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Dear Student,

Welcome to the College of Southern Maryland (CSM) Nursing Programs. This handbook of information, policies, rules, and regulations is to be used as a guide while you are enrolled as a nursing student. The information will aid in your adjustment to situations you will encounter in the program and is to be used in conjunction with the College of Southern Maryland Catalog and the College Student Policy Guide. Please familiarize yourself with all of these publications. Faculty will refer to portions of the Catalog and Handbook throughout the program and will expect students to be familiar with the content of all college publications. It is the responsibility of each student to review this handbook and to refer to it as needed during his/her enrollment. Students are responsible for meeting all admission, progression and graduation requirements. Advisors will assist in planning programs, but the ultimate responsibility for fulfilling all requirements rests with each student.

On behalf of the faculty and staff, I welcome you into the CSM nursing programs.

Laura V. Polk, PhD, RN, CNE
Chair, Health Sciences Division

DISCLAIMER

This handbook is intended to be a fair summary of matters of interest to nursing students and should be used in conjunction with the CSM catalog. Readers should be aware that (1) this handbook is not intended to be a complete statement of all procedures, policies, rules, or regulations that are outlined here; (2) the college reserves the right to change, without notice, any academic or other requirements, course offerings, course contents, programs, procedures, policies, rules, and regulations that may be contained in the handbook; and (3) other division procedures, policies, rules, and regulations, whether or not contained in the handbook, may be applicable to students in this division.

NONDISCRIMINATION POLICY

College of Southern Maryland maintains a policy of equal opportunity for all persons. No person shall be subjected to discrimination under any program or activity of the college on the grounds of gender, sexual preference, race, age, color, religion, disability, or national origin. This policy of nondiscrimination pertains to all college policies including employment, admissions, financial aid and other benefits, the use of any facility or equipment, and all practices relating to the treatment of students or others.

Charges of discrimination must be made in writing to either the College President or to the Diversity Officer. The Diversity Officer coordinates the college’s program of nondiscrimination on the basis of sex, race, or age. The Learning Assistance Department manages the college’s program of nondiscrimination on the basis of a disability.
NURSING FACULTY AND STAFF

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Health Sciences Division Advisor .................................................. Jacqueline Koerbel, BS
Lead Director, Health Sciences Programs Outreach ......................... Helene Cameron, MBA

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Jennifer Hernandez
Quianita Miller
Donna Pastorius

Simulation Operations and Technology Support Specialist
Andre Davis

Administrative Assistant
Patricia Conward

Health Sciences Office Assistant
Charlene Harris
Mission

The mission of the Nursing Programs is to educate future nursing professionals through exemplary academic programs and collaborative community partnerships.

Vision

The Nursing Programs strive to:

- Foster lifelong learning, competence, and integrity in a diverse student population
- Promote students’ commitment to the nursing profession and community
- Provide opportunities for student learning through cutting edge technology and exceptional practical experiences

History of the College of Southern Maryland

Charles County Community College was established in 1958, as part of the expansion of community colleges in the United States. Initially begun in Charles County, the college expanded programs to St Mary’s county in 1978 and to Calvert County in 1980. The college officially became the College of Southern Maryland (CSM) July 1, 2000.

CSM is a public, two-year, coeducational, regional community college formed to unite the Charles, Calvert, and St. Mary's county campuses into one institution. The CSM campuses are located in economically sound communities within commuting distance to Washington, D.C. While still rural in character, the proximity to Washington D.C. and several military installations is increasingly converting the region into what now might be termed, "Washington, D.C. suburbs".

The college is accredited by the Middle States Commission on Higher Education and offers a range of academic degrees and certificates. It also serves as a resource for business, industry, and government through the Corporate and Community Training Institute, the Non-Profit Institute, and the Diversity Institute.

Results of the most recent student profile in 2014 reveal the following:

- Total credit student enrollment of 11,924
- Ethnic diversity of 58% Caucasian, 26% African American, 6% Hispanic, 10% Other

The La Plata campus in Charles County occupies a 173-acre site and consists of thirteen buildings. This campus serves as the main location for College governance. The College president, most administrators, and all division chairs reside on the La Plata campus.

The Leonardtown campus in St. Mary's County was established in 1978 and is administered by one (1) Vice President and Dean who reports directly to the College President. The campus consists of 62 acres and four buildings, the most recent of which, a new physical education and fitness building, opened in fall, 2010.

The Prince Frederick campus in Calvert County was established in 1980 and is administered by one (1) Vice President and Dean who reports directly to the College President. The campus encompasses 75 acres and two buildings, the most recent of which opened in 2013.

The college broke ground on the new Regional Campus in Hughesville in October 2015. This campus will occupy 74 acres and provide programs to serve the entire region in a more cost-effective and convenient way. The master plan includes the Center for Trades and Energy, a Health Sciences building, Fine Arts, and Athletics.
History of Nursing Programs

In 1974, a feasibility study was conducted to determine current and future needs for a practical nursing education program within Southern Maryland. The results indicated that an urgent need existed for the creation of such a program in Charles County. These results, along with the receipt of a Comprehensive Employment and Training Act (CETA) grant and support from area facilities to provide clinical training, facilitated the initiation of the practical nursing program at that time.

The practical nursing certificate program at CSM became operational in Fall 1975 and was the first college-based program of its kind in Maryland. The first PN Certificate graduates completed the program in July 1976. The practical nursing program was initially accredited in 1979 by the National League for Nursing which became the National League for Nursing Accrediting Commission (NLNAC), and is now the Accrediting Commission for Education in Nursing (ACEN) and has received full, continuing accreditation status since that time.

Within two (2) years of implementation of the Practical Nursing Certificate program, there were inquiries from the community about the possibility of beginning an associate degree nursing program. The nursing faculty identified a common core of nursing concepts that became the first two (2) semesters of both the practical and associate degree nursing programs. The College received approval from the Maryland Board of Community Colleges and the Maryland State Board of Examiners of Nurses to proceed with the program. This career ladder, the first to be created in the state of Maryland, became a prototype for other nursing programs. This model continues today with students having the opportunity to exit the Nursing Programs at the PN level by completing a third semester in the summer.

Students started in the Associate degree program in Fall 1979 and the college awarded its first Associate of Science Degrees in Nursing in May 1981. This program received initial accreditation in 1987 and has continued with full accreditation by the Accrediting Commission for Education in Nursing (ACEN). Further information about ACEN can be found at the official website: www.acenursing.org or by contacting them at 3343 Peachtree Road, SE, Suite 850, Atlanta GS, 30326; 404-975-5020.

In 2001 the nursing program administrator and nursing faculty made the decision to move from a fall only admission cycle to twice-a-year admissions in response to an anticipated nursing shortage. The first spring admission class for Associate Degree Nursing began the program in January 2003. This cycle continues in place today with one cohort of PN students beginning each fall, and cohorts of ADN students beginning each fall and spring. In addition, ADN students have an opportunity to apply for PN completion in March of each year.

The LPN-ADN Transition Pathway was started in 1987 in conjunction with the approval of a state-wide articulation agreement. This program option acknowledges the experience the LPN brings when returning to school and provides credit for the first year nursing courses upon completion of classroom and clinical transition courses.

In light of the 2010 Institute of Medicine Future of Nursing report, nursing administration has focused on developing streamlined pathways for academic progression to the bachelor’s degree in nursing (BSN). CSM graduates can attend RN-BSN programs through the statewide articulation agreement, through specific articulation agreements between CSM and individual 4-year colleges and universities, and through a unique partnership with the University of Maryland School of Nursing (UMSON), Baltimore. This new dual admissions agreement began in 2015-2016 and provides the current CSM nursing student the opportunity to complete UMSON courses locally at the LaPlata campus while working on an Associate Degree. This pathway is also open to currently practicing registered nurses in the tri-county area.
PHILOSOPHY

The Philosophy of the Health Sciences Division Nursing Programs is consistent with the mission of the College of Southern Maryland and reflects statements of beliefs of the division’s nursing faculty. As an integral force in curriculum development, these statements are shared with students, faculty, and cooperating agencies to promote understanding of the planning and implementation of learning experiences as theory and practice are integrated.

Philosophy of Nursing

The dynamic interconnectivity among person, environment, nursing, and health offers a unique perspective for providing client care and for establishing nursing as an art and a science. Based on a holistic perspective, this nursing meta-paradigm provides a framework for addressing patterns of life and health.

- **Person** is defined broadly as the focus of nursing care, whether that may be as an individual, family, group or community, or global society. The person is viewed as a biopsychosocial-spiritual being striving to meet health outcomes throughout the lifespan. The person has dignity and worth and is endowed with a unique potential to grow, develop, maintain self, and alter health patterns. These complex health patterns are influenced through interaction between the person and the environment.

- **Environment** consists of internal and external influences which affect the person’s existence. The person and the environment are constantly interacting. Environmental forces include, but are not limited to, biological, psychological, social, cultural, economic, technological, geographic, and political factors that impact health. Environmental factors may be modified to promote the achievement of identified health outcomes.

- **Health** is a multidimensional, dynamic state defined by the person. It is the integration of physical, emotional, intellectual, social, cultural, and spiritual well-being that enables maximum progress on the person’s wellness-illness continuum. Health is affected throughout the lifespan by genetic and environmental factors, life style choices, the ability of the person to meet desired health outcomes, and access to healthcare.

- **Nursing**, as an art and a science, is a human health service that recognizes the unique and diverse nature of persons. Nursing is a profession that values caring, responsibility, accountability, and integrity. Nursing approaches care holistically by integrating principles of spirituality and humanism from the arts and humanities with principles from the biological, physical, behavioral, and social sciences. Nursing is a process involving the unique application of knowledge, judgment, principles of communication, specialized skills, and creative problem solving. These concepts form a foundation of critical thinking that supports the steps of the nursing process. The nursing process is the primary tool used by nurses to promote achievement of health outcomes. Nursing promotes optimum health outcomes through mutual interaction with the person in a safe, caring, compassionate environment.

Nursing is carried out in a variety of settings including acute care hospitals, long term/transitional care facilities, and community-based settings. Therefore, nurses require an ability to adapt to a changing environment by assessing, analyzing, planning, implementing, and evaluating nursing care. Selected roles of the nurse include, but are not limited to: care provider, leader, manager, educator, counselor, advocate, change agent, and member of a profession. Nurses integrate the steps of the nursing process, the setting in which they practice, and their nursing role to assist persons in health promotion, maintenance, restoration, and palliation.
Philosophy of Nursing Education

**Education** is a lifelong process that promotes personal and professional growth. Education is influenced by societal demographics, emerging technology and changes in delivery systems. There is faculty commitment to mobility within career programs, ongoing education, and professional accountability.

The **teaching/learning process** is an interactional relationship in a learning environment resulting in a change in behavior. Learning is a cognitive, affective, or psychomotor process. The learning process is facilitated when the teacher and learner share responsibility for outcomes. The faculty recognizes that all individuals learn by different means. A variety of teaching methodologies in a supportive environment that fosters exploration of ideas facilitates student development. Student participation, critical thinking, self-directed learning and accountability are essential to the success of the teaching and learning processes of lifelong learning.

**Nursing education** fosters the concept of lifelong learning through spontaneous and structured education at all levels of nursing practice. A foundation in the humanities, physical, and social sciences is significant in understanding various aspects of the person and the environment. Nursing education merges this knowledge of scientific principles and human behaviors with discipline specific concepts. Key competencies from the Quality and Safety Education for Nurses (QSEN), National League for Nursing (NLN), and Maryland Board of Nursing (MBON) are integrated across the curriculum. Faculty members organize learning experiences and act as resource persons, role models, and facilitators to the students. Within this context, the learner is responsible for self-direction and personal growth.

