been attained:

1. Assess data related to basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of the client.
2. Collect data within established protocols and guidelines from various sources including client interviews, observations/measurements, health care team members, family, significant other(s), and review of health records.
3. Assess data related to the client's health status, identify impediments to client progress and evaluate response to interventions.
4. Document data collection, assessment, and communicate findings to appropriate member/s of the healthcare team.

D. Planning

Planning encompasses the collection of health status information, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate nursing care plans and care actions. The nursing care plan provides direction for individualized care, and assures the delivery of accurate, safe care through a definitive pathway that promotes the clients and support person's(s') progress toward positive outcomes.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Collaborate with the registered nurse or other members' of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.

Competencies which demonstrate this outcome has been attained:

1. Utilize knowledge of normal values to identify deviation in health status to plan care.
2. Contribute to formulation of a nursing care plan for clients with non-complex conditions and in a stable state, in consultation with the registered nurse and as appropriate in collaboration with the client or support person(s) as well as members of the interdisciplinary health care team using established nursing diagnoses and nursing protocols.
3. Prioritize nursing care needs of clients.
4. Assist in the review and revision of nursing care plans with the registered nurse to meet the changing needs of clients.
5. Modify client care as indicated by the evaluation of stated outcomes.
6. Provide information to client about aspects of the care plan within the LP/VN scope of practice
7. Refer client as appropriate to other members of the health care team about care outside the scope of practice of the LP/VN.

E. Caring Interventions

Caring interventions are those nursing behaviors and actions that assist clients and significant others in meeting their needs and the identified outcomes of the plan of care. These interventions are based on knowledge of the natural sciences, behavioral sciences, and past nursing experiences. Caring is the “being with” and “doing for” that assists clients to achieve the desired outcomes. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust where client choices related to cultural, religious, and spiritual values, beliefs, and lifestyles are respected. Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client.

Competencies which demonstrate this outcome has been attained:

1. Provide and promote the client's dignity.
2. Identify and honor the emotional, cultural, religious, and spiritual influences on the client's health.
3. Demonstrate caring behaviors toward the client and significant support person(s).
4. Provide competent, safe, therapeutic and individualized nursing care in a variety of settings.
5. Provide a safe physical and psychosocial environment for the client and significant other(s).
6. Implement the prescribed care regimen within the legal, ethical, and regulatory framework of practical / vocational nursing practice.
7. Assist the client and significant support person(s) to cope with and adapt to stressful events and changes in health status.
8. Assist the client and significant other(s) to achieve optimum comfort and functioning.
9. Instruct client regarding individualized health needs in keeping with the licensed practical/vocational nurse's knowledge, competence, and scope of practice.
10. Recognize client's right to access information and refer requests to appropriate person(s).
11. Act in an advocacy role to protect client rights.

F. Managing

Managing care is the effective use of human, physical, financial, and technological resources to achieve the client identified outcomes while supporting organizational outcomes. The LP/VN manages care through the processes of planning, organizing and directing.

Upon completion of the practical/vocational nursing program, the graduate will display the following program outcomes:

Implement patient care, at the direction of a registered nurse, licensed physician or dentist through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).

Competencies which demonstrate this outcome has been attained:

1. Assist in the coordination and implementation of an individualized plan of care for clients and significant support person(s)
2. Direct aspects of client care to qualified UAPs commensurate with abilities and level of preparation and consistent with the state's legal and regulatory framework for the scope of practice for the LP/VN.
3. Supervise and evaluate the activities of UAPs and other personnel as appropriate within the state's legal, and regulatory framework for the scope of practice for the LP/VN as well as facility policy.
4. Maintain accountability for outcomes of care directed to qualified UAPs.
5. Organize nursing activities in a meaningful and cost effective manner when providing nursing care for individuals or groups.
6. Assist the client and significant support person(s) to access available resources and services.
7. Demonstrate competence with current technologies.
8. Function within the defined scope of practice for the LP/VN in the health care delivery system at the direction of a registered nurse, licensed physician, or dentist.

As approved and adopted by NAPNES Board of Directors May 6, 2007.

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Maslow's Hierarchy of Needs, after Maslow (1943)



Page updated Sept. 17, 2010

Reference: Maslow, A. H. (1943). A Theory of Human Motivation, Psychological Review, 50, 370–96.

<http://www.dpi.vic.gov.au/agriculture/investment-trade/market-access-and-competitiveness/markets/emerging-consumer-trends-in-international-markets>

Accessed 07/26/2013

Faye Glenn Abdellah's Theory Twenty-One Nursing Problems

INTRODUCTION

- “Nursing is based on an art and science that mould the attitudes, intellectual competencies, and technical skills of the individual nurse into the desire and ability to help people, sick or well, cope with their health needs.” - Abdellah

Abdellah explained nursing as a comprehensive service, which includes:

1. Recognizing the nursing problems of the patient
2. Deciding the appropriate course of action to take in terms of relevant nursing principles
3. Providing continuous care of the individuals total needs
4. Providing continuous care to relieve pain and discomfort and provide immediate security for the individual
5. Adjusting the total nursing care plan to meet the patient’s individual needs
6. Helping the individual to become more self directing in attaining or maintaining a healthy state of mind & body
7. Instructing nursing personnel and family to help the individual do for himself that which he can within his limitations
8. Helping the individual to adjust to his limitations and emotional problems
9. Working with allied health professions in planning for optimum health on local, state, national and international levels
10. Carrying out continuous evaluation and research to improve nursing techniques and to develop new techniques to meet the health needs of people

(In 1973, the item 3, - “providing continuous care of the individual’s total health needs” was eliminated.)

About the Theorist and Theoretical Sources

- Abdellah’s patient - centred approach to nursing was developed inductively from her practice and is considered a human needs theory.
- The theory was created to assist with nursing education and is most applicable to the education of nurses.
- Although it was intended to guide care of those in the hospital, it also has relevance for nursing care in community settings.

Abdellah and colleagues developed a list of 21 nursing problems. They also identified 10 steps to identify the client’s problems. 11 nursing skills to be used in developing a treatment typology.

10 Steps to Identify the Client’s Problems

- Learn to know the patient
- Sort out relevant and significant data
- Make generalizations about available data in relation to similar nursing problems presented by other patients
- Identify the therapeutic plan
- Test generalizations with the patient and make additional generalizations

- Validate the patient's conclusions about his nursing problems
- Continue to observe and evaluate the patient over a period of time to identify any attitudes and clues affecting his behavior
- Explore the patient's and family's reaction to the therapeutic plan and involve them in the plan
- Identify how the nurses feels about the patient's nursing problems
- Discuss and develop a comprehensive nursing care plan

11 Nursing Skills

1. Observation of health status
2. Skills of communication
3. Application of knowledge
4. Teaching of patients and families
5. Planning and organization of work
6. Use of resource materials
7. Use of personnel resources
8. Problem-solving
9. Direction of work of others
10. Therapeutic use of the self
11. Nursing procedure

21 Nursing Problems

Three major categories:

1. Physical, sociological, and emotional needs of clients
2. Types of interpersonal relationships between the nurse and patient
3. Common elements of client care

Basic to all patients

- To maintain good hygiene and physical comfort
- To promote optimal activity: exercise, rest and sleep
- To promote safety through the prevention of accidents, injury, or other trauma and through the prevention of the spread of infection
- To maintain good body mechanics and prevent and correct deformity

Sustenal care

- To facilitate the maintenance of a supply of oxygen to all body cells
- To facilitate the maintenance of nutrition of all body cells
- To facilitate the maintenance of elimination
- To facilitate the maintenance of fluid and electrolyte balance
- To recognize the physiological responses of the body to disease conditions
- To facilitate the maintenance of regulatory mechanisms and functions
- To facilitate the maintenance of sensory function.

Remedial care needs

- To identify and accept positive and negative expressions, feelings, and reactions
- To identify and accept the interrelatedness of emotions and organic illness
- To facilitate the maintenance of effective verbal and non verbal communication
- To promote the development of productive interpersonal relationships
- To facilitate progress toward achievement of personal spiritual goals

- To create and / or maintain a therapeutic environment
- To facilitate awareness of self as an individual with varying physical , emotional, and developmental needs

Restorative care needs

- To accept the optimum possible goals in the light of limitations, physical and emotional
- To use community resources as an aid in resolving problems arising from illness
- To understand the role of social problems as influencing factors in the case of illness

ABDELLAH’S THEORY AND THE FOUR MAJOR CONCEPTS

NURSING

- Nursing is a helping profession.
- Nursing care is doing something to or for the person or providing information to the person with the goals of meeting needs, increasing or restoring self-help ability, or alleviating impairment.
- Nursing is broadly grouped into the 21 problem areas to guide care and promote use of nursing judgment.
- Nursing to be comprehensive service.

PERSON

- Abdellah describes people as having physical, emotional, and sociological needs.
- Patient is described as the only justification for the existence of nursing.
- Individuals (and families) are the recipients of nursing
- Health, or achieving of it, is the purpose of nursing services.

HEALTH

- In Patient–Centered Approaches to Nursing, Abdellah describes health as a state mutually exclusive of illness.
- Although Abdellah does not give a definition of health, she speaks to “total health needs” and “a healthy state of mind and body” in her description of nursing as a comprehensive service.

SOCIETY AND ENVIRONMENT

- Society is included in “planning for optimum health on local, state, national, and international levels”.
- The environment is the home or community from which patient comes.

CHARACTERISTICS OF THE THEORY

- Abdellah’s theory has interrelated the concepts of health, nursing problems, and problem solving.
- Problem solving is an activity that is inherently logical in nature.
- Framework focus on nursing practice and individuals.
- The results of testing such hypothesis would contribute to the general body of nursing knowledge
- Easy to apply in practice

USE OF 21 PROBLEMS IN THE NURSING PROCESS

ASSESSMENT PHASE

- Nursing problems provide guidelines for the collection of data.

- A principle underlying the problem solving approach is that for each identified problem, pertinent data are collected.
- The overt or covert nature of the problems necessitates a direct or indirect approach, respectively.

NURSING DIAGNOSIS

- The results of data collection would determine the client's specific overt or covert problems.
- These specific problems would be grouped under one or more of the broader nursing problems.
- This step is consistent with that involved in nursing diagnosis

PLANNING PHASE

- The statements of nursing problems most closely resemble goal statements. Once the problem has been diagnosed, the nursing goals have been established.

IMPLEMENTATION

- Using the goals as the framework, a plan is developed and appropriate nursing interventions are determined.

EVALUATION

- The most appropriate evaluation would be the nurse progress or lack of progress toward the achievement of the stated goals.

Progressive Patient Care :: Models of Nursing Care Delivery

CONCLUSION

- Using Abdellah's concepts of health, nursing problems, and problem solving, the theoretical statement of nursing that can be derived is the use of the problem solving approach with key nursing problems related to health needs of people. From this framework, 21 nursing problems were developed.
- Abdellah's theory provides a basis for determining and organizing nursing care. The problems also provide a basis for organizing appropriate nursing strategies.

REFERENCES

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http://currentnursing.com/nursing_theory/Abdellah.html

Accessed 07/26/2013

This page was last updated on October 31, 2011

Competencies for Graduates of Practical Nursing Programs

Human Flourishing

Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.

Nursing Judgment

Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.

Professional Identity

Assess how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the health care team.

