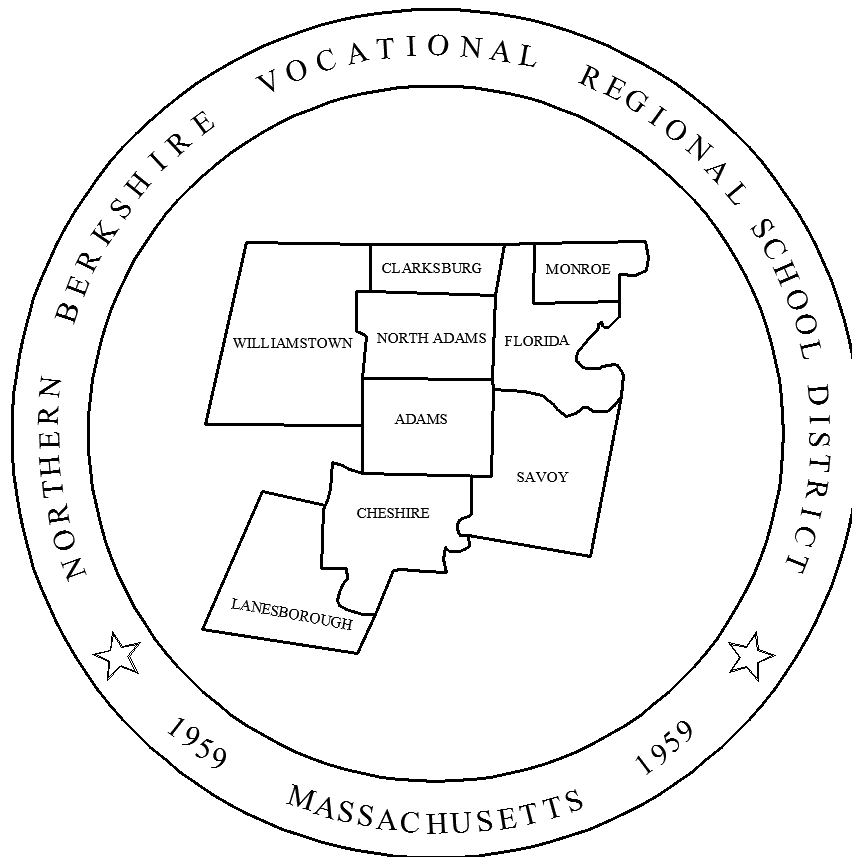


# Northern Berkshire Vocational Regional School District

## McCann Technical School

## Practical Nursing Program



**2022**

## STUDENT HANDBOOK

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The Massachusetts Board of Registration in Nursing requires nursing education programs to publish eleven specific policies. These policies are identified by an asterisk (\*) in this Handbook.

## DISCLAIMER

This handbook is intended for use by students enrolled in the Practical Nursing Program at McCann Technical School. Every attempt has been made to publish the most current Program policies as approved by the faculty. The faculty may be required to revise, delete, or add a policy for the purpose of maintaining compliance with regulatory and/or accreditation requirements and standards; in the event this occurs, the students will be notified in a timely manner.

This handbook is designed to provide students with information concerning the policies and procedures related to the practical nursing program at McCann Technical School. The student is responsible for reviewing the enclosed information. After clarification of any information, the student will be required to sign off that they have received, reviewed and agree to abide by the policies and procedures detailed within. The administration/faculty reserve the right to change or delete any of the contents of this handbook pending notification to the students of the change. This handbook is designed as a supplement to the McCann Technical School catalogue. Students should be familiar with the information contained in both documents.

## MISSION

The mission of the McCann Technical School is to graduate technically skilled, academically prepared, and socially responsible individuals ready to meet the challenges of the 21<sup>st</sup> century.

The mission of the practical nursing program is consistent with the mission of the parent institution while focusing specifically on practical nursing. The practical nursing program is designed to prepare the graduate for competent, ethical, entry-level practice in the care of diverse populations with common or stable health care needs in structured health care settings.

In addition, the faculty of the practical nursing program believes that nursing is both a science and an art. It requires critical thinking and certain ineffable qualities such as compassion, empathy, and high moral and ethical standards. We believe that practical nursing is an integral part of the health care system providing basic therapeutic, restorative and preventative nursing care for individuals in structured healthcare settings who have common, well-defined problems.