The **curriculum** reflects a balance between general education and nursing education that promotes the development of individuals, not only as nurses, but also as responsible members of a global society. There is a basic core of knowledge and competencies common to all levels of nursing. The nursing faculty uses this common core in the development of a career ladder which builds upon previous knowledge, enhancing career mobility, and promoting lifelong learning. The nursing faculty shares responsibility for the total educational curriculum and for ongoing evaluation of the programs to determine their adequacy in meeting the changing health care needs of the community.

**Conceptual Framework**

The nursing process provides the tool through which nurses interact with the nursing meta-paradigm of person, health, environment, and nursing. Through these interrelationships, nurses collect data related to the factors that impact health. This data is used to develop a plan of care to achieve health outcomes. Nursing operationalizes its unique interpersonal practice through use of the Taxonomy of Nursing Practice, and in the application of the nursing process. By organizing care within the framework of the taxonomy’s functional, physiological, psychosocial, and environmental domains, nurses assist persons in health promotion, maintenance, restoration, and palliation.

Nursing is a process involving the unique application of knowledge, judgment, principles of communication, specialized skills, and creative problem solving. These concepts form a foundation of critical thinking that supports the steps of the nursing process. Additionally, the level of nursing education, the unique role of the nurse, and the setting of care influence the achievement of health outcomes.

This practice model provides the guidelines for curriculum development. A diagram of the organizing framework follows.
Nursing Conceptual Framework

Person  Environment  Health  Nursing

Education  Roles  Setting of Care

Nursing Process

Critical Thinking

Judgment

Knowledge  Skills  Communication

Creative Problem Solving

Health Outcomes
Nursing Program Outcomes

Evaluation of program and student learning outcomes is determined using a comprehensive program evaluation schedule. Evaluation findings are aggregated and trended by program option and date of completion and are used to inform program decision-making. Program Outcomes data is shared with communities of interest through a variety of methods including the CSM nursing program web site, announcements at Health Sciences Orientation, and discussion with the nursing program advisory council.

The Nursing Programs track the following program outcomes:
- NCLEX pass rate
- Program graduation rate
- Graduate satisfaction
- Employer satisfaction
- Job placement rates

The educational effectiveness of nursing programs can be measured in many ways; however, a common measurement of the quality of a program is the percentage of students who pass the NCLEX exams on the first attempt. The College of Southern Maryland consistently scores above the national average for both the Practical Nursing Certificate and Associate of Science Degree in Nursing programs. Please refer to the Maryland Board of Nursing web site at [www.mbon.org](http://www.mbon.org) to view the most recent NCLEX board results.

Nursing Program Student Learning Outcomes

Practical Nurse (PN) Certificate Student Learning Outcomes

Practical nursing education utilizes a basic core of knowledge and competencies common to all levels of nursing practice to prepare graduates who can focus on simple, direct client care using standard nursing interventions. Licensed practical nurses function in a team relationship contributing to the nursing process. They provide direct care, with assistance or guidance in structured settings, to individuals with commonly occurring and recurring health problems. The graduates of the practical nursing program are provided an educational foundation for further study at the associate degree level.

At the completion of the PN certificate program students will be able to:

1. Use the nursing process to identify the interrelationship among the person, the environment, health, and the role of nursing.
2. Apply knowledge from the biopsychosocial arts and sciences to assist persons with commonly occurring and recurring health problems to achieve health outcomes.
3. Use established standards and principles to administer safe nursing care which takes basic functional, physiological, psychological, and environmental domains into consideration.
4. Contribute to the development of the nursing plan of care using application of knowledge, judgment, principles of communication, specialized skills, creative problem solving, and critical thinking.
5. Assist the person in achieving health promotion, maintenance, restoration, or palliation.
6. Manage care to meet priorities, providing appropriate delegation to and supervision of assistive personnel.
7. Practice within the legal and ethical framework of practical nursing.
8. Participate in activities that promote responsible, competent licensed practical nursing practice and continued educational development within the global health care community.
Associate Degree Nurse (ADN) Student Learning Outcomes

The practice of the associate degree nurse is directed toward prioritizing and managing care for clients with complex health issues. This care requires collaborative decision-making using the nursing process and can be rendered in acute care hospitals, long term/transitional care facilities and community-based settings. The graduates of the associate degree nursing program are provided an educational foundation to articulate for further study at the baccalaureate level.

At the completion of the ADN program students will be able to:

1. Use the nursing process to analyze the interrelationship among the person, the environment, health, and the role of nursing.

2. Integrate knowledge from the biopsychosocial arts and sciences in the application of the nursing process to provide care for persons to achieve health outcomes.

3. Use established standards and principles to administer safe nursing care which takes complex functional, physiological, psychological, and environmental domains into consideration.

4. Integrate the Taxonomy of Nursing Practice into the development of the nursing plan of care using application of knowledge, judgment, principles of communication, specialized skills, creative problem solving, and critical thinking.

5. Collaborate with health care team members and the person to achieve health promotion, maintenance, restoration, or palliation.

6. Manage care to meet priorities, providing appropriate delegation to and supervision of the nursing care team.

7. Practice within the legal and ethical framework of registered nursing.

8. Participate in activities that promote responsible, competent registered nursing practice and continued educational development within the global health care community.

Program Evaluation

Nursing students at CSM are asked to evaluate the Nursing Programs on a regular basis to provide feedback on the effectiveness of the educational process. Many forms of evaluation are used that include classroom and clinical instructor evaluations, clinical agency/setting evaluations, and course evaluations by students. Information communicated in these evaluations is used for program improvement.
Description of Nursing Programs

The College of Southern Maryland offers a career ladder nursing program which allows students to choose the associate degree option (ADN) or the practical nursing certificate option (PN). Students admitted to the PN option complete one non-clinical semester, and three clinical semesters. Coursework specific to practical nursing is taken during a summer session. Upon successful completion the student receives a certificate and is eligible to write the National Licensure Examination for Practical Nurses (NCLEX-PN). Those students admitted to the PN program must complete all requirements before continuing on in the ADN program. An LPN to ADN transition pathway is available. Students accepted into this program complete a transition course before entering the third clinical semester of the ADN curriculum. Students admitted to the ADN option complete one non-clinical semester and four clinical semesters. Upon successful completion, the student receives an associate of science degree and is eligible to write the National Licensure Examination for Registered Nurses (NCLEX-RN).

Content Organization
Nursing content is organized from simple to complex, as well as from general to specialized knowledge. During the non-clinical semester, students are introduced to nursing as a profession. They can also take a nursing course where they are introduced to geriatric concepts and current issues of the older adult. This prepares the nursing student for the first clinical semester which integrates introductory concepts in use of the nursing process. Students further their understanding of life span development, and the communication and psychomotor skills required in the delivery of nursing care. Students practice basic nursing concepts across the lifespan in selected wellness settings. In addition, they apply their knowledge to older adults in long term care settings. During the second clinical semester, the nursing process is used as a framework to discuss basic health alterations of adults. Students are introduced to the acute care setting. At this point in the curriculum, students completing the Practical Nursing Certificate program exit and take the last course of that program.

The Associate Degree student continues to build upon the content base of the first year. During the third and fourth semesters students are introduced to complex health alterations in adults as well as the specialized nursing care related to community and behavioral health, and care of the childbearing and childrearing family. In addition, students are exposed to basic principles of management, and they examine current trends in nursing, health care, and society. Throughout the program, students are introduced to a variety of nursing roles as they practice nursing in long term care, community based, and acute care settings.

The nursing curriculum design is based on outcomes achieved through behavioral objectives, learning experiences, and appropriate measures of students' progress. The curriculum reflects an integrated learning strategy that encourages students to assume an active and responsible role in their own education and learning. The faculty strives to produce graduates capable of self-direction, who are willing to assume responsibility and accountability for their practice in the health care delivery system. The programs help to meet the diverse learning needs of our students in the communities of Southern Maryland. The students are of differing ages, cultures, and educational backgrounds and have varied family, home, and work commitments. These unique characteristics require that faculty use a variety of teaching strategies.

Content Delivery Methods
To prepare graduates of both programs for beginning practice, faculty have developed and implemented a nursing curriculum which includes activities in the classroom, college laboratory, and multiple clinical settings. The planned educational activities are designed to assist students in achieving program outcomes through academic and clinical laboratory experiences. When delivering direct client care, students are supervised by faculty. In the campus nursing laboratory, simulation and instruction are directed through hands-on practice and facilitated by personal contact and by visual, interactive, and other multimedia stimuli. Courses have been carefully planned to provide the student with a continuity of learning experiences.
- **Classroom Theory** - Content and materials augmenting objectives are presented during class time each week. Class time may take place in a live classroom, online, or as a combination of both of these delivery methods. Written examinations and other assessments evaluate progress at the completion of one or more units. (NOTE: One credit of class time requires a minimum of 15 contact hours [50 minutes each] of actual instructional time.)

- **Campus Laboratory** - Supervised times are provided for student practice and testing of specific skills. The campus lab also may be used independently by students without supervision. Lab skills frequently correlate with theory content. Attendance is mandatory. (NOTE: One credit of lab requires a minimum of 30 contact hours [50 minutes] each of supervised lab time.)

- **Clinical Practice** - Faculty members select appropriate learning experiences in affiliating health care institutions and settings as well as in the community. Instructors supervise students in these experiences offering guidance, supervision, and evaluation of student performance. Attendance is mandatory. (NOTE: One credit of clinical practice requires a minimum of 45 contact hours [50 minutes each] of supervised student practice.)

**Nursing Course Sequence**

A full time student in the PN program begins in the summer, then completes fall and spring semester, and then completes the program with a final summer course.

A full time student in the LPN to ADN transition pathway begins in the summer with a transition course, and then completes the program by joining the ADN students for fall and spring semester.

A full time student in the ADN program begins in the spring or fall semester and completes the program in a total of 5 semesters.

Students may choose to extend their completion time by taking fewer general educations or nursing requirements each semester. The following tables detail the course sequence for completion of the PN, LPN-ADN, and ADN Programs.
Certificate in Practical Nursing Course Sequence

The following is a recommended sequence for completion of the Practical Nursing program as a full time student. See the College Catalog for required course pre-requisites and co-requisites.

<table>
<thead>
<tr>
<th>Non-Clinical Summer</th>
<th>Clinical Semester 1</th>
<th>Clinical Semester 2</th>
<th>Clinical Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>*NUR 1030: Current Issues of the Older Adult</td>
<td>**NUR 1115: Fundamentals of Nursing</td>
<td>NUR 1215: Nursing Care of Adults I</td>
<td>NUR 1315: Advanced Nursing Care for the Practical Nurse</td>
</tr>
<tr>
<td>1 cr</td>
<td>3 cr</td>
<td>4 cr</td>
<td>5 cr</td>
</tr>
<tr>
<td>*NUR 1015: Introduction to Nursing</td>
<td>**NUR 1115L: Fundamentals of Nursing Lab</td>
<td>NUR 1215L: Nursing Care of Adults I Lab</td>
<td>NUR 1315L: Advanced Nursing Care for the Practical Nurse Lab</td>
</tr>
<tr>
<td>1 cr</td>
<td>4 cr</td>
<td>5 cr</td>
<td>4 cr</td>
</tr>
<tr>
<td>English 1010</td>
<td>BIO 2080</td>
<td>BIO 1600</td>
<td></td>
</tr>
<tr>
<td>3 cr</td>
<td>3 cr</td>
<td>1 cr</td>
<td>1 cr</td>
</tr>
<tr>
<td>BIO 2070</td>
<td>BIO 2070 Lab</td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>3 cr</td>
<td>1 cr</td>
<td></td>
<td>3 cr</td>
</tr>
<tr>
<td><strong>Total Non-clinical Summer</strong></td>
<td><strong>Total Clinical Semester 1</strong></td>
<td><strong>Total Clinical Semester 2</strong></td>
<td><strong>Total Clinical Summer 2</strong></td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td>13</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Program: 42 credits

* Students do not need to be admitted to the nursing program to take these courses. They are available to anyone in the college community.