Spirit of Inquiry

Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences.

http://www.nln.org/facultyprograms/competencies/comp_prac_voc.htm

Accessed 07/29/2013



http://www.nln.org/facultyprograms/competencies/pdf/comp_model_final.pdf

Accessed 07/29/2013

PRACTICAL NURSE CERTIFICATE PROGRAM

**MILDRED ELLEY, PITTSFIELD
PRACTICAL NURSE CERTIFICATE PROGRAM
LEVEL AND TERMINAL OUTCOMES**

<u>Module 4</u>	<u>Module 5</u>	<u>Module 6</u>	<u>Module 7</u>	<u>Module 8</u>		<u>Successful Completion of Program</u>
<p><u>LPN 200B</u> Pharmacology and Dosage Calculation for Nursing</p> <p><u>LPN 125</u> Fundamentals of Nursing Care I</p>	<p><u>LPN 213</u> Fundamentals of Nursing Care II</p>	<p><u>LPN 225</u> Maternity, Pediatrics, and Mental Health</p>	<p><u>LPN 235</u> Nursing Care of the Adult</p>	<p><u>LPN 245</u> Nursing Care of the Older Adult</p>	<p><u>LPN 255</u> Transition into the Practice of Professional Nursing</p>	
<p>LEVEL ONE OUTCOMES At the successful completion of Level One, the student will</p>		<p>LEVEL TWO OUTCOMES At the successful completion of Level Two, the student will</p>		<p>LEVEL THREE OUTCOMES At the successful completion of Level Three, the student will</p>		<p>TERMINAL OUTCOMES AT the successful completion of the entire program, the student will be <u>at the beginning level of a professional practical nurse</u></p>
<p>With <u>strict guidance</u></p> <ul style="list-style-type: none"> • <u>discover</u> evidence-based best practices; • <u>verbalize basic knowledge</u> of legal and ethical practice; • <u>demonstrate safe basic nursing and communication skills</u> • <u>incorporate the client's preferences</u> in basic care planned and delivered; • <u>recognize prudent usage of resources</u> to minimize cost and waste; • <u>demonstrate ability to collect subjective and objective client data</u> necessary for care in a reasonable time frame; 		<p>With <u>moderate guidance and supervision</u></p> <ul style="list-style-type: none"> • <u>begin to evaluate evidence-based best practices</u>; • <u>organize, prioritize, and deliver</u> safe nursing at the practical nurse student level to two to three clients • <u>demonstrate a beginning ability to function</u> as a member of the health care team; 		<p>With <u>minimal guidance and supervision</u></p> <ul style="list-style-type: none"> • <u>recognize valid evidence-based best practices and incorporate into personal practice</u>; • <u>demonstrate safe nursing care</u> to multiple clients with differing nursing diagnoses • <u>demonstrate the role of nursing as a client advocate</u>; 		<ul style="list-style-type: none"> • <u>Qualify</u> to sit for the NCLEX-PN® • <u>Demonstrate independence</u> in critical thinking • <u>Work collaboratively</u> with all members of the health care team to plan care for clients • <u>Provide technically competent, compassionate and holistic care</u> for all health care consumers, reflecting

<ul style="list-style-type: none"> • <u>recognize significant normal and abnormal client data</u> and <u>communicate</u> these to the health care team. 	<ul style="list-style-type: none"> • <u>articulate the rationale for approaches</u> used in delivering care; • <u>identify overt and covert deviations from normal</u>; • <u>explain significant data findings</u>; • <u>communicate and document</u> findings, interventions, and care outcomes at a <u>beginning level</u>. 	<ul style="list-style-type: none"> • <u>demonstrate accountability and responsibility</u> for nursing actions; • <u>collaborate</u> with clients and the health care team to ensure cost-effective provision of care, use of resources; and to modify care to meet client needs; • <u>utilize the critical thinking process</u> to prioritize care according to the hierarchy of needs; • <u>Identify</u> the impact of one's own and client's <u>cultural values, beliefs, spirituality</u> on self-care, nursing care delivery and receipt, and intervene appropriately; • <u>communicate and document findings</u>, interventions and care outcomes with <u>minimal guidance</u>. 	<p>sensitivity to social and cultural diversity of the community and evidence-based practice modalities;</p> <ul style="list-style-type: none"> • <u>Design</u> a plan for lifelong learning in the profession; • <u>Recognize and Respect</u> the importance of family and significant others as members of the individual's health care team; • <u>Practice</u> within the <u>ethical and legal standards</u> of care for licensed practical nurses; • <u>Represent</u> the nursing profession in a manner consistent with the highest moral, ethical and professional principles; • <u>Utilize knowledge</u> of economic, political, social, cultural, and demographic forces in planning care and services for complex health issues for community groups.
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Terminal Outcomes of the Mildred Elley, Pittsfield PNCP

The outcomes for the PNCP will include the goals listed below.

Upon successful completion of the Mildred Elley, Pittsfield, PNCP program the student will:

- Work collaboratively with all members of the health care team to plan care for clients with chronic problems with predictable outcomes;
- Provide technically competent, compassionate and holistic care for all health care consumers reflecting sensitivity to social and cultural diversity of the community and evidence-based practice modalities;
- Provide technically competent, compassionate and holistic care for all health care consumers (clients), in a manner that reflects sensitivity to social and cultural diversity of the community;
- Participate in lifelong learning to maintain currency in nursing practice and to achieve personal and professional growth;
- Recognize and respect the importance of family and significant others as members of the individual's health care team;
- Practice within the ethical and legal standards of care for licensed practical nurses;
- Represent the nursing profession in a manner consistent with the highest moral, ethical, and professional principles.

Graduates of the Mildred Elley, Pittsfield Campus, Practical Nurse Certificate Program are eligible to sit for the National Council Licensure Examination-Practical Nurse (NCLEX-PN[®]) to become a licensed practical nurse.

Good Moral Character Guidelines

A candidate seeking to become a Licensed Practical Nurse in the Commonwealth of Massachusetts must demonstrate good moral character as defined by the Commonwealth. A copy of this policy as well as explanations and frequently asked questions may be found at the following websites:

<http://www.mass.gov/eohhs/docs/dph/quality/boards/nursing-good-moral-policy.pdf>
www.mass.gov/eohhs/docs/dph/quality/boards/good-moral-info.pdf

It is the responsibility of each applicant to demonstrate compliance with the Good Moral Conduct requirement. This policy will be reviewed and the student will be provided a copy at the time of application, at orientation, and at the completion of the program when preparing application for the NCLEX-PN[®].

GRADING

Grading Mildred Elley, Pittsfield – General Grading

The Mildred Elley grading system is used by all faculty. This policy can be found in the Mildred Elley, Pittsfield Student Handbook. Final grades are issued to students in the form of a letter grade at the end of each semester. Grading policies and course requirements will be reviewed with students at the beginning of each course via course outlines. Final grade appeal Process Policy is in the standard Mildred Elley, Pittsfield Student Handbook on pages 23-24.

Letter grade	Percentage	Grade Point
A	100-93	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D	60-69	1.0
F	00-59	0.0

I – Incomplete

W – Withdrawal

Aud – Audit

Each student has a right to request his or her standing grade in a course at any time. Electronic documentation of grades can be found on the SONISWEB system for the school.

The course grade in nursing reflects total course performance; this is the grade recorded on the official college transcript and student grade report. Students who receive less than a C (73%) in nursing theory will have that grade recorded. No rounding of a final grade will occur. **Students who do not “PASS” the clinical component of the nursing course will receive a course grade of “F”.**

A student earning less than a C (73%) in a nursing course cannot progress in nursing; this is considered an unsatisfactory grade.

Grade Appeals

Final Grade Appeals are a serious procedure that should only be used when the final grade assigned does not reflect the criteria for grading outlined by the instructor. It is assumed that the grade assigned by the instructor is correct, and the student’s appeal must justify a change in the grade. The instructor may change the grade if it is determined that the grade was calculated incorrectly, work was missed, an error occurred entering the grade, etc. The grievance procedure is used for grade appeals. Only the instructor of the course may change a grade outside the formal appeals process. Should the grade appeal reach step two (2) in the Formal procedure, the determination to uphold or change the grade will lie with the Program Chairperson. The decision of the Program Chairperson is final.

Conflicts about an individual exam, test, quiz score, or assignment grade never go beyond the informal procedure phase.

STUDENT SUPPORT SERVICES

Mildred Elley, Pittsfield provides free academic support and tutoring for all enrolled students through the Office of Academic Support and Advising. Arrangements may be made with this office as well as the Student Support Office for individual or group tutoring. Study groups are encouraged, and students are assisted in setting these up. The Program Chairperson and individual faculty are also available for assistance with study skills and resources and references.

Any student faced with an academic or social problem is encouraged to reach out for help to any trusted person who may be able to help or who can direct you to appropriate resources. Students should be aware that services are available through a wide array of persons and agencies, but accessing them requires that the student come forward to ask for help as necessary.

FINANCIAL AID

Students may be eligible to receive financial aid. Financial aid information and policies can be obtained in the Financial Aid office at the school or online at the school website (www.mildred-elley.edu). Students who receive financial aid have an ethical responsibility to meet all financial aid regulations. Refer to Financial Aid process (page 21) outlined in the Mildred Elley – Pittsfield, MA Campus Academic Catalog 2017-2018.

STUDENT ORGANIZATION

Student Representatives

- Each class will elect one (1) student representative and one (1) alternate to the Faculty Organization. One of these students will attend meetings and serve as a spokesperson for the respective classes.
- Student representatives are responsible for sharing information from the meetings with their classmates and for bringing questions from their classmates to the meetings.
- Student representatives are non-voting members of the Faculty Organization.
- The faculty reserves the right to have portions of any meeting in closed session without student representatives if the discussion concerns issues of confidentiality.

Graduation/Professional Recognition Ceremony Committee

Students may elect representatives to a committee to assist with these functions. It is not necessary for student representatives to the PNCP Faculty Organization and representatives to these committees be the same individuals.

DISCRIMINATION AND DISABILITIES

Mildred Elley, Pittsfield and the PCNP complies fully with the Americans with Disabilities Act of 1990 (<http://www.ada.gov/>) :”Reasonable accommodations” are provided to any individual who advises the school of a physical or mental disability. If you are a student with a *documented disability* and would like to request an academic or other accommodation, you first must contact The Director of the Office of Academic Support and Advising (OASA). Individual instructors or the PNCP Chair may NOT approve accommodations without the direction of OASA.

Please recognize that nursing requires specific technical skills as noted in the admission packet. The PNCP Chairperson will determine whether or not an accommodation is consistent with the essential job duties at the clinical site as well as the program’s competency based educational equivalents. Reasonable accommodations will not be denied. Refer to the Technical Performance Standards.

Mildred Elley, Pittsfield, and the PNCP complies fully with state and Federal laws governing discrimination in any form including, but not necessarily limited to age, race, color, religion, gender, pregnancy, political affiliation, social affiliation, sexual identity and preference, disability, marital status,. Refer to <http://www.eeoc.gov/laws/statutes/> for specific statutes and complaints.

