# WOR-WIC
## COMMUNITY COLLEGE

**NURSING DEPARTMENT**

**STUDENT POLICIES & PROCEDURES MANUAL 2025-2026**

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# SECTION I

# GENERAL PROGRAM INFORMATION

# PROGRAM ACCREDITATION INFORMATION

Wor-Wic Community College is a state-approved two-year college. It is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

Our nursing programs are approved by the Maryland Board of Nursing, 4140 Patterson Avenue, Baltimore, MD 21215-2254, (410) 585- 2900.

The Wor-Wic Community College Practical Nursing and Associate Degree in Nursing Programs hold initial accreditation from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, Washington, DC 20037.

Wor-Wic Community College Practical Nursing Program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Avenue, NW, Washington, DC 20037 (202) 909-2526

Wor-Wic Community College Associate Degree in Nursing Program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Avenue, NW, Washington, DC 20037 (202) 909-2526

**WOR-WIC COMMUNITY COLLEGE MISSION STATEMENT**

Wor-Wic Community College empowers a diverse population of students to achieve success by delivering high-quality, affordable education, professional training, workforce development opportunities, and comprehensive student services that strengthen economic growth and improve the quality of life on the Eastern Shore.

**HEALTH PROFESSIONS DIVISION MISSION STATEMENT AND VALUES**

**Mission Statement**

The Health Professions division advocates for and ensures adherence to the professional standards, facilitates faculty development, and coordinates resourcing for the health programs involved to promote student success in entering the local community workforce as well-prepared healthcare professionals.

**Values**
- **Professionalism** – Health profession students accept constructive feedback, self-evaluate personal performance, and practice safety in the clinical practicum according to professional standards. Professionalism is practiced by demonstrating respect for students, faculty, staff, and patients.
- **Community** – Health profession students practice civility, are advocates for patients and peers, and promote health through community service.
- **Integrity** – Health profession students exhibit honest and ethical behavior, assume responsibility for actions and are accountable for academic performance.
- **Compassion** – Health profession students deliver compassionate care to patients, are empathetic and understanding of patient needs, and serve as ambassadors for the health programs in clinical agencies.
- **Cultural Competence** – Health profession students are respectful of diverse opinions, open-minded to new ideas, provide unbiased patient care, promote the values of diversity, equity, inclusion, and belongingness when interacting with students, faculty, and patients.
- **Scholarship** – Health profession students engage in life-long learning opportunities to develop technical skill and clinical judgment competencies necessary to serve as future leaders in the health care industry.
- **Excellence** – Health profession students adhere to the highest standards of performance, model professionalism, and engage in collaborative learning experiences to advance the health professions division.

**NURSING PROGRAM MISSION STATEMENT**

The mission of the Wor-Wic's Nursing Department is to provide quality practical and associate degree nursing education programs at a reasonable cost for students of diverse backgrounds and various levels of educational preparation on Maryland's Eastern Shore. The programs provide a foundation for nursing practice to meet the changing health care needs of the local community and to prepare graduates for further education and lifelong learning.

**ELIGIBILITY FOR PROFESSIONAL NURSING LICENSURE**

§ 8-304. Applications for licenses

To apply for a license to practice registered nursing or licensed practical nursing, an applicant shall:

**(1)** Submit to a criminal history record check in accordance with § 8-303 of this subtitle;

**(2)** Submit to the Board:

    **(i)** An application on the form that the Board requires, including current address;

    **(ii)** Written, verified evidence that the requirement of item (1) of this section is being met or has been met;

    **(iii)** Written, verified evidence of completion of the appropriate education requirements of § 8-302 of this subtitle; and

    **(iv)** Written, verified evidence satisfactory to the Board that the applicant's primary state of residence is Maryland or a state that is not a party state to the Nurse Licensure Compact set forth in Subtitle 7A of this title; and

**(3)** Pay to the Board the application fee set by the Board.

§ 8-305. Examinations -- Registered nurse or licensed practical nurse

**(a)** *Right to examination.-*  Except as otherwise provided in subsection (b) and (c) of this section, an applicant who otherwise qualifies for a license as a registered nurse or as a licensed practical nurse is entitled to be examined for that license as provided in this section.

**(b)** *Party state of the Nurse Licensure Compact.-* An applicant whose primary state of residence is party state of the Nurse Licensure Compact set forth in Subtitle 7A of this article, other than Maryland, is not entitled to be examined for a license as a registered nurse or licensed practical nurse in the State.

**(c)** *Denial of right to examination.-* Subject to the hearing provisions of § 8-317 of this subtitle, the Board may deny the right to be examined for a license as a registered nurse or as a licensed practical nurse to any applicant who is found to have violated any provision of § 8-316 of this subtitle.

**(d)** *Inactive license.-*

  (1) In this subsection, "preceptorship  program' means:

    (i) An organized system of clinical experience that pairs a nursing student enrolled in a nursing education program that is recognized by the Board with a registered nurse who meets the qualifications as a preceptor for the purpose of attaining specified learning objectives; or

    (ii) An individualized and supervised clinical experience offered by  an institution employing nurses that complies with the requirements for temporary licensure for the purpose of facilitating an inactive license to return to active practice in accordance with the requirements of paragraph (2) of this subsection.

  (2) An applicant whose nursing education program was completed 5 or more years prior to passing the licensure examination and who has not practice for at last 1,000 hours in the previous 5 years may only be issued an inactive license until submission too the Board of satisfactory evidence that the applicant has successfully completed:

    (i) A nursing review course approved by the Board; or

    (ii) A preceptorship program approved by the Board.

**(e)** *Reexamination.-*

(1) Except as provided in paragraph (2) of this subsection, an applicant who fails an examination may retake the examination if the applicant pays the reexamination fee set by the Board for each reexamination.

(2) The Board, by rule or regulation, may limit the number of times that an applicant may be reexamined after two failures and may limit the interval of time between reexaminations.

Source:
*Nurse Practice Act. (2021, August). Annotated Code of Maryland, Health Occupations Article, Title 8, pp. 20-21.*

Any concerns regarding eligibility must be directed to the Maryland Board of Nursing (MBON) 410-585-1900.

# SECTION II


# INSTITUTIONAL & NURSING PROGRAM POLICIES & RESOURCES

## ACADEMIC HONESTY POLICY

Academic honesty is expected of all students. Cheating and plagiarism are violations of academic honesty. If academic dishonesty is suspected, a student may receive a zero on a test or paper. Discussion with the student will occur before penalties are implemented. Purposeful dishonesty may be reported to the Student Conduct Committee (see college catalog). Students may appeal any penalty through the Student Conduct Committee (see college catalog). Cheating occurs when one uses deceitful means to obtain information, e.g. crib notes, copying from another's test, paper, etc. Plagiarism is copying or imitating the language and ideas of another, without footnoting, and presenting them as one's own work, e.g. copied papers, abstracts, sections of books, etc.

Students will be required to adhere to the following statement on all tests and exams. "I certify that I did not give or receive any information concerning this or previous tests before or during this test. I will not disclose or discuss the contents of the test with anyone outside of the classroom now or in the future. I understand that the penalty for violating this agreement is referral to the Student Conduct Committee and/or dismissal from the nursing program."

## ACADEMIC GRIEVANCE POLICY

A student who believes that he or she has been treated unfairly by a faculty member regarding an academic matter must make an appointment with the faculty member to discuss the situation within 14 days. The complete academic grievance policy and process for filing a grievance is located on the college website and can be accessed with the following link: https://www.worwic.edu/About-Wor-Wic/Consumer-Information/

## COMMUNICATION

The Nursing Department and the college must have your current address and phone number at all times.  Your advisor or the Administrative Associate will give you the form to be used to notify us of changes.

Faculty mailboxes are located in the office suite on the second floor of Shockley Hall.  Students are not permitted to enter the mail/copy room. Students may leave non-urgent messages and any assignments that teachers designate to be put in their mailboxes with an Administrative Associate or a nursing faculty member.

Classroom bulletin boards are updated with important notices, schedule changes and tutoring hours.

We will make every attempt to ensure you receive any EMERGENCY calls when you are in class or lab.  You are not to receive personal calls during school time. Personal cellphones are to be turned off during class or lab time and are not allowed in the clinical areas.

Please check your college email on a regular basis since this is the primary means of communication the faculty use to keep in touch with their students. Nursing faculty will only communicate with students via email using their college email addresses.

## CANCELLATION OF SCHEDULED CLASSES OR LAB

Wor-Wic uses Omnilert, a web-based universal notification system, to send college closing announcements and security alerts to individuals who sign up for this free service. The college catalog describes how the college will notify you regarding weather-related closings.  Please do not call instructors or the Nursing Department regarding possible cancellations.  Emergency call lists will be developed during your initial class and lab sessions so that you can be notified if needed. Instructors will call the students driving the greatest distance first.

Weather conditions in a given area may make it necessary to cancel or delay starting a clinical lab group even though the college is operating normally.  If you are in an affected group, you will be notified via the emergency call list.  If the college closes early due to weather conditions, you will be permitted to leave the clinical lab after completion of any task in progress.

Classes and labs missed due to cancellation will be rescheduled.  <u>If you miss the rescheduled session, you will be counted as absent.</u>  You must exercise your own best judgment regarding your ability to travel to and from class and labs in bad weather.


## NURSING DEPARTMENT FACILITIES

Students are responsible for keeping the classrooms and common areas in order.  Please discard all trash in the designated receptacles.  Report any need for repair or maintenance, or request for restroom supplies to the administrative associate.

The college has a recycling program for aluminum cans, plastic, and paper.  Students are asked to empty their container(s) and place them in the designated receptacle.


## FOOD POLICY

Food <u>is not permitted in any of the classrooms,</u> <u>labs,</u> <u>or the resource center</u>.  However, you may be permitted to have drinks in the classrooms.

Vending machines are available on the 2nd floor of Shockley Hall. The college has a cafeteria on campus and there are several fast-food restaurants in the immediate area. Your instructor/preceptor will advise you whether or not the health care agency has cafeteria services available for students during clinical lab experiences.  You will be informed of any procedures to be followed.

## SMOKING/TOBACCO USE POLICY

Smoking/tobacco use, including smokeless tobacco and electronic cigarettes, is permitted on campus only in designated tobacco use or parking lot areas that are at least 25 feet from any building. Smoking/tobacco use is not permitted in the lot in front of Brunkhorst Hall (BH). Verbal warnings can be delivered by public safety officers, as well as other employees at the college. Repeat offenders or those who refuse to comply with verbal warnings can be issued a citation. Violations of the smoking/tobacco use policy carry a $20 fine and are delivered on a public safety citation form. Students with unpaid fines cannot obtain grades or transcripts, register for classes, or participate in commencement. Smoking/tobacco use in "no smoking/tobacco use" areas is also a violation of student conduct regulations and is subject to further disciplinary action. A copy of the smoking/tobacco use policy can be obtained at the college information desk.

## ADVISORY SERVICES

Each student in the nursing program is assigned a faculty advisor by Student Services.  Your faculty advisor will assist you with registration, counsel you regarding professional, academic, and personal development and make appropriate referrals for assistance when needed. Faculty advisors keep five office hours each week and are available to you during that time.  If you have an urgent matter to discuss, the Administrative Associate will assist you in contacting your advisor.  If your advisor is not available, the Course Coordinator or Director of Nursing will see you if they are available. The Nursing Department can only help you when you make us aware of your problem(s).

Academic and personal counseling are available to all students enrolled in the college's credit programs of study.  Free counseling services include assistance with stress and time management problems, the development of study skills and dealing with school anxiety and other personal problems that can affect a student's academic performance. The counseling services are available in the Student Services Department. The services include free workshops on personal awareness, communication, stress management and other issues of interest to students.

## CAREER SERVICES

The college offers a variety of career services for credit students. The free services include individual vocational counseling, a resource library, access to various computerized occupational information delivery systems and any workshops that are scheduled during the year.

In addition to these services, students can receive assistance with resume and cover letter writing, interview preparation and on the job search skills. Students in their last semester/session can sign up for the one-on-one job placement counseling program through the Director of Career Services. An annual job fair is held in the spring for students.

## CAMPUS RESOURCE CENTER/LIBRARY

Wor-Wic's electronic library supports the academic, professional, and institutional information needs of students, faculty, and other college employees. In the Shockley Hall, there are staff to provide research assistance in using the Internet, online full-text reference databases, videos, computer simulations and other specialized software applications. Web-delivered subscription databases cover a wide variety of academic disciplines and can be accessed both on and off campus through the media center's Web page.

Journals, indices, audiovisuals, and computer software are available for student use. You are responsible for following the Resource Center policies and procedures. Failure to follow these policies may result in the suspension of your Resource Center privileges. Through cooperative agreements with Salisbury University (SU) and the University of Maryland Eastern Shore (UMES), Wor-Wic students also have library privileges at SU's Blackwell Library and the Frederick Douglass Library at UMES. Students with a current Wor-Wic identification card can obtain a library card from SU or a special borrower's card from UMES in order to check out materials.

Resource Center General Policies:
1. Smoking, eating, cell phones, children under 16, and loud or distracting conversation are not permitted in the Library Resource Center. Drinks with lids are permitted if kept away from the computers.
2. Reference materials must not be removed from the Resource Center.
3. Printing multiple copies and full-page PowerPoint slides is not permitted. Maximum document size for printing is 40 pages.
4. Violation of established policies could result in the loss of Resource Center privileges.


## CHILDCARE SERVICES

Wor-Wic offers educational programs for children. Childcare services are provided in the Jordan Center for children of Wor-Wic students and employees, as well as local residents on a space available basis. https://www.worwic.edu/services-support/child-care/

**NURSING STUDENT RESOURCES**

Providing nursing student resources is an age-old practice. The dictionary definition describes a tutor as a person who gives individual or small group instruction. The purpose of tutoring is to help nursing students help themselves, or to assist or guide them to the point at which they become independent learners, and thus no longer need a tutor.