We believe that each individual is unique, with physical, emotional, intellectual, social, and spiritual needs. We respect the inherent dignity and value of each human being. Each person has a right and an innate ability to care for him/herself, but the potential for self-care can vary with the individual. Self-care ability can also vary over time. Nursing augments the individual's ability for self-care by providing needed care and education/support, by assisting with care that the individual cannot manage independently, or by assisting the individual to a dignified and peaceful death. Nursing can also provide service by teaching a capable person from the individual's family to provide care.

We believe that health should be viewed holistically and recognized as the total well-being of the whole person. Health exists on a continuum, and it is fluid and dynamic. What one individual views as optimum health for oneself may not be viewed as optimum by another.

We recognize that individuals are influenced by and exert influence on their environment, which consists of both internal and external factors. Environment can affect the health and well-being of individuals, families, communities, and society in either a positive or a negative way.

With regard to education, we recognize that nursing students are adult learners capable of taking responsibility for their own education and that faculty members facilitate and guide that learning, cognizant of the variety of learning styles and needs that will exist in any mix of students. Because nurses must be lifelong learners in an ever-changing healthcare environment, we will strive to instill in our students a passion for continued professional growth and development.

## VISION

McCann Technical School is committed to being the leader of quality technical education and academic achievement in the Commonwealth of Massachusetts.

## EDUCATIONAL PHILOSOPHY

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

**Respect** for self, others, and the learning environment promotes a positive learning experience for all students.

**Effort** is demonstrated through an applied work ethic that includes punctuality, improvement, and a determination to succeed.

**Accountability** develops personal responsibility for both behavior and learning.

**Communication** facilitates collaboration, promotes self-advocacy, and develops positive relationships.

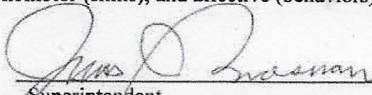
**Honor** requires students to act with integrity, honesty, positivity, and empathy for others.

### GOALS

- To increase the percentage of students performing at the proficient and advanced levels.
- To increase the utilization of data to improve student performance.
- To engage students through dynamic and technologically integrated teaching strategies.
- To implement a rigorous and relevant curriculum that is aligned to the academic and technical Massachusetts Curriculum Frameworks and Common Core standards.
- To align technical programs to national standards and accreditation requirements, allowing students to obtain relevant licensure/certifications.
- Utilizing SkillsUSA as a platform, develop career-ready students with the skills and professionalism to succeed in the workplace.
- To develop recruiting strategies to expand community awareness.

The goal of the practical nursing program is to prepare competent entry-level practical nurses in the cognitive (knowledge), psychomotor (skills), and affective (behaviors) learning domains.

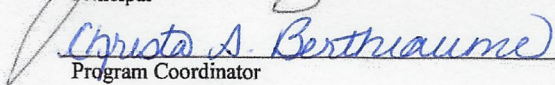
APPROVED:

  
Superintendent

28 DEC 21  
Date

  
Principal

12/28/2021  
Date

  
Program Coordinator

12.30.2021  
Date

## ACCREDITING AGENCIES

The McCann Technical School Practical Nursing program is accredited by:

McCann is approved by the Career/Vocational Technical Administrative Division of the Massachusetts Department of Elementary and Secondary Education ([www.doe.mass.edu](http://www.doe.mass.edu)).

Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148-4906  
781-338-3000

The McCann Technical School Practical Nursing Program was granted continued Full Approval Status from the Massachusetts Board of Registration in Nursing, BoRN, (<https://www.mass.gov/orgs/board-of-registration-in-nursing>) on February 20, 2018.

Massachusetts Board of Registration in Nursing  
239 Causeway Street  
Suite 500, 5<sup>th</sup> Floor  
Boston, MA 02114

McCann Technical School is accredited by the Council on Occupational Education ([www.council.org](http://www.council.org)).

Council on Occupational Education  
7840 Roswell Road  
Building 300, Suite 325  
Atlanta, GA 30350  
Telephone: 770-396-3898/FAX: 770-396-3790  
[www.council.org](http://www.council.org)

## STUDENT RIGHTS AND RESPONSIBILITIES\*

Students are expected to follow the general rules, regulations, and policies of the school. The purpose of these rules, regulations, and policies is to protect the rights of all students and allow students to prepare for their chosen profession in a positive educational environment. Failure to follow established rules, regulations, and/or policies will result in disciplinary measures and/or dismissal from the program.