A student in the Mildred Elley, Pittsfield Practical Nurse Certificate Program (PNCP) has the right to:

- A safe learning environment free from bias.
- Faculty who are knowledgeable, experienced and up to date, and who are able to clearly communicate information effectively.
- Quality classroom and clinical instruction that guides you towards delivering safe effective nursing care.
- Express reasonable exceptions to the views being offered.
- Notification of policies and procedures that affect them.
- Reasoned assessments of your ability.
- Have formal input into development of program curriculum.
- Not be discriminated against by any member of the Mildred Elley, Pittsfield PNCP community for reasons of age, ethnicity, national origin, gender, marital status, disability, race, religion, political, social affiliation, or social orientation.

STUDENT GRIEVANCES

The goal of the student grievance policy is to resolve conflict in an amicable manner. Most conflicts are best settled when the parties directly involved in the dispute communicate effectively and directly with one another.

Informal Procedure

Students should follow “chain of command” when seeking conflict resolution. Students should first speak with the faculty member involved. They should not seek counsel with another faculty member or the Program Chair before communicating with faculty member involved. Should a student attempt to circumvent this process, they will be redirected back to the faculty member.

Formal Procedure

The student has three (3) days from the time he/she knew or should have known of the grievable action or inaction. If attempts at open cooperative dialogue are unsuccessful the student may proceed to the Formal Procedure.

- Step 1** Students must initiate step one (1) within three (3) days of the informal dialogue. All involved parties will meet with the Program Chairperson. The student will have the opportunity to verbally and informally present their complaint. The grievant will also have the opportunity to respond. The student will receive a statement of this informal proceeding from the Program Chairperson stating if the parties involved have come to a mutually acceptable resolution or not.

- Step 2** If the matter is not resolved at step one (1) to the student’s satisfaction, the student has seven (7) calendar days from the date of the step one (1) hearing to formally submit written notice to the Program Chair of their desire to proceed to step two (2). The student must submit at that time the name of the grievant, a statement of all facts, all necessary documents, if any, the names of any individuals with relevant information and the resolution sought. All pertinent information must be submitted at this time. The student will not be allowed to submit additional information or documents past this point. No other issues or allegations may be raised at this time. The Program Chairperson will investigate the complaint, and respond to the student in writing within ten (10) days of receiving the written step two (2) requests from the student.

- Step 3** Should the grievance not be resolved to the student’s satisfaction, the student may appeal the decision to the Campus President. This appeal should be made in writing within seven (7) days of receipt of the Program Chairperson’s decision. The President will investigate the issue and report to the student within ten (10) days of his/her receipt of the appeal letter. The President’s decision is final.

The student Grievance Procedure may not be used for complaints alleging sexual harassment or discrimination. Please see sexual harassment and discrimination statements.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), sometimes called the “Buckley Amendment” is a Federal law that protects the privacy of student’s educational records. Mildred Elley, Pittsfield PNCP complies fully with this law. Specifics of the law can be reviewed at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>.

Students may request, in writing to the program chairperson within two (2) weeks of the beginning of classes, that directory information not be distributed to third parties. This request shall remain in effect until further notification by the student. If a student does not submit a request to withhold directory information the school assumes approval of disclosure.

The following Directory Information can **NEVER** be released:

- Social security number
- Student identification number
- Race
- Ethnicity
- Nationality
- Gender

Records Not Considered Protected by FERPA

- Private notes of individual staff or faculty (NOT kept in student advising folders)
- Campus security records
- Medical records
- Statistical data compilations that contain no mention of personally identifiable information about any specific student
- Faculty notes, data compilation, and administrative records kept *exclusively* by the maker of the records that are **not accessible or revealed to anyone else** are not considered educational records and therefore, fall outside of the FERPA disclosure guidelines
- Information obtained when the person was no longer a student
- Confidential letters, etc., associated with admissions, employment, job placement or honors to which a student has waived rights of inspection and review

Students in the Mildred Elley Practical Nursing Program will be informed of their FERPA rights annually in writing.

Inspection of Records

The student has the right to review their educational records upon their written request to the Practical Nursing Program Chair. Students should identify as precisely as possible the records they wish to inspect. The Practical Nursing Program Chair or designee will notify the student of the time and place the inspection will take place. Every effort will be made to promptly comply with the student’s request. Access will be given within 45 days from receipt of the request. Should a record the student wishes to review contain information about more than one (1) student or if that record might breach another person’s confidentiality, the student may only inspect the portion that pertains to them.

Right of the School to Refuse Access

Mildred Elley, Pittsfield reserves the right to deny access to the following:

- Letters, statements, evaluations, or references where the student waived their right to view.
- Records or materials contained during the application process when application was denied.
- Anecdotal information gathered by faculty or staff that documents incidents.
- Information excluded by the FERPA definition of educational records.

Copies of Records

A request to view records does not imply they will be copied and distributed to the student. Mildred Elley School reserves the right to deny copies for the following reasons

- The student lives within reasonable commuting distance from the school.
- There is an unpaid financial obligation to the school.
- There is in an unresolved disciplinary issue involving the student.
- The material is restricted from being copied.

Requests to review records must be submitted to the Registrar in writing. The student has two options available to them: he/she may make an appointment to view his/her records, at the discretion of the Registrar; or he/she may request a copy of his/her records, in which case the Registrar has a maximum of thirty (30) days to provide the copy to the student. There is no cost incurred in providing copies to the student.

Challenge of Records

Students have the right to request records be amended if they believe the information to be inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

- A student must complete a written request to the Department Chair to have the record amended. The student should identify the specific part of the record he/she wants changed and specify why he/she believes it is inaccurate, misleading, or in violation of his or her privacy or other rights.
- The Department Chair may decide to amend the record. If the Department Chair declines to comply with the request the school will notify the student of the decision and advise him/her of his/her right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
- A hearing will be arranged. The student will need to notify the Department Chair of their intent to apply for a hearing. The Department Chair will then arrange for a hearing and notify the student, reasonably in advance, of the date, place, and time of the hearing
- The hearing will be conducted by the Campus President of Mildred-Elley, Pittsfield. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney.
- The President will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.

Right to File a Complaint

Students have the right to file a complaint with the United States Department of Education concerning alleged failures of Mildred Elley, Pittsfield to comply with the requirements of FERPA. Written complaints should be submitted to Family Policy Compliance Office, U. S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.

Disclosure of Educational Records to Others

FERPA significantly restricts the rights of others to view a student's educational record.

Listed below are the individuals who may view a student's record:

- The student him or herself, unless the student has waived the right of access.
- Persons who the student authorizes in a signed written statement to do so indicating the records to be released.

- Individuals who are officials of the school and who have the “need to know” or legitimate educational reason. This includes a person employed in an administrative, supervisory, academic, and clinical or support staff position, a person with whom the school has a contract, an official serving on an official committee such as a disciplinary or scholarship committee. Persons authorized to view student’s education information may not disclose any information to an unauthorized third party.
- Persons or organizations providing financial support to the student or who need information to determine if the student is eligible for financial support.
- Organizations conducting accreditation studies in order to carry out their function.
- Parents who have established that the student is a dependent on their most recent federal income tax return, and only in individual cases by special request. Otherwise parents, spouses, domestic partners, children, or other relatives or friends have no right of access to a student’s educational records.
- Post-secondary institutions may disclose the final results of any disciplinary proceeding for a crime of violence or non-forcible sex offense to anyone if the institution determines that the student committed a violation of its rules with respect to the crime.
- Post-secondary institutions may disclose to a parent or legal guardian, information regarding a student’s violation of any law or institutional rule or policy governing the use or possession of alcohol or a controlled substance if the student is under the age of 21 and the institution has determined that the student has committed a disciplinary violation.

ACADEMIC INTEGRITY

When a student accepts admission to the Practical Nursing Certificate Program the student also accepts the Good Moral Character requirements of the Massachusetts State Board of Registration in Nursing. Violations of academic integrity breach this Good Moral Character requirement and can cause the student to become ineligible to continue in the program.

All members of the Mildred Elley, Pittsfield community share a role in upholding the academic integrity of the PNCP. Anyone witnessing a violation in academic integrity has an obligation to make that violation known, including another student. Incidents should be reported to faculty or the Department Chair. An investigation will be completed and appropriate action will be taken.

Any student behavior that is or appears to be cheating, plagiarism, falsification of records, or fabrication will be considered in fact cheating, fabrication, plagiarism, or falsification of records and disciplinary action will be taken.

Examples of violations of academic integrity:

- **Cheating:** Any unauthorized assistance when taking examinations, quizzes, or tests
Unacknowledged use of another’s work
 - Examples include but are not limited to:
 - Looking at or allowing another student to look at one’s paper during a test quiz or exam.
 - Passing notes or test papers during a test, quiz, or exam.
 - Talking during a test, quiz, or exam.
 - Using aids beyond those allowed by the instructor during tests, quizzes, exams, reports, calculations, or other assignments.
 - Removing, without permission, a test, quiz, or exam from any location or site.
 - Coercing another student to tell what is on the test, quiz, or exam.

- Plagiarizing data for any reason.
 - Submitting late papers and informing the instructor that the paper was previously submitted.
 - Being asked by a clinical instructor to research something and then seeking clinical information from another student or from a staff member.
 - Falsifying data or documentation.
 - Attending class and or clinical without meeting financial obligations of the class.
 - Submitting work that is not the student's own.
 - Buying or selling assignments or reports via any method.
- **Fabrication:** Intentional falsification of information or data.
 - Examples include but are not limited to:
 - Inventing data or documentation for assignments.
 - Reporting false information to a clinical instructor, student, co-assigned nurse, or any health care professional.
 - Falsifying the patient's medical record or entering any false or inaccurate
- **Plagiarism:** Unauthorized use of another's thoughts, words, or ideas and presenting them as one's own.
 - Examples include but are not limited to:
 - Paraphrasing or directly quoting a published or unpublished work of another person without full and clear acknowledgement of the source.
 - Submitting reports, papers, or assignments that have been prepared by another person.
 - Cutting and pasting directly from internet sources without proper referencing.
 - Failure to note any copyrighted material.
- **Falsification of Records:** Knowingly and deliberately using information that is not accurate or omitting information in an attempt to deceive another.
 - Examples include but are not limited to:
 - Submitting false application information.
 - Using another person's identity.
 - Falsification of CORI/SORI information.
 - Falsification of professional licensure application forms.
 - Changing an answer on a quiz, exam, or test already submitted for grading.
 - Changing an instructor's comment on an assignment or evaluation.
 - Documenting entries in the patient's medical record which are fictitious.
- **Facilitating Academic Dishonesty:** Intentionally or knowingly assisting another student to violate or attempt to violate any of the academic integrity policies.
 - Examples include but are not limited to:
 - Helping another student cheat on an exam.
 - Performing procedures on patients the assigned student claims as doing themselves.
 - Completing assignments or homework for another student.
- **Being disruptive or insubordinate**
 - Examples may include but not limited to:
 - Arguing with an instructor over an assignment, examination, or other academic/clinical issue. The PN program recognizes the value of class discussion

and debate. However, the faculty will not tolerate students who are knowingly confrontational or who knowingly attempt to embarrass or intimidate, making gestures, slamming down books, or talking loudly when someone else has the attention of the group.