Nursing students are often reluctant to talk about their academic problems/concerns. If a tutor is perceived as genuine and having a strong desire to listen, students will be more willing to open up and discuss their problems/concerns.

Students should be organized for their nursing resource sessions. Students need to be punctual because campus lab availability is limited. Nursing students should come prepared with specific questions that need to be addressed during the nursing resource session. Student resource hours, when available, are posted throughout Shockley Hall and on Blackboard.

**NURSING STUDENT ORGANIZATION (NSO)**

Membership in the Nursing Student Organization (NSO) is open to all students who are enrolled in the nursing program, as well as pre-nursing students (non-voting members). Officers are elected and a faculty advisor assigned, as well as representatives for the college Student Government Association. The NSO may elect a representative to attend selected faculty meetings. See Appendix I for the Nursing Student Organization Bylaws.

Certificate Practical Nursing students are eligible for membership in the Maryland Licensed Practical Nurses Association, while students in the Associate Degree Nursing program may join the Maryland Association of Nursing Students, the National Nurses' Association, and the Maryland Organization for the Advancement of Associate Degree Nursing. Membership and participation in these organizations is encouraged.

# SECTION III

# NURSING PROGRAM INFORMATION

Nursing Policies & Procedures Manual

# GRADUATION REQUIREMENTS

Wor-Wic's graduation application process is located on the college website.
https://www.worwic.edu/services-support/student-activities/commencement/

In addition to the general college requirements, the specific requirements for Certificate Practical Nursing graduation are:
- satisfactory completion of all courses in the Certificate Practical Nursing curriculum as outlined in the college catalog
- a final course grade of C or better in each nursing, biology, and math course.

In addition to the general college requirements, the specific requirements for Associate Degree Nursing graduation are:
- satisfactory completion of all courses in the Associate Degree Nursing curriculum as outlined in the college catalog
- a final course grade of C or better in each nursing, biology, and math course.


# PROGRESSION

You will progress in the nursing program from semester to semester in the order in which the nursing courses progress if you achieve a final course grade of C or better in all nursing, biology, and math courses for which you are registered, and if you achieve all of the defined level objectives. See Appendix C for CPN level objectives and Appendix E for ADN level objectives.

All classes defined as prerequisites in the current college catalog must be completed in the sequence in which they are defined in the catalog. Please refer to the course descriptions in the current college catalog.

All students enrolled in the nursing programs, both CPN and ADN, must maintain a cumulative grade point average (GPA) of 2.0 or greater to be in good academic standing and continue in the nursing program.


# GRADING POLICY

Students are required to attain at least a 75% average in theory and at least a 75% average in the clinical laboratory. Clinical laboratory consists of skills lab, pre-assignment, and clinical experience. Students must attain at least a 75% total calculated average on all exams, quizzes and/or standardized assessment tests (ATI), whether they are counted in the theory or clinical averages (as applicable) for the following courses: NUR 101, NUR 111, NUR 115, NUR 121, NUR 216, NUR 221, NUR 222, NUR 223, and NUR 260. Grades are not rounded. Failure to attain at least a 75% average in theory, clinical laboratory, OR as a total calculated average on all exams, quizzes and/or standardized assessment tests will result in failure of the course and dismissal from the Nursing Program. For example, if a student fails the clinical component of a course, they will receive an F, regardless of what their theory grade may be.

**Grading Scale**

| | | |
|---|---|---|
| A | 90-100 | Excellent |
| B | 80-89 | Good |
| C | 75-79 | Average |
| D | 66-74 | Poor |
| F | 0-65 | Failing |

Course requirements and grade calculations are included in all individual course syllabi. All required coursework for all nursing courses, including ATI assignments, must be submitted to complete all course requirements. Failure to do so can result in course failure.

For any extra credit opportunities in nursing courses, point deductions are subtracted from final course averages before any extra credit points are added. If a course provides an opportunity for extra credit, the extra credit will only be added to the final course grade if it is = or > 75%. Any final course grades less than 75% will not get extra credit points added to the final course grade.

If a student has officially failed a nursing course or if failure is imminent, the student may choose to remain in the course until its end. In this case, the student may attend the classroom sessions and the skills laboratory sessions. However, they cannot attend clinical experiences. Official failure of a nursing course is defined as earning less than a 75% average in either the clinical or theoretical portions of the course, and there is no possible chance to increase the grade average to 75% or greater.

**TESTING POLICY**

It is an expectation that it is the students' sole responsibility if they earn less than a grade of 80% on any quiz or exam to contact their section instructor and develop a remediation plan. This shall occur during the two-week exam review period. Please make arrangements with your nursing instructor to review the test/quiz. Students should be aware and understand that the disclosure of any examination materials including the nature or content of examination items, before, during or after the examination is a violation of the academic honesty policy and is subject to disciplinary procedures. Please allow at least one week from the administration of the quiz/exam to receive quiz/exam results. However, exam and quiz results will not be posted until they are reviewed and analyzed by the faculty.

Only one scheduled assessment/test/quiz (theory or skills; this includes scheduled standardized/national exams, drug dosage calculation tests and skills competency checks) can be rescheduled per course. Any subsequent test/quiz (theory or skills) not taken on the originally scheduled date and time will result in a zero grade for that test/exam. The rescheduled exam must be taken within 48 hours. When a student arrives late for a scheduled exam, which means after the instructor has begun the exam, they will not be permitted to sit for that scheduled exam and must reschedule. This rescheduling counts as their one opportunity to reschedule. The rescheduled exam must be taken within 48 hours.

The underline final exam is not inclusive of this and cannot be taken at an alternate date or time unless special permission is granted by the Director of Nursing for emergency reasons only. If an emergency arises, then the final exam may be taken at a later date, and an 'I' will be given until the final exam is completed, and a final grade is submitted for the course. Please note that alternate versions of all tests and/or quizzes may be administered to students who complete them at dates and times other than those listed on the course.

Students with special accommodations approved by Counseling and Disabilities Services who require special testing time, testing site, or rescheduled exams will take those exams in Wor-Wic's testing center. Dates and times will be assigned by the instructor and consistent with testing time on the course calendar. Students must submit their Memorandum of Accommodations letter to each instructor, via their Wor-Wic email account, every semester as soon as possible. 24-hour notice is required to ensure arrangements can be made with the testing center. No accommodations will be granted for any reason unless the instructor has received the 24-hour notification as designated above and as in the student's accommodations letter.

## EVALUATION

Both theory and clinical laboratory components are evaluated in relation to your achievement of stated objectives. A variety of evaluation methods are used. The methods of evaluation to be used and their weights in determining grades are written in each course outline/syllabus.

## ATTENDANCE POLICY

The nursing program moves rapidly, and many learning experiences cannot be duplicated, therefore it is important that you attend all scheduled learning experiences. Absence and tardiness may lower your course grade. Any tardiness from 1-15 minutes will be recorded as a 15-minute absence. After 15 minutes, the total time missed will be recorded.

Students who know in advance that they will be absent from a class or skills lab must contact the teacher(s) involved to let them know of the planned absence and to arrange for make-up work with the full-time faculty member and Course Coordinator. In the event of an unplanned absence, for whatever reason, it is the student's responsibility to contact each teacher concerned upon returning to school to develop a plan for completing all make-up work.

Students are required to notify the Nursing Department when they will be tardy or absent from class or skills lab. When students scheduled for clinical laboratory will be tardy or absent for any reason, they are responsible for notifying the clinical instructor/preceptor no later than 15 minutes prior to the start of the clinical lab. Failure to follow this procedure will result in a Clinical Conference for the student.

Students are encouraged to attend all class sessions. The individual courses within the nursing programs have outlined attendance policies for both the didactic and clinical components of the respective courses in course syllabi. This includes the maximum number of clinical laboratory hours students are permitted to miss. Clinical laboratory time consists of skills lab, pre-assignment,

and clinical experiences. Clinical simulation is considered clinical time equal to a clinical day spent at a clinical agency regardless of the amount of time it takes to present or complete the simulation experience. Therefore, if a student misses a clinical simulation experience, it is considered an absence from a clinical experience, and the hours missed will be documented as those missed for a regularly scheduled clinical day.

Poor attendance may result in a student being prevented from attending the clinical component of the course, as participation in the didactic portion of the course provides knowledge necessary to perform safe and effective care. A student prevented from participating in the clinical component of the course will receive an unsatisfactory grade for that component, and this will result in failure of the nursing course.

Any student who arrives unprepared for a clinical experience, according to the criteria for the course, may be dismissed for the day.  If dismissed for arriving unprepared, the day will be counted as an unexcused absence.

Any student who misses classes, skills laboratories, pre-assignments and/or clinical experiences due to any type of hospitalization, surgery or a major illness or disorder must submit proper documentation from their health care provider stating they are able to return to nursing school and fulfill the academic responsibilities and requirements of the nursing courses. Students will not be permitted back in the skills laboratory or clinical setting without such documentation.

Any student who exceeds the acceptable number of absences for the course will receive a "U" (unsatisfactory) for the clinical laboratory portion of that course. A designation of unsatisfactory for the clinical laboratory portion of the course will result in automatic withdrawal from the nursing program and a grade of "F" for the course.


## WITHDRAWAL POLICY

A failure or withdrawal in any required course(s) in a single semester will prevent the student from progressing in the nursing program. The student will only be permitted to re-enroll into the nursing program one (1) time following failure or withdrawal. For example, if a student fails or withdraws from a semester in either the CPN or ADN year, this counts as their one chance to return to the program, and a second failure will result in dismissal from the program.

**Withdrawal Initiated by the College**
The college will initiate withdrawal from the nursing program of any student who:
after one repeated semester, earns a final course grade of less than C in any nursing course;
fails to abide by the policies of the college.

**Withdrawal from the Nursing Program**
Courses in the nursing program are sequential. As a result, if a student withdraws from a nursing semester, including all nursing or co-requisite courses, for any reason (medical, academic, or other), the student is considered withdrawn from the nursing program. All withdrawn students must participate in an exit interview.  It is highly recommended that you consult with your academic advisor to discuss any future academic progress and an educational plan.

## Withdrawal for Extenuating Circumstances

A student withdrawing for approved extenuating circumstances is considered to have withdrawn from the nursing program (CPN or ADN) from which they were enrolled. A documented, approved extenuating circumstance must be supported by a written statement from a healthcare provider, stating a student's medical condition prevents them from continuing in the nursing program or a college administrator who is approving the withdrawal. Any returning student who returns after a withdrawal for medical reasons must also present documented medical clearance from the student's healthcare provider.

If at the time of medical withdrawal from the program a student has a failing academic average in the course(s) (below 75% average), the withdrawal is considered an academic withdrawal, regardless of the medical reason.

A student withdrawing in good academic standing within the nursing course(s) (75% average or greater) is considered withdrawing for medical reasons, and the withdrawal is considered a medical withdrawal. This will allow the student to withdraw for medical reasons for all courses in which they are enrolled in the same semester (i.e., NUR 222, NUR 216, and NUR 255). If the same student has a second medical withdrawal while in good academic standing from the nursing program in which they are enrolled, the student may reapply for one more final admission but must re-apply and compete with all other applicants.

## Academic Withdrawal

After the drop period ends, a student can withdraw from a course online. If the student is not eligible for online registration, he or she must meet with an advisor. Withdrawal dates are listed in the class schedule publication for each term. A "W" is recorded on the transcript of a student who has officially withdrawn from a course.

Withdrawing from a course does not eliminate the student's financial obligations to the college. Students who are receiving financial aid should be aware that withdrawing from a course could affect the amount of their award and jeopardize their eligibility for financial aid in the future.

## Exit Interviews

An Exit Interview is <u>required</u> regardless of the reason for withdrawal. Failure to complete the Exit Interview will prevent you from re-entry into the nursing program.

If this is the student's first-time withdrawal for any reason, then the student will conduct the exit interview with the faculty member teaching the course. The exit interview must be completed before the student can reapply/be selected again. If this is a second-time withdrawal, or withdrawal while admitted under the Health Professions Forgiveness Policy, then the student must schedule and meet with the Director of Nursing to conduct an exit interview.

## Deadlines for Withdrawing from the Nursing Program

Nursing program deadlines are consistent with the Academic Calendar, and withdrawal deadlines are set by the College.

# RE-ENROLLMENT POLICY

The Department of Nursing recognizes the necessity for students engaged in the study of nursing to complete a course of uninterrupted study. However, should a student withdraw for a documented medical condition (*see previous Medical Withdrawal section)*, the Department will make every effort, within institutional policy guidelines and constraints of the College, to re-enroll the student into the program of study the student was previously enrolled in prior to the withdrawal.

The policy guidelines for re-enrolling a previously admitted and enrolled student are the same for both nursing programs. A student who withdraws for any reason, except for approved extenuating circumstances, and/or where the student is in good academic standing, is only permitted to reenroll one (1) time to repeat a semester in the certificate practical nursing program **_or_** one (1) time to repeat a semester in the associate degree nursing program.

## Guidelines for Re-enrollment
1. The student must have completed an "exit" interview.

2. Repeating/Returning Students
   a. Students wishing to reenter the nursing program at the beginning of the course sequence must meet all requirements, including a 2.5 GPA, and complete the online application process for admission to NUR 101 or NUR 222. Applicants will compete will all other applicants for program entry.
   b. Students who wish to reenter the nursing program to repeat NUR 111, NUR 121 or NUR 223, and are eligible to return/repeat the course, with a 2.0 GPA, do so with the understanding that re-entry into the desired nursing course is on a space available basis, and students will be ranked and admitted according to their admission preference.
   c. Students who wish to reenter the nursing program to repeat NUR 115, NUR 216, or NUR 260 and are eligible to return/repeat the course, with a 2.0 GPA, do so with the understanding that re-entry to the desired nursing course is on a space available basis. Reenrollment into either of these courses does not mean automatic progression to the next core nursing course, such as NUR 111, NUR 121, or NUR 222, as enrollment in these courses is also on a space available basis and/or admission to a nursing program.