** Admission to the Nursing Program is required before taking these courses. See Admission booklet for admission criteria.
### Associate Degree in Nursing Course Sequence

The following is a recommended sequence for completion of the ADN program in 5 semesters as a full time student. See the College Catalog for required course pre-requisites and co-requisites.

<table>
<thead>
<tr>
<th>Non-Clinical Semester</th>
<th>Clinical Semester 1</th>
<th>Clinical Semester 2</th>
<th>Clinical Semester 3</th>
<th>Clinical Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR 1030:</strong></td>
<td><strong>NUR 1115:</strong></td>
<td><strong>NUR 1215:</strong></td>
<td><strong>NUR 2115:</strong></td>
<td><strong>NUR 2415:</strong></td>
</tr>
<tr>
<td>Current Issues of the</td>
<td>Fundamentals of</td>
<td>Nursing Care of</td>
<td>Nursing Care of</td>
<td>Management and</td>
</tr>
<tr>
<td>Older Adult</td>
<td>Nursing</td>
<td>Adults I</td>
<td>Adults II</td>
<td>Trends in Nursing</td>
</tr>
<tr>
<td>1 cr</td>
<td>3 cr</td>
<td>4 cr</td>
<td>3 cr</td>
<td>2 cr</td>
</tr>
<tr>
<td><strong>NUR 1015:</strong></td>
<td><strong>NUR 1115L:</strong></td>
<td><strong>NUR 1215L:</strong></td>
<td><strong>NUR 2115L:</strong></td>
<td><strong>NUR 2415L:</strong></td>
</tr>
<tr>
<td>Introduction to</td>
<td>Fundamentals of</td>
<td>Nursing Care of</td>
<td>Nursing Care of</td>
<td>Management and</td>
</tr>
<tr>
<td>Nursing</td>
<td>Nursing Lab</td>
<td>Adults I Lab</td>
<td>Adults II Lab</td>
<td>Trends in Nursing</td>
</tr>
<tr>
<td>1 cr</td>
<td>4 cr</td>
<td>5 cr</td>
<td>2 cr</td>
<td>2 cr</td>
</tr>
<tr>
<td>Math 1115</td>
<td>PSY 1010</td>
<td>SOC 1010</td>
<td>NUR 2315:</td>
<td>NUR 2215:</td>
</tr>
<tr>
<td>3 cr</td>
<td>3 cr</td>
<td>3 cr</td>
<td>Nursing Care in</td>
<td>Nursing Care of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community and</td>
<td>the Child Bearing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Behavioral Health</td>
<td>and Child Rearing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Settings Lab</td>
<td>Family</td>
</tr>
<tr>
<td>3 cr</td>
<td>3 cr</td>
<td>2 cr</td>
<td>4 cr</td>
<td></td>
</tr>
<tr>
<td>English 1010</td>
<td>BIO 2080</td>
<td>BIO 2010</td>
<td>NUR 2315:</td>
<td>NUR 2215:</td>
</tr>
<tr>
<td>3 cr</td>
<td>3 cr</td>
<td>3 cr</td>
<td>Nursing Care in</td>
<td>Nursing Care of</td>
</tr>
<tr>
<td></td>
<td>1 cr</td>
<td>1 cr</td>
<td>Community and</td>
<td>the Child Bearing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Behavioral Health</td>
<td>and Child Rearing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Settings Lab</td>
<td>Family</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 cr</td>
<td>2 cr</td>
</tr>
<tr>
<td>BIO 2070</td>
<td>Communication</td>
<td>Arts and Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 2070 Lab</td>
<td>3 cr</td>
<td>3 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 cr</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 cr</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Total Non-clinical</td>
<td>**Total Clinical</td>
<td>**Total Clinical</td>
<td>**Total Clinical</td>
<td>**Total Clinical</td>
</tr>
<tr>
<td>Semester**</td>
<td>Semester 1**</td>
<td>Semester 2**</td>
<td>Semester 3**</td>
<td>Semester 4**</td>
</tr>
<tr>
<td>12</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>13</td>
</tr>
</tbody>
</table>

**Total Program: 70 credits**

* Students do not need to be admitted to the nursing program to take these courses. They are available to anyone in the college community.

**Admission to the Nursing Program is required before taking these courses. See Admission booklet for admission criteria.
The following is a recommended sequence for completion of the LPN to ADN Transition Pathway as a full time student. See the College Catalog for required course pre-requisites and co-requisites.

<table>
<thead>
<tr>
<th>LPN Transition Summer</th>
<th>ADN Clinical Semester 3</th>
<th>ADN Clinical Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR-1995: LPN Transition into Nursing</strong></td>
<td>NUR 2115: Nursing Care of Adults II</td>
<td>NUR 2415: Management and Trends in Nursing</td>
</tr>
<tr>
<td><strong>NUR-1995L: LPN Transition into Nursing Lab</strong></td>
<td>NUR 2115L: Nursing Care of Adults II Lab</td>
<td>NUR 2415L: Management and Trends in Nursing Lab</td>
</tr>
<tr>
<td>NUR 2315: Nursing Care in Community and Behavioral Health Settings</td>
<td>2 cr</td>
<td>NUR 2215: Nursing Care of the Child Bearing and Child Rearing Family</td>
</tr>
<tr>
<td>NUR 2315L: Nursing Care in Community and Behavioral Health Settings Lab</td>
<td>2 cr</td>
<td><strong>NUR 2215: Nursing Care of the Child Bearing and Child Rearing Family Lab</strong></td>
</tr>
<tr>
<td>Communication</td>
<td>3 cr</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>3 cr</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
<td><strong>Total Clinical Semester 3</strong></td>
</tr>
<tr>
<td><strong>Total Clinical Semester 4</strong></td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

**Admission to the Nursing Program is required before taking these courses. See Admission booklet for admission criteria.**
HEALTH SCIENCES DIVISION POLICIES

Please refer to the College of Southern Maryland Catalog and College Student Policy Guide for information on the college’s general policies. The following information describes policies and procedures specific for College of Southern Maryland Health Sciences Division students.

Assignment of an Incomplete Grade:

The Health Sciences Division follows the College of Southern Maryland’s criteria for the assignment of an incomplete grade for a course. This policy is located in the CSM College Catalog. If an incomplete is assigned for a theory course, then an incomplete must also be taken in the companion lab/clinical course. If the contractual requirements for the incomplete are not met by the date negotiated with the faculty, the incomplete will become an F. The student, then, will need to follow the re-enrollment guidelines.

Audio, Video, and Photography Guidelines in Clinical Settings:

Live-streaming or any other real-time broadcasts [i.e. texting] are a breach of confidentiality and are, therefore, strictly prohibited in the clinical setting. Recording of any kind with electronic devices, including but not limited to: computers, cameras including picture taking, videos and/or audio recorders, cell phones and other devices, is strictly prohibited in the clinical setting. These actions may result in disciplinary action which may result in dismissal from the program.

While students may share non-identifiable information for courses to enhance learning, no information of any kind should be shared outside instructor moderated confidential settings of the course. There should be no reference to a clinical site, faculty member, student, staff member, medical staff, patient, or family; even if information is de-identified, it should never be shared electronically via email or on social networking sites. (See also CSM Student Handbook 20.32)

Audio, Video, and Photography Guidelines in Theory and Lab Settings:

Live-streaming or any other real-time broadcasts in any course including theory and lab are permitted only when prior permission is obtained from the faculty member who is presenting the content. Recording of any kind with electronic devices, including but not limited to: computers, cameras including picture taking, videos and/or audio recorders, cell phones and other devices in any course including theory and lab is permitted only when prior permission is obtained from all participants and/or the faculty member who is presenting the content. Use of any electronic devices to store/enter/distribute course information as designated within this policy is a violation of the College of Southern Maryland’s Student Code of Conduct and may result in disciplinary actions which may result in dismissal from the program.

While students may share non-identifiable information for courses to enhance learning, no information of any kind should be shared outside instructor moderated confidential settings of the course. There should be no reference to a clinical site, faculty member, student, staff member, medical staff, patient, or family; even if information is de-identified, it should never be shared electronically via email or on social networking sites. (See also CSM Student Handbook 20.32)

Change in Health Status:

Any student with a change in health status (severe illness, hospitalization, pregnancy, or any injury that restricts movement) that occurs after entrance into any theory or clinical Health Sciences Division course should notify his/her course faculty, Program Coordinator, and Health Sciences Advisor immediately. Students must present written notification from their health care provider that they are fully capable of participating in all aspects of class, lab, and clinical before being allowed to return to theory
and/or clinical courses.

**Clinical Criminal Background Check and Drug Screening:**

All Health Sciences Division students enrolled in a clinical course will be required to undergo an annual criminal or other background check, nationwide healthcare fraud and abuse scan and a drug screening as a prerequisite. These must be completed prior to the student’s beginning his or her first clinical course in a Health Sciences Division program. More specific requirements may be required at the program level or at the request of a clinical agency.

Students will be required to pay the costs for these requirements and clear any discrepancies. Students may not be permitted to enroll in, participate in or may be unregistered from courses or programs unless all requirements are met.

The college will not be responsible for any tuition, fees or other costs that may be charged or paid or lost due to an incomplete, untimely or unsatisfactory background check or drug screening. The college is not responsible for the conduct of background checks and drug screenings, or decisions made by other entities as a result of their background check and drug screening requirements.

If a student is not continuously enrolled in an HEA program, the student must complete a repeat criminal background check and drug screen for re-enrollment.

The college is not responsible for the documentation found at the vendor’s site.

**Clinical Agency Policy/Procedure Violations:**

As students in clinical facilities, the students are considered as “volunteer employees” and fall under the same rules and policies as employees of the clinical agency. Violations of the clinical agency’s policy or procedures may result in the student being dismissed from the agency and/or the Health Sciences Division program.

**Committee Representation:**

Students from the division have the opportunity to serve as representatives on a number of division committees. Students with an overall GPA of 3.0 or greater and who are currently enrolled in at least one Health Sciences Division course may volunteer to represent the student body on selected committees.

**CPR Requirements:**

Students enrolled in Health Sciences Division courses are required to be certified in cardiopulmonary resuscitation (CPR); the American Heart Association Basic Life Support Provider offered by the American Heart Association or professional rescuer offered by the American Red Cross. The American Heart Association and American Red Cross are the only acceptable providers to meet agency requirements. Students must renew their certification every two (2) years (or annually for CPR courses that provide certification for only one (1) year). If the card has expired, the student will not be permitted to attend clinical. These guidelines are in accordance with participating healthcare agencies.