## AFFIRMATIVE ACTION STATEMENT

Northern Berkshire Vocational Regional School District and McCann Technical School maintains and promotes a policy of non-discrimination on the basis of race, color, sex, religion, national origin, age, disability, sexual orientation, gender identity, homelessness, marital status, and veteran status.

## CODE OF ETHICS

As a student of the practical nursing program, I will apply the following Code of Ethics to my actions and behaviors when interacting with patients, clinical staff, and faculty during my education. This code will apply to my personal and professional performance, attitudes, and conduct.

As a professional, I will:

1. assume a professional manner in attire and conduct.
2. establish a positive rapport with my fellow colleagues, both in school and in the clinical agencies.
3. maintain the confidentiality of patient information.
4. strive to promote self-efficiency and quality through organization and active participation.
5. be willing to accept responsibility for and constructive criticism related to performance of all tasks involved in the educational process.
6. strive to incorporate the theories/standards of practice/guidelines of the profession into my professional practice.
7. demonstrate kindness and empathy to my patients.
8. maintain the highest degree of honesty and integrity.
9. develop adaptability in action and attitude.

10. demonstrate teamwork skills in the classroom and clinical settings.
11. be willing to share my knowledge to improve my profession and my community.

**Violation of the Code of Ethics will result in disciplinary action.**

## **ORIENTATION**

Students accepted to the PN program will participate in a mandatory orientation day held prior to the start of classes. At this time, instructors will go over the student handbook. Students will receive updated program information as well as assignments to be done before the first class. At this time, an academic skills assessment and learning styles assessment will be conducted. Laboratory and clinical supplies will be available prior to the first laboratory/clinical experience.

## **ACADEMIC REQUIREMENTS**

The practical nursing program requires successful completion of the courses listed under the program description. Courses are offered in a prescribed sequence so that all prerequisite requirements can be fulfilled before entering the next term. These prerequisites are specified in each course syllabus. A minimum grade of “C-/76” is required in ALL curriculum courses to be eligible for graduation. A grade below “C-/76 will not enable the student to continue in the program. Students may choose to apply for readmission into the following year’s class, provided that all requirements of the readmission policy have been met.

Grading scales are published in the student handbook. A grade of INCOMPLETE in any course will automatically be converted to an “F” if work is not completed within the time frame established in the “make-up” contract. Make-up contracts are assigned at the discretion of the program coordinator.

## **EDUCATIONAL MOBILITY\***

The faculty of the practical nursing program promotes those activities that will facilitate upward mobility in a Nursing Career Ladder Initiative. We work to ensure that the Fundamentals of Nursing course meets transfer requirements of Massachusetts associate degree programs for students who wish to bridge into RN programs. The McCann Technical School Practical Nursing Program has an articulation agreement with the Berkshire Community College Associate Degree in Nursing Program.

## **TECHNICAL STANDARDS**

Students must be able to meet the technical standards required of practical nursing students. Students entering the practical nursing program must be able to demonstrate the ability to:

1. Read and comprehend textbook material at the 11<sup>th</sup> grade level.
2. Communicate and assimilate information either in spoken, printed, signed, or computer voice format in fluent English.
3. Gather, analyze, and draw conclusions from data.
4. Stand for a minimum of two (2) hours.
5. Walk for a minimum of six (6) hours, not necessarily consecutively.
6. Stoop, bend, and twist for a minimum of thirty (30) minutes at a time and be able to repeat this activity at frequent intervals.
7. Lift a 40-pound person or assist with a larger person and transfer the person from one location to another.
8. Determine by touch: hotness/coldness, wetness/dryness, hardness/softness.
9. Use the small muscle dexterity necessary to perform precision psychomotor skills.
10. Respond to spoken words, monitor signals, call bells, and vital sign assessment equipment.
11. Identify behaviors that would endanger a person’s life or safety and intervene quickly in a crisis situation with an appropriate solution.
12. Remain calm, rational, decisive, and in control at all times, especially during emergency situations.
13. Exhibit interpersonal skills appropriate to professional interactions.
14. Maintain cleanliness and personal grooming consistent with close personal contact.
15. Function without causing harm to self or others if under the influence of prescription or over-the-counter medications.
16. Maintain vision sufficient for the performance of precision skills and be able to discern color, i.e., cyanosis, pallor, jaundice, and color changes.
17. Demonstrate emotional stability.