3. First preference will be given to students who withdraw for approved or excused extenuating circumstances.

4. A student who returns to the nursing program, following an absence of two calendar years or more, will be required to repeat previously completed and/or additional nursing courses as recommended by the Director of Nursing and Dean on a case-by-case basis due to curriculum changes and compliance with NLN CNEA accreditation standards. Any student enrolling and completing this requirement will still be admitted on a space available basis.

# HEALTH PROFESSIONS FORGIVENESS POLICY

Emergency Medical Services, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, and Radiologic Technology programs have a competitive admission process, accepting students earning the highest admission points into these limited enrollment programs. Upon admission into a health care program, the student must adhere to departmental policies and procedures and achieve the minimal GPA required to retain continuous enrollment.

The number of attempts to complete these health care programs are limited. Students accepted into Emergency Medical Services, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, and Radiologic Technology are limited to two enrollments to complete the health care program. Students exiting health care programs for academic, medical, or personal reasons may re-enroll for a second program attempt. Students dismissed due to ethical (violations of academic values and civil conduct as defined in the college catalog) or patient jeopardy infractions are not eligible to seek readmission. Students seeking a second enrollment into a health care program must adhere to the health care department's admission procedures for selection consideration.

Students unsuccessfully completing a health care program upon second attempt may elect to follow the Health Professions Forgiveness Policy. The following outlines the health professions forgiveness policy process:

1. The student must wait two calendar years from the date of withdraw from the academic program before seeking readmission.
2. The student must meet with the health care program department head or director to review the admission procedures and develop a re-enrollment success plan.
3. The student must complete the admission process as a new student for the health care program. The readmitted student must take all core health care program courses following admission under the forgiveness policy.
4. The student is limited to a maximum of three attempts in the same health care program. The three attempts include the first admission process and the permitted second re-enrollment. Program failure during the third admission attempt results in permanent dismissal from a limited enrollment health care program.

## Reentry into the CPN Program via Health Professions Forgiveness Policy
Nursing Students who are granted a third and final chance to reenter the CPN program via the Health Professions Forgiveness Policy must apply for admission to the CPN program, following the admissions policies that are current at the time they reapply and repeat all CPN courses from the beginning of the nursing program. Admission to the CPN program is competitive. If students are admitted for a third time, all nursing course failures will result in permanent dismissal from the program.

## Reentry into the ADN Program via Health Professions Forgiveness Policy
Nursing Students who are granted a third and final chance to reenter the ADN program via the Health Professions Forgiveness Policy must apply for admission to the ADN program, following the admissions policies for the LPN to ADN Pathway that are current at the time they reapply and repeat all courses from the beginning of the nursing program. These requirements include successful completion of NUR 221: LPN to ADN Transition *before* applying for admission to the ADN program. Admission to the ADN program is competitive. If students are admitted for a third time, all nursing course failures will result in permanent dismissal from the program.

# SECTION IV

# CLINICAL AND ACADEMIC REQUIREMENTS & POLICIES

# STUDENT CONDUCT POLICY

The college believes that its values of honesty, respect and responsibility should form the foundation of student conduct, particularly classroom behavior and academic work. All students are expected to abide by specific regulations that define appropriate behavior. These regulations apply to all students in any college facility or in the immediate vicinity or any college sponsored event. Students in certain programs or facilities could be required to adhere to additional regulations issued by that program or facility.

Students may not use recording devices in the classroom, laboratory, clinical settings, and/or faculty offices/program departments to record activities without the specific permission of the parties involved. Recording devices, if permitted, are only to be used for recording lectures or presentations by the instructor or group presentations in class. If a recording device is to be utilized due to an accommodation recommendation by the Disabilities Coordinator noted in the student's accommodation letter, the above policy applies. Recording individual student conversations or student images is not permitted and is a violation of college policy. Unauthorized use of recording devices will cause an automatic referral to the Student Conduct Committee.

Students are expected to conduct themselves in a manner supporting the established institutional values as documented in the college catalog. As such, discriminatory, bullying, and/or harassing behaviors of any kind will not be tolerated and will be reported to the appropriate authority as defined in the college catalog. Students exhibiting these types of behaviors are subject to referral to the Student Conduct Committee and may result in a student's withdrawal from the program. Discriminatory, bullying, harassing behaviors, loud or distracting behaviors, late arrival or exiting the class prior to the end of the sessions are prohibited. This applies in the classroom, laboratories, clinical facilities, social media outlets, and online course management systems. Any student or employee of the college can refer student conduct violations to the chairperson of the Student Conduct Committee. In the event, a student exhibits these behaviors in any of these learning forums a full investigation will commence. Student conduct cases of an unusual or emergency nature can be referred to the Dean of Enrollment Management and Student Services. Specific policies and procedures related to student conduct and the Student Conduct Committee can be found in the current College Catalog.

Professional standards of conduct require students to exhibit professional and ethical behaviors. Violations to these professional standards may result in grade reductions, disciplinary action, program expulsion, and/or ineligibility to complete national/state certification examinations.

# STUDENT CONDUCT IN CLINICAL FACILITIES

Students at a hospital or other health care facility for clinical laboratory experiences may not make personal visits to other patients during on-duty time. Any personal visits must be completed outside of the hours of your scheduled clinical lab experience and during the agency's regular visiting hours. Students are not permitted to read charts or records of patients other than those to whom you are assigned.

Students are expected to observe strict confidentiality regarding all patients. Students must ask permission to view their assigned patient's chart, and let the staff know if you take the chart to a conference room on the unit. Students are not permitted to photocopy or take any digital images of any part of a patient's medical record. Students may use information from the patient's medical record for legitimate learning purposes, but may not use printed copies (computer printouts, for example, including lab results) of that record. Disregard of patients' right to confidentiality is a serious matter since it places those individuals in emotional jeopardy, and it is a violation of the law.

For most of the nursing courses, students in each clinical group have 2-2½ hours weekly of scheduled pre-assignment time on the day before clinical lab. This time is a structured learning experience designed to improve students' preparation for the patient care experience of the upcoming clinical lab and to foster their socialization into their role and responsibilities as students of nursing.

Cell phone use is prohibited in the clinical healthcare facilities except in designated areas. All cell phones must be turned off and kept out of sight. Students are not to be in possession of their cell phones during clinical hours in the clinical areas or units. Students are not to use telephones in the clinical area for personal use. Students are not to make telephone calls to the nursing unit for the purpose of getting clinical assignments or patient information from staff.

If students are declined the privilege of attending their clinical experiences at specific health care facilities for violation of facility rules and regulations, there is no guarantee that an alternative site will be found for the students.

## STUDENT APPEARANCE FOR CLINICAL LAB

To emphasize the importance of a neat and clean appearance as a nurse and to uphold the image of the college and nursing, student appearance in uniform is assessed regularly by clinical instructors/preceptors. A clinical conference is held with any student who does not meet the criteria for appearance. If the instructor/preceptor finds that the student is dressed inappropriately, the student will be sent home to change into the appropriate uniform. Uniforms or appropriate attire are to be worn for all regular clinical assignments. You will be given instructions regarding what to wear in special areas such as the mental health facilities and the obstetrical department.

1.  Hair is clean and neat and does not interfere with client care. Hair should be kept up and off the collar of the uniform. Extreme hairstyles or unnatural hair color is not appropriate within the clinical area. Facial hair should be well-groomed and trimmed.
2.  All head coverings must be a solid, neutral color, approved by the Nursing Department, and permitted by the clinical agencies.
3.  Make-up if worn, is applied moderately.
4.  Hands are clean, fingernails are clean, short, and without colored polish. No artificial nails or extenders may be worn to clinical experiences.
5.  No jewelry other than a plain wedding ring, academic pins, and/or one pair of small stud earrings are to be worn. No other body jewelry is to be worn in the clinical area (Ex: body piercing such as nose, lip, tongue, etc.)

6. Person is clean and odor-free; <u>no</u> perfume or colognes are used.
7. Wherever possible, tattoos must be covered. Students will adhere to clinical facility policies regarding tattoos.
8. No chewing gum or candy
9. Uniform is clean and always pressed.
10. Pockets are neat and contain scissors, pen, and notepad.
11. School photo ID badge.
12. Watch that indicates seconds.
13. Stethoscope must be brought to clinical.


## STUDENT UNIFORM REQUIREMENTS

1. Clinical uniforms: New clinical uniforms may be purchased from the Wor-Wic Community College campus bookstore and will include the following:
   a. Teal colored scrub jacket with the WWCC logo embroidered on chest; (Jacket optional)
   b. Teal scrub top with the WWCC patch on sleeve; Purchase patch at WWCC Bookstore
   c. Teal colored scrub pants, NO Joggers
   d. ALL uniforms MUST be Cherokee brand

   The college bookstore staff will assist students when purchasing needed uniform clothing.

2. Pant hems must not touch the floor.

3. No snug/tight fitting uniforms allowed.

4. White tennis shoes.

Clinical instructors/preceptors may assess the student's uniform attire at any time and will inform the student if the attire is not appropriate.

Students should be reminded that due to the potential exposure to microorganisms in the clinical environment, students should not wear their uniforms in other areas (Ex: grocery store, etc.). Uniforms should be washed as soon as possible following clinical experiences.


## MANDATORY BACKGROUND CHECKS AND DRUG SCREENINGS

In accordance with the requirements of most of our clinical facilities, as well as recommendations of the National Council of State Boards of Nursing, background checks and drug screenings are required by many of the clinical facilities. In addition, background checks are required by the Maryland Board of Nursing for purposes of licensure. Each clinical facility sets its own standards for a background check. Students are required to pass a background check and drug screening <u>before</u> being placed for an educational clinical experience.

Students will have to complete more than one criminal background check and drug screening during the course of the nursing program. In addition, should a student have a break (interruption) in the progression from one nursing course to the next, the student will be required to repeat the mandatory background check and drug screening at the student's expense.

Students are responsible for the cost of all background checks and drug screenings. If you fail a clinical facility's criminal background check or drug test, you may be unable to complete your course requirements. The college has no obligation to refund your tuition or fees, or to accommodate you in the event that you fail a background check or a drug test.

## STUDENT HEALTH RECORDS

Agreements between Wor-Wic Community College and cooperating health care agencies state the conditions under which the college may use their facilities for clinical laboratory experiences for nursing students. To comply with these requirements, entering students are required to submit the completed Student Health Record information electronically via SentryMD, and instructions for doing so are provided to all incoming students. If there is a break (interruption) in program attendance (Ex: drops, withdraws from program), an updated health record will be required for submission prior to the start of the student's semester by the mandatory deadline.

It is the responsibility of all currently enrolled nursing students to maintain and update their health records via SentryMD. All records must be updated as mandated. Failure to do so will result in students' inability to attend their clinical experiences. Missing more than the allowed number of clinical hours in any one course will jeopardize the students' academic standing in the nursing course and program and may result in program failure.

## IMMUNIZATION INFORMATION

Healthcare workers (HCWs), including nursing students, will work directly with patients or handle material that could spread infection or serious diseases. The Nursing Department follows current Centers for Disease Control (CDC, 2017 & CDC, 2013) recommendations to help reduce nursing students' chance of contracting or spreading vaccine-preventable or communicable diseases to themselves, patients, and family members.

The Nursing Department cannot guarantee clinical placement for students who are not fully vaccinated and are prohibited from entering any of the affiliated clinical agencies for their clinical experiences. Therefore, nursing students must provide the following health records prior to direct patient care clinical laboratory experiences:

| **Vaccines** | **Requirements/Recommendations** |
|---|---|
| COVID-19 | Recommended: The COVID-19 vaccine is currently required for Wor-Wic nursing students who attend clinical experiences at several of the affiliated clinical agencies. Documentation of full vaccination status is needed. For students who are not vaccinated, they will be required to have regularly scheduled COVID-19 tests as required by the clinical agencies with submission of test results to the Nursing Department prior to entering clinical agencies as often as mandated, and attestation forms must be completed in full, submitted by the students and approved. |

| | |
|---|---|
| Hepatitis B | Recommended: Documentation of complete 3-dose HepB vaccine series. If no documentation of vaccine, the student should obtain a blood test indicating immunity to Hepatitis B (i.e., positive QUANTITATIVE hepatitis B surface antibody= anti-HBs). If no documentation or no positive immunity, the student is encouraged to: |
| | • Get the 3-dose HepB vaccine series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2) |
| | • Get anti-HBs serologic tested 1–2 months after dose #3. |
| | • Health care personnel are at an increased risk for infection and are encouraged to receive the vaccine. |
| | **Students who decline the Hepatitis B vaccine series must submit written verification they have declined it.** |
| Flu (Influenza) | Recommended: Documentation of current annual influenza vaccine. Failure to comply with the policies of the healthcare agencies will result in dismissal from the clinical healthcare setting; thereby jeopardizing students' ability to satisfactorily meet the nursing program's clinical requirements. |
| | **Students who decline the influenza vaccine must submit written verification they have declined it.** |
| MMR (Measles, Mumps, Rubella) | Required: Documentation of two MMR vaccines or immunity by blood test(s) to mumps, rubella) MMR. If born in 1957 or later and have not had the MMR vaccine or documented immunity to measles (rubeola) and mumps, the student should obtain 2 doses of MMR (1 dose now and the 2nd dose at least 28 days later) and provide documentation. |
| | If born in 1957 or later and have not had the MMR vaccine or documented immunity to rubella, only 1 dose of MMR is recommended. However, the student may end up receiving 2 doses, because the rubella component is in the combination vaccine with measles and mumps. |
| | **Note**: Students born before 1957 have acceptable presumptive evidence of immunity to measles and mumps. Students born before 1957 have acceptable presumptive evidence of immunity to rubella UNLESS they could become pregnant. If the student could become pregnant, blood test documenting immunity to rubella (only) is required. |
| Varicella (Chickenpox) | Required: Documentation of either history of prior active disease, 2 doses of varicella vaccine, OR blood test indicating immunity to varicella. If no documentation provided, the student must obtain 2 doses of varicella Vaccine given 4 weeks apart. |
| Tdap (Tetanus Diphtheria, Pertussis) | Required: Documentation of a one-time dose of Tdap. If not received previously, student should obtain a Tdap vaccine (regardless of when the previous dose of Tetanus/diphtheria (Td) was received). |
| | If Tdap received previously, students should obtain and provide documentation of a Td booster vaccine taken 10 years later. |
| | Pregnant HCWs need to obtain a Tdap vaccine during each pregnancy. |

| | |
|---|---|
| Meningococcal | Recommended: Meningococcal vaccine is not currently required for Wor-Wic nursing students. |
| Tuberculosis (TB) Screening | Required: Healthcare workers (HCWs), including students, who have face to face contact or potential exposure to TB through shared air or space with infectious patient(s) should be part of a TB testing program. |

Tuberculosis Screening ("PPD") by proof of two purified protein derivative (PPD) skin tests one week apart OR Interferon Gamma Release Assay (IGRA) within the past 12 months.