**Dismissal from the Program:**

Immediate dismissal from the program can result from, but is not limited to, abuse of substances, falsification of records, or consistently documented unsafe clinical practice. Students can appeal the decision of the Health Sciences Division Chair to the Vice-President of Academic Affairs [VPAA]. The decision of the VPAA will be final.
Privacy and Confidentiality in Clinical Education:

Students and program officials will maintain patient privacy and confidentiality in accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) guidelines, college policies, and contractual agreements with clinical sites. This pertains to protected information or other information obtained from patients. Instruction in the federal HIPAA regulations is provided to students prior to attendance at clinical sites. However, it is the responsibility of the individual clinical sites to instruct the student in specific policies related to HIPAA and the site. Confidentiality related to the patient ensures that no information regarding a patient is released to anyone not entitled to know without a properly signed release, medical authorization, or a court subpoena. The laws in Maryland regarding patient confidentiality are very strict. In addition, the federal HIPAA regulations regarding privacy of electronically transmitted medical information went into effect in April 2003. Students are expected to abide by all legal and ethical policies related to patient information. It is important for students to note that any contact with patients should be handled in a confidential manner. Patient records are confidential and should not be discussed in an environment where they could be overheard by others. Students are expected to maintain confidentiality regarding patients, faculty, and co-classmates.

The first violation of the confidentiality policy will result in a course failure and may result in dismissal from the program. The second violation of the confidentiality policy will result in dismissal from the program. Clinical sites have the right to take any necessary sanctions they deem necessary when confidentiality policies of the site are violated. Such action may include suspension or dismissal of the student from the clinical site.

Social Networking Sites:

The Health Sciences Division at the College of Southern Maryland recognizes that various websites are used as a means of communication. Future employers often review these network sites when considering potential candidates for employment. No privatization measure is perfect. Information can “live on” in cache beyond its removal from the original website and continue to circulate in other venues. All communication on social networking sites (i.e., wall posts, etc.), and other online venues (such as blogs, image hosting, and discussion boards) should be kept in accordance with the same standard professional legal and ethical practices accorded to protected health care information by established legal and ethical practice. No individual, group or organization is authorized to use the college name without the express authorization of the President of the College of Southern Maryland except to identify the college affiliation. Students may only refer to the College of Southern Maryland as a location.

In your professional role as a care-giver:

Do not present the personal health information of other individuals. Removal of an individual’s name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph may still allow the reader to recognize the identity of a specific individual. These are all HIPAA covered identifiers.

Do not present yourself as an official representative or spokesperson for the College of Southern Maryland Health Sciences Division. Do not post any confidential or proprietary information about CSM, any affiliated health care agency, faculty, or client.

Individuals should make every effort to present themselves in a mature, responsible, and professional manner. Discussion should always be civil and respectful. The actions listed below are strongly discouraged:
1. Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation.

2. Presentation of information that may be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

Exercise sound ethical judgment and adhere to all College, Health Sciences Division, policies and requirements, and State of Maryland legal and ethical guidelines. Inappropriate, unethical or unprofessional posts, pictures, comments, etc., will result in disciplinary action which may result in dismissal from the program.

**The first identified incident of unprofessional posts, pictures, or comments, which violates the social networking policy or confidentiality policy, will result in a course failure. The second identified incident of unprofessional posts, pictures, or comments, which violates the social networking policy or confidentiality policy, will result in dismissal from the program.**

**Student Health Requirements: Health Requirements Record:**

Students are required to have completed the Division’s Health Requirement Record annually. This document includes a health care provider’s (physician, nurse practitioner or physician's assistant) statement documenting that the following requirements have been met:

a. The student’s mental and physical health is sufficient to meet the core performance standards of the program
b. Immunization screening
c. Tuberculosis screening

Students are to update any changes in health/immunization status as they occur during the school year.

Students currently in a Health Sciences Division program need to update their tuberculosis screening and flu immunization annually.

Students seeking re-enrollment to a program are required to submit a new Health Requirement Record. If a student is not continuously enrolled in an HEA Program a new physical examination will be required for re-enrollment. The immunization/screening requirement section need not be resubmitted if it has already been submitted to the background screening and compliance tracking company. Students are responsible for submitting any updates as required.

Students will not be permitted in the clinical agency unless the agency requirements are met.

**Student Health Requirements: Immunization/Screening Requirements:**

Any vaccine series must be completed 1 month prior to the start of a Health Sciences Division Program. Students will not be permitted in the clinical agency unless the agency requirements are met.
NURSING PROGRAM POLICIES

Please refer to the College of Southern Maryland Catalog and College Student Policy Guide for information on the college’s general policies. The following information describes policies and procedures specific for nursing program students.

Progression: Nursing Programs Progression Policies
See the College of Southern Maryland Catalog for required course pre-requisites and co-requisites. Students are responsible for knowing the contents of the Catalog. Students are responsible for completion of the required pre-requisites and co-requisites. Students may not progress in the nursing programs if the correct required pre-requisites and co-requisites are not completed successfully with a grade of “C”.

Students must complete all CLEP exams prior to entering NUR 2415/NUR 2415L.

All nursing courses and required General Education courses must be passed with grades of “C” or better. Failure of any single nursing course after two (2) attempts will make the student ineligible for re-enrollment. Failure of a total of three (3) separate nursing courses on the first (1st) attempt will make the student ineligible for re-enrollment.

If the student is failing a nursing course at the time of withdrawal, it will be considered a course failure. Students receiving a “D” or “F” at midterm or as a final grade in any required course must inform their Faculty Advisor immediately.

A student will be denied continued enrollment in the nursing program if the student cannot perform safely in clinical and laboratory practice. Performance in these areas is essential for satisfactory completion of the nursing curriculum.

The student will not be able to attend clinical/lab while contesting a failing grade. If the grade is reversed by the CSM Faculty Grade Review Committee and or the Vice-President the student will then be allowed to attend clinical/lab. Make-up work or time will be determined by the faculty member.

Students who choose to change their program progression and do not plan to follow the recommended sequence for nursing courses as specified in the CSM College Catalog must meet with the Health Sciences Division Advisor to complete the Nursing Program Course Sequence Modification Form.

Re-enrollment to the Nursing Program is Not Guaranteed:
Re-enrollment is considered on a space-available basis.

Selection Criteria for theory courses will be based upon:
1. Final numerical grade earned in the course for which the student is requesting re-enrollment
2. If students’ final course grades are equal, the highest GPA will be used to determine selection.
3. In the event the students’ standing remains equal, the highest SAT/ACT/TEAS scores will be used to determine selection.

Selection Criteria for clinical courses will be based upon:
1. Overall Grade Point Average
2. If GPAs are equal, the highest SAT/ACT/TEAS scores will be used to determine selection.

Students requesting re-enrollment must complete the appropriate paperwork as soon as they know that they wish to re-enter the program. Students may re-enter the nursing program twice; however, a student may re-enter a specific nursing course only once. That is, a student who fails or withdraws from the same nursing course two (2) times will no longer be considered for re-enrollment. The re-enrollment policies are also described in the Nursing Programs’ Admissions Booklet.
Students accepted for re-enrollment into the Nursing Program are expected to meet all admission criteria in place at the time they re-enroll.

Withdrawal:

Course Withdrawal prior to official semester withdrawal date:

Withdrawal procedures are initiated by the student and are outlined in the College of Southern Maryland Catalog. If the student is failing a nursing course at the time of withdrawal, it will be considered a course failure.

Involuntary Withdrawal:

The Health Sciences Division follows the College of Southern Maryland’s (CSM) criteria for involuntary withdrawal. This policy is located in the CSM College Catalog. If the student takes an involuntary withdrawal for a theory course, then an involuntary withdrawal must also be taken in the companion lab/clinical course.

Students in competitive admissions programs who involuntarily withdraw may have their space in the program reserved for future re-enrollment. The grade at the time of withdrawal will be considered for re-enrollment purposes. Students must complete the re-enrollment form and meet with the Health Sciences Division Advisor prior to the re-enrollment deadline. Time elapsed from the last program course must not be more than three (3) years.

Appeal for Readmission:

Students who request to Appeal for Readmission must submit required paperwork which can be obtained through the Health Sciences Advisor. Students will be required to submit appropriate substantiating documents to support appeal. Approval for continued academic progression will be considered on an individual and space available basis. If a student is re-admitted, he/she becomes subject to the following policy related to program progression:

1. Failure to pass any single nursing course after one (1) attempt will make the student ineligible for re-enrollment.
2. Previous course failures will not be expunged when the student is readmitted
3. The decision of the Admissions Committee is final.

Academic Honesty:

Students are expected to perform their own work. Cheating, plagiarism and other forms of academic dishonesty are extremely serious offenses. Each student is responsible for understanding and adhering to the student code of conduct in the College Student Policy Guide.

Nursing Code of Ethics:

Ethical conduct, academic integrity and civility are to be upheld throughout the nursing curriculum. In addition to academic honesty, nursing students are to uphold the Nursing Code of Ethics as identified by the American Nurses Association www.nursingworld.org/codeofethics. Student violations will be referred to the Division of Student and Instructional Support Services as outlined in the college Student Policy Guide.
Advising and Counseling:

Faculty Advisor

During the Admissions process applicants are advised by the Health Sciences Advisor. Once enrolled in the nursing program, each student is assigned to a specific faculty member (faculty advisor) for ongoing advice about courses and programs throughout the student's enrollment in the nursing programs.

The nursing student and his/her faculty advisor are academic partners who work together to achieve the following:
1. Select courses for each semester.
2. Discuss adding or dropping courses.
3. Discuss academic progress in all courses.
4. Discuss any problems that affect academic performance.
5. Plan strategies for success.
6. Discuss graduation requirements.
7. Discuss career considerations.

It is expected that the student will have contact with the faculty advisor at least once during every semester. Contact may be via telephone, college email, MyLearning email, or in person.

Attendance:

Emphasis is placed on attendance. Students are expected to attend all classes, lab and clinical. Since the programs move rapidly and cover a large amount of material, it is difficult to make up missed work. Attendance for all didactic and/or theory classes will be monitored.

Clinical and Campus Laboratory Absenteeism

The Nursing Programs consider attendance in clinical and campus laboratory sessions to be an essential component of the student's nursing education that is not easily duplicated; therefore, attendance in clinical and campus laboratory is required.

Rules governing attendance of CSM Nursing Students follow:
- More than 2 (two) absences (clinical/lab) will result in failure of the course.
- Attendance is required for the entire clinical day or campus lab session to fulfill the course requirements:
  - Failure to attend the entire lab/clinical day (tardy or leaving early) may be determined as an absence at the discretion of the lab/clinical instructor.
- All clinical absences will be made up.
- Health Sciences Division and Nursing Program Orientation is considered a clinical day and attendance is REQUIRED.
- Orientation to the clinical facility and any hospital required training are considered clinical days and attendance is REQUIRED.
- Each course syllabus will provide detailed information about who to contact in the event of an absence from campus lab or clinical.
- Students cannot “bank” clinical days in preparation for absences.
Exceptions to the above policy statements based on extenuating circumstances will be considered on an individual basis and must be approved by the Program Coordinator or Division Chair.

It is the responsibility of the student to officially withdraw from any class that he/she is not attending. Failure to withdraw will result in a grade of “F”.

Campus Lab and Simulation

Policies Campus Lab: General Information and Expectations:

The nursing simulation laboratory is an important aspect of the nursing programs.

1. Students are assigned a specific time for practicing or completing lab skills or participating in simulation experiences.

2. Attendance is mandatory for the lab. IT IS STRESSED THAT CAMPUS LAB DAYS ARE ALWAYS REQUIRED (SEE ATTENDANCE POLICY).

3. Students who are absent from lab must make arrangements with the course faculty to complete the lab activities within the time frame specified in the course syllabus. If the skill is part of the client care required on a clinical day, and the student is not checked off on the skill, the student will be unable to give total care to the client.