18. Be free of communicable diseases and chemical abuse.

Technical standards may be met with or without accommodations.

### GRADING SYSTEM/REPORT CARDS

The Health Programs marking system is as follows:

A	98-100	B-	84-86	F (Fail)	0-75
A-	94-97	C+	81-83	W (Withdraw)	
B+	90-93	C	78-80	I (Incomplete)	
B	87-89	C-	76-77		

Grades are issued to students at the end of each semester. Mid-semester conferences with the program coordinator are scheduled to assist the student in identifying issues related to the learning process. The program coordinator is available on an as needed basis for conferencing with students. The clinical grading system is detailed in the course syllabus.

### GRADING POLICY\*

**Course syllabi describe the grading criteria for each course.** General policies are as follows:

1. All assignments, papers, quizzes, and exams will be graded numerically, on a scale of 0-100%, with 76% being the minimal passing grade. Clinical practice will be evaluated as P (pass) or F (fail) as determined by achievement of clinical outcomes, including professionalism.
2. The student is responsible for keeping a record of his/her own grade status. Official grade records will be kept by the director. Students may review their progress with the course instructor, their faculty advisor, or the director by appointment at any time.
3. Assignments must be submitted on or before the due dates. The instructor reserves the right to deduct five (5) points from the grade of any assignment for every day that it is late. After 5 days the instructor has the right to refuse to accept the assignment and the student will receive a 0% grade. Students who have a valid reason for submitting assignments after the due date may make arrangements with the instructor for an alternative due date. This must be done at least 24 hours prior to the original due date.
4. Students scoring below 76% on any two (2) exams in **an individual course** must meet with the course faculty for advisement, including recommendations for improvement. The student will be placed on academic probation (See Probation Policy).
5. In the event that the clinical faculty member recommends that the student be withdrawn from clinical due to the above academic concerns, the recommendation will be brought to the practical nursing faculty organization for approval. The student will meet with the faculty involved as well as the program director to review recommendations of the nursing faculty organization.
6. If a student is absent on an examination day, she/he is to notify the practical nursing office that he/she will be absent. The student must contact the faculty member who is giving the exam within 24 hours to make-up the test. If the student fails to follow this policy, she/he will receive a 0% for the exam. It is the student's responsibility to plan with the instructor an appropriate time for making up the exam.
7. For the first exam missed, the grade for the exam will be reduced by 10%. If more than one examination per subject is missed in the term, 15% will be taken off subsequent missed exam grades. The faculty reserves the right to give a different form of the exam for make-up.
8. Examinations (with the exception of the Medication Administration Competency Exam) may not be retaken for any reason.
9. Faculty members will determine when examination grades will be posted for their individual courses. Posting of grades may be delayed for all if there are exams to be made up.
10. Students will schedule midterm conferences with their advisor to review progress and identify any issues of concern. Advisors will post sign-up sheet for this purpose at least a week before the middle of the term.
11. Midterm warnings will be issued for any of the following:
  - a. Grade at midterm below 76%
  - b. Student has failed two (2) or more unit exams in any one course
  - c. Student failed the midterm exam
  - d. The student is not progressing towards meeting clinical objectives at mid-semester
12. Students who receive midterm warnings are placed on probation. (See probation policy).
13. Grades are issued at the end of each term. Students are required to achieve a final grade of 76% or above in all courses in the practical nursing program.