- Monopolizing class time to share personal family problems or personal medical experiences.
 - Habitually arriving to class late, disrupting instruction that is in progress.
 - Having audible beepers or cell phones during clinical or class time.
 - Distracting others while faculty or another student is speaking or presenting.
- **Demonstrating behaviors that could be categorized as harassment**
 - Examples may include but are not limited to:
 - Following a faculty member, student, staff member, or clinical personnel around campus or to the person's home or other places.
 - Calling faculty/administrators at home without specific permission.
 - Making verbal threats made to faculty or other students.
 - Making repeated phone calls or email messages to the faculty member to challenge grades or assignments.
 - Harassing another student or faculty member or clinical personnel in violation of the school's policy on sexual harassment.

Consequences

Disciplinary action against students will occur if faculty, administrators, or their designees witness students cheating, fabricating data, plagiarism, falsifying records, facilitating academic dishonesty, or behaving in a manner that is disruptive or insubordinate. Disciplinary action can be, but are not limited to, placement on performance notification for a specified period of time, placement on performance notification until completion of the program, immediate suspension, and removal from the Practical Nurse Certificate Program. Should the consequence be removal from the Practical Nurse Certificate Program, a failing grade will be issued.

CRIMINAL OFFENDER RECORD INFORMATION/ SEXUAL OFFENDER RECORD INFORMATION

Massachusetts law, as well as regulations promulgated by the Commonwealth Executive Office of Health and Human Services (EOHHS) states that individuals convicted of certain crimes pose an unacceptable risk to vulnerable populations (e.g. underage, elderly, disabled or persons receiving care due to illness) and are therefore ineligible to provide services or support in such state programs or facilities. Mildred Elley, Pittsfield adheres to the regulations outlined by the EOHHS (please see www.mass.gov/hhs/cori for more information). All information obtained is confidential and is reviewed by the school's CORI officer. If the CORI/SORI check is positive the individual case is reviewed, and a decision is made. All student information is kept confidential.

Students must consent and submit to a CORI/SORI upon acceptance to the PNCP. Students will need to present a government issued photo identification and sign a release form allowing the school to view this information.

Some clinical agencies will also perform their own CORI or SORI check. Failure of a student to comply with these requests may preclude eligibility for clinical assignment. Some agencies may prohibit a student from attending clinical if there is a finding, even if the finding did not prevent the student from being accepted to the Practical Nurse Certificate program.

In some circumstances positive CORI/SORI checks make initial licensure impossible. Convictions that deem an individual ineligible for licensure include murder, rape, aggravated sexual assault, armed assault with the intent to murder, assault with the intent to rape, armed assault with the intent to rob, burglary; armed assault on an occupant, kidnapping, breaking and entering day/night with the intent to commit a felony or fear; burning a building, burning a dwelling (attempt); indecent assault and battery with a child under 14, indecent assault and battery with a child over 14, unnatural acts with a child under 16, assault and battery dangerous intimidation, administering drugs to obtain sex, inducing sex with a minor; the conduct underlying any violent crime against any person(s) that exhibits intentional or deliberate extreme disregard of human life; trafficking in, or illegally manufacturing, any controlled substances; and exploitation or criminal mistreatment of a vulnerable individual including but not limited to, a minor, elder, and/or disabled person.

Should CORI/SORI checks be positive and include one of the above convictions, the student will be immediately removed from the PNCP and will be ineligible for readmission.

CORI Student Instructions

Students complete CORI forms during student orientation sessions. Students are also asked to provide a picture identification with this form. Students give the forms to the registrar or designated person. The registrar or designated person prepares and sends the forms to the State for the CORI check. Students may not attend classes or go to clinical sites without a returned CORI form.

Drug Screening

Some clinical partners require screening of students placed at their facility. These facilities reserve the right to refuse and/or reject students whose drug test does not meet facility guidelines. Students who test positive for the presence of illegal drugs may not be placed at another facility. Students who cannot complete their clinical practica are not eligible for graduation.

If a student is deemed to be using or under the influence of any chemical substance, it is the prerogative of the instructor to remove the student from the clinical area, lab, or classroom immediately and/or to demand an immediate drug screening.

POLICIES AND PROCEDURES

The Practical Nurse Certificate Program follows the Policy and Procedures of Mildred Elley, Pittsfield. For a complete listing of Mildred Elley, Pittsfield Policies and Procedures please refer to <http://www.mildred-elley.edu> Incongruences are identified in the handbook and are based in Practical Nurse educational expectations and stringent professional demeanor.

PROGRAM ORIENTATION

Students are required to attend a one-day orientation to the PNCP. At this time, measurements and orders will be taken for uniforms. In addition, the Handbook will be reviewed, as well as general program content, expectations and information.

COURSE ORIENTATION

All nursing courses all begin with an orientation that includes review of the course syllabus/outline. All students must sign a course agreement indicating their understanding of and compliance with the stated responsibilities.

EDUCATIONAL MOBILITY

In keeping with the Massachusetts BoRN Educational Mobility Policy the Mildred Elley, Pittsfield Practical Nurse Certificate Program encourages and promotes further formal education. Mildred Elley, Pittsfield PNCP is the first step in a career pathway. This is accomplished by regular meetings and input of a diverse Advisory Committee, including current and former students, and the Systematic Evaluation Plan for curriculum review.

ATTENDANCE, TARDINESS AND MAKE-UP POLICY

Excessive tardiness and absences in all classes will impact your grade.

All clinical absences must be made up and can result in an inability to continue in the Program.

Faculty reserve the right to decide when tardiness has become excessive.

Attendance at all nursing lectures, laboratory, and clinical sessions is required. All clinical absences must be made up. In consultation with the Chair, Clinical Coordinator and the Clinical Instructor the make-up assignment may be:

- An additional clinical experience,
- A clinically-based (specialized, individualized) computer assignment may be assigned for only one absence.

Students with more than one absence must make up these absences with additional clinical experiences in the clinical facility. Please refer to Clinical Attendance and Make-up Policy.

ATTENDANCE REQUIREMENTS

The Massachusetts Board of Registration in Nursing requires any practical nurse program have at least 1080 instructional hours. This includes 945 of nursing education, of which 540 hours must be clinical experience.

Mildred Elley Practical Nursing Program requires full student attendance to meet program hours. Absences may impact your grade and result in your inability to continue to the next course. Additionally, excessive tardiness will also impact your grade negatively and affect your ability to progress to the next level.

- Attendance at lectures, laboratory and clinical experiences within the nursing program is required.
- Faculty maintain attendance records which are kept in the student's file and/or recorded in SONISWEB.
- Attendance is documented on the clinical evaluation tool.
- Absences are evaluated by faculty.
 - Absences and/or excessive tardiness may impact your grade, which can result in a course failure and not being able to continue in the program. Please refer to Clinical Attendance and Make-up Policy.

Please note, all students must sign in and out of the assigned clinical site.

Please note that clinical tardiness is cumulative. For any student whose clinical tardiness exceeds a *total of two hours* a clinical make-up day will be required.

- No activated electronic devices are allowed in any instructional area. All electronic devices are to be turned OFF unless other directions are given
- Students who exhibit behavior that is deemed inappropriate or unsafe will be dismissed at the clinical instructor's discretion and will require clinical make-up
- An additional cost for clinical make-up may be incurred by the student.

Absence for Religious Reasons

Mildred Elley Practical Nurse Certificate Program complies with MGL Chapter 151C: Section 2B: Absence of Student Due to Religious Beliefs and will excuse students from examinations, class, or clinical for such an absence. The student will be provided an opportunity to make up the work provided it does not cause an unreasonable burden for the school. Students should notify the instructor as soon as possible ideally well before the date the absence will occur.

Military Service Exception

Students whose progress in the PNCP program was interrupted by active military service will be considered a "Stop" student. They will not have their re-entry into the PNCP program count as a second admission. The student will need to reapply and comply with all the other readmission requirements but will receive admittance preference and have the reapplication fee waived.

Mildred Elley cannot be held responsible for any student who chooses not to disclose health-related circumstances and continues to participate in clinical experiences.

**PRACTICAL NURSE PROGRAM
FULL TIME CURRICULUM PLAN**

Semester 1			
CRN	Course Name	Hours	Credits
Module 1			
HEA 112	Medical Terminology	45	3
ENG 102	English Composition	45	3
Module Total		90	6
Module 2			
PSY 105	Introduction to Psychology	45	3
BIO 110	Anatomy & Physiology I	75	4
Module Total		120	7
Semester Total		210	13

Semester 2			
CRN	Course Name	Hours	Credits
Module 3			
BIO 210	Anatomy & Physiology II	75	4
LPN 200A	Pharmacology for Nursing A/ Medical Dosage A	37.5	2
Module Total		112.5	6
Module 4			
LPN 125	Fundamentals of Nursing Care I	120	5
LPN 200B	Pharmacology for Nursing B/ Medical Dosage B	37.5	2
Module Total		157.5	7
Semester Total		270	13

Semester 3			
CRN	Course Name	Hours	Credits
Module 5			
LPN 215	Fundamentals of Nursing Care II	187.5	6
Module Total		187.5	6
Module 6			
LPN 225	Maternity, Pediatrics and Mental Health	180	6
Module Total		180	6
Semester Total		367.5	12

Semester 4			
CRN	Course Name	Hours	Credits
Module 7			
LPN 235	Nursing Care of the Adult	187.5	6
Module Total		187.5	6
Module 8			
LPN 245	Nursing Care of the Older Adult	187.5	6
LPN 255	Transition to Practical Nursing Practice	15	1
Module Total		202.5	7
Semester Total		390	13

Total credits pre-nursing: 17

Total credits nursing: 34

Total program credits: 51

Total hours nursing 952.5

Total hours clinical 540

Total program hours 1237.5

COURSE DESCRIPTIONS

- HEA 112 Medical Terminology 3 semester credits 3/0/0**
Students learn how to “translate” medical terms by discovering that most of these terms are composed of interchangeable parts used again in different combinations. An understanding of these word parts and the rules for using them enable the student to recognize and write thousands of medical terms. This may be taught as traditional, online or hybrid course. *Prerequisite(s): None.*
- ENG 102 English Composition* 3 semester credits 3/0/0**
This course introduces students to the elements of written communication: methods, forms, and styles of composition. The focus is on improving writing ability through concentration on the writing processes: prewriting, writing, and revision. Other concerns of the writer, particularly form, structure, and organization of the essay, as well as audience, diction and correctness are addressed. Idea development and support and research paper techniques are included. *Prerequisite(s): None.*
- PSY 105 Introduction to Psychology* 3 semester credits 3/0/0**
This course provides an introduction to the major areas in the field of psychology. The areas emphasized are: major models in psychology, major principles of memory applicable to learning psychology, social psychology, the organization of the human brain and the biological bases of behavior, principles of learning, major theories of personality development, stress and its effects on health, intelligence, development in infancy and childhood, and psychological disorders. *Prerequisite(s): None.*
- BIO 110 Anatomy and Physiology I 4 semester credits 3/1/0**
Preceded by an overview of principles of basic chemistry, cellular biology, bio-organization, and body systems, this course concentrates on examination of the gross and microscopic structures and functions of the integumentary, skeletal, muscular, nervous, endocrine, and sensory systems. Basic laboratory techniques and microscopy are taught to further enhance lecture material. Please note that BIO 110, Anatomy and Physiology I, and BIO 210, Anatomy and Physiology II, are independent in their content coverage and can be taken in any order upon meeting the prerequisite(s). *Prerequisite(s): HEA 112, Medical Terminology.*
- BIO 210 Anatomy and Physiology II 4 semester credits 3/1/0**
Preceded by an overview of principles of basic chemistry, cellular biology, bio-organization, and body systems, this course concentrates on examination of the gross and microscopic structures and functions of the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Basic laboratory techniques and microscopy are taught to further enhance lecture material. Please note that BIO 110, Anatomy and Physiology I, and BIO 210, Anatomy and Physiology II, are independent in their content coverage and can be taken in any order upon meeting the prerequisite(s). *Prerequisite(s): HEA 112 Medical Terminology.*
- LPN 200A Pharmacology and Dosage Calculation for Nursing 2 semester credits 1.5/0.5/0**
This course focuses on beginning basic pharmacologic aspects of nursing care and related therapeutics. The course provides the beginning of a sound basis for safe medication administration throughout the practical nursing curriculum. Principles of action, uses, side effects, adverse effects, and interactions related to drug classifications are emphasized. Specific drug information for commonly prescribed medications is discussed in relation to nursing assessment, nursing diagnosis, medication administration, client monitoring, nursing interventions, client education, evaluation of safe and effective drug therapy, and documentation. Accurate drug dosage calculation is emphasized. Legal aspects of pharmacology for both prescribed and over-the-counter medications are introduced. Supervised simulated medication administration is practiced and evaluated in the laboratory setting. *Pre-requisite(s): MA112; BIO 110 or BIO 210; matriculation in PN program*