Clinical Simulation in Nursing Education

The College of Southern Maryland Health Sciences Division employs several methods of clinical simulation across the nursing curriculum. Clinical simulation mimics the clinical setting and is included in the clinical hours. Clinical simulation:

- Requires completion of pre-work as described in specific course syllabus for participation in the simulation experience.
- Failure to complete pre-work will result in a clinical absence.
- Absences in clinical simulation results in a clinical absence and requires the completion of a make-up assignment per the clinical absence policy.

CSM’s simulation program was developed using the NLN Jeffries Theory and the International Nursing Association for Clinical Simulation and Learning (INACSL) Standards of Best Practice as a framework. The INACSL standards provide best practices and evidence based guidelines for implementation and training.

Clinical simulation is a teaching strategy that allows learners to develop, refine, and apply knowledge and skills in a realistic clinical situation as they participate in interactive learning experiences designed to meet their educational needs.

As clinical simulation has progressed and is embraced by nursing educators the National Council of State Boards of Nursing (NCSBN) supports the inclusion of innovative teaching strategies that complement clinical experiences for entry into practice competency. As identified by NCSBN (2005), the contributions of clinical simulation include:

- To ensure patient safety
- To promote better preparation of new nurses
- To overcome faculty shortages and decreasing availability of clinical sites
This learning strategy is widely accepted throughout the healthcare education industry and CSM nursing faculty have integrated clinical simulation throughout the nursing curriculum. The methods of simulation used in the CSM nursing program include:

- **High fidelity Simulation**: an interactive experience using a computerized, programmable manikin that allows replication of changes in a patient’s condition
  - Applies theoretical knowledge within the context of clinical reality
  - Uses emotional and sensory components of learning
  - Improves critical thinking, decision-making and delegation
  - Supports knowledge integration

- **Standardized Patient or Participant (SP)**: an interactive experience using actors to role play patient’s condition and family interactions.
  - Provides higher realism in the interpersonal and emotional responses
  - Improves communication skills and interpersonal relationships including dealing with family members or significant others
  - Allows students to collaborate inter-professionally.

- **Unfolding Scenarios**: follows a patient across a continuum of time to replicate changes in a patient condition.

- **Inter-professional Experience**: provides opportunities for nursing students to work across disciplines with other Health Sciences Division students to promote inter-professional communication and safe patient-centered care.

**The Process of Debriefing**

- One of the most important aspects of clinical simulation is debriefing. Debriefing is a dialogue that focuses on the actions and thought processes involved in a particular patient care situation.
- The CSM nursing faculty facilitate and encourage reflection on those actions and thought processes.
- CSM Nursing Program uses Tanner’s (2006) Clinical Judgement Model for debriefing simulations. The model includes:
  - **Emotional Response**: How did it feel?
  - **Noticing** and self-awareness of the situation
  - **Interpreting** the situation or cues
  - **Responding** by reviewing the course of action or what the action should have been.
  - **Reflection** on action and beyond.
  - **Take-away**: What did you learn?

**Campus Lab: Laboratory Operational Policies:**

The nursing simulation labs at the La Plata, Prince Frederick, and Leonardtown campuses comprise an environment equipped with technology that can create potential safety problems. In order to provide a safe environment for those using the labs, the following rules and regulations will be observed:

1. Hours during which the campus labs are available for nursing student use will be posted.
2. The campus labs are authorized for use by registered students with specific assignments.
3. Children under the age of 18 are NOT allowed in the laboratory unless authorized.
4. Food or drinks are NOT permitted on or near the computers or high fidelity mannequins.
5. The supply cabinets and supply rooms at each campus are to be accessed ONLY by staff and faculty.
6. Audiovisual (AV) equipment is to be used only after the student has successfully
demonstrated competency with that equipment. A/V materials are NEVER allowed to leave the building.

7. Equipment in the lab is complex and specific for learning situations. Therefore, it is usually used on laboratory mannequins only.

Campus Lab: Uniform and Grooming Regulations for Laboratories:
Students are responsible for obtaining and maintaining a complete student uniform. Any student who fails to meet the following standards shall be dismissed from the lab and time lost will be considered an absence. The standards are as follows:

1. While in the lab for practice or check-off, students must wear either their clinical uniform or professional/healthcare attire as specified by course faculty with a short white lab coat/jacket. Professional attire is defined in the nursing student handbook glossary.
2. Fingernails must be short, filed, and clean. Clear nail polish may be worn. Use of colored nail or gel polish and artificial nails is prohibited, for purposes of infection control.
3. Facial hair should be clean and under an inch in length for infection control and safety purposes.
4. Visible tattoos must be covered when possible.
5. Close-toed shoes must be worn at all times.
6. Hair should be arranged neatly off the face and should not touch the uniform collar or swing loosely. No unnatural hair color allowed (green, pink, purple, orange and so forth).
7. No jewelry is allowed with the exception of a wedding ring and watch. If ears are pierced, only one (1) pair of small stud earrings will be allowed. Jewelry is not allowed in any exposed pierced body part except the ears.
8. Designated name pin is to be displayed on the upper left side of the uniform shirt or lab coat, and must be worn at all times.

Campus Lab: Uniform and Grooming Regulations for Simulation Laboratories:
Students are responsible for obtaining and maintaining a complete student uniform. Any student who fails to meet the following standards shall be dismissed from the simulation lab and time lost will be considered an absence. The standards are as follows:

1. Students must wear their clinical uniform with black professional shoes or professional attire as specified by course faculty with a short white lab jacket/coat. Professional attire is defined in the nursing student handbook glossary.
2. Fingernails must be short, filed, and clean. Clear nail polish may be worn. Use of colored nail or gel polish and artificial nails is prohibited, for purposes of infection control.
3. Facial hair should be clean and under an inch in length for infection control and safety purposes.
4. Visible tattoos must be covered (Where cover is possible).
5. Close-toed shoes must be worn at all times.
6. Hair should be arranged neatly off the face and should not touch the uniform collar or swing loosely. No unnatural hair color allowed (green, pink, purple, orange and so forth).
7. No jewelry is allowed with the exception of a wedding ring and watch. If ears are pierced, only one (1) pair of small stud earrings is allowed. Jewelry is not allowed in any exposed pierced body part except the ears.
8. Designated name pin is to be displayed on the upper left side of the uniform shirt or lab coat, and must be worn at all times.

Campus Lab: Expectations for Summative Evaluation:
A student who does not demonstrate competency will fail the skill check-off. The student must complete mandatory practice time by appointment with faculty. Re-demonstrations of the skill will be handled at the discretion of course faculty. Failure of the lab check-off on the 2nd attempt will result in course failure.
If a student fails a summative lab check-off and does not follow up with the mandatory practice and re-check-off within one week, this is considered the second failure of the skill and will result in course failure.
Clinical Experiences

Policies Clinical: Uniform and Grooming Regulations:

It is important for nurses to maintain a neat and well-groomed appearance while in uniform. Students are responsible for obtaining and maintaining a complete student uniform. Any student who fails to meet the following standards shall be dismissed from the clinical facility and time lost will be considered an absence. The standards are as follows:

1. Designated student uniform: All students are to wear a green CSM scrub top and green pants or a green skirt. Students are encouraged and may be required to purchase a short white lab coat/jacket to be worn over the green CSM scrub top. Students are allowed to wear a short or long sleeve plain white T-Shirt under the green CSM scrub top, no turtleneck tops. A visible college chevron should be neatly sewn on the upper left front of the scrub top and/or the lab coat. In the event that the student is required to wear alternate attire for a clinical rotation, such as street clothes or surgical scrubs, the student will dress according to facility discretion and the facility guidelines.

2. Non-patterned white nylons (any colored socks that covers the ankle) and black professional shoes are to be worn. Canvas sneakers or athletic shoes with colors are not acceptable.

3. For purposes of infection control, hair should be arranged neatly off the face and should not touch the uniform collar or swing loosely. No unnatural hair color allowed (green, pink, purple, orange & so forth). If barrettes or combs are used, they must be white or natural color.

4. Visible tattoos must be covered as much as possible.

5. Facial hair should be clean and under an inch in length for infection control and safety purposes.

6. Fingernails must be short, filed, and clean. Clear nail polish may be worn. Use of colored nail polish or gel polish and artificial nails is prohibited, for purposes of infection control.

7. No jewelry is allowed with the exception of a wedding ring and watch. If ears are pierced, one (1) pair of small stud earrings may be worn. Jewelry is not allowed in any exposed pierced body part except the ears.

8. Designated name pin is to be displayed on the upper left side of the uniform shirt or lab coat/jacket and must be worn at all times.

9. Cosmetics, perfumes and after-shave lotion, if used, should be light and tastefully applied. Use of these items is strongly discouraged, for purposes of aesthetics and client safety.

10. Students are expected to have the following items with them when they come to clinical:

   - Watch with a second hand
   - Bandage scissors
   - Stethoscope
   - Hemostat
   - Pocket flashlight
   - Black and blue ink pens
   - Small pocket notebook

Employment and Clinical Assignment

- Students cannot be assigned to a clinical unit where they or an immediate family member are employed. Students and/or family members can be employed in the same facility but on a different unit than is used for the clinical rotation. The only exception to this is when the college has a single clinical site and there is no other option (for example, Children’s National Medical Center).
• Such assignments can create role confusion and are perceived as a conflict of interest. They do not provide the best learning environment for the student. Course coordinators will be asking you about personal employment, family member employment, and schools attended by students’ children in order to facilitate appropriate clinical placements. Plan ahead to register for a course section that will provide you with an appropriate clinical assignment.

Clinical: Clinical Evaluation Tool:

A Clinical Evaluation Tool (CET) will be completed at the end of each nursing clinical rotation and kept on file in each student's record in the division office. Individual clinical evaluations will be scheduled at designated periods according to the course syllabus. Students will have access to their records through their course and academic advisors. The performance behaviors on each clinical evaluation tool (CET) reflect learning objectives and are used to identify competencies and deficiencies. The Clinical Evaluation Tool (CET) is intended to:

- Serve as a guide for clinical performance during each rotation.
- Identify patterns of behavior or changes in behavior.
- Serve as a guide for growth of the student.
- Evaluate the student’s level of performance during and at the completion of the rotation.

The Clinical Evaluation Tools are cumulative. Each course tool builds on the expectations from previous clinical courses. Students are accountable for clinical competencies from all previous courses.

At midterm the student and instructor may complete a formative evaluation. Areas of critical concern will be brought to the student’s attention immediately. A Formative Evaluation (CET) from the clinical instructor will provide feedback on areas of strength and those needing improvement.

At the end of the rotation, the student and instructor complete a summative evaluation. The student and the clinical instructor will meet privately and discuss the summative evaluation (CET). The evaluation will be signed by the clinical instructor. The evaluation will also be signed by the student which indicates that the student received and read the evaluation. The student may disagree either verbally or in writing, with the clinical instructor’s evaluation.

Individual communication about clinical competencies is facilitated when the student and the clinical instructor review the student’s progress as the clinical rotation proceeds. Clinical instructors and students will initially base their evaluation on the following four (4) Professional Expectations underlying clinical performance:

- Is compliant with uniform and grooming regulations
- Maintains confidentiality of client information
- Follows course requirements and policies as outlined in syllabus
- Follows agency policies and procedures

Any action or inaction which causes a violation in any of these areas may result in clinical failure or dismissal from the program.

In addition, students are expected to meet the required proficiency level specified on each course’s summative evaluation. See individual course syllabi, CET rubric, and course CET for specific requirements.