Documentation of the initial two-step PD and a one-step PPD annually thereafter is required.

If the student's TB test is positive, or if the student has had a positive TB test in the past, the student will be required to obtain a chest x-ray. The radiology report must be submitted.

Students must provide documentation of the following:
- A negative (0 mm) tuberculin skin test (TST) within twelve months. If no TST within twelve months or the first time tested, the student should obtain a two-step TST (administered 7-21 days apart) with negative (0 mm) results for both tests. Blood tests for TB are available but may be costly and not required at this time for nursing students.
- If the student has received BCG vaccine (live TB mycobacterium) or had a prior positive TST, the student must submit proof of a medical evaluation and clearance indicating no active TB disease. These students must submit an annual TB symptom survey that is reviewed and signed by a healthcare provider to indicate no signs of active TB disease (see appendix H).
- A student with a previous negative (0 mm) TST who converts to a positive TST must submit a negative chest x-ray report along with a healthcare provider's statement that the student is free of active TB disease. Students with new positive TSTs are strongly urged to follow public health department guidelines and recommendations for TB conversion or latent TB infection.
- Students who are exposed to patients with undiagnosed tuberculosis or other infectious diseases during clinical laboratory experiences are expected to comply with follow-up surveillance routines established for the particular infection.

References:
Centers for Disease Control (CDC, 2013). *Prevention of Measles, Rubella, Congenital Rubella Syndrome, and Mumps, 2013. Summary Recommendations of the Advisory Committee on Immunization Practices (ACIP) Mortality.*
Morbidity and Morbidity Weekly Report (MMWR) 62 (4). https://www.cdc.gov/mmwr/pdf/rr/rr6204.pdf
Centers for Disease Control (CDC, 2017). *Recommended Vaccines for Healthcare Workers.* https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html
Centers for Disease Control (CDC, 2017). *Tuberculosis: Testing Healthcare Workers.* https://www.cdc.gov/tb/topic/testing/healthcareworkers.html
Centers for Disease Control (CDC, 2021). *Vaccines for COVID-19.* https://www.cdc.gov/coronavirus/2019-ncov/vaccines/index.html

# CLINICAL ROTATION COMPLIANCE POLICIES

## PreCheck/SentryMD

PreCheck/SentryMD is the official platform used to complete onboarding for clinical rotations. Students must use this platform to upload and maintain all compliance documentation required by the department and their assigned clinical sites.

It is the <u>student's responsibility</u> to ensure they meet all compliance requirements for each clinical site placement. All documents must be uploaded <u>within the time frame</u> specified by PreCheck/SentryMD. Students will receive notification of upcoming compliance requirements and expirations. Students are also responsible for staying in compliance with ongoing requirements and renewals, such as:

- o BLS certification
- o Vaccinations and boosters
- o TB testing or other site-specific renewals

These items must be renewed prior to expiration and updated in PreCheck/SentryMD without delay. Students should regularly log in to PreCheck/SentryMD to monitor the status of submissions. Any missing or rejected items must be corrected and resubmitted promptly. Failure to complete onboarding or maintain compliance may result in removal from the clinical rotation and/or delays in clinical placement and academic progression.

SentryMD Support: worwic@SentryMD.com   Phone: 1-877-214-549. For questions about specific clinical site requirements, contact your Clinical Coordinator.

## Clinician Nexus

Clinician Nexus is the official platform used to complete onboarding for clinical rotations at certain clinical sites. Students must use this platform to upload and maintain all compliance documentation required by their assigned clinical site.

It is the <u>student's responsibility</u> to ensure they meet all compliance requirements for each clinical site placement. All documents must be uploaded <u>within the time frame</u> specified in the clinical rotation notification or as specified within Clinician Nexus. If possible, requirements should be completed for the next semester before the final exam of the current course. Students are also responsible for staying in compliance with ongoing requirements and renewals, such as:

- o BLS certification
- o Vaccinations and boosters
- o TB testing or other site-specific renewals

These items must be renewed prior to expiration and updated in Clinician Nexus without delay. Students must regularly log in to Clinician Nexus to monitor the status of submissions. Any missing or rejected items must be corrected and resubmitted promptly. Failure to complete onboarding or maintain compliance may result in removal from the clinical rotation and/or delays in clinical placement and academic progression.

Clinician Nexus Support: Info@ClinicianNexus.com (Live chat feature also available on their website). For questions about specific clinical site requirements, contact your Clinical Coordinator.

# RESPONSIBILITY FOR YOUR OWN HEALTH

As adults, you are responsible for your own health care. If necessary, the Director of Nursing will review the results of your pre-entrance physical exam with you to determine your plans for carrying out any recommendations your health care provider may have made. Doctor appointments must be scheduled for other than school time, whenever possible.

It is recommended that you <u>make a copy</u> of your health records for your personal files prior to submitting them electronically to SentryMD. The Nursing Department will not make copies of your health records.

You should <u>not</u> attend class or lab if you have an illness which others may "catch" from being exposed to you. You must <u>not</u> be in clinical lab if you have an elevated temperature greater than 100 degrees F or any symptoms of a communicable illness, such as nausea, vomiting or diarrhea.

Maryland Board of Nursing regulations require that the Nursing Department ensure that all students participating in the clinical practice setting are physically and mentally competent at all times and able provide safe patient care. Therefore, your nursing instructors/preceptors are permitted to ask you to leave clinical lab if at any time in their professional judgment that your condition may cause potential or actual emotional or physical jeopardy to patients or others around you.

Prolonged or repeated absences due to illness, injury or chronic health problems affect attendance, so it may become necessary to initiate a Withdrawal for Medical Reasons. Each case will be evaluated on an individual basis, with consideration being given to such factors as the length of time missed, the specific learning experiences missed, your progress to date, the likelihood of resolution of the problem, and the estimated length of recovery period.

# SECTION V

# DISCIPLINARY POLICIES & PROCEDURES

# CLINICAL DISCIPLINARY PROCEDURES

Nursing students are expected to always act professionally while in all of the clinical healthcare settings, including the skills laboratory. Failure to do so will result in disciplinary action. All disciplinary procedures and related documents are part of the nursing student's record, and necessary information and concerns regarding student's behaviors are shared with full and part-time nursing faculty, instructors and preceptors who have a role in the evaluation of the student's performance.

## CLINICAL CONFERENCE

The clinical conference is used to inform a student of unsatisfactory or unacceptable behavior/action that does <u>not</u> directly impact patient care during the clinical course and to identify changes the student has to make to correct the behavior/action. Examples would include but are not limited to: poor attitude; poor work ethic; misuse of downtime; unacceptable clinical appearance; loud or unprofessional behavior in conference room settings or on agency grounds; tardiness in the clinical setting; use of cell phones in the health care setting.

The clinical instructor/preceptor will complete the clinical conference with the student. After the clinical conference is reviewed with the student, the student will write a short action plan on how to correct the action/behavior and submit it to the clinical instructor/preceptor.

- o Upon receipt of the first clinical conference, students will receive a <u>4-point deduction</u> from the student's final clinical grade. Following the first clinical conference, a student is automatically referred to the CARE Team, if warranted.
- o Upon receipt of the second clinical conference, students will receive an <u>additional 4-point deduction</u> from the student's final clinical grade and a repeat automatic referral to the CARE Team, if warranted.
- o Upon receipt of the third clinical conference, students will receive an <u>additional 4-point deduction</u> from the student's final clinical grade and will automatically be referred to the Student Conduct Committee for action.

## CLINICAL NOTICE

The clinical notice is used to document unsafe behavior/action in the clinical environment that can compromise patient care. Examples would include but are not limited to: wrong drug or dose pulled; inability to calculate medication dose or IV flow rates on a clinical unit; or unpreparedness in any area in the clinical environment. A clinical notice results in a <u>5-point deduction</u> from the student's final clinical grade of the nursing course in which the student is enrolled. The student will receive the clinical notice as soon as possible following the occurrence of unsatisfactory behavior.

# CLINICAL REPRIMAND

The clinical reprimand is used to notify a student of his/her unsafe behavior/action that directly impacts the care or interaction with a patient. The issuance of a clinical reprimand requires a thorough investigation of the unsafe behavior/action of the student to ensure that the patient was placed in a position of jeopardy. Examples would include but are not limited to: unprofessional behavior noted in the clinical area such as use of computers for reasons other than patient care research on assigned client(s); failure to follow agency and College protocol or procedure for assigned interventions; and failure to safeguard any client data collected by the student and unsafe behavior/action that has been previously documented as a clinical conference and a clinical notice. A clinical reprimand results in a 15-point deduction from the student's final clinical grade of the nursing course in which the student is enrolled.

# CLINICAL JEOPARDY

Clinical jeopardy, whether physical jeopardy or emotional jeopardy, is used for proven unprofessional or unethical conduct and/or malpractice during clinical or laboratory hours that are considered to be in serious violation of the department's and/or clinical agencies' policies, rules, and regulations. This may include but is not limited to: HIPAA violations; performing a procedure without an instructor/preceptor present; administering medication without an instructor/preceptor present or failure to protect the safety of clients in the healthcare setting and/or insubordination. In addition, it is used for substantial evidence of emotional instability and/or severe drug or alcohol abuse that could potentially affect a patient's welfare. A clinical jeopardy results in a 25-point deduction from the student's final clinical grade of the nursing course in which the student is enrolled and immediate dismissal from the program.

Physical jeopardy means any action or inaction which directly threatens the physical safety or well-being of another person. Emotional jeopardy means any action or inaction which directly threatens the emotional well-being of another person. Insubordination means behavior exhibited which willfully disobeys a clinical instructor's/preceptor's instructions. An example of insubordination would be unwillingness to carry out a task as directed by your clinical instructor/preceptor or disrespectful behavior towards your clinical instructor/preceptor, other students and/or healthcare facility staff. An extensive evaluation will be conducted for each situation that arises.

# NURSING ACADEMIC COMMITTEE FOR DISCIPLINARY ACTIONS

The Nursing Academic Committee is comprised of the Director of Nursing, Course Coordinator, and Clinical Instructor/Preceptor. After a student receives a clinical reprimand or a clinical jeopardy, the student will sit before the Nursing Academic Committee. The student will have the opportunity to explain his/her actions that resulted in the clinical reprimand or clinical jeopardy occurrence. After a group discussion, the committee determines if the situation is considered a clinical reprimand or clinical jeopardy.

# SECTION VI

# GENERAL STUDENT & SAFETY POLICIES

## FIRE AND EMERGENCY SAFETY

There are fire exits on each floor in Shockley Hall.  The doors to these exits are fire doors and must not be propped open.

In the event that the fire alarm sounds, quickly check adjacent areas to make certain no one is left in the building, close all windows and doors, turn off all lights, and other electrical equipment and proceed to leave the building in an orderly manner via the nearest fire exit.

Treat every drill as if it was a fire and every fire as if it was a drill.  You will be instructed in fire safety procedures in the clinical setting as part of your orientation to the health care agencies.

## PERSONAL PROTECTIVE EQUIPMENT (PPE)

All students and faculty will abide by the current PPE policies set forth by the clinical health care facilities they attend for their pre-assignments and clinical experiences. Failure to comply with the facilities' policies can result in disciplinary action.

When on the college campus, students will abide by the current PPE policies set forth by the college for all classroom (theory), skills laboratory sessions, pre-assignment, and clinical activities.

## UNIVERSAL PRECAUTIONS

Since medical history and examination cannot identify all patients infected with human immunodeficiency virus (HIV), the virus that causes acquired immunodeficiency syndrome (AIDS), or other blood-borne pathogens, all patients, regardless of diagnosis, should be treated as though their blood and body secretions are contaminated. The precautions needed to prevent transmission of HIV are given at the outset of each program, and are detailed in Appendix G.

## ACCIDENT INVESTIGATION

All nursing students are covered by accident insurance for an in-school accident during school time. This includes scheduled clinical and labs, as well as class time. All accidents or incidents must be reported. This policy is payable only if more than any expenses payable by other valid and collectible insurance.
- o Your instructor/preceptor must report the accident to the Nursing Department in person or by phone promptly so that the insurance company can be notified the next business day.
- o You must fill out the Student Injury Report form with your instructor's/preceptor's assistance. You must also complete the portion which authorizes the release of information to the insurance company.
- o You will then be referred to the Executive Office to complete further forms for follow-up.

# PREGNANCY POLICY

During the first three months (first trimester) of pregnancy, the fetus is very susceptible to and may be endangered by infection or injury. The potential risk of exposure to the developing fetus is limited; however, the Director of Nursing should be informed, in writing, should a student become pregnant during enrollment in a nursing program. It is both practice and procedure for the Department of Nursing to offer the utmost protection to students in clinical settings.