LPN 200B Pharmacology and Dosage Calculation for Nursing 2 semester credits 1.5/0.5/0

This course focuses on basic pharmacologic aspects of nursing care and related therapeutics. The course provides a sound basis for safe medication administration throughout the practical nursing curriculum. Principles of action, uses, side effects, adverse effects, and interactions related to drug classifications are emphasized. Specific drug information is discussed in relation to nursing assessment, nursing diagnosis, medication administration, client monitoring, nursing interventions, client education, evaluation of safe and effective drug therapy and documentation. Accurate drug dosage calculation is emphasized throughout the course. Supervised medication administration is practiced and evaluated in the laboratory setting.

This course LPN 200B is a continuation of LPN 200A. LPN 200A must be completed successfully in order to move forward to LPN 200B. Course description and objectives are the same, content in B building on A. *Pre-requisite(s): HEA112; BIO 110 or BIO 210; BIO 200A; matriculation in PN program*

LPN 125 Fundamentals of Nursing Care I 5 semester credits 3/1.5/1

This course introduces basic nursing theory, principles, techniques, and interventions and focuses on the beginning use of the nursing process to legally, safely, and competently meet the needs of clients. Therapeutic communication skills, cultural and spiritual aspects of care, documentation, and pharmacotherapeutics are integrated throughout the course. The Massachusetts Board of Registration in Nursing, regulation of nursing practice, the practical nurse scope of practice, personal and professional accountability, and the Massachusetts *Determination of Good Moral Character* are presented. The course will include an emphasis on patient education and the initial development of concept mapping. Best practices and evidence-based practices will be incorporated. Critical thinking is introduced as a requirement for safe and effective nursing care. The supervised structured clinical nursing laboratory and supervised selected clinical experiences in various health care settings are provided concurrently. Simulation activities and case studies will be incorporated. *Pre-requisite(s): ENG 102; MA 112; PSY 105; BIO 110; BIO 210; matriculation in PN program; Corequisites: LPN 200 A & B*

LPN 215 Fundamentals of Nursing Care II 6 semester credits 2.5/0.5/3

This course continues to build on previously acquired skills and introduces more advanced nursing theory, principles, techniques, interventions, and evaluation. It continues a rigorous focus on the use of the nursing process to safely meet the needs of clients with more complex nursing care problems including pain control. Critical thinking skills are developed beyond the basics. Therapeutic communication, cultural and spiritual aspects of care, nutrition, documentation, and pharmacotherapeutics are integrated throughout the course. Best practices and evidence-based practices are incorporated. Social issues that impact the health care system and delivery (e.g., homelessness, private and public insurance) and the role of and collaboration with social service agencies is introduced. Care of the dying client and his/her family will be introduced. Supervised structured clinical nursing laboratory and supervised selected clinical experiences in various health care settings are provided concurrently. Simulation activities and case studies are incorporated. *Pre-requisite(s): LPN 200 A & B; LPN 125; matriculation in the PN program*

LPN 225 Maternity, Pediatric, and Mental Health 6 semester hours 2/2/2

This course transfers student skills to the care of the client in more complex settings including and beyond the supervised structured clinical laboratory setting. Integrated throughout the course are concepts of therapeutic communication, nutrition, ethical practice, cultural diversity, spirituality, documentation, and pharmacotherapeutics. Special concentration is on nursing care of the young family including maternity, neonatal, and pediatric clients with emphasis on growth and development. Best practices and evidence-based practices are incorporated. Social problems such as domestic abuse will be discussed. Care of clients of any age with mental health problems is also introduced. Critical thinking skills continue to be honed in various settings with varying clients. The supervised structured clinical nursing laboratory and supervised selected clinical experiences in various health care settings are provided concurrently. Beginning principles of delegation and supervision are introduced, and related skills are practiced. Simulation activities and case studies are incorporated. *Prerequisite(s): LPN 200 A & B; LPN 125; LPN 215; matriculation in the PN program*

LPN 235 Nursing Care of Adults 6 semester hours 2.5/0.5/3

This course continues to build on learned skills which are integrated at a more complex level. Students are expected to demonstrate the expansion of their skills in various medical and surgical clinical settings, including acute care settings. Integrated throughout the course are concepts of therapeutic communication, nutrition, ethical practice, cultural diversity, spirituality, documentation, and pharmacotherapeutics. Concept mapping and nursing care planning will reflect enhanced critical thinking and care provision. Best practices and evidence-based practices are incorporated. Students will develop enhanced organizational and supervisory skills through the care of multiple clients. Emphasis is on the care of adult clients with more acute nursing care needs. Simulation activities and case studies are incorporated. *Pre-requisite(s): LPN 200 A & B; LPN 125; LPN 215; matriculation in the PN program*

LPN 245 Nursing Care of the Older Adult 6 semester credits 2.5/0.5/3

In this course, students expand their theoretical and clinical foci and refine their understanding and use of the nursing process. Integrated throughout the course are concepts of nutrition, ethical practice, cultural diversity, spirituality, documentation, and pharmacotherapeutics. Special concentration will be on care of geriatric clients in acute inpatient, long term care, and community settings. Addressing the needs of community-dwelling independent and well older adults is included. Best practices and evidence-based practices are incorporated. Simulation activities and case studies are incorporated. *Pre-requisite(s): LPN 200 A & B; LPN 125; LPN 215; matriculation in the PN program*

LPN 255 Transition to the Profession of Practical Nursing 1 semester credit (1/0/0)

This course prepares the student to make the transition from student to the role of the practical nurse as a member of the health care delivery system, the team and the discipline of nursing. Trends in health care delivery and nursing education will be discussed. Rules and regulations specific to the Commonwealth of Massachusetts are presented in depth with emphasis on lifelong learning expectations, standards of nursing practice, competency, and accountability in the role following initial licensure. The Massachusetts Determination of Good Moral Character is reviewed. Leadership skills and team building are emphasized. Best practices and evidence-based practices are incorporated. Simulation activities and case studies are incorporated. Students explore skills involving job searches, resume and cover letter development, and interviewing skills. Preparation for the NCLEX-PN is included. *Pre-requisite(s): LPN 200 A & B; LPN 125; LPN 215; LPN 225; LPN 235; matriculation in the PN program; permission of the Department Chair; Corequisite(s): LPN 245*

This course is normally taken in the last semester of program enrollment.

PROMOTION AND PROGRESSION

- All courses must be taken in sequence
- Failure in a nursing program concentration course prevents promotion and progression to the next program level.
- Evaluation of students will be done by the individual instructor responsible for the learning experience.
- A student who withdraws (“W”) from any nursing concentration course with a grade, at the time of withdrawal, of less than 73%, and meets other readmission criteria, **may be eligible** to re-enter the program based on fulfilling the readmission criteria. The readmission requirements must be completed for program readmission consideration. See Readmission Policy.
- All course/clinical requirements must be completed prior to progressing to the next level course.

PROGRAM COMPLETION

- The full-time Practical Nurse Programs must be completed within four years of the initial program admission date.
- A student may request a leave of absence. The request must be submitted in writing to the Chair of Nursing. See readmission policy.

Withdrawal from the Institution

If a student is requesting to withdraw from the Institution, he/she should meet with the PN Department Chair and/or the Office of the Registrar. Please see the Mildred Elley Catalog for full Institution withdrawal policies.

DISMISSAL

- Students who do not meet the minimum grading/progression/promotion requirements will not continue in the nursing program.
- Additional factors which may cause dismissal from the Program:
 - Excessive absence (see Attendance Policy).
 - Unethical behavior (see Academic Integrity Policy).
 - Cheating (see Policies and Procedures)
 - Students may appeal the decision to the Chair of Nursing. The Chairperson will advise them of the grade appeal process and the Mildred Elley grievance procedure which is located in this handbook as well as the general Student Handbook and the Academic Catalog.

Graduation Requirements

Candidates for graduation from Mildred Elley must successfully complete the required number of courses and semester credit hours for their chosen curriculum. Students must have a cumulative grade point average (GPA) of 2.0 (a “C”) or better and a minimum of 25 percent of the total credits or hours required for their program must be earned at Mildred Elley. Students who complete program requirements but who fail to achieve a final cumulative grade point average of 2.0 are considered “completers,” and receive a letter of completion, but not the credential sought. Students must fulfill all financial obligations including tuition and any other

fees, or make arrangements for repayment of such financial obligations satisfactory to the institution, before their transcripts are released.

Students graduate at the end of the module in which they meet all of the requirements of their program. Formal graduation ceremonies are held once a year. Please note that participation in a graduation ceremony does not constitute verification of earned credentials.

Transcripts

Transcripts are issued only on signed, written request and are mailed directly to the receiver by the institution. A transcript fee is charged for each request. Transcripts are issued when all financial obligations to the institution have been fulfilled and any delinquent loans have been cleared. A permanent academic record (transcript) of the student's progress is maintained. The transcript indicates student accomplishment in terms of clock hours or credit hours. The grading system used is fully explained on the transcript. Transcripts are kept indefinitely.

RE-ADMISSION POLICY

Students are only eligible to repeat one nursing concentration course one time

Students **may be readmitted** to the program based on the following:

- Submit within 1 month of leaving the program a written request to the Chair of the Practical Nurse Certificate Program.
- The program must be completed within **four years of initial program admission**.
- Students are eligible to be admitted only once to the program.
- Students with a **70% (C-) or better** (in their course work at the time of withdrawal or course failure) are **eligible** for program readmission **consideration**.
- Students seeking readmission must meet with an admission committee member to review the request for readmission. The Practical Nurse Admission Committee will review the request and render a decision. When a decision is made it will be given to the requesting student along with a readmission learning prescription for those eligible students.
- Students must complete all the readmission conditions stated in the learning prescription from the Practical Nurse Admission Committee prior to returning to the program.
- A student repeating a nursing concentration course must repeat both the academic and the clinical components.
- Compliance with current Health Policies.
- Compliance with current CPR certification.
- Compliance with current CORI requirements.
- Space available in the program.

Please note, students who are dismissed (does not include dismissals for medical reasons) from the program or fail clinically may not be admitted into other Allied Health Programs.