Clinical: Transportation:
Clinical experiences for the nursing programs are held at a variety of health care facilities and community-based locations. Students are responsible for providing their own transportation to all clinical experiences.
Examination Policies

Exam Preparation:
The process of exam preparation, administration, and analysis rests with the faculty of the Division. Course Calendars detail specific dates for course assignments and exams. An examination blueprint will be prepared by a faculty member for each exam at the beginning of each semester.
   - The blueprints will be posted for student use.
   - Blueprints will contain approximate numbers of questions for content areas.
Exams may contain some review items from previously learned areas.

Examination Administration:
Examinations will be given during class time or as designated by course faculty and as specified in the course syllabus.
Students may use calculators on unit and final exams. Calculators must be “simple” calculators without covers. Cell phones, smart watches and programmable calculators are not permitted.
Exams are coordinated between all campuses.
Prior to the exam, faculty in each course will determine the time allotted for each exam. Students will be informed of time limits at the beginning of each exam. Scantron sheets will be collected from students when the allotted time for the exam has expired.
Students’ grades will be computed from the Scantron sheets only, and NOT from student test booklets.
Students who are late for an exam will only have the remaining time to complete the exam.
Students absent from an exam must take an alternate make-up exam within 48 hours. Extenuating circumstances will be individually addressed by the course faculty.

Exam Analysis:
Faculty will complete an item analysis on all exam questions. When it is determined that a question should be “credited,” the exam grade will be recalculated based on the original number of questions on the exam.

Student Exam Review:
Review dates and times for exams will be set by faculty. No exam review will take place until all students have completed the exam. A faculty member will be responsible for conducting a review session following each exam. The review session procedures are as follows:

1. Students will use their own test booklet for review.

2. A faculty member will provide the correct answers.

3. Using the stated rationales from the Faculty Edition of the test, faculty will answer questions from students about specific test items.

Grade Posting:
Grades are available to students within one (1) week after all students have taken the exam. Grades are posted on the course MyLearning site. Students have two (2) weeks from the date of posting or sharing of exam scores to meet with their course faculty concerning the exam. Exams are not reviewed on an individual basis after that time.
Grading Scale:

Final grades in theory nursing courses reflect a student's academic standing, and are based on course assignments and examinations.

Students must receive a passing grade “P” in clinical and campus laboratory experiences in order to receive credit for clinical/lab courses.

Grades are computed on a percentile basis. Students should consult their individual course syllabi to determine how their final theory course grade and clinical/lab course grade will be determined.

The nursing programs use the following scale to compute grades for theory courses:

- 90-100 = A
- 80-89 = B
- 75-79 = C
- 65-74 = D
- 64 and below = F

Faculty does not consider borderline grades. The minimal competency for the final course grade is 75.0. The final grade before rounding must be 75.0 in order to receive a C in the course. A grade of C is required to pass the course.

If minimal competency is met, the final course grade is rounded to the nearest whole number and stands as calculated. Grades are rounded only once.

Incomplete grades may be given to students with extenuating circumstances; a contract must be delineated with the approval of the instructors and the division chair.

Students who receive an Incomplete (“I”) grade may be in jeopardy of losing their Financial Aid.

**Standardized Examinations:**

In the final nursing semester, all Practical Nursing and Associate Degree Nursing students are required to take a standardized comprehensive examination. Results may affect course grades and are useful in predicting success on the National Licensing Examinations.

**Student Health Requirements: General Information:**

For any emergency, first aid treatment, or illness, the student will report to his or her own physician for treatment. Students will be required to have adequate insurance coverage.

It is inappropriate to report to clinical duty if one’s own health is questionable and poses a potential or actual health danger to clients and other personnel. If a student has an elevated temperature or a known communicable disease, he or she should not report for clinical duty. In other circumstances, individual discretion should be exercised.

Faculty may direct a student to leave the clinical area if the student is not either physically well or mentally competent to provide safe client care.

Behaviors that can lead to unsafe clinical practice will be discussed with the student, documented, reported to the course coordinator and, if appropriate, to the Programs Coordinator and/or Division Chair. Behaviors that are actually or potentially detrimental to clients include knowledge deficits,
psychomotor skill deficits, and suspected mental/physical health problems, substance use/abuse.

The Division Chair reserves the right to require a psychiatric evaluation and/or updated physical examination if there is evidence that the student may not be physically well or mentally competent to provide safe care. The student’s admission to the Health Sciences Division program will be suspended pending the results of the requested health evaluation. Students can appeal the decision of the Health Sciences Division Chair to the Vice-President of Academic Affairs [VPAA]. The decision of the VPAA will be final.

**Cell Phone Policy:**
Cell phones must either be turned “off” or to “vibrate” during class, lab and clinical times. Phones may not be used during examinations. Some clinical facilities will not permit the use of cell phones.

**MISCELLANEOUS PROGRAM INFORMATION**

**Learning Management System (LMS):**

All nursing courses use MyLearning. This means that the nursing course has a web site through which faculty and students interact. At the beginning of the nursing program, students receive an orientation to the MyLearning program. This internet based program allows students to have access to handouts from faculty members, take quizzes, read and post discussions, have chats "on line," view grades of exams, send email, as well as many other functions. Each nursing student will have a private secure password to enter the course web site. MyLearning can be accessed at anytime from anywhere via the Internet. It is expected that all students will take advantage of and keep up-to-date via the MyLearning course site.

**Cancellation of Classes due to Inclement Weather:**

It may become necessary to close the college because of severe weather, adverse road conditions, or other emergencies. Closing of the college also includes cancellation of off-campus activities, including clinical experiences and field trips. Each campus stands independently, so closure of one campus does not infer closure of all campuses. Each course syllabus provides specific guidelines for cancellation of clinical. Students must take responsibility as to the status of their individual campus assignment. It is the student's responsibility to contact the campus closing hotline at 301-369-1999 or his or her clinical instructor. Consult the CSM web site for further weather and emergency closing information.

**Communication:**

Students should direct those who need to communicate with them (e.g. family members) to call the Health Sciences Division Administrative Assistant. The Administrative Assistant will notify the appropriate faculty member, who will in turn notify the student. Clinical instructors will outline more specific guidelines when students are assigned to a specific clinical area. Each nursing course syllabus will have more detailed information.

**Distance Learning:**

A telecommunications system which facilitates distance learning (DL) enables faculty to teach at any of the three (3) campuses while interactively broadcasting to the other campuses. As in any learning situation, students participating in a distance learning experience should exercise common sense and respect for others. Unacceptable behaviors include talking or whispering while others are talking and loud rattling and shuffling of papers, books or other supplies. Eating and drinking
Financial Aid & Scholarships:

There are many scholarships available to nursing students. Information can be obtained at http://www.csmd.edu/Financial/. Scholarship information at this web-site is updated on an annual or as needed basis. Scholarship information will also be posted on Nursing Web-CT course sites throughout the year. Many scholarships have specific requirements and deadlines that need to be met. Financial assistance is also available through federal work-study, Pell Grants, and student loans. Details on these programs are available in the college’s financial assistance brochure and at the college’s Web site, or by visiting a Financial Assistant Advisor at each campus.

Graduation, Recognition, Nursing Program Pin, Honors and Awards:

Alpha Omega Chapter of the OADN Alpha Delta Nu Honor Society

- A national honor society of the Organization for Associate Degree Nursing (OADN)
- The honor society for Associate Degree Nursing students at CSM

Program Completion Requirements:

- A certificate of completion of the Practical Nursing program will be awarded to a student who has a minimum of 42 credit hours of prescribed academic work.
- An Associate of Science degree will be awarded to a student who has a minimum of 70 credit hours of prescribed academic work of which at least are 18 credit hours are taken at College of Southern Maryland.
- A minimum grade point average (GPA) of 2.0 is required for graduation. Nursing students must achieve grades of "C" or better, or in the case of clinical courses, a grade of "Pass", in all courses that are required in the nursing curriculum.
- See the College of Southern Maryland Catalog for complete information on graduation requirements.

The culmination of nursing education at College of Southern Maryland is the awarding of academic degrees or certificates. Graduation is a college-wide activity that offers students recognition and the opportunity to celebrate their achievements with family, friends and peers.

The Health Sciences Division also has an end-of-program event in which the nursing graduates are recognized and receive the nursing program pin. The College of Southern Maryland pin is specific to either the Practical Nurse Program or the Associate Degree Nursing Program. The student is responsible for purchasing the pin of choice for his or her program.

Students are selected from each ADN graduating class to receive various awards and honors. These awards are presented at the end of the semester either during graduation, Honors Convocation or during the Nursing Recognition Event.

Academic Achievement in Nursing: This award acknowledges the graduates(s) with the highest grade point average (GPA) for courses completed at the College of Southern Maryland.

Achievement in Nursing: Faculty selects these award recipients based upon the following criteria:
- Academic achievement, as indicated by grade point average.
- Clinical competence, as demonstrated by the manner in which the graduate provides nursing care.
- Service to others, as demonstrated by their efforts in the community.
- Support of their classmates, as demonstrated through active involvement in a
wide variety of class activities.

**Maryland Nurses Association (MNA) District 9 Nursing Student of the Year:** This award is selected by members of the MNA, District 9 and presented at an MNA function. As the College of Southern Maryland is included in District 9, nursing graduates are eligible for this award. Faculty members nominate students based on the following criteria:

- GPA.
- Potential for leadership and participation in nursing.
- Impact of the nominee’s clinical performance, potential and clinical competence to the nursing profession.
- Contribution to community during course of study.

**Licensure:**

Successful completion of all course requirements in the nursing program, as described in the **College of Southern Maryland Catalog**, renders the student eligible for either the Practical Nurse Certificate or the Associate of Science degree from the College.

- The National Council of State Boards of Nursing (NCSBN) is responsible for the development of the National Council Licensure Examinations (NCLEX-RN and NCLEX-PN).
- During the final semester of the program, students will receive information about the current licensure application procedure. Once a student has met eligibility for licensure, and has submitted the request to the Health Sciences Division, the Division Chair will provide the authorization for the student to complete the licensure application to the requested State Board of Nursing.
- Students must make individual arrangements to take the NCLEX-RN or NCLEX-PN after completion of the nursing program. The current procedure is discussed during the last semester of the appropriate nursing program. After the student candidate has applied and is determined to be eligible to take the examination, the student candidate will receive an Authorization to Test (ATT) notification. The candidate will be given information about where and how the examination is administered and may select the location, testing time, and date.
- Further information regarding licensure and NCLEX testing is available at the National Council of State Boards of Nursing website (www.ncsbn.org).
- **Each State Board of Nursing determines the eligibility for entrance into the licensing examination. The Board may withhold, deny, revoke, suspend, or refuse to renew the license of a nurse or an applicant for a variety of reasons.**

**Malpractice Insurance:**

A lab fee to cover malpractice insurance is included in registration and course fees.

The College enrolls the student in a blanket professional liability policy with a major insurance carrier. This policy provides $1,000,000 limits of liability for each medical incident and $3,000,000 aggregate. Premiums are included in tuition. The student’s blanket professional liability policy covers the student while participating in clinical activities which are a requirement of the student’s curriculum. The insurance will pay a patient’s claim if the patient is injured by a student participating in an HEA Program

**Nursing Student Association:**

All nursing students may join the Nursing Student Association (NSA). Participation in its numerous activities expands students’ awareness of the many facets of nursing and enhances their service opportunities. An active association benefits students, their nursing program and their communities.