## **CLINICAL EVALUATION POLICY**

1. Clinical learning experiences will be evaluated weekly for progress toward expected outcomes and at midterm and at the end of the term on a pass/fail basis. There are expected outcomes for clinical experiences. These outcomes are documented on the clinical evaluation tool given to the student as a part of each nursing course syllabus. Clinical outcomes must be met on an ongoing basis in order for the student to pass the clinical component. Students are encouraged to review the clinical evaluation tool weekly to guide individual progress.
2. A clinical instructor will issue a clinical warning to a student at any time the instructor has a concern. A clinical warning shall consist of a written warning as well as a conference between clinical instructor and student. The instructor will determine what behavior changes are expected and what the consequences will be if the student does not comply. A copy of the written clinical warning will be forwarded to the director. Clinical instructors have the responsibility and right to withdraw a student from the clinical setting if the student is not meeting the clinical objectives and/or if their performance is unsafe, unethical, illegal, immoral, or otherwise deemed unprofessional. This behavior may result in a clinical failure whether or not there has been a previous written warning. The student will fail the course. Clinical warnings will be forwarded to the practical nursing faculty organization for a final decision.
3. The clinical instructor will write a midterm clinical evaluation summary for each student. This evaluation, shared with the student at a midterm conference, documents the status and progress of the student towards achievement of the clinical objectives. In areas in which the clinical rotation is less than half a term, (i.e., pediatrics, obstetrics), a “midterm” clinical evaluation will be given at the end of each rotation.
4. A final clinical evaluation and conference takes place at the end of each term in the same manner. The clinical instructor will consider the content of the midterm evaluation when writing the final clinical evaluation.
5. If a student is absent on the day of the clinical evaluations, it is the responsibility of the student to make arrangements with the clinical instructor to complete the evaluation. Students who do not complete the evaluation will receive a grade of “Incomplete” for the course.
6. When the student passes both theory and clinical practice, the grade assigned the student for the course will be equivalent to the theory grade (example: the student who receives an 85% in theory and passes in clinical practice will receive a B- for the course). If the student fails clinical but passes theory, she/he will receive an F for the course.

## **REQUEST FOR TRANSFER OF CREDITS, ADVANCED PLACEMENT, COURSE EXEMPTIONS\***

The program coordinator will evaluate credits for transfer on an individual basis for the following courses: PN 101 Anatomy & Physiology and PN 102 Human Growth and Development Across the Lifespan. Anatomy & Physiology credits for transfer must have been earned within five (5) years of entrance into the practical nursing program. To transfer either course, the applicant must have attained a grade of “B-” or higher. The applicant must submit a copy of the course syllabus or catalogue course description in addition to an official transcript. Two (2) semesters of human anatomy and physiology can be accepted in lieu of one (1) semester of human biology (80 hours).

The program does not provide advanced placement or course exemptions for students who have successfully completed a Certified Nursing Assistant (CNA) program.

## **MILITARY HEALTH CARE OCCUPATION\***

Applicants who have military health care education, training, or service may be eligible for advanced placement or transfer of previously completed course credit.

Due to the variety of opportunities for military health care occupation education, training, or service can vary, each applicant will be considered on a case-by-case basis. Materials that will be required to determine advance placement or transfer include, but may not be limited to: transcripts, course descriptions, skills checklists, and/or evaluations.

## **PROBATION POLICY**

Probation is intended to provide the student with a structured guide to address a problem that threatens his/her success in the program. It is intended to be a constructive process. A student may be placed on probation for various reasons, which include, but are not limited to:

- Excessive tardiness, early exits, or absenteeism. Missing more than 10% of class time in any one course (even if the student has not reached the maximum permitted for the total program) shall be considered excessive.
- Being excused from clinical or class by the faculty because the student was unfit for clinical duty or class
- Failure of 2-unit exams in any one course
- Failed midterm examination
- Clinical warning
- Failed midterm clinical evaluation
- Failure to make up missed work per agreement with instructor
- Failing to meet financial obligation to the school

The student will meet with the coordinator of the program and faculty, (if appropriate) to discuss the probationary issue. Together, they will draw up a contract for improvement. All involved parties will mutually agree to its terms. At the end of the probationary period, which will be the end of the semester, or 30 days, whichever is shorter, the outcome of the corrective action plan will be evaluated. If the terms of the probation have been met, the coordinator will release the student from probation status.

### **SUPPORT AND TUTORING**

Faculty is available by appointment for assistance with academic concerns and for tutoring. Personal counseling concerns can be brought to the attention of the student's assigned faculty advisor or to the program guidance counselor. The guidance counselor will be available by appointment outside of class hours. The faculty is committed to assisting students through this intensive PN program. Students should not allow issues to become overwhelming before they seek assistance. Students or faculty may initiate the request for tutoring. Please feel free to contact a faculty member or the program coordinator if you need assistance in accessing this support.

### **GRADUATION/PINNING\***

Graduation from the practical nursing program will be scheduled in November. A certificate of completion is awarded. Students who complete the requirements for a certificate are eligible to receive a school pin, the cost of which is included in the graduation fee. Students must have completed all program requirements to participate in the graduation/pinning ceremony. All financial, time, and other obligations to the school, class, or clinical agencies must be discharged prior to the awarding of the certificate. This includes the return of all resource materials. Students are not eligible to sit for the NCLEX-PN until they have received their certificate. Students may form a committee to assist with planning selected aspects of the graduation/pinning ceremony.