TRANSFER STUDENTS:

Because of the innovative nature of this program's course sequence, course emphasis and course content, transfer of courses into the program will not be granted.

COURSE EXEMPTION/ADVANCED PLACEMENT:

Because of the innovative nature of this program's course sequence, course emphasis and course content, transfer of nursing concentration courses into the program will not be granted. For these same reasons, no course exemption for prior education or testing can be granted for any nursing concentration courses. Likewise, advanced placement is not granted for any nursing concentration courses.

All students must provide documentation of good health status by completing and returning the health form and the Technical Requirements form. Current CPR certification as a Red Cross or American Heart Association Health Care Provider must be documented before a student can attend a clinical experience. There are no exceptions!

CLINICAL GROUP ASSIGNMENT

Faculty establishes clinical groups for each nursing course. Students are responsible for getting to and from the assigned clinical experience. Some nursing courses in the day weekday program may have an evening clinical rotation or a weekend rotation.

CLINICAL REQUIREMENTS

- Students must be present, prompt and prepared to meet the clinical objectives. If unprepared, the student may be dismissed from the clinical area and therefore unable to meet clinical objectives for the day's clinical experience. This is considered a clinical absence and will require clinical make up. (Please see Clinical Make Up Policy)
- If absent, the student is required to notify the clinical agency *at least 1 (one) hour prior to the assigned clinical time* or follow the clinical instructor's guidelines.
- The student must meet the clinical objectives of the course and earn a satisfactory rating in all areas of the clinical evaluation tool. For more information about clinical evaluations related to grading, please refer to Clinical Evaluation Grading Policies.
- Students admitted into the Practical Nurse Certificate Program are subject to an annual CORI check. (Criminal Offender Record Information). The school, because of this requirement, may not be able to guarantee clinical placement for all students admitted to the program. If a negative CORI is returned, then the student may not continue in the program.
- Current CPR certification (Health Care Provider, AHA or ARC) is required for enrollment in all nursing courses.
- Health Forms are required prior to the start of the program. Each student has the responsibility to maintain updated CPR and Immunizations records. Each student must submit this updated information to the Program Chair or Clinical Coordinator annually.

CLINICAL AGENCY/EXPERIENCE GUIDELINES

The nursing faculty requires that nursing students provide safe, effective, and supportive client care. To fulfill this requirement, nursing students must be (1) free of chemical impairment; (2) physically well, and (3) emotionally focused during participation in any part of the nursing program including classroom, laboratory, and clinical settings. The Practical Nurse Certificate Program faculty reserve the right to excuse or remove a student from the clinical area. The clinical hours missed when a student is excused or removed from the clinical area can equate to a clinical absence. These clinical hours must be made up to successfully complete the course. (Please see Clinical Make-Up Policy)

Agencies may determine that a student can no longer remain at that agency as a student nurse. When dismissed from a clinical agency the school may be unable to place the student in another clinical agency. Consequently, dismissal from a clinical agency for failing to follow agency policies and procedures may result in an inability to complete the clinical assignment which will result in failure.

Students must remember that they:

1. Are responsible for their own transportation to and from the clinical agency. All clinical agencies are not accessible by public transportation and parking accommodations at agencies vary and may require off-site parking and/or a fee. Car-pooling is strongly encouraged;
2. Are guests in the clinical agency and their behavior should be professional;
3. Are accountable to the agency and the agency's supplies, food and medications are for patient use only;
4. Are accountable for the quality of care given to clients assigned for learning experiences;
5. Are required to attend a facility orientation;
6. Are expected to report to their assigned nursing unit promptly at the scheduled time in professional attire (see Professional Attire – Dress Code Policy). Tardiness will negatively impact a student's grade;
7. Are expected to stay for the full clinical experience. If a student leaves early, it is counted as an absence. This means students may not leave the clinical agency for any reason during assigned clinical hours;
8. Must have a pre-conference meeting with the instructor *prior* to the beginning of any clinical activity;
9. Must inform the instructor if leaving the nursing unit for any reason;
10. Cannot leave the clinical agency for breaks, meals, doctor's appointments or any other reason. If a student feels it is necessary to leave a clinical area for an emergency the student will not be allowed back into the clinical area during the same clinical day;
11. Are responsible to report on time to clinical sites. If for some reason a student cannot report for clinical experience on an assigned day or will be late coming to clinical, he/she is to call the nursing unit/floor at least one hour prior to the beginning of the pre-conference or contact the instructor according to instructor guidelines. When contacting the agency, request the following information be given to your instructor:
 - a. Your name,
 - b. School's name,
 - c. Your instructor's name; and
 - d. Your reason for absence or delay

Please note the name of the person taking your phone call. Make-up time will be required for absences or tardiness. (See Clinical Make-Up Policies). Failure to call or notify faculty will result in a clinical warning;

- Are responsible for their personal belongings. There is limited space on most nursing units. Please limit what you bring with you to an agency and do not bring unnecessary amounts of money or valuables. The agency/school is not responsible for lost or stolen personal property;
- Are not allowed to loiter in any area of the agency before, during or after clinical hours;
- May be welcome to use the cafeteria and coffee shops at their own expense;
- Cannot use the phones in the agency. Agency phones are for business use, not personal use. Your instructor will take emergency calls;
- Are not permitted to bring cellular phones and pagers in the clinical areas and should leave them at home or in the car;
- May not smoke or chew gum while wearing Mildred Elley PNCP uniform or lab coat;
- May not transact any business for clients nor act as witness for any consent forms;
- Are **never** permitted to take drugs or any other supplies from the clinical unit; this action is grounds for dismissal from the program;
- Are not to make engagements with or to take gifts or money from clients or their families; in addition a student is not to visit or contact clients outside of assigned clinical hours
- **Are required by law to keep ALL information about clients confidential.** Mildred Elley, Pittsfield is in compliance with HIPAA regulations. If you are unsure of HIPAA regulations or Patient Confidentiality guidelines, please ask the instructor. It is your responsibility to know this information. Any student who has breached HIPAA regulations will be suspended from the clinical area pending investigation. Any missed clinical days during suspension will count as absences and will require clinical make-up days. (Please see Clinical Make-Up Policy.).
- Are to report to the instructor any unusual or unsafe situation or behavior observed on the nursing unit;
- Should inform clinical instructor if they have latex and/or powder allergies;
- Are not expected to provide gratuities to faculty. This behavior violates ethical standards.

CLINICAL ATTENDANCE AND MAKE-UP POLICY

Purpose

To provide a process within school guidelines for nursing students who have clinical absences to make up clinical hours, if possible, in order to meet Commonwealth of Massachusetts Board of Nursing licensure requirements.

Attendance at all nursing lectures and clinical/laboratory sessions is required.

Consequently, students with clinical/laboratory absences are required to complete make-up assignments and clinical hours.

Absences and /or excessive tardiness may result in failure to progress in the program.

Clinical Make-Up Process

- Clinical absences may result in failure of the course.
- All clinical absences must be made up. All make up days must be completed before the next nursing course.
- Clinical absence will be reviewed by the Chairperson and Faculty. Depending on the circumstances, a student may be allowed to make up only one clinical absence during any clinical rotation. In such cases, students may be required to complete a special assignment, often written or on-line, as directed by the instructor. However, submitting this written assignment does not eliminate this being registered as an absence.
- Students absent from clinical assignments **MUST** make an appointment to meet with the clinical faculty member within 1 (one) week of absence.

- Only Mildred Elley nursing faculty are allowed to provide clinical make-up. Only the Chairperson is authorized to approve faculty for clinical assignment make-up days.
- If make-up days are approved, the student may incur a charge for a full day of clinical. The student will need to confer with the Chairperson and/or the Clinical Coordinator.
- If a student or the school cannot schedule the clinical make-up within an already scheduled clinical day, a separate clinical day will need to be arranged. The student is responsible for any expense of a clinical make-up.
 - A per day fee may be determined by the school usually reflecting the instructor's hourly pay.
 - Each student who attends the clinical make-up day is responsible for any fee. If there is more than one student making up a day at the same time at the same facility with the same instructor, the students may be able to arrange to distribute any cost. This is a student responsibility and not a school or PNCP responsibility.
 - Any payment is due prior to the scheduled make-up day experience
 - Any payment is made directly to Mildred Elley, Pittsfield.
- If you are late or cannot attend clinical, call at least 1 (one) hour prior to your scheduled time. Give the person answering the telephone your name, Mildred Elley, Pittsfield's name, instructor's name, and reason for absence or delay. Remember, absences must be made-up before progression to the next level.
- The clinical instructor will submit a written evaluation of the student's make-up experience to the Program Chair. This evaluation will be retained in the student's record until graduation.
- The student must obtain a "Satisfactory Performance" for a passing outcome for the clinical make-up day experience in order to continue in the program. If the student's performance is "Unsatisfactory" during the make-up clinical day, the student will not receive credit for the clinical make-up. This may result in the student not being able to progress to the next nursing course and or continue in the program.
- In the event, the student's performance is unsatisfactory during the make-up experience the student will **not** receive credit for the make-up. An additional make-up will be scheduled, based on faculty availability. Considering the tight clinical schedules, it is important to note that this may not be possible. If it is not possible then the student cannot progress to the next level or in the PNCP.
- Under some circumstances, the Program Chairperson may request a medical clearance before a clinical makeup can be scheduled.

NOTE: Please remember the syllabus is subject to change without prior notification. Changes will be given to students verbally and in writing.

CLINICAL EVALUATION GUIDELINES

Purpose

1. Determine student progress toward outcome achievement,
2. Provide a formal mechanism for feedback regarding clinical performance,
3. Identify student-learning needs, and
4. Develop strategies to improve clinical learning.

Design

1. The clinical instructor completes a formative evaluation with the student during the clinical experience. Evaluation is done using anecdotal references, and involves consistent monitoring and feedback of student progress toward the stated outcome objectives. Formative evaluation may be presented in either verbal or written format. Examples of these include a) clinical conference form b) clinical warning forms.
2. The clinical instructor completes the *summative evaluation* at mid-term and at the completion of each course using the formal clinical evaluation tool. *Each student must submit a completed self-evaluation to the clinical instructor prior to the formal clinical evaluation conference.* The instructor will arrange the evaluation conference after the instructor receives the student self-evaluation. During the evaluation conference the instructor and student come together and review both the self-evaluation and the summative evaluation.

Method

The major focus for evaluation of student performance will be his/her competency in utilizing the nursing process. Knowledge and skill in nursing action is implicit in the nursing process and serves as the basis for evaluation. The behavioral outcomes are identified in each course outline. As discussed, the Level Outcomes increase with each higher level Program Level. The evaluation tool documents the student's progress towards or the achievement of the behavioral and level outcomes.

1. Anecdotal records: a brief, objective description of an observed behavior(s) that is significant for evaluation.
 - a. Clinical anecdotal records are maintained on each student for the purpose of assessing clinical performance.
 - b. The anecdotal record provides evidence of student progress in various areas by making comparisons of performance over time.
 - c. Information on anecdotal records serves as the basis for formative and summative clinical evaluation.
 - d. Anecdotal records remain the sole property of the clinical instructor.
2. Formal Clinical Evaluation
 - a. Faculty develops the specific evaluation tool for each level-nursing course.
 - b. Each behavioral outcome is measured.
 - c. At the time of final evaluation, **all** level objectives must be met with a satisfactory (S) or pass (P).
 - d. Students, who receive an unsatisfactory (U) or failure (F) at the final clinical evaluation, will receive a **course grade** of "F".
 - e. Unsatisfactory student performance requires written notification and a conference involving the clinical instructor and student.
 - f. Clinical evaluations are kept in the student file until graduation.
 - g. Enrolled students may request copies of their evaluation tool.