NSA meetings are held each month. Elected officers, with the assistance of a faculty
advisor, arrange for speakers, plan meetings and conduct the Association's business. The NSA constitution and by-laws are available in the Health Sciences Division office.

Service Learning:
Service Learning is a show of support by the College and its students for the community. The Chair, faculty and staff of the Health Sciences Division believe it is best accomplished through volunteerism. Evidence of service learning is required for many scholarships, awards, and for certain areas of continuing education. The Health Sciences Division highly encourages students to take advantage of service learning opportunities to expand their knowledge about the community and to further develop skills in leadership and caring. CSM supports service learning and has dedicated a college employee as the Service Learning Coordinator. Information can be found at the college web site: www.csmd.edu/current/student/service_learning/all.htm. (Note: There is an underscore between the words “service” and “learning” in the web site address).

Unauthorized Person in the Workplace:
These guidelines, in compliance with liability insurance requirements, apply to all students and employees and seek to ensure a safe environment for students and employees; safeguard the integrity of the classrooms, laboratories, and offices; and promote efficient and effective work in the college. While instruction occurs most frequently in classrooms, laboratories, and offices; the guidelines apply to all settings in which college-sponsored instruction takes place, including field trips and clinical or community settings. The CSM Student Policy Guide states:

"The college strongly discourages students from bringing unauthorized persons into the classroom or laboratory while instruction or testing is ongoing. If childcare difficulties, for example, prevent you from attending class you are encouraged to comply with the instructor's policy on absenteeism, including informing the instructor and arranging to make up the work missed...It is important to recognize, however, that your grade may be jeopardized as a result of excessive absences, regardless of the reason for them."

Written Assignments:
The nursing faculty believes that written papers are an expression of the individual. It is expected that all written work will reflect clear, correct, and responsible use of language and grammar. All written assignments must be prepared according to the following criteria, unless otherwise specified by the individual instructor:

1. Paper and bibliography format should follow guidelines taught and used in English courses. APA or MLA guidelines are acceptable.
2. Each written assignment should include a title page. The content of the paper begins on the page following the title page. The information on the title page is placed in the lower right corner and requires the following:
   • Student’s name
   • Instructor’s name
   • Course title and number
   • Assignment due date
3. All written assignments should be on regulation size (8 ½ x 11 inch) white paper.
4. All papers must be typewritten and double-spaced.
5. The pages should be numbered consecutively and secured with a staple.
6. Sources of paraphrased sentences and direct quotations must be cited completely. The use of another person’s words or ideas without acknowledging their source is plagiarism.

Papers must be submitted by the due date.
BLOOD BORNE PATHOGEN EXPOSURE CONTROL PLAN

Nursing students may be exposed to their client’s blood and other body fluids during clinical experiences. All blood and body fluids are considered potentially infectious and are treated as if known to be infectious for HIV, Hepatitis B (HBV) and other blood-borne pathogens.

The following guidelines are provided to assist students in preventing the transmission of infection in the clinical setting. These techniques are to be used in all campus laboratory and clinical settings when performing nursing skills.

Use Infection Control/Standard Precautions, or the equivalent, for the care of all clients.

Handwashing
- Wash hands after touching blood, body fluids, secretions, excretions, and contaminated items, regardless of whether gloves are worn. Wash hands immediately after gloves are removed, between client contacts, and when otherwise indicated to avoid transfer of microorganisms to other clients or environments. It may be necessary to wash hands between tasks and procedures on the same client to prevent cross contamination of different body sites.
- Use a plain (non-antimicrobial) soap for routine hand washing.
- Use an antimicrobial agent or waterless antiseptic agent for specific circumstances as defined by the infection control program.

Gloves
- Wear gloves (clean nonsterile gloves are adequate) when touching blood, body fluids, secretions, excretions, and contaminated items. Put on clean gloves before touching mucous membranes and non-intact skin.
- Change gloves between tasks and procedures on the same client after contact with material that may contain a high concentration of microorganisms.
- Remove gloves promptly after use, before touching non-contaminated items and environmental surfaces, and before going to another client. Wash hands immediately to avoid transfer of microorganisms to other clients or environments.

Mask, eye protection, face shield
- Wear a mask and eye protection of a face shield to protect mucous membranes of the eyes, nose, and mouth during procedures and client-care activities that are likely to generate splashes or sprays of blood, body fluids, secretions, and excretions.

Gown
- Wear a gown (a clean nonsterile gown is adequate) to protect skin and prevent soiling of clothing during procedures and client-care activities that are likely to generate splashes or sprays of blood, body fluids, secretions, or excretions or cause soiling of clothing.
- Select a gown that is appropriate for the activity and amount of fluid likely to be encountered.
- Remove a soiled gown as promptly as possible and wash hands to avoid transfer of microorganisms to other clients or environments.

Client-care equipment
- Handle used client-care equipment soiled with blood, body fluids, secretions, and excretions in a manner that prevents skin and mucous membrane exposures, contamination of clothing, and transfer of microorganisms to other clients and environments.
- Ensure that reusable equipment is not used for the care of another client until it has been appropriately cleaned and reprocessed and single-use items are properly discarded.

Linen
• Handle, transport, and process used linen soiled with blood, body fluids, secretions, and excretions in a manner that prevents skin and mucous membrane exposures, contamination of clothing, and avoids transfer of microorganisms to other clients and environments.

**Occupational health and blood-borne pathogens**

Take care to prevent injuries when using needles, scalpels, and other sharp instruments or devices; when handling sharp instruments after procedures; when cleaning used instruments; and when disposing of used needles. Never recap used needles or otherwise manipulate them using both hands, and any other technique that involves directing the point of a needle toward any part of the body. Rather, use either a one-handed "scoop" technique or a mechanical device designed for holding the needle sheath. Do not remove used needles from disposable syringes by hand, and do not bend, break, or otherwise manipulate used needles by hand. Place used disposable syringes and needles, scalpel blades, and other sharp items in appropriate puncture-resistant containers located as close as practical to the area in which the items were used. Place reusable syringes and needles in a puncture-resistant container for transport to the reprocessing area.

Use mouthpieces, resuscitation bags, or other ventilation devices as an alternative to mouth-to-mouth resuscitation methods in areas where the need for resuscitation is predictable.

**Exposure to blood borne pathogens is considered to have occurred if blood or potentially infectious substances are introduced through the skin (parenterally) or by contact with eyes, nose or mouth (mucous membrane).**

**In the event that a student is exposed to blood borne pathogens, the following procedure should be followed:**

**First Aid:**
Start immediate first aid. Any emergency care needed should be provided by the clinical agency where the incident has occurred and **at the student’s expense.**

**Parenteral Exposure**
EXPOSED PERSON: Should complete the following:
1. Soap and water wash for one minute.
2. Allow injury to bleed while washing.
3. Follow with disinfectant, such as betadine, iodine, or alcohol.

**EMERGENCY DEPARTMENT:** Agency should follow protocol as follows:
1. Administer tetanus vaccine, if there has been none received in the past five (5) years.
2. Follow agency protocols for Hepatitis and HIV exposure follow-up.
3. Wound care as per emergency department protocols.

**Mucous Membrane Exposure**
EXPOSED PERSON: Should complete the following:
1. Flush with a heavy stream of normal saline or water immediately and for 4 to 5 minutes.

**EMERGENCY DEPARTMENT:** Agency should follow protocol as follows: Follow agency protocols for Hepatitis and HIV follow-up care.

• As soon as feasible, the incident should be reported to the College of Southern Maryland.
clinical instructor and the RN in charge of the area where the student is assigned for clinical experiences.

- The following procedures should be completed by the exposed student and the clinical instructor:
  o The incident must be reported directly, whether it has occurred on or off campus, to the Public Safety Department at Ext. 7754 or Ext. 7909.
  o This report should also be communicated within a reasonable timeframe (24 to 48 hours) to the Chair of the Health Sciences Division.
  o If there has been a written report or documentation, a copy should be filed within the Division.

- The policies and procedures of the agency in which the student is assigned for clinical should be followed by the student with the assistance of the RN in charge and the clinical instructor. The exposed student and the clinical instructor will complete an incident report (or the appropriate documentation) for the clinical agency.

- The RN in charge will make arrangements to gain consent and test for the source individual’s blood if the source is known. The student may be responsible for the expense of the blood testing. Results of the source individual’s blood testing will be made available to the exposed student. The student will be informed that he or she is prohibited by law from disclosing the identity of the source individual.

- The exposed student will be referred to his or her private physician for follow-up care. This follow-up care will be at the student’s expense. The student will be provided with the following information for his or her physician by the Division Chair:
  o A copy of the Exposure Incident Report (if one has been completed) which includes documentation of the route(s) of exposure and circumstances under which exposure occurred.
  o A description of the student’s duties as they relate to the exposure incident.
  o Results of the source individual’s blood testing if available.