If a student takes a leave of absence for a documented pregnancy-related issue, they can resume the nursing program without harm to their academic status. Enrollment will be guaranteed in the next available course section(s). Information concerning a withdrawal due to pregnancy will be held in confidence by the college.

Wor-Wic Community College will not be held responsible for, and is hereby, forever, released from liability for, any death, injury, disease, illness, disability, or impairment of either the student or the student's child or children, due to infection or injury including but not limited to, such exposure during pregnancy.

For more information, students should contact:
>Dr. Kimberly W. Purvis
>Dean of Student Success
>Phone: 410-334-2902
>Email: kpurvis@worwic.edu
>Office Location: MTC 103D

# SUBSTANCE ABUSE POLICY

The college complies with all federal, state, and local laws that regulate or prohibit the possession, use or distribution of alcohol or illicit drugs. Students with substance abuse problems are referred to the counselor, who provides evaluation, counseling, and referrals to community agencies. All students agree to abide by the college's substance abuse policies and procedures when they sign the college's admission application. For more information, please refer to the Wor-Wic Community College website.

https://worwic.edu/about-wor-wic/consumer-information/substance-abuse-prevention/

# DISCRIMINATION AND HARRASSMENT POLICY

Discrimination and harassment can seriously damage the integrity of an educational institution, destroy the institution's positive work and educational atmosphere and cause psychological and physiological damage to the victims. The college condemns such activity and is strongly committed to promoting a work and academic environment free from discrimination and harassment and to addressing and resolving complaints in a timely fashion.

Wor-Wic Community College does not discriminate on the basis of age, gender, race, color, religion, national origin, marital status, sexual orientation, genetic information, gender identity, disability, income level, limited English proficiency or any other characteristic protected by law in the admission and treatment of students, access to educational programs and activities, and the terms and conditions of employment.

This policy applies to all students, employees, visitors and third-party vendors who are hired by the college. This policy covers any prohibited conduct that occurs on campus or off campus when conducting college business or is circulated at or from the college, during college operating hours or using college equipment, via email, phone, voicemail, text messages, text messages, text messages, tweets, blog posts, social networking sites or other means.

Questions and complaints should be submitted to Wor-Wic's Title VI and IX coordinators and discrimination investigators.

| Student complaints: | Employee complaints: |
| --- | --- |
| Dr. Kimberly W. Purvis | Karen Berkheimer |
| Dean of Student Success | Associate Vice President of Human Resources |
| Wor-Wic Community College | Wor-Wic Community College |
| MTC 103D | BH 106 |
| 32000 Campus Drive | 32000 Campus Drive |
| Salisbury, MD 21804 | Salisbury, MD 21804 |
| 410-334-2902 | 410-334-2915 |
| kpurvis@worwic.edu | kberkheimer@worwic.edu |

# SERVICES FOR STUDENTS WITH DISABILITES

Wor-Wic provides reasonable accommodations for individuals with disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. If you need accommodations, please contact the Disability Services Counselor at 410-334-2899. For more information, please refer to Wor-Wic's Disability Services website: https://www.worwic.edu/services-support/disability-services/

# SECTION VII


# APPENDICES

**WOR-WIC**
**COMMUNITY COLLEGE**

## NURSING DEPARTMENT PHILOSOPHY

We, the nursing faculty, believe that:

- Each individual:
  - is a unique, holistic being integrating body, mind, and spirit.
  - has dignity, worth and growth potential.
  - defines a personal value system and has the right to autonomy.
  - functions on a continuum of development and operates within a dynamic hierarchy of needs.
  - has a reciprocal relationship with the environment, which includes the sociocultural as well as the physical environment.

- Education:
  - is a dynamic process through which learning occurs, resulting in desired behavioral change.
  - facilitates the development of students as holistic individuals.
  - enables students to think critically and reason logically.
  - is facilitated when faculty and students share the responsibility for maintaining an atmosphere conducive to learning and cooperation in which there is mutual trust and respect.
  - prepares students to be responsible for their own life-long learning and development.

- Health:
  - refers to a state of wholeness and integrity of the individual, as reflected in the physical, cognitive, emotional, and social aspects of the individual's functioning.
  - is a state of being that exists along a wellness/illness continuum.
  - is uniquely perceived by each individual.
  - is the shared responsibility of the individual, society, and society's health care providers.

- Nursing:
  - is nurturing, caring for and caring about people.
  - is an interpersonal service to individuals, their families or communities which exists in response to societal needs.
  - utilizes the nursing process to provide individualized care based upon NANDA Standards.
  - is directed toward the promotion, maintenance, and restoration of health and the care of the dying.
  - encourages the individual's right to set goals and to make informed choices congruent with personal beliefs and values.
  - is most effective when the nurse assumes responsibility for providing direct care, communicating, teaching, managing nursing care, and practicing within legal and ethical parameters.
  - is a dynamic and supportive profession guided by a code of ethics.

- Nursing Education:
  - takes place in a college and provides both specialized and general education.
  - has a core of knowledge, skills, and attitudes common to all levels of nursing practice which is based upon principles from physical, biological, and social sciences.
  - requires that the nursing faculty plans, implements, and evaluates the program of learning on an on-going basis.
  - involves mutual responsibility of students and faculty to assess students' progress toward meeting learning objectives.
  - involves clinical laboratory learning experiences in which the welfare and the needs of the client take precedence over those of the learner and that it is shared responsibility of the faculty and learner to ensure that client rights are not violated.
  - is based upon the premise that satisfactory completion of program objectives determines the entry level at which the nurse functions within the health care system.
  - provides students with a foundation for educational and career mobility.
- Practical Nursing Education:
  - requires acquisition of basic theoretical knowledge and practices related to normal human functioning and common health problems.
  - emphasizes learning experiences to meet the basic needs of individuals with common health problems.
  - The Practical Nurse:
    - participates in the nursing process by assisting with client assessment, implementation, and evaluation or nursing interventions.
    - gives direct basic nursing care to people of all ages who are identified as being acutely or chronically ill or in need of diagnostic evaluation as a result of common health problems.
    - gives basic nursing care in any structured care setting, under the direction and supervision of appropriate members of the health care team, in a cooperative relationship.
- Associate Degree Nursing Education:
  - requires acquisition and integration of theoretical knowledge related to human functioning in the presence of multiple health problems.
  - adapts concepts from the physical, biological, and social sciences in developing an individualized plan of nursing care.
  - The Associate Degree Nurse:
    - gives direct nursing care to people of all ages identified as being acutely or chronically ill or in need of diagnostic evaluation as a result of health problems and who may require complex nursing interventions.
    - uses the nursing process as the scientific method for problem-solving, critical thinking and decision making based upon NANDA Standards.
    - gives nursing care in any care setting in cooperation with other members of the health care team.
    - provides direction and supervision of others in technical aspects of nursing care.

*Updated 08/23*

**WOR-WIC**
**COMMUNITY COLLEGE**

## NURSING DEPARTMENT CONCEPTUAL FRAMEWORK

The conceptual framework is based upon the philosophy and objectives of the Nursing Department programs at Wor-Wic Community College. The major concepts comprising the nursing framework include: the Individual, Orem's Self-Care Model, and the Nursing Process.

### The Individual
Each individual is a unique, holistic, autonomous being integrating mind, body, and spirit. Interactional components related to the individual are identified as hierarchy of needs, environment, interpersonal relationships, sociocultural milieu, and life cycle. Maslow's theory encompasses five levels of human needs: physiological, safety and security, love and belonging, self-esteem and self-actualization. The acquisition of each level is dependent upon meeting the needs of the previous level. Therefore, Maslow's hierarchy of needs is the basis for prioritizing nursing interventions derived from the nursing assessment when a self-care deficit exists (Berman & Snyder, 2012).

Understanding and identification of these human needs are important to the nursing process. According to Berman & Snyder (2012), the characteristics of basic human needs are:

I. People meet their own needs relative to their own priorities;
II. Although basic needs generally must be met, some needs can be deferred;
III. Failure to meet needs results in one or more homeostatic imbalances, which can eventually result in illness;
IV. A need can make itself felt by either external or internal stimuli;
V. A person who perceives a need can respond in several ways to meet it. The choice of response is largely a result of learned experiences, lifestyle, and the value of the culture;
VI. Needs are interrelated. Some needs cannot be met unless other needs are also met (p. 274)

The Riehl-Sisca (1989) Conceptual Model for Nursing Practice States that:
each individual has a reciprocal relationship with the environment. Assumptions pertaining to the individual-environment interaction include: 1) human functioning is highly integrated at every stage of development; 2) knowledge of anatomic structure, physiologic mechanisms, and unique patterns of response to environmental stimuli are needed to understand integrated human functioning; and 3) techniques which an individual uses to control the environment and functioning are influenced by adaptive forces inherent in man's nature, basic needs, creative abilities, and the membership in social groups (p. 43).

Orem's Self-Care model is generally stated as follows (Orem, 2001):
The condition that validates the existence of a requirement for nursing in an adult is the health-associated absence of the ability to maintain continuously that amount and quality of self-care that is therapeutic in sustaining life and health, in recovering from disease or injury, or in coping with their effects (p. 82).

Nursing roles included in this framework are:
provider of nursing care, communicator, client teacher, manager of client care, and member of a discipline.  Definitions of these roles are delineated in the program objectives.

**Orem's Self-Care Model**
Orem's Self-Care Model is composed of the three interrelated concepts of Self-care, Self-care Deficit, and Nursing Systems (George, 2002).

Self-care
Self-care involves the four aspects of Self-care, Self-care Agency, Basic Conditioning Factors, and the Therapeutic Self-care Demand.

*Self-care* is what people plan and do on their own behalf to maintain life, health, and well-being. According to Orem (2001) and George (2002) when self-care is effectively performed, it helps maintain structural integrity and human functioning and contributes to human development.

*Self-care agency* is a person's acquired ability to engage in self-care. Self-care agency is affected by *basic conditioning factors* that include age, gender, developmental and health state, sociocultural factors, healthcare system factors, family system factors, patterns of living, environmental factors, and adequacy/availability of resources.

*Therapeutic self-care demand* refers to what is needed at various times in a person's life when health care is required to meet all self-care needs through the use of appropriate actions and interventions (George, 2002).

Orem (2001) identifies the following **primary needs** that must be met by human beings to ensure adequate self-care:
- Sufficient intake of air, water, and food
- Adequate care and functioning of elimination
- Balance between activity and rest
- Balance between solitude and social interaction
- Preventions of hazards to human life, functioning and well-being
- Promotion of functioning and appropriate development within social groups in accordance with human potential, limitations, and the human desire to be normal.

When a person is in **need of medical care** to diagnose and correct an illness, adequate self-care also includes the following (Orem, 2001):
- Seeking and securing medical help when needed
- Responsibly attending to the effects and results of pathologic conditions
- Effectively carrying out prescribed interventions
- Responsibly attending to the regulation of effects resulting from prescribed interventions
- Accepting the fact that self or others need medical help when faced with certain life challenges
- Learning to live productively with the effects of pathologic conditions and treatments while promoting continued personal development.

Self-care Deficit
Self-care deficit results when adults or parents with dependent children are incapable of providing continuously effective self-care. Nursing care may be required if there is a need for education to enhance self-care abilities, if there is a current deficit in self-care abilities, or if it is anticipated that self-care abilities will decrease in the future. Orem (2001) developed five methods of helping to be used alone or in combination when there are issues over self-care deficit:
  A. Acting or doing for another
  B. Guiding and directing
  C. Providing physical or psychological support
  D. Providing and maintaining an environment that supports personal development
  E. Teaching

Nursing Systems
Nursing Systems are designed by nurses based on assessment of the client's self-care needs. A deficit between what the client can do (self-care agency) and what needs to be done to maintain optimum functioning (therapeutic self-care demand) requires nursing attention. Orem (2001) describes three nursing systems that are designed to meet the variable needs of individual situations:

***Wholly Compensatory System*** is one in which client action is limited and the nurse accomplishes most of what is required to maintain therapeutic self-care, compensates for the client's inability to engage in self-care, and supports and protects the client.

***Partially Compensatory System*** is one in which the patient and nurse work together to meet self-care requirements. The clients perform some of the tasks necessary for successful self-care and the nurse performs whatever else is required.

***Supportive-educative System*** is one in which the client provides necessary self-care and the nurse leads the client in the essential exercise and development of self-care agency.

The combined concepts of Self-care, Self-care Deficit, and Nursing Systems make up the Self-Care Model are usually incorporated with the Nursing Process to meet all dimensions of client care needs.

**The Nursing Process**
The third major component of Wor-Wic's Nursing conceptual framework is the nursing process, which is a systematic, scientific method of data collection and analysis which provides a purposeful focus to individualize nursing actions.  The process is both interactional and dynamic in scope.  The steps comprising the nursing process are: assessing self-care needs, analyzing self-care strengths and weaknesses, formulating a nursing diagnosis, developing a plan of interventions to assist in alleviating self-care deficits and enhancing client's self-care behaviors, implementing identified interventions, and evaluating client response for modifications and changes as the client's needs change.

The assessment phase of the nursing process includes the establishment of a database to determine why and how a client requires self-care. (Riehl-Sisca, 1989).  In this phase, the nurse considers the stage of the client's life cycle and its relationship to his health needs, the existence of unmet needs that prevents or limits self-care, the influence of sociocultural variables and the client's competency

in deliberate action (Riehl-Sisca, 1989). Assessment is a continuous process and does not end with the data collected on admission.

The next step in the nursing process is analysis. The client's assets and deficits are analyzed from the data collected in the assessment phase. Statements of nursing diagnosis, that include risk for self-care deficits and health maintenance needs as well as actual self-care deficits, are formulated based upon NANDA Standards to give direction to implementing nursing care.

The third step in the nursing process is planning. The nurse develops an individualized plan of care to meet the client's self-care needs. The plan involves prioritizing identified nursing diagnoses based on Maslow's hierarchy of needs, mutually determining goals of care for each nursing diagnosis, and selecting specific nursing actions to reach the desired goal (Berman & Snyder, 2012).