### **DISMISSAL/WITHDRAWAL POLICY\***

A student will be dismissed or required to resign from the program for the following reasons:

1. failure to pass class work and/or clinical practice
2. failure to consistently complete and submit assignments in a timely manner
3. failure to follow ethical/legal/safe care practices in clinical practice
4. failure to meet program attendance requirements
5. failure to meet conditions of probation
6. improper conduct including but not limited to: use of drugs, alcohol, hazing, sexual harassment, possession of weapons
7. violation of academic/professional integrity which includes but is not limited to: cheating or plagiarism, stealing or lying, or breach of confidentiality
8. physical or mental health issues that interfere with academic or clinical learning (judgment of a committee of faculty)
9. other reasons determined by a committee of faculty to be just cause
10. any student who consistently fails to follow the policies/guidelines set forth in this handbook (more than 2 major infractions involving the same topic or 2 separate but significant topics) will be subject to dismissal after discussion/counseling by the program coordinator

A student who has been dismissed for cause (reasons other than academic) may appeal the decision by:

1. submitting a formal letter containing the reasons for the appeal
2. meeting with the program coordinator to review reasons for the appeal and the reasons for dismissal

3. meeting with members of the admissions committee for appeal who will review the issues and make a determination
4. the admissions committee will respond in writing to the readmission appeal, advising the student of their decision. This decision is final.
5. a student who has been dismissed for reasons related to clinical safety or reasons related to legal or ethical behavior will not be considered for readmission

If a student wishes to withdraw from the program, the student will contact the program coordinator to discuss the reason for withdrawal. A letter of withdrawal should be submitted, to the coordinator. The letter should include the student's name, the date of withdrawal and a reason for withdrawal.

### **REFUND POLICY**

McCann postsecondary programs adhere to the following refund policy: Non-attendance alone does not qualify a student for a refund. Students must initiate, in writing, a withdrawal from the program. Refunds are based on the student's official withdrawal as determined by the superintendent's office. Refunds are mailed to the student's home address on file in the superintendent's office within 15 days following approval.

- Full tuition refunds are granted for any program cancelled by McCann.
- A full tuition refund is given before the first day of class, 75% tuition refund is given for class days 1-6, 50% for class days 7-10, and no tuition refund after 10 class days.
- Refunds are processed at the end of the refund period. Refund checks are mailed to the student's home address on file in the superintendent's office. No refunds for books, fees, or kits.

### **READMISSION POLICY**

McCann Technical School reserves the right to limit the number of readmissions to the practical nursing program each year. Readmission is not guaranteed and is on a space available basis. A student seeking readmission more than one year after leaving the program must follow the application procedure for new students. Students who have been dismissed for academic reasons or who have withdrawn for academic, health, or personal reasons in the previous year will be considered for readmission to the program after providing written evidence of increased potential for success. Factors for consideration might include successful academic study, work experience, a change in work and/or personal commitment, or more mature or renewed orientation to the program. Students should remember that because the practical nursing course is sequential, the earliest a student can be readmitted is one year from the date of withdrawal. Updated health information, CORI/SORI, liability and health insurance, and CPR certification will be necessary for readmission. **There will only be one opportunity for readmission per student. The specific requirements for readmission to term II and term III are listed below:**

#### **READMISSION TO TERM II\***

In order to be considered for readmission to Term II, you must complete an application form and write an essay explaining how you will be more successful in the program if given another opportunity. After a careful review of your file and discussion between the practical nursing director and the superintendent, it will be decided whether or not you will be allowed to return to the practical nursing program. It will be based on your potential for successful academic study and evidence of a more renewed focus to the program. If allowed to return, you will receive a re-admission letter and be required to attend classes from the beginning of Term II through the end of Term III in November. After receipt of your readmission letter, you will need to contact the nursing director by April 1<sup>st</sup> to arrange a date and time for a pre-admission orientation meeting at which time you must take the ATI Fundamentals Proctored Exam and attain a Level I, demonstrate basic skills in nursing laboratory, and also take a dosage calculation test and achieve a score of 100. There will be only one opportunity for readmission so it is imperative that you successfully complete the entire program by November of the school year you are requesting to attend.

Financial arrangements are per McCann's policy. If you have any questions, please contact Ms. Victoria Tarsa at 413-663-5383, ext. 181 or [vtarsa@mccanntech.org](mailto:vtarsa@mccanntech.org).