- It is the student’s responsibility to get follow-up care from his or her private physician following an exposure incident and to pay for the cost of that care.
## GLOSSARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Definitions</th>
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<tr>
<td><strong>Academic Honesty</strong></td>
<td>Students are expected to perform their own academic work. Plagiarism and other forms of academic dishonesty are considered extremely serious offenses. Students are personally responsible for understanding the various forms of academic dishonesty as they are explained in the Student Code of Conduct in the Student Policy Guide. Ignorance of any requirement for academic honesty will not constitute an excuse from disciplinary proceedings. <a href="http://catalog.csmd.edu/content.php?catoid=9&amp;navoid=1173#Academic_Honesty">http://catalog.csmd.edu/content.php?catoid=9&amp;navoid=1173#Academic_Honesty</a></td>
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<tr>
<td><strong>Accrediting Commission for Education in Nursing (ACEN)</strong></td>
<td>The ACEN is the entity that is responsible for the specialized accreditation of nursing education programs. <a href="http://www.acenursing.org/mission-purpose-goals/">http://www.acenursing.org/mission-purpose-goals/</a></td>
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<tr>
<td><strong>Alpha Omega Chapter</strong></td>
<td>The honor society for Associate Degree Nursing students at CSM.</td>
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<tr>
<td><strong>Assessment Technologies Institute (ATI)</strong></td>
<td>The company who administers a standardized self-assessment in the Pre-nursing course, NUR1015, and a comprehensive examination in the final nursing semesters for Practical Nursing and Associate Degree Nursing.</td>
</tr>
<tr>
<td><strong>Associate of Science Degree in Nursing</strong></td>
<td>The degree awarded to graduates of an approved 2 year community college nursing education program. The Associate Degree graduate is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).</td>
</tr>
<tr>
<td><strong>Blood borne Pathogen Exposure Control Plan</strong></td>
<td>A set of guidelines to assist students in preventing the transmission of bloodborne infection in the lab and clinical settings.</td>
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<tr>
<td><strong>Breach of Confidentiality</strong></td>
<td>A violation of one’s privacy.</td>
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<tr>
<td><strong>CastleBranch (CB)</strong></td>
<td>The company that manages health requirements and criminal background checks including drug screenings required for nursing students and other Allied Health programs in the HEA division.</td>
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<tr>
<td>Change of Health Status</td>
<td>A student who has a health status deviation from what is on the original Physical Examination Form on admission to the Nursing program.</td>
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<tr>
<td>CLEP Exam</td>
<td>College Level Examination Program Exams help students receive college credit for what they already know. <a href="https://clep.collegeboard.org/">https://clep.collegeboard.org/</a></td>
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<tr>
<td>Clinical Evaluation Tool (CET)</td>
<td>A list of competencies that state the expected behaviors of a student in a clinical course.</td>
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<tr>
<td>Clinical Reasoning</td>
<td>Being able to logically/critically think through a clinical/lab situation to arrive at a reasonable conclusion regarding a patient situation.</td>
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<tr>
<td>College of Southern Maryland (CSM)</td>
<td>Official name of the college.</td>
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<tr>
<td>Conceptual Framework</td>
<td>The primary concepts and sub-concepts that nursing faculty use to focus nursing content within the curriculum.</td>
</tr>
<tr>
<td>Course Coordinator</td>
<td>The instructor responsible for planning, organizing, coordinating, evaluating course(s) and serving as a leader for course faculty.</td>
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<tr>
<td>Critical Thinking</td>
<td>The process of reflective and reasonable thinking that allows the student to conceptualize, analyze, synthesize, or evaluate information for the purpose of solving problems relevant to the discipline of nursing. The process can be taught by faculty and learned by students.</td>
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<tr>
<td>Distance Learning</td>
<td>A telecommunications system which facilitates distance learning (DL) Enables faculty to teach from any location while interactively broadcasting to the other campuses.</td>
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<tr>
<td>Faculty Advisor</td>
<td>Each student is assigned to a specific faculty member (faculty advisor) for on-going advice about courses and programs throughout the student's enrollment in the nursing programs.</td>
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<tr>
<td>Formative Evaluation (CET)</td>
<td>At midterm, the Instructor provides feedback to the student on areas of strength and areas that need improvement.</td>
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<tr>
<td>General Education courses</td>
<td>General education courses set the foundation of a higher education curriculum and provide coherent intellectual experiences.</td>
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<tr>
<td>Health Insurance Portability and Accountability Act of 1996 (HIPAA)</td>
<td>These are federal guidelines which students and program officials must maintain to protect patient privacy and confidentiality.</td>
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<tr>
<td>Health Sciences Division (HEA)</td>
<td>This is a division within the CSM’s organizational governance and where the Nursing Programs are located.</td>
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<tr>
<td>Health Sciences Division Advisor</td>
<td>Manages admission and progression processes for Health Sciences Division programs.</td>
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<tr>
<td>Term</td>
<td>Description</td>
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<tr>
<td>Health Sciences Division Chair</td>
<td>The academic administrator responsible for the Health Sciences Division; also serves as the Nursing Programs Administrator</td>
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<tr>
<td>Joint Commission Self Learning Packet</td>
<td>A packet prepared by the clinical agencies to orient students to The Joint Commission rules and regulations.</td>
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<tr>
<td>Joint Commission Test</td>
<td>An exam prepared by the clinical agencies that students and faculty must complete each year to validate knowledge of The Joint Commission standards.</td>
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<tr>
<td>Lab Skills Formative Check Offs</td>
<td>The Instructor/Student provides feedback on areas of strength and areas that need improvement when performing a new skill.</td>
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<tr>
<td>Lab Skills Summative Check Offs</td>
<td>With the final check off on select skills, the Instructor will evaluate the student’s performance as pass or fail.</td>
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<tr>
<td>Maryland Board of Nursing (MBON)</td>
<td>The Board of Nursing functions under the Maryland Nurse Practice Act, Health Occupations Article, Section 8. It has authority to adopt regulations as may be necessary to carry out the provisions of the law. The Board is mandated to regulate the practice of registered nurses, licensed practical nurses, nurse anesthetists, nurse midwives, nurse practitioners, nursing assistants, medication technicians, and electrologists. The mission/purpose of the Board of Nursing is to advance safe quality care in Maryland through licensure, certification, education and accountability for public protection. <a href="http://mbon.maryland.gov/Pages/mission-statement.aspx">http://mbon.maryland.gov/Pages/mission-statement.aspx</a></td>
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<tr>
<td>Maryland Nurses Association (MNA)</td>
<td>The Maryland Nurses Association is the professional association for nurses in the state of Maryland. <a href="http://www.marylandrn.org/Main-Menu-Category/About-Us/History-Mission">http://www.marylandrn.org/Main-Menu-Category/About-Us/History-Mission</a></td>
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<tr>
<td>Metaparadigm</td>
<td>A metaparadigm represents the worldview of a discipline, the most global perspective and the central concepts with which the discipline is concerned. There is considerable agreement that Nursing’s metaparadigm consists of the central concepts of person, environment, health, and nursing.</td>
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<tr>
<td>MyLearning</td>
<td>The Learning Management System used at CSM, powered by BrightSpace, Desire to Learn.</td>
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<tr>
<td>NANDA International</td>
<td>This is the organization that promotes, reviews, and endorses the current list of nursing diagnoses used by practicing nurses.</td>
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<tr>
<td>Multimedia</td>
<td>The technology for presenting material in visual, audible and verbal forms.</td>
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<tr>
<td>National Council of State Boards of Nursing</td>
<td>NCSBN is a not-for-profit organization whose members include the boards of nursing in the 50 states, the District of Columbia and four U.S.</td>
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<tr>
<td>(NCSBN)</td>
<td>territories. NCSBN is the vehicle through which boards of nursing act and counsel together to provide regulatory excellence for public health, safety and welfare. <a href="https://www.ncsbn.org/about.htm">https://www.ncsbn.org/about.htm</a></td>
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<tr>
<td>The National League for Nursing</td>
<td>The National League for Nursing was the first nursing organization in the United States. It advances the field of nursing education through professional development, research, student exam services, nurse educator certification, public policy, and networking. <a href="http://www.nln.org/about/overview">http://www.nln.org/about/overview</a></td>
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<tr>
<td>NCLEX – PN NCLEX – RN</td>
<td>Two examinations developed by the National Council of State Boards of Nursing (NCSBN) that “test the entry-level nursing competence of candidates for licensure as registered nurses and as licensed practical/vocational nurses. These examinations, the NCLEX-RN and NCLEX-PN examinations are administered with the contractual assistance of a national test service” (NCSBN).</td>
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<tr>
<td>Nursing Diagnosis</td>
<td>Nursing diagnoses define the scope of nursing practice by describing conditions the nurse can independently treat.</td>
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<tr>
<td>Nursing Intervention Classifications (NIC)</td>
<td>A comprehensive classification of nursing interventions. Nurses use NIC activities to provide nursing care across the patient continuum at the individual, family, and community level.</td>
</tr>
<tr>
<td>Nursing Outcomes Classifications (NOC)</td>
<td>A comprehensive classification of nursing outcome measures. Nurses use NOC indicators to evaluate nursing care across the patient continuum at the individual, family, and community level.</td>
</tr>
<tr>
<td>Nursing Programs Outcomes</td>
<td>Five standard outcomes set by accrediting body, ACEN as part of the systematic plan of evaluation for our education unit. The required program outcomes are: NCLEX exam performance, program completion, graduate program satisfaction, employer program satisfaction and job placement rates.</td>
</tr>
<tr>
<td>Nursing Program Student Learning Outcomes (SLO)</td>
<td>Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of a learning experience; characteristics of the student at the completion of a course and/or program. Learning outcomes are measurable, learner-oriented abilities that are consistent with standards of professional practice. <a href="http://www.acenursing.org/accreditation-manual/">http://www.acenursing.org/accreditation-manual/</a></td>
</tr>
<tr>
<td>Nursing Program Student Learning Outcomes Plan (SLOAP)</td>
<td>The systematic collection of information about academic offerings and analysis thereof, for the purpose of improving student learning. <a href="http://www.hawk.csmd.edu/daa/">http://www.hawk.csmd.edu/daa/</a></td>
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<tr>
<td>Nursing Student</td>
<td>This is the Nursing Student Association for students in the Health</td>
</tr>
<tr>
<td><strong>Association (NSA)</strong></td>
<td>Sciences Division Nursing Programs. NSA is a chapter of the national student organization, Nursing Student National Association. (NSNA). The primary role of NSNA is dedicated to fostering professional development of nursing students. <a href="http://www.nsna.org/AboutUs.aspx">http://www.nsna.org/AboutUs.aspx</a></td>
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<tr>
<td><strong>Nursing Student Handbook</strong></td>
<td>This is a Nursing Handbook of information, policies, rules, and regulations to guide students while they are enrolled as a nursing student at CSM.</td>
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<tr>
<td><strong>Organization of Associate Degree Nurses (OADN)</strong></td>
<td>OADN is an organization that has established the OADN Alpha Delta Nu Nursing Honor Society and has made provisions for the establishment of Institutional Honor Society Chapters. The primary goal of OADN is to promote scholarship and academic excellence in the profession of nursing. <a href="http://www.oadn.org/index.php?option=com_content&amp;view=article&amp;id=240&amp;Itemid=506">http://www.oadn.org/index.php?option=com_content&amp;view=article&amp;id=240&amp;Itemid=506</a></td>
</tr>
<tr>
<td><strong>Practical Nurse Certificate</strong></td>
<td>The academic credential awarded to graduates of an approved 1 year practical nursing education program. The Practical Nurse graduate is eligible to take the National Council Licensure Examination for Practical Nurses. (NCLEX-PN).</td>
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</tbody>
</table>
| **Professional Attire** | - Wearing conservative clothing (such as, collared shirt, dress shirt, sweater, dress pants, khakis, intact jeans) that is clean, wrinkle free, fits properly, of suitable length and is in good condition is considered professional attire.  
- Clothing **and** hair styles should be worn to prevent contamination or cause a safety hazard(s). |
<p>| <strong>Program Coordinator</strong> | Responsible for the day to day management of the nursing programs and serves as a leader for nursing faculty. |
| <strong>Quality and Safety Education for Nurses (QSEN)</strong> | The Quality and Safety Education for Nurses (QSEN) is a project that addresses the challenge of preparing future nurses with the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work. <a href="http://qsen.org/about-qsen/">http://qsen.org/about-qsen/</a> |
| <strong>Scantrons</strong> | An answer form used when nursing students are taking exams. |
| <strong>Simple calculators</strong> | Calculators with NO memory, storage function(s) or internet access. |
| <strong>Simulation</strong> | Interactive activity that allows the learner to experiment with a hypothetical situation by changing many variables. This allows the user to learn relationships and principles for themselves in a risk-free environment. |
| <strong>Social Networking Sites</strong> | Any public websites used as a means of communication. |</p>
<table>
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<tr>
<th>Standard Examinations</th>
<th>Standard Examinations are validated assessments, which measure students' knowledge based on national norms.</th>
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<tr>
<td>Student Policy Guide</td>
<td>This guide includes policies and regulations that students must abide by while enrolled at CSM.</td>
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<tr>
<td>Student Success Center</td>
<td>The College’s Student Success Centers (SSC) offers comprehensive workshops, success strategy resources, one-on-one and group tutoring, self-help materials, and testing services. There are also accommodations and services for students with documented disabilities. Services are designed to assist students to become active learners and achieve academic excellence. <a href="http://www.csmd.edu/StudentSuccess">http://www.csmd.edu/StudentSuccess</a></td>
</tr>
<tr>
<td>Summative Evaluation (CET)</td>
<td>At the end of the clinical rotation, the Instructor will evaluate the student's performance as pass or fail.</td>
</tr>
<tr>
<td>Taxonomy of Nursing Practice</td>
<td>Taxonomy: A scheme of classification (Oxford English Dictionary) The Taxonomy of Nursing Practice consists of four domains (environmental, physiological, psychological, and functional) and 28 classes. This organizing structure promotes linkages between nursing diagnoses, outcomes, and interventions.</td>
</tr>
<tr>
<td>Vice-President of Academic Affairs (VPAA)</td>
<td>The chief academic officer for CSM responsible for the management of the Division of Academic Affairs</td>
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