The fourth step in the nursing process is implementation. Planned nursing actions, based on scientific rationales, are carried out to accomplish the defined goals. The nurse and the client select strategies for meeting these goals. It should be noted that some of the care may be delegated to other health-care providers working under supervision of the nurse (Riehl-Sisca, 1989).

The final step in the nursing process is evaluation, which is bridged by feedback to the first step, starting the nursing process over again. The results of evaluation become the new sources of data for analysis. The evaluation phase serves as the mechanism for the nurse's accountability in which it is determined if the plan of care was effective in assisting the client to meet the predetermined goals related to self-care deficits and health maintenance (LaMonica, 1985; Ziegler et al., 1986).

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*Reviewed 08/21*

**CERTIFICATE PRACTICAL NURSING (CPN) PROGRAM AND LEVEL OBJECTIVES**

This program prepares graduates for jobs as licensed practical nurses (LPNs). In order to graduate, students must obtain a grade of "C" or better in all required courses. Students must also meet all clinical objectives and maintain current cardiopulmonary resuscitation certification while enrolled in clinical nursing courses.

Wor-Wic's practical nursing program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Ave., NW, Washington, DC, 20037, 202-909-2526.

CPN Graduates of this program should be able to:
1. Promote the dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship centered nursing care (NLN Competency Human Flourishing);
2. Make judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the health care team (NLN Competency Nursing Judgment);
3. Articulate a unique role as a member of the health care team, committed to evidence based practice, caring, advocacy, and safe quality care to provide optimal health care for diverse patients and their families (NLN Competency Professional Identity);
4. Through collaboration with health care team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status (NLN Competency Spirit of Inquiry).

**LEVEL I OBJECTIVES**

Level I Objectives describe what the faculty expects of the practical nursing student in order for the student to progress to Level II of the program. Level I of the Certificate Practical Nursing Program is from the beginning of Nursing Fundamentals to the end of the course.

I. When providing basic nursing care to individuals, the student:
    a. Assesses by:
        i. identifying the individual's basic overt physiological, emotional, and sociocultural functioning
        ii. collecting data relevant to the individual's self-care needs.

    b. Analyzes by:
        i. reviewing relevant data.
        ii. identifying the individual's position on a wellness-illness continuum.
    c. Plans by:
        i. prioritizing nursing care to meet the individual's self-care needs related to human functioning using Maslow's hierarchy.
        ii. identifying short term goals to meet basic self-care needs.
        iii. identifying common nursing actions to meet basic self-care needs.
    d. Implements the plan by:
        i. performing basic nursing skills, observing principles of safety and asepsis.
    e. Evaluates the plan by:
        i. identifying the individual's response to the nursing actions.

II. When communicating, the student:
    a. identifies the principles of therapeutic communication.
    b. identifies the lines of authority.
    c. communicates with teachers/peers effectively.

III. When documenting/reporting, the student:
    a. identifies appropriate means of documentation/reporting.
    b. documents/reports promptly and accurately:
        i. assessments.
        ii. nursing actions.
        iii. client responses.

IV. When teaching clients, the student:
    a. identifies the individual's overt need for self-care information related to human functioning.
    b. sets short-term teaching goals.
    c. gives basic self-care information.
    d. determines the client's understanding of basic self-care information.

V. When managing nursing care, the student:
    a. recognizes appropriate tasks to delegate.
    b. completes nursing care assignments within scheduled time.
    c. develops own ability to provide the required basic care.
    d. seeks appropriate guidance.

VI. When practicing nursing, the student:
    a. accepts the need to be accountable for his/her own nursing practice.
    b. identifies the ethical and legal frameworks of nursing.
    c. follows college, departmental, and agency policies.
    d. collaborates with other health care providers.

## LEVEL II OBJECTIVES

Level II Objectives describe the specifics of what the faculty expects of the practical nursing student in order for the student to progress to completion of the program. Level II of the Certificate Practical Nursing Program is from the end of Level I to the completion of the program; it encompasses the Adult Nursing, Maternal-Child Nursing and Psychiatric Nursing courses.

I.   When providing nursing care to individuals with self-care needs related to human functioning and common health alterations, the student:
   a. Assesses by:
      i.   identifying obvious deviations from normal in physiological, emotional, and sociocultural functioning.
      ii.  collecting relevant data from the individual and other available sources.
   b. Analyzes by:
      i.   interpreting selected data.
      ii.  identifying the individual's obvious self-care needs.
   c. Plans by:
      i.   prioritizing nursing care to meet the individual's obvious self-care needs, using Maslow's hierarchy.
      ii.  setting appropriate short-term goals to meet the identified self-care needs.
      iii. selecting appropriate nursing actions to meet the identified self-care needs.
      iv.  identifying scientific rationales for selected nursing actions.
   d. Implements by:
      i.   performing the appropriate nursing actions, using principles of safety and asepsis.
   e. Evaluates by:
      i.   identifying the individual's response to the nursing actions.
      ii.  identifying the need to modify the plan of care based on the individual's response to nursing actions.

II.  When communicating, the student:
   a. utilizes principles of therapeutic communication.
   b. uses lines of authority.
   c. initiates effective communication.

III. When communicating through documenting/reporting, the student records promptly and accurately:
   a. assessments.
   b. nursing actions.
   c. client responses.

IV.  When teaching clients, the student:
   a. identifies the need for self-care information related to human functioning and common health alterations.
   b. sets appropriate short term teaching goals.

     c.   provides self-care information to clients.

     d.   evaluates the client's understanding of the self-care instruction.

     e.   modifies appropriate short term teaching goals.

V.    When managing nursing care of individuals with self-care needs related to human functioning and common health alterations, the student:

     a.   delegates appropriate care.

     b.   completes nursing care assignments within scheduled time.

     c.   identifies own abilities and limitations to provide required nursing care.

     d.   seeks appropriate guidance.

VI.    When practicing nursing, the student:

     a.   is accountable for own nursing practice.

     b.   provides nursing care within stated ethical and legal framework of nursing.

     c.   participates in self-development activities.

     d.   uses resources to ascertain agency policies which relate to nursing care.

     e.   follows college, departmental and agency policies.

     f.   collaborates with other health care providers.

# WOR-WIC
## COMMUNITY COLLEGE

Maryland Board of Nursing
## **Certificate of Practical Nursing**
Curriculum Plan Fall 2025/Spring 2026

| Pre-Requisites Course Title | Theory Instruction Hours | Laboratory Hours | Total Hours Course | Total Credits Earned |
|---|---|---|---|---|
| BIO 202: Anatomy & Physiology I | 39 | 26 | 65 hrs. | 4 credits |
| BIO 203: Anatomy & Physiology II | 39 | 26 | 65 hrs. | 4 credits |
| ENG 101: Fundamentals of English I | 39 | 0 | 39 hrs. | 3 credits |
| MTH 152: Statistics | 39 | 0 | 39 hrs. | 3 credits |
| PSY 101: Introduction to Psychology | 39 | 0 | 39 hrs. | 3 credits |
| SDV 100: Fund. of College Study | 15 | 0 | 15 hrs. | 1 credit |

**Total Hours Pre-Requisites:**      **210 hrs.**      **52 hrs.**      **262 hrs.**      **18 credits**

| Semester | Course Title | Theory Instruction Hours | Clinical/ Laboratory Hours | Total Hours Course | Total Credits Earned |
|---|---|---|---|---|---|
| **Fall or Spring 13 wks. + 1 wk. of exams** | NUR 101: Nursing Fundamentals | 52 | 156 | 208 hrs. | 6 credits |
| **Spring (13 wks.) or Summer (12 wks.) + 1wk. of exams** | NUR 111: Adult & Mental Health Nursing | 52 | 156 | 208 hrs. | 6 credits |
| | NUR115: Intro. to Nursing Pharmacology | 19.5 | 13 | 32.5 hrs. | 2 credits |
| **Summer (12 wks.) or Fall (13 wks.) + 1wk. of exams** | NUR 121: Maternal-Child Nursing | 58.5 | 117 | 175.5 hrs. | 6 credits |
| | PSY 251: Human Growth & Development | 39 | 0 | 39 hrs. | 3 credits |

**Total Hours Nursing & PSY 251:**      **221 hrs.**      **442 hrs.**      **663 hrs.**      **23 credits**

**Total Hours Pre-Requisites & CPN Year:**      **431 hrs.**      **494 hrs.**      **925 hrs.**      **41 credits**

*Updated 07/25*

## ASSOCIATE DEGREE NURSING (ADN) PROGRAM AND LEVEL OBJECTIVES

**Direct Progression Pathway**

This program provides a direct pathway into the associate degree program for those who completed Wor-Wic's practical nursing program. It is designed to prepare graduates for jobs as registered nurses (RNs). In order to graduate, students must obtain a grade of "C" or better in all nursing and biology courses. Students must also meet all clinical objectives and maintain current cardiopulmonary resuscitation certification while enrolled in clinical nursing courses.
Wor-Wic's associate degree nursing program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Ave., NW, Washington, DC, 20037, 202-909-2526.

**LPN to ADN Pathway**

This program is for licensed practical nurses (LPNs) who have an active unencumbered Maryland or compact state LPN license who want to become a registered nurse (RN). Students in this pathway receive 16 credits for their prior nursing education coursework. In order to graduate, students must obtain a grade of "C" or better in all pre-ADN, nursing and biology courses. Students must also meet all clinical objectives and maintain current cardiopulmonary resuscitation certification while enrolled in clinical nursing courses.
Wor-Wic's associate degree nursing program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Ave., NW, Washington, DC, 20037, 202-909-2526.

ADN Graduates of this program should be able to:

1. Promote the dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship centered nursing care (NLN Competency Human Flourishing);
2. Make judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the health care team (NLN Competency Nursing Judgment);
3. Articulate a unique role as a member of the health care team, committed to evidence based practice, caring, advocacy, and safe quality care to provide optimal health care for diverse patients and their families (NLN Competency Professional Identity);
4. Through collaboration with health care team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status (NLN Competency Spirit of Inquiry).

## LEVEL I OBJECTIVES

Level I Objectives describe what the faculty expects of the associate degree nursing student in order for the student to progress to Level II of the program. Level I of the Associate Degree Nursing Program is from the beginning of Advanced Nursing I to the end of the course.

I. When providing nursing care to individuals with self-care needs related to human functioning and health alterations, both simple and complex, the student:
    a. Assesses by:
        i. identifying obvious and subtle deviations from normal in the individual's physiological, emotional and sociocultural functioning.
        ii. identifying relevant data from a variety of sources.
    b. Analyzes by:
        i. interpreting data.
        ii. identifying patterns or data clusters
        iii. formulating nursing diagnoses based on self-care needs.
    c. Plans by:
        i. prioritizing a list of self-care needs using Maslow's hierarchy.
        ii. developing long and short-term goals to meet identified self-care needs.
        iii. selecting appropriate nursing actions, based on scientific rationales to meet identified self-care needs.
    d. Implements the plan by:
        i. using a variety of nursing actions to meet self-care needs.
        ii. performing nursing skills using principles of safety and asepsis.
    e. Evaluates the plan by:
        i. assessing the outcome of nursing care in relation to the stated goals.
        ii. participating with clients, families, significant others, and members of the health team to evaluate self-care needs.
        iii. identifying alternate methods of meeting the individual's self-care needs.
        iv. modifying the nursing care plan as necessary.

II. When communicating, the student:
    a. uses a variety of therapeutic communication skills and techniques.
    b. assesses the effectiveness of own communication.
    c. communicates the client's self-care needs through appropriate referrals.
    d. establishes communication using lines of authority.
    e. assesses the effectiveness of own communication.
    f. uses alternate techniques for effective communication, as needed.

III. When documenting/reporting the student:
    a. communicates and records assessments, interventions, and evaluations accurately and promptly and modifies the plan of care.

IV. When teaching clients, the student:
    a. identifies the individual's need for self-care information relating to human functioning and health alterations, both simple and complex.
    b. develops both long and short-term teaching goals.
    c. explains information to meet the identified self-care information needed.

    d.   assesses the effectiveness of the teaching done in relation to the stated goals.

    e.   modifies the teaching plan based on evaluation.

V.    When managing nursing care, the student:

    a.   sets priorities based on self-care needs.

    b.   completes assignments within scheduled time.

    c.   identifies own abilities and limitations as a care provider.

    d.   evaluates the effectiveness of own nursing care.

    e.   delegates tasks to unlicensed personnel appropriately.

    f.   seeks appropriate guidance.

VI.    When practicing nursing, the student:

    a.   is accountable for own nursing practice.

    b.   practices within the ethical and legal frameworks of nursing.

    c.   assumes responsibility for self-development and uses appropriate resources for continued learning.

    d.   follows college, departmental and agency policies.

    e.   collaborates appropriately with the inter-disciplinary health care team.

## LEVEL II OBJECTIVES

Level II Objectives describe what the faculty expects of the associate degree nursing student in order for the student to progress to the completion of the program. Level II of the Associate Degree Nursing Program is from the end of Level I to the completion of the program. It encompasses Advanced Nursing II.

I.    When providing nursing care to groups of individuals with self-care needs related to human functioning and health alterations; both simple and complex, the student:

    a.   Assesses by:

        i.   identifying obvious and subtle deviations from normal in individual's physiological, emotional, and sociocultural functioning.

        ii.   selecting relevant data from a variety of sources, including families.

    b.   Analyzes by:

        i.   interpreting data, considering family and other significant relationships.

        ii.   identifying patterns of data clusters.

        iii.   formulating nursing diagnoses based on self-care needs.

    c.   Plans by:

        i.   prioritizing the list of nursing diagnoses based on identified self-care needs.

        ii.   developing long and short-term goals to meet identified self-care needs.

        iii.   selecting appropriate nursing actions, based on scientific rationales, to meet identified self-care needs.

    d.   Implements the plans by:

        i.   using a variety of nursing actions to meet identified self-care needs.

        ii.   performing nursing skills using principles of safety and asepsis.

        iii.   adapting nursing skills as needed.

    e.   Evaluates the plans by:

        i.   analyzing the outcomes of nursing care in relation to stated goals.

        ii.   interacting therapeutically with clients, families, and significant others to

        evaluate self-care needs.

      iii.  participating with members of the health care team to evaluate self-care needs.

      iv.  identifying alternate methods of meeting individuals' self-care needs.

       v.  modifying nursing care plans as necessary.