Clinical Warning

Clinical warnings will be kept in individual student files. Student files with two or more clinical warnings during the entire length of the program will be reviewed by the Program Chair and faculty. Upon review, student can be dismissed from the Practical Nurse Certificate Program. Any student who is dismissed from the program will receive a course grade of “F”.

CLASSROOM BEHAVIOR POLICY

The teaching-learning process is collaborative and mutually respectful. Nursing programs are participatory to facilitate the teaching-learning process and demonstrate mastery of nursing skills. The delivery of health care and nursing in particular is a participatory activity and cannot be done without individual and collective involvement. That means that any absence affects the learning of others. Missing class and arriving late or not participating in class affects the student’s grade. The Practical Nurse Certificate Program Chair will contact students who miss too many classroom hours. It is important to understand that class participation means more than showing up for class.

In addition to the information below specific to the Practical Nursing Certificate Program at Mildred Elley, Pittsfield, students are advised to review the handout provided in class regarding professional behavior and instructor expectations.

Students and faculty are held accountable for professional behavior at all times.

Class participation means you:

- Arrive on time (late-comers will not be able to enter the classroom until the break),
- Actively participate in class including being adequately prepared,
- Have electronic devices off unless directed otherwise.
- Are honest and sensitive in your reactions to class and discussions.
- Contact the instructor if there a problem with the instructional methods, workload and/or assistance is needed and/or have suggestions, or other issues. While it may be difficult to do this, it is extremely important to learn how provide timely and constructive feedback.

What types of behaviors exhibit participation?

Participatory behaviors are collegial classroom courtesy behaviors and require that a student:

- Plans to arrive **on-time** (This means taking into account traffic and weather patterns);
- If late, takes the closest available seat and does not disrupt the lecture in progress; at the instructor’s discretion the student may be asked to wait until the next break to enter the classroom;
- Cellular phones or beepers/pagers turned off;;
- Refrain from talking to others or conducting non-classroom business while the class is in progress; and
- Secure permission from each instructor to use a tape recorder. If a tape recorder is used it must be battery-operated and taping is to be done from the student’s desk only.

Other professional classroom behavior

- No smoking is allowed in the building or near the front door.
- Do not bring children to class.
- No food is allowed in the classroom.

- **Students may only bring drinks that have spill-proof lids into the classroom.** This includes drink containers that have screw top lids. This does not include coffee cups with plastic lids.

Instructors may add individualized expectations to those listed above.

SKILLS/COMPUTER LABORATORY POLICIES

Laboratory Activities Involve Three Learning Domains:

1. Cognitive (knowledge)
 2. Psychomotor (skills) and
 3. Affective (attitudes and values).
- All students are expected to attend their scheduled laboratory sessions.
 - Each student is responsible for the mastery of the assigned nursing laboratory skills. Instructors facilitate the learning activities. Students are expected to practice and demonstrate mastery of each technique. The student is responsible for seeking clarification and/or guidance from the instructor. Students may consult the instructor for further assistance or to repeat the demonstration of nursing laboratory skills. The instructor will evaluate mastery of the nursing techniques..
 - Smoking, food, and beverages are not permitted in the laboratory or computer rooms.
 - Use of equipment and nursing techniques, etc. It is the student's responsibility to be prepared and involved in the learning activity.
 - All students are responsible to view assigned media prior to a laboratory session.
 - Report any broken or malfunctioning equipment (thermometer, blood pressure equipment, etc.) to the instructor for repair or replacement.
 - Absolutely no invasive procedures are done by students or faculty on other students or faculty.
 - Students are responsible to keep the laboratory neat and orderly. This means returning all equipment to its proper place, taking personal belongings when leaving the laboratory, and discarding used paper and supplies in the appropriate containers and immediately after use. Students who need additional time to practice nursing skills may use the college laboratory by pre-arrangement with faculty.
 - Latex may be in use in the laboratory setting, and sensitive individuals are at risk for exposure. It is the student's responsibility to notify the instructor of any latex sensitivity issues.
 - Students are responsible to demonstrate competency in clinical skills.
 - Students are responsible to maintain competency throughout the Practical Nurse Certificate Program.

HEALTH POLICIES

GENERAL GUIDELINES

You cannot start clinical experience without a completed Health Form.

All medical information regarding prospective and current students will be kept strictly confidential. Students should note that nursing is a profession which may require lifting and moving of heavy objects. The prospective student in conjunction with his/her health care provider should assess his/her functional ability to perform the following to meet the program outcomes of the Practical Nurse Certificate Program.

Communication

- Articulate clearly to patients, families, and other health care workers in conversational English

- Understand verbal, written, printed, or computer screen generated information.
- Detect, interpret, and appropriately respond to verbal and nonverbal communication, and acoustically generated signals (call bells, monitors, telephones)
- Gather, analyze, and correctly interpret information.

Musculoskeletal (Gross Motor)

- Stand for a minimum of two (2) hours.
- Walk for a minimum of six (6) hours not necessarily continuously.
- Work at areas located at various positions and elevation levels for durations of at least 30 minutes at a time, alternating with the need to stoop, bend, twist frequently, push, pull, reach or move various pieces of equipment.
- Transfer, move, and reposition dependent patients to and from various positions and surfaces, requiring a minimum of a 40 lb. weight bearing load.
- Perform CPR.
- Apply personal protective equipment.

Fine Neuromuscular

- Use small muscle dexterity to manipulate dials, switches, and levers and perform precision psychomotor activities.
- Determine by touch hot/cold, hard/soft, wet/dry, and smooth/rough.
- Detect changes in environmental odor, temperature.
- Maintain sufficient vision to perform skills and assess patients.

Emotional

- Identify potentially dangerous situations and respond appropriately.
- Exhibit the social skills necessary to interact professionally with various age groups and cultures
- Demonstrate emotional stability and the ability to function in stressful situations.
- Recognize the potential for and take steps to minimize or avoid harmful substances, contagious diseases, body fluids, and/or radiation.
- Maintain cleanliness of personal grooming consistent with close personal contact.
- Function without causing harm to self or others if under the influence of prescription or over the counter medications.

All students must provide evidence of health insurance; this must be kept on file.

HEALTH FORMS

All students enrolled in the Practical Nurse Program will submit a Health Form on entry into the program. Until students have submitted all required documentation they will be restricted from attending any clinical assignment. Health forms are returned to the student at the time of graduation or dismissal from the program.

IMMUNIZATIONS/TITERS

Required Immunizations

All students in the practical nursing program must provide proof of immunization or immunity as required by the institution, by participating clinical sites, and the current Massachusetts Department of Public Health

- Negative Mantoux within two (2) months of the first nursing class. Students are required by the clinical facilities to have documentation of a negative Mantoux on an annual basis. It is the student's responsibility to provide documentation. Students who are known to be positive responders are required to have a chest x-ray every five (5) years. Students who are known to be positive responders and have a negative chest ray within the last five years will be required to

submit a letter from their healthcare provider stating that they are “free of signs and symptoms of respiratory tuberculosis”.

- Documentation of Tdap (tetanus, diphtheria, and pertussis) immunization. Td (tetanus diphtheria) booster must be documented within ten (10) years.
- Documentation of a positive rubeola (measles), rubella (German measles) and mumps (MMR) titers or two doses of live attenuated (MMR) vaccine 4 weeks apart.
- Documentation of positive varicella (chicken pox) titer or the administration of the live attenuated varicella vaccine series
- Documentation of positive hepatitis B titer or the administration of the hepatitis B vaccine (series of three)

EXPOSURE/DEVELOPMENT OF A COMMUNICABLE DISEASE

If a student has been exposed to a communicable disease the student must immediately contact the Chair of the Practical Nurse Certificate Program to report exposure. It will be left to the discretion of the Chair, in conjunction with the faculty, to determine if it is safe for the student to attend clinical assignments. Students diagnosed with a communicable disease are required to present documentation to the Chair indicating that they are no longer infectious before they will be allowed to participate in classroom/clinical activities.

PREGNANCY

It is always prudent to inform the clinical instructor of pregnancy to prevent maternal /fetal exposure to known risk factors. While this information is confidential and will be protected, it is important to note that it may be shared with the Program Chair..

Any student who enters the program or becomes pregnant during the program’s course is expected to continue to perform physical duties that may include:

- Pushing or lifting up to 70 pounds
- Bending repeatedly
- Walking/standing (8 hours)

If at any time a student feels unable to perform clinical requirements, the student must obtain documentation from their healthcare provider stating that the student can participate in the clinical area without restriction. This is a decision that should be made by the student in consultation with their physician.

Regardless of the reason, if at any time a student is unable to demonstrate an ability to perform clinical requirements (pushing, lifting up to 70 pounds, repeated bending, walking/standing for up to eight [8] hours), the student will be required to obtain documentation from their health care provider indicating they can perform fully the physical and emotional requirements of the clinical area. The student will not be permitted back into the clinical area until documentation is provided. Any missed clinical days will need to be made up in the clinical area. Refer to clinical attendance and make-up policy for details and possible payment information.

Postpartum (after delivery) documentation from the student’s health care provider must be submitted to the Program Chair indicating that the student can participate fully in all clinical experiences before the student will be allowed to return to the clinical setting.

SURGERY/HOSPITALIZATION

If during the course of the program, a student's medical condition necessitates surgical intervention or hospitalization documentation from his/her health care provider must indicate that the student can participate fully without restriction in all aspects of the Program, especially while in the clinical setting.

This documentation must be submitted to the Program Chair before the student will be allowed to return to the clinical setting. The student is responsible for any missed clinical days. In cases of prolonged absences the student can be asked to withdraw from the Program and consult with the Program Chair to explore Program completion options.

PROLONGED ABSENCE

Students who develop a medical condition that requires them to miss a week or more of clinical experiences must provide documentation to the Program Chair that recovery has been sufficient to the degree that the student may participate fully without restriction in all aspects of the program. This documentation must be submitted to the Program Chair before the student will be allowed to return to the clinical setting. The student is responsible for any missed clinical days. In cases of prolonged absences the student can be asked to withdraw from the Program and consult with the Program Chair to explore Program completion options.

Mildred Elley cannot be held responsible for any student who chooses not to disclose health-related circumstances and continues to participate in clinical experiences.

STUDENT RECORD POLICY

Mildred Elley follows and enforces all federal and state laws protecting the confidentiality and security of student records. The Family Educational Rights and Privacy Act apply to all academic, financial and other student records. The Practical Nurse Certificate Program maintains records in compliance with the Federal, state, and College, regulations. The Office of the Registrar maintains the permanent academic record for the student. The following provides an overview of the student record categories.

Enrolled Students

Copies of admission data, transcript, and evaluation reports of currently enrolled students are maintained in a locked file cabinet in the Office of the Register. The Registrar maintains all official grade reports and college records. Signed forms documenting receipt of information by the student will be maintained in the Office of the Chairperson for two years following a student's graduation or dismissal from the PNCP.