II.    When communicating, the student:
   a. uses a variety of therapeutic communication skills and techniques.
   b. evaluates verbal and non-verbal communication for meaning and understanding.
   c. modifies own communications as needed.
   d. coordinates communications about client's self-care needs through appropriate referrals.
   e. establishes communication, using lines of authority.
   f. evaluates the effectiveness of own communication as a member of a group.
   g. modifies communication techniques, using principles of group dynamics, as needed to facilitate group process.

III.   When documenting/reporting, the student:
   a. communicates and records all assessments, interventions, and evaluations accurately and promptly and modifies the plan of care.

IV.   When teaching clients, their families and significant others, the student:
   a. analyzes the needs of individuals and groups for self-care information relating to human functioning and health alterations, both simple and complex.
   b. develops long and short-term teaching goals.
   c. implements teaching plans which are specific to the learners' level of development and knowledge.
   d. integrates and reinforces the teaching of other health team members.
   e. evaluates the effectiveness of the teaching done in relation to the stated goals.
   f. modifies the teaching plan as needed.

V.    When managing nursing care for an individual or a group of individuals, the student:
   a. prioritizes the care based on analysis of the self-care needs.
   b. completes assignments within scheduled time.
   c. coordinates clients' nursing care with other types of health care being given.
   d. analyzes own abilities and limitations as a care provider.
   e. seeks appropriate guidance.
   f. evaluates the effectiveness of own nursing care.
   g. evaluates the effectiveness of tasks delegated to others.

VI.   When practicing nursing, the student:
   a. is accountable for own nursing practice.
   b. identifies accountability for directing the practice of others.
   c. practices within the ethical and legal frameworks of nursing.
   d. assumes responsibility for self-development by using appropriate resources for continued learning.
   e. recognizes policies and procedures that may impede client care.
   f. works within lines of authority to initiate change to improve client care.
   g. follows college, departmental and agency policies.
   h. collaborates appropriately with the inter-disciplinary health care team.

**WOR-WIC**
COMMUNITY COLLEGE

Maryland Board of Nursing
## Associate of Science Degree, Nursing: Direct Progression Pathway
Curriculum Plan **Fall 2025/Spring 2026**

| Pre-Requisites Course Title | Theory Instruction Hours | Laboratory Hours | Total Hours Course | Total Credits Earned |
|---|---|---|---|---|
| BIO 220: Microbiology | 39 | 39 | 78 hrs. | 4 credits |
| CPN Pre-Requisites | 210 | 52 | 262 hrs. | 18 credits |
| CPN Nursing Courses + PSY 251 | 221 | 442 | 663 hrs. | 23 credits |
| **Total Hours ADN Pre-Requisites:** | **470** | **533** | **1003 hrs.** | **45 credits** |

| Semester | Course Title | Theory Instruction Hours | Clinical/ Laboratory Hours | Total Hours Course | Total Credits Earned |
|---|---|---|---|---|---|
| **Fall or Spring 13 wks. + 1 wk. of exams** | NUR 222: Advanced Nursing I | 52 | 195 | 247 hrs. | 6.5 credits |
| | NUR 216: Advanced Nursing Pharmacology | 19.5 | 0 | 19.5 hrs. | 1.5 credits |
| | ENG 151: Fund. of English II | 39 | 0 | 39 hrs. | 3 credits |

| Semester | Course Title | Theory Instruction Hours | Clinical/ Laboratory Hours | Total Hours Course | Total Credits Earned |
|---|---|---|---|---|---|
| **Spring (13 wks.) or Summer (12 wks.) + 1 wk. of exams** | NUR 223: Advanced Nursing II | 52 | 195 | 247 hrs. | 6.5 credits |
| | NUR 260: Preparation for the NCLEX-RN | 13 | 13 | 26 hrs. | 1.5 credits |
| | COM 101: Intro. to Public Speaking OR COM 200: Interpersonal Comm. | 39 | 0 | 39 hrs. | 3 credits |
| | SOC 101: Intro. to Sociology | 39 | 0 | 39 hrs. | 3 credits |

| | | Theory | Clinical/Lab | Total Hours | Credits |
|---|---|---|---|---|---|
| **Total Hours ADN Year:** | | **253.5 hrs.** | **403 hrs.** | **656.5 hrs.** | **25 credits** |
| **Total Hours ADN Pre-Req. (& CPN Year):** | | **470 hrs.** | **533 hrs.** | **1003 hrs.** | **45 credits** |
| **Total Hours Nursing (CPN & ADN):** | | **723.5 hrs.** | **936 hrs.** | **1659.5 hrs.** | **70 credits** |

*Updated 07/25*

**WOR-WIC**
COMMUNITY COLLEGE

Maryland Board of Nursing
## Associate of Science Degree, Nursing: LPN to ADN Pathway
Curriculum Plan **Fall 2025/Spring 2026**

| Pre-Requisites Course Title | Theory Instruction Hours | Laboratory Hours | Total Hours Course | Total Credits Earned |
|---|---|---|---|---|
| BIO 202: Anatomy & Physiology I | 39 | 26 | 65 hrs. | 4 credits |
| BIO 203: Anatomy & Physiology II | 39 | 26 | 65 hrs. | 4 credits |
| BIO 220: Microbiology | 39 | 39 | 78 hrs. | 4 credits |
| ENG 101: Fundamentals of English I | 39 | 0 | 39 hrs. | 3 credits |
| MTH 152: Statistics | 39 | 0 | 39 hrs. | 3 credits |
| PSY 101: Introduction to Psychology | 39 | 0 | 39 hrs. | 3 credits |
| PSY 251: Human Growth & Devel. | 39 | 0 | 39 hrs. | 3 credits |
| SDV 100: Fund. of College Study | 15 | 0 | 15 hrs. | 1 credit |
| NUR 221: LPN to ADN Transition | 58 | 87 | 145 hrs. | 6 credits |
| Active unencumbered Maryland or compact LPN license | | | | 14 credits |
| **Total Hours Pre-Requisites:** | **346 hrs.** | **178 hrs.** | **524 hrs.** | **45 credits** |

| Semester | Course Title | Theory Instruction Hours | Laboratory/ Clinical Hours | Total Hours Course | Total Credits Earned |
|---|---|---|---|---|---|
| **Fall or Spring 13 wks. + 1 wk. of exams** | NUR 222: Advanced Nursing I | 52 | 195 | 247 hrs. | 6.5 credits |
| | NUR 216: Advanced Nursing Pharmacology | 19.5 | 0 | 19.5 hrs. | 1.5 credits |
| | ENG 151: Fund. of English II | 39 | 0 | 39 hrs. | 3 credits |

| Semester | Course Title | Theory Instruction Hours | Laboratory/ Clinical Hours | Total Hours Course | Total Credits Earned |
|---|---|---|---|---|---|
| **Spring (13 wks.) or Summer (12 wks.) + 1wk. of exams** | NUR 223: Advanced Nursing II | 52 | 195 | 247 hrs. | 6.5 credits |
| | NUR 260: Preparation for the NCLEX-RN | 13 | 13 | 26 hrs. | 1.5 credits |
| | COM 101: Introduction to Public Speaking Or COM 200: Interpersonal Comm. | 39 | 0 | 39 hrs. | 3 credits |
| | SOC 101: Intro. to Sociology | 39 | 0 | 39 hrs. | 3 credits |

| | | | | | |
|---|---|---|---|---|---|
| **Total Hours ADN Year:** | | **253.5 hrs.** | **403 hrs.** | **656.5 hrs.** | **25 credits** |
| **Total Hours Pre-ADN Courses:** | | **346 hrs.** | **178 hrs.** | **524hrs.** | **45 credits** |
| **Total Hours Nursing (Pre-ADN & ADN):** | | **599.5 hrs.** | **581 hrs.** | **1180.5 hrs.** | **70 credits** |

*Updated 07/25*

## CRITICAL INCIDENT REPORT GUIDELINES

It is not possible to identify all individuals infected with human immunodeficiency virus (HIV) or other blood-borne pathogens. Therefore, ALL individuals are treated as though their blood and body secretions are contaminated. When an incident of contamination and exposure occurs between an individual and faculty or individual and student, a Critical Incident Report for Exposure to Blood and Body Fluids must be immediately completed and reported to the agency (where the incident occurred) and to the college. Exposure by students or faculty requires prompt and proper follow-up. The agency's policy, where the incident occurred, must be followed for reporting, documentation, and treatment. The college Critical Incident Report for Exposure to Blood and Body Fluids must be promptly completed and submitted to the Vice President for Administrative Services.

**Suggested immediate response to blood and body fluids include:**
- Immediate and thorough flushing of mucous membranes and skin with water or saline, or cleansing the wound with alcohol, betadine, or hydrogen peroxide.
- Immediate and prompt notification of the incident by the student, faculty, and supervisor to the agency's administration.
- All parties involved in the exposure incident must be tested.
- Intervention treatment of exposure should occur within two hours of the incident.
- Complete the agency's reporting form and the college's Critical Incident Report for Exposure to Blood and Body Fluids.
- Faculty and/or students may refuse treatment. Refusal of testing and treatment must be documented on the agency and college reporting forms.
- Proceed with follow-up testing and treatment as needed.
- Post-exposure medications cannot be offered to pregnant women within the first 14 weeks of pregnancy.

**Suggested steps to decrease incidents of exposure to blood and body fluids include:**
- Implement universal blood and body-fluid precautions with ALL individuals when exposure to blood and body secretions occurs.
- Wear gloves and surgical mask when conducting invasive procedures.
- Wear protective eye wear or a face shield when conducting activities that commonly result in the generation of droplets or the splashing of blood and other body fluids.
- Wear gowns or aprons made of materials that provide an effective barrier during invasive procedures when the splashing of blood or body fluids is expected.
- For emergency mouth-to-mouth resuscitation, use mouth pieces, resuscitation bags or other ventilation devices.

**Actions for faculty:**
It is mandatory for college faculty to immediately notify the supervisor and manager in an agency, a clinical unit, a laboratory, or other teaching setting that an incident of exposure has occurred. Reports must be completed for the agency and the college.

The student's accident insurance, purchased through the college, pays expenses, in excess of other valid and collectible insurance the student has, for testing, treatment, and follow-up. Workers compensation insurance covers the expenses for testing, treatment, and follow-up of faculty.

If testing and treatment are refused, the faculty or student must sign a statement to that effect. All information and communication regarding the Critical Incident Report for Exposure to Blood and Body Fluids are given directly to the vice president for administrative services. It is requested that if any agency notifies a faculty member or student of possible exposure, the information should be forwarded to the vice president.

**WOR-WIC COMMUNITY COLLEGE**
**Confidential**
**Critical Incident Report for Exposure to Blood and Body Fluids**

It is not possible to identify all individuals infected with human immunodeficiency virus (HIV) or other blood-borne pathogens. Therefore, ALL individuals are treated as though their blood and boy secretions are contaminated. When an incident of exposure occurs between an individual and faculty or individual and student, a Critical Incident Report for Exposure to Blood and Body Fluids must be immediately completed and reported to the college. The college guidelines must be followed.

Student Name _____     Course _____

Address _____     Faculty Member _____

_____

Phone _____

SS# _____

Describe the incident, including date, time, and place.

Who was contacted in the agency: _____/_____
                                                    Title                                    Date

Was agency policy followed? _____ Yes _____ No   If no, why not?

The signature below confirms that this report is accurate and complete.

_____/_____          _____/_____
Student's Signature          Date                    Faculty's Signature          Date

Testing and treatment refused: _____/_____
                                            Signature                        Date

• • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • •

Critical incident reported and documented to Wor-Wic Community College     _____ Yes _____ No

Private insurance carrier used?
_____
Name

Wor-Wic Community College insurance used?     _____ Yes     _____ No

_____/_____
Signature of Vice President for                      Date
Administrative Services

**WOR-WIC COMMUNITY COLLEGE**
**Nursing Program: Health Record Requirement**
**TB Symptomology Form**

When you test positive to PPD skin testing, the following questionnaire is required each year. Please return to the nursing office when completed by your health care provider.

Please mark Y (yes) or N (no) if you experienced any of the following over the past year.

_____ Chronic cough

_____ Weight Loss (unexplained)

_____ Fever/chills/night sweats

_____ Bloody sputum

_____ Recent exposure to active TB

_____ Past diagnosis of Tuberculosis

Name: _____

Signature: _____ Date: _____

---

**HEALTH CARE PROVIDER**

The above named person has no signs of active disease and is able to participate in all activities, including patient care.

Health Care Provider Name:

_____

Address:

_____

_____Telephone No:

_____

Health Care Provider Signature:

_____

Date: _____

**NURSING STUDENT ORGANIZATION (NSO) BYLAWS**

**Article I: Name**
The name of this organization shall be the Wor- Wic Nursing Student Organization.

**Article II: Purpose**
The purpose of this organization shall be to enable students to participate effectively in the shared governance of Wor-Wic Community College. It serves as an official channel of communication to and a means of participation in the Nursing Department.
Specific purposes include:
a) Student representation in the College's Student Government Association;
b) Student representation on the Nursing Department's committee of the whole;
c) Planning and implementing programs and activities for the benefit and welfare of its members;
d) Communicating concerns to the Nursing Department faculty; and
e) Coordinating communication between members in the Certificate Practical Nursing program and the members of the Associate Degree Nursing program.

**Article III: Membership**
Section 1: Membership
The Wor -Wic Community College Nursing Student Organization voting membership will include all full-time and part-time students currently enrolled in the Certificate Practical Nursing and Associate Degree Nursing programs at Wor -Wic. Pre-nursing students currently enrolled at Wor-Wic Community College can attend meetings as non-voting members.

Section 2: Dues
Dues may be determined at the second regular Organization meeting each year and shall be collected by the treasurer. All dues shall be dispersed in a manner approved by the membership.

Section 3: Leadership Award
The Nursing Leadership Award is awarded to the NSO member with the most participation hours during their program. A Nursing Student Organization member who volunteers to participate in a NSO planned activity and fails to follow through without notifying an officer or advisor of an inability to be present due to unforeseen circumstances will become ineligible to receive the Nursing Student Organization Leadership Award.

**Article IV: Officers**
The officers of the Wor-Wic Community College Nursing Student Organization shall be the president, vice-president, secretary, treasurer, NSO SGA representative, and faculty advisor. These officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by the organization. Officers must maintain satisfactory standing in accordance with program policies.

Section 1: Duties

A. President of the WWCC Nursing Student Organization. It shall be the duties of the president to:
1. be the official representative of the WWCC Nursing Student Organization;
2. prepare an agenda for each meeting;
3. preside at all WWCC Nursing Student Organization meetings;
4. serve as ex-officio member of all committees;
5. appoint members to appropriate committees.

B. Vice-President of the WWCC Nursing Student Organization. It shall be the duties of the vice-president to:
1. assume the office of the president should the position become vacant for any reason;
2. preside at the meetings in the absence of the president;
3. perform other duties of the president in the absence of the president.

C. Secretary of the WWCC Nursing Student Organization. It shall be the duties of the secretary to:
1. keep, publish, and distribute the minutes of all WWCC Nursing Student Organization meetings, including those of the Executive Committee;
2. file a copy of all minutes with the Director of Nursing;
3. post announcements of all organizational meetings;
4. read the minutes of each meeting; and
5. prepare and distribute ballots for organizational decisions.

D. Treasurer of the WWCC Nursing Student Organization. It shall be the duties of the treasurer to:
1. manage all money and financial accounts of the WWCC Nursing Student Organization;
2. prepare a budget request for approval by the Student Nursing Organization and submit approved budget to the WWCC Student Government Organization;
3. maintain records of all financial transactions of the organization;
4. prepare a financial report to be read at each organization meeting.

E. NSO SGA representative: It shall be the duties of the NSO SGA representative to:
1. attend all SGA meetings;
2. report to the NSO pertinent information learned from the SGA meeting;
3. relay information from the NSO to the SGA, such as planned activities and budget requests.

F. Faculty Advisor: The advisor of the WWCC Nursing Student Organization shall be a full-time Nursing Department faculty member. It shall be the duties of the faculty advisor to:
1. be present at meetings of the WWCC Student Organization; and
2. arrange for a full-time nursing faculty member to attend any scheduled meeting which the faculty advisor cannot attend.

Section 2: Nominations and Elections

A. Nominations for the president, vice-president, secretary, treasurer and faculty advisor shall be made at the first meeting of the organization held within thirty (30) days of the beginning of the fall academic semester by open nomination.

B. Election shall be held at the same meeting, using secret ballot.

Section 3: Term of Office
A. The term of office shall be one year, until the completion of the specific education program.
B. The officers shall assume their duties as soon as they are elected.
C. If a vacancy in an office occurs, the president may appoint a temporary officer. A special meeting of the organization shall be called as soon as possible to elect a successor.

## Article V: Meetings

Section 1: There shall be a meeting called monthly at a date and time, other than class time, determined by the membership. Notice of meetings shall be announced in classes and will be posted one week in advance in all nursing class locations.

Section 2: Additional meetings of the organization may be called by the president or designate, or upon request from the majority (50% plus one) of the membership. A notice of at least three school days is required. Section 3:
Quorum: All members are requested to attend organizational meetings. A quorum will consist of 50% of the Executive Committee and 5% of the membership.

Section 4: Organization decisions: If there is less than a quorum in attendance, decisions will be made by balloting each member requiring a return of one third plus one of the membership. Ballots will be prepared and distributed by the organization secretary within 5 days of the meeting. Balloting must be completed within 10 days following the meeting.

## Article VI: Executive Committee

Section 1: The Executive Committee of the WWCC Nursing Student Organization shall have supervision in the affairs of the organization between meetings of this body. The Executive Committee shall be subject to the orders of the organization, and none of its acts shall conflict with actions taken by the organization.

Section 2: Membership
The Executive Committee shall be composed of the president, vice president, secretary, treasurer and NSO SGA representative of the WWCC Nursing Student Organization. A quorum of the Executive Committee shall be three (3). All officers must maintain satisfactory standing in accordance with the Nursing Department's policies.

Section 3: Meetings
Regular meetings of the Executive Committee shall be held monthly from September through May at least one week prior to the general meetings. Special meetings of the Executive Committee may be called by the president or designate or upon written request of three (3) members of the organization. The purpose of the meeting shall be stated in the call. A notice of at least one day is required.

Section 4: Vacancies
If an officer is unable or unwilling to fulfill their obligations as a member of the executive committee, the runner up from the prior election will assume the role. Unwilling or unable will be assumed if the officer misses three consecutive NSO  meetings unrelated to unforeseen circumstances and without prior notification of an executive committee member or club advisor or is no longer in the nursing program. If the runner up from the prior election is unable, unwilling, or nonexistent, a special election will be held during that semester to fill the vacant position.

**Article VII: Committees**
Section 1: Standing Committees of the Nursing Department
The president of the WWCC Nursing Student Organization shall appoint student members to serve on the Nursing Department's committees as required.

Section 2: College Committees
The president shall appoint students to serve on departmental Ad Hoc or special committees as appropriate. When appointed, members shall prepare a written report to the Executive Committee, as well as report to the general membership at each meeting.
The representative to the Student Government Association shall prepare and submit a written report to the Executive Committee, as well as report to the general membership at each meeting.

Section 3: Ad Hoc and Special Committees
The Executive Committee shall form special or Ad Hoc committees as it deems necessary. The committee shall elect a chairman, who shall report to the Executive Committee. The committees will meet as often as necessary to fulfill their roles.

Section 4: Academic Standing
Student committee members must maintain satisfactory academic standing in accordance with Nursing Department policies.

**Article VIII: Parliamentary Authority**
The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern Wor-Wic Community College's Nursing Student Organization in all cases to which they are applicable and any special rules of order the organization may adopt.

**Article IX: Amendments and Ratification**
Section 1: Amendments
The Bylaws may be amended by the following procedure:
1. Majority approval of the Executive Committee, who, in turn, will publish notice of the intended amendment at least 15 days prior to the date of the vote.
2. Approval by the majority of the voting student body.
3. Approval by the Wor-Wic Board of Trustees.

Section 2: Ratification
These Bylaws will stand ratified upon approval of the Wor-Wic Board of Trustees

*Reviewed 08/23*

**NURSING STUDENT RESPONSIBILITIES**

Nursing students have a responsibility in learning the academic and clinical skills necessary to provide care to clients. It is with this thought in mind that this course contract was developed. The nursing faculty is committed to assist students to take responsibility for the quality of their collegiate experience and to create positive learning environments for themselves, their peers, and the faculty.

"Students have a right to expect:"
- A course syllabus on the first day of class including assignments, course objectives, due dates, and the grading policy.
- The classes to begin and end on time.
- Opportunities to discuss the course with the faculty during mutually scheduled times outside of class.
- The return of written assignments within two weeks provided they were submitted on time.
- Reevaluation of any work that a student thinks may have been graded unfairly.
- To be treated with respect and to learn in an environment that respects human rights and values.
- The teacher to be prepared for class.

"The professor has the right to expect that students will:"
- Arrive on time prepared for class and stay for the entire class unless extenuating circumstances interfere.
- Be actively involved in creating a positive course experience.
- Ask for clarification or assistance when needed.
- Turn in assignments on time.
- Inform the professor of any extenuating circumstances affecting attendance.
- Observe the academic honesty policy in the completion of all coursework.
- Treat the professor with respect.

Human Rights and Responsibilities
- I will listen to others respectfully and not speak while others are talking.
- When I disagree with someone, I will critique his or her ideas in a respectful and constructive manner.
- I will avoid stereotypes and humor that are demeaning to others.
- I will actively promote the highest level of moral and ethical principles and accept responsibility for my actions.
- I will uphold college policies and regulations related to academic and clinical performance.

**WOR-WIC**
**COMMUNITY COLLEGE**

## CODE FOR NURSING STUDENTS

*As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:*

- Advocate for the rights of all clients.
- Maintain client confidentiality.
- Take appropriate action to ensure the safety of clients, self, and others.
- Provide care for the client in a timely and accurate manner.
- Communicate client care in a truthful, timely and accurate manner.
- Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
- Promote excellence in nursing by encouraging lifelong learning and professional development.
- Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
- Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the quality of client care.
- Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
- Encourage faculty, clinical staff, and peers to mentor nursing students.
- Refrain from performing any technique or procedure for which the student has not been adequately trained.
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
- Assist the staff nurse or preceptor in ensuring that there is full disclosure, and that proper authorization are obtained from clients regarding any form of treatment or research.
- Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
- Strive to achieve and maintain an optimal level of personal health.
- Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

**Wor-Wic Community College**
**Department of Nursing**
**Student Civility Contract**
**Fall 2025**

The following Student Civility Contract is between each nursing student and the Nursing Department. Nursing students are bound by the code of ethics found in the 2025-2026 Nursing Department Student Policies and Procedures handbook, Appendix K. This code of ethics states that nursing students are to promote the highest level of moral and ethical principles and accept responsibility for their own actions, treat others with respect, and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs. The college also has a Student Code of Conduct, which can be found, https://www.worwic.edu/WorWic/media/AboutWorWic/ConsumerInformation/Wor-Wic-Code-of-Student-Conduct.pdf.

To this end, our college and faculty will not tolerate behaviors that may intimidate or make others feel uncomfortable. The college fosters inclusivity and support, and all deserve a conducive learning environment. Violations of civil conduct are taken very seriously. Everyone must follow the rules listed below. There is no room for negotiation. All students are held to the expectations listed, and non-civil behaviors can be subject to disciplinary action, including an investigation of such reported behaviors which can result in charges for the violations and a hearing with the college Student Conduct Committee.

All nursing students must read this contract in its entirety and place their initials by each of the rules in the spaces provided. Students must also sign and date this contract and submit it to their faculty members no later than **Wednesday, September 3, 2025.**

_____ I will regularly attend class, laboratory, and clinical sessions/experiences. All extended absences are relevant, serious reasons and approved, where applicable. I will be consistently on time for lectures and stay until the end of class.

_____ I will be alert during class and demonstrate attentiveness by taking notes, asking appropriate questions, and participating in active learning activities as directed.

_____ I will have a positive, open attitude towards peers, teachers, and others.

_____ I will maintain a professional demeanor in interpersonal relations.

_____ I will behave in a supportive and constructive manner in group settings and effectively utilize feedback and evaluations.

_____ I will behave as a law-abiding adult in a responsible and ethical manner.

_____ I will demonstrate the ability to work effectively in large and small groups, as well as with other members of the healthcare team, while giving and accepting freely in the interchange of information.

_____ I will interact with each student and faculty member in a reliable and trustworthy manner.

_____ I will show appropriate respect for those placed in authority, such as faculty and administration, within Wor-Wic Community College and society.

_____ I will demonstrate an ability to communicate effectively, verbally, nonverbally and in writing with peers, teachers, patients, and others.

_____ I will demonstrate an ability to think critically regarding options, reflecting on my ability to make intelligent decisions in my personal and academic life.

_____ I will conduct myself in compliance with the ANA Code of Ethics, the Code for Nursing Students (Appendix K), and the college Student Code of Conduct.

_____ I will respect the rights and privacy of other individuals and will not violate the ANA Code of Ethics, the Code for Nursing Students, or college's Student Code of Conduct.

_____ Wor-Wic Community College Department of Nursing reserves the right to dismiss a student at any time on grounds the college may judge to be appropriate. Each student, by their own admission to the CPN/ADN nursing program recognizes this right of the college and Nursing Department.


Per this Civility Contract, I acknowledge that I have read and understand the contract in full and agree to abide by it always. Should I violate any of the rules, I acknowledge that I am accountable for my behaviors.


_____                    _____

(Student's Full Name- Please Print)                          (Course Name and Section)


_____                    _____

(Student's Signature)                                               (Date)

**Student Acknowledgement of Nursing Department
Student Policies and Procedures 2025-2026 Handbook
and Academic Honesty Pledge**

**Students MUST sign below the statements, filling in the appropriate requested information, and submit it to the Nursing Department. Failure to submit the sign page will result in the student's inability to begin the nursing program.**

I hereby acknowledge that I have received the Wor-Wic Community College Nursing Department Student Policies & Procedures 2025 – 2026 handbook.

Name: _____
Enrolled Courses/Sections:

Signature: _____
Date: _____

-------------------------------------------------------------------------------------------------------

I will abide by the policies of the Nursing Department, and I understand that failure to do so may result in academic and/or disciplinary procedures as described in the handbook and the Wor-Wic Community College 2025 - 2026 catalog.

Name: _____
Enrolled Courses/Sections:

Signature: _____
Date: _____

-------------------------------------------------------------------------------------------------------

In addition, I understand that I must adhere to the following statement regarding all tests and exams: "I certify that I did not give or receive any information concerning this or previous tests before or during this test. I will not disclose or discuss the contents of the test with anyone outside of the classroom now or in the future. I understand that the penalty for violating this agreement is referral to the Student Conduct Committee and/or dismissal from the nursing program."

Name: _____
Enrolled Courses/Sections:

Signature: _____
Date: _____