Graduates

By law the names of graduates and transcripts are maintained in the Office of the Registrar. All program-related documents are discarded when the student completes the program per the policies of WISP.

Withdrawals

Program records on withdrawn students will be maintained for three years. The office of the Registrar maintains the official transcript and class attendance and reason for withdrawal for a period of seven years.

Failures

Records of students who fail a nursing concentration course and cannot continue in the program are maintained for three years. These records are in the Registrar's Office.

Medical Records

While actively enrolled in the Program, student health forms are maintained in the office of the Program Chair. Students may pick up their medical records at the time of graduation or dismissal from the program. If a student does not pick up record within six weeks after graduation or dismissal then the records are destroyed.

Occasionally, the PNCP is asked by clinical partners to furnish student health data and/or other personal information for students who are placed in their facility. As part of the contractual agreement between Mildred Elley and the clinical partner, PNCP is required to furnish the requested information. All students can be assured that only pertinent data will be shared. This information will be handled in a confidential manner and faculty and staff of Mildred Elley, Pittsfield will work diligently to protect student's private information. Upon complete review of the Student Handbook each student will sign the Student Agreement to Program Responsibilities. This signature will also serve as consent to share health data and/or other personal information with clinical partners.

Incident Reports

The Office of the President maintains Academic Incident Reports for seven years after the incident has occurred.

Program Records

Program records including catalog, self-study reports, program plan, curriculum, annual reports, program committee minutes, brochures, and NCLEX-PN® results are maintained for a period of five years in the Office of the Program Chair.

STUDENT RECORDS

Mildred Elley follows and enforces all federal and state laws protecting the confidentiality and security of student records. The Family Educational and Privacy Rights Act, also known as the Buckley Amendment, is enforced by all departments on campus and applies to all academic, financial and other student records. Students age 18 or older may see their own records, but only in the presence of a school employee (viewing one's own records may require an appointment, which will be scheduled within 48 hours of the request.) The school will not release information to individuals outside the school without the student's written permission, except in case parental requests involving students under the age of 18 or in cases in which the school is required to comply with a request from legal authorities.

This shall constitute public notice that, under both state and federal law, Mildred Elley, Pittsfield may disclose certain information, commonly referred to as directory information, from the educational records of students at Mildred Elley, Pittsfield upon the request of third parties.

Directory information shall include the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended by the student.

The student has the right to refuse to allow Mildred Elley, Pittsfield to designate any of the above types of information as directory information. The student must notify Mildred Elley, Pittsfield in writing no later than October 1 or February 1 of any given year that he or she does not want any or all of those types of information designated as directory information. Said written objections shall be filed with the Campus

President. Where no written objection is submitted by the student within the time period stated above, the aforementioned directory information may be released without the student's consent.

RETENTION AND DISPOSAL OF RECORDS

All records are maintained and disposed of in accordance with certain provisions. The MASS Department of Education, in keeping with the intent of 603 CMR 23.06, recommends that the time limit for destruction of records should be not less than 60 years for a transcript and not more than five years for a temporary record. This limit, however, does not apply to records of students enrolled before 1975.

The records are classified into two categories:

- Students who enroll and graduate, and
- Students who enroll but do not graduate.

A typical folder of a student contains some or all of the following items:

- Admission form,
- Registration form,
- Add/Drop form,
- High school transcript,
- College transcript,
- Immunization data,
- Change of address form,
- Declaration of Major form,
- CLEP results,
- Experiential credits application,
- Graduation application,
- Original audit for certificate,
- Copy of the transcript, and
- Transfer credit evaluation.

Also stored in the Registrar's office are:

- Class lists for each semester,
- Grade sheets for each semester,
- Parking permits for each semester if applicable, and academic transcripts on the system.

Mildred Elley, Pittsfield follows the following retention period of various records:

- Admission folder Temporary (six years)
- First class list Temporary (one year)
- Second class list (after add/drop) Permanent (on CD)
- Grade sheets Permanent (on CD)
- Academic Transcripts Permanent on AS400

Academic folders will be destroyed after six years by shredding. Even before shredding, a committee of three persons may audit the folders and certify the records before destroying. (No records should be destroyed so long as it pertains to any legal action or any state or federal subpoena).

Students graduating from Mildred Elley are notified to pick up whatever record they want from College with notification of the graduation letter.

A standard letter may notify other students.

Any student with an outstanding balance will not receive a certificate from the School. In addition, the Chair of the Practical Nursing Certificate Program will not release the NCLEX-PN® application to a student with outstanding accounts. Any student who has not completed the financial aid online survey cannot participate in any planned pinning or professional recognition ceremony. Please note, in order to receive an official certificate at the Professional Recognition Ceremony, students must submit their graduation application by the deadline determined by the Registrar's Office. Students who submit their graduation application past the deadline date may still participate in the Professional Recognition Ceremony however, his/her diploma is mailed after the Ceremony by the Registrar's Office

GIFTS TO THE FACULTY

Students sometimes wish to express their appreciation by presentation of gifts. However, gifts to faculty and to others within the Mildred Elley system are discouraged. However, if gifts are deemed appropriate, they may not exceed \$25 worth and must be given to the recipient in a private situation.

NURSING COMPUTER POLICIES

Nursing students have access to the computers located in classrooms and in the library.

No food or drinks of any kind are permitted in the vicinity of any computer.

This is strictly enforced.

Please note: the policies below **must** be followed.

- **Absolutely no food or drinks.**
- **Report equipment problems to Jared Schworm (IT Specialist)**
- **No cell phones**
- **Please only print nursing assignments**
- **No loud talking or conversation**

INTERNET USE AND CONDITIONS AND INTERNET POLICY FOR STUDENTS

The Internet is a global communication network that supports research and education in and among academic institutions, by providing access to unique resources and the opportunity for collaborative work. Through the Internet, users can communicate with users all over the planet, explore thousands of libraries, and download files and software, thus advancing and promoting world-class education at Mildred Elley, Pittsfield. The school will provide a computer interface to Internet services that individuals should use in accessing instructional and reference material on the Internet. This Internet will be designed so that objectionable materials are not easily available; however, the Internet is designed so that all materials contained within it are accessible using various search and retrieval tools. As a result, an industrious user may discover questionable information. Mildred Elley, Pittsfield firmly believes that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure materials that is not consistent with the educational goals of the school. Mildred Elley,

Pittsfield, therefore, encourages parents to accept the responsibility for guiding their children and conveying to them appropriate standards for selecting, sharing, and/or exploring information and media.

The smooth operation of the network relies upon the proper conduct of the users who must adhere to strict guidelines. These guidelines are provided here so that they are aware of their responsibilities. As a user, they are required to make efficient, ethical, and legal utilization of the network resources. If a Mildred Elley account is misused, it will be terminated and future access could possibly be denied. In addition, school disciplinary action and/or appropriate legal action will be taken as warranted.

The following Internet activities are **NOT** allowed on the Mildred Elley computer system:

Personal e-mail and hot mail accounts from any service provider, viewing personally created web sites or someone else's, blogging, chat rooms, and instant messaging are not allowed. Computer users should not download any music or music videos, movie trailers or videos of any type.

The purpose of the Internet connection is educational only. Transmission of any material violating any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted materials, licensing agreements, threatening materials, or materials protected by trade secret. Use for commercial activities, productive advertisement, or political lobbying is also prohibited.

Violations of generally accepted social standards for use of a publicly owned and operated communication system are prohibited. Such obscene activities include, but are not limited to, the receipt, storage, or distribution of profanity or other offensive language and sexually explicit materials including nudity and other graphic or textual depictions of sexually explicit activities.

Recreational games, chain letters, attempts to gain unauthorized access, harassment, threats, racial slurs or epithets directed to any racial group or individual, or advocacy of the supremacy of any racial group, or any other actions that are disruptive to the network or network users are strictly prohibited.

Revealing personal information, personal addresses, financial information, or phone numbers of oneself, fellow students, or colleagues is prohibited. Any use of another's account by anyone but the authorized owner of the account is prohibited.

Internet users will be required to sign a log indicating their time of use and items researched. Student I.D. cards will be displayed on the workstation during Internet use.

The network should not be used in such a way that would disrupt the use of the network by other users, nor harm other people or their work. Accordingly, users should not trespass in another's folders, work or files, nor should they interfere with the operation of the network by installing illegal software, committee shareware, or freeware. Computer network users shall also be committed to the efficient use of computer networks and use all practical measures to conserve time and storage space in their use of these resources.

Vandalism will result in cancellation of privileges. Vandalism is any malicious attempt to harm or destroy data of another user, Internet, or any agency or other networks. This includes, but is not limited to, the uploading or creation of computer viruses.

Staff members have the right and responsibility to provide reasonable supervision of student use of the Internet to assure its appropriate use. E-mail may be used for educational purposes only. E-mail correspondence may be sent under the direct supervision of an instructor.

Security is a high priority on computer networks. If users identify security problems, they are to notify the network administrator immediately. If by accident users encounter materials that violate the terms of appropriate use, they are to report it to someone in authority. They should not display the problem to other users.

The network administrator reserves the right to examine all data stored in the machines involved in its Internet connection to ensure compliance with all regulations or policies.

Mildred Elley, Pittsfield makes no guarantees regarding the reliability of its Internet connection. The school shall not be liable for any loss or corruption of data while using this Internet connection.

Mildred Elley will not be liable for the actions of anyone connecting to the Internet. All users shall assume full liability, legal, financial, or otherwise, for their actions.

The President or other designee, is the final authority on the acceptable use of the networks and accounts under its jurisdiction.

Internet use is a privilege, not a right, and inappropriate behavior will result in a loss of network privileges, disciplinary actions, and/or referral to legal authorities. An administrator or staff member may request the network administrator to deny, revoke, or suspend specific user access.

TELEPHONE NUMBERS & E-MAIL ADDRESSES

Do not hesitate to contact your instructor when needed.

Mildred Elley, Pittsfield

(413) 499-8618

100 West St..

Pittsfield, MA 01201

Absence email:

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**MILDRED ELLEY, PITTSFIELD
DEPARTMENT OF NURSING
PRACTICAL NURSE CERTIFICATE PROGRAM**

STUDENT AGREEMENT TO PROGRAM RESPONSIBILITIES

I have received and reviewed the Practical Nurse Certificate Program Student Handbook. The nursing faculty has reviewed the policies with me. I understand the requirements of the program and my responsibility as a student in the Practical Nurse Certificate Program. I understand attendance is required and absences may negatively impact my grade.

As mandated by the Board of Registration in Nursing, five hundred and forty program hours (540) must be clinical experience. Students with clinical and laboratory absences are required to complete make-up assignment(s); make-up days will be arranged by the program chair. Students who exceed one (1) clinical absent day will be reviewed by the faculty committee and may receive a **Clinical Failure (F)** for the nursing course. I understand that a clinical failure will prevent me from progressing to the next level of the Practical Nurse Certificate Program (see Attendance and Make-Up Policy in the PNCP Student Handbook). Additionally, I understand that a clinical failure may prevent me for acceptance into other Mildred Elley medical programs.

I understand that when this form is signed it will become part of my student record and will provide permission for Mildred Elley to share confidential records with a clinical site where I am assigned, if requested by a clinical site (ex: Health Forms, immunization records).

Student name (print)

Student signature

Date