You will need a current physical exam, updated immunizations and evidence of current CPR certification at the health care provider level before the start of classes. It is also required that you complete another CORI and submit a copy of your driver's license as verification for the CORI. Some of our clinical sites may require an additional CORI and all practical nursing students are now required to submit to a national criminal background check by fingerprinting.

### **READMISSION TO TERM III\***

In order to be considered for readmission to Term III, you must complete an application form and write an essay explaining how you will be more successful in the program if given another opportunity. After a careful review of your file and discussion between the practical nursing director and the superintendent, it will be decided whether or not you will be allowed to return to the practical nursing program. It will be based on your potential for successful academic study and evidence of a more renewed focus to the program. If allowed to return, you will receive a readmission letter and be required to attend classes from the beginning of Term III through the end of Term III in November. After receipt of your readmission letter, you will need to contact the nursing director by June 1<sup>st</sup> to arrange a date and time for a pre-admission orientation meeting at which time you must take the ATI Med/Surg Proctored Exam and attain a Level I, demonstrate basic skills in nursing laboratory, and also take a dosage calculation test and achieve a score of 100. There will be only one opportunity for readmission so it is imperative that you successfully complete the entire program by November of the school year you are requesting to attend.

Financial arrangements are per McCann's policy. If you have any questions, please contact Ms. Victoria Tarsa at 413-663-5383, ext. 181 or [vtarsa@mccanntech.org](mailto:vtarsa@mccanntech.org).

You will need a current physical exam, updated immunizations and evidence of current CPR certification at the health care provider level before the start of classes. It is also required that you complete another CORI and submit a copy of your driver's license as verification for the CORI. Some of our clinical sites may require an additional CORI and all practical nursing students are now required to submit to a national criminal background check by fingerprinting.

### **STUDENT GRIEVANCE POLICY\***

The student grievance policy provides a system to manage student issues involving faculty, staff, or fellow students. Students desiring to discuss or file a grievance should use the following protocols:

1. The student shall make an appointment, within three (3) days, with the instructor to discuss the issue with the objective of resolving the issue informally.
2. If the grievance is not resolved to the satisfaction of the student, the student may submit the grievance in writing to the program coordinator within three (3) days of the informal discussion.
3. The program coordinator shall investigate the grievance and report to the student both verbally and in writing within seven (7) days of receipt of the formal grievance filing.
4. Should the grievance not be resolved to the student's satisfaction, the student may appeal the decision to the principal. This appeal should be made in writing within seven (7) days of the program coordinator's report. The principal shall investigate the issue and report to the student both verbally and in writing within seven (7) days of receipt of the appeal letter.
5. Should the grievance not be resolved to the student's satisfaction, the student may appeal the decision to the superintendent. This appeal should be made in writing within seven (7) days and in writing within seven (7) days of his/her receipt of the appeal letter.
6. Should the grievance not be resolved to the student's satisfaction, the student may contact the Council on Occupational Education, 7840 Roswell Road, Bldg. 300, Suite 325, Atlanta, GA 30350, Phone: (770) 396-3898/Fax: (770) 396-3790, [www.council.org](http://www.council.org).

### **POLICY ON ACADEMIC HONESTY**

All students are required to maintain academic honesty in all aspects of the educational process. Academic dishonesty includes, but is not limited to, falsification of information, cheating on tests, assignments, plagiarism, and collusion. All forms of dishonesty will result in disciplinary action. Falsification of information includes; student admission forms, student health forms, and student clinical records. Cheating includes; copying from another student's test paper, using materials during a test/demonstration not authorized by the instructional staff, knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or part the contents of an un-administered or administered test material, bribing any other person to obtain test materials or information, and falsifying test results. Plagiarism is defined as the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit. Collusion is defined as the unauthorized collaboration with any other person in preparing work offered for credit. This does not include assisting fellow students in team-based projects.

## CLASSROOM POLICIES

All written assignments submitted for grading are to be typed unless the instructor directs otherwise. Workbook pages and mathematics assignments may be hand-written. All makeup work, including homework, quizzes, and exams must be made up within one week. Late homework assignments will not be accepted. Extenuating circumstances preventing this make up may be approved by the program coordinator. Students are responsible for maintenance of a neat and orderly classroom. ONLY emergency phone calls will be accepted in the office and forwarded to the student. Attendance is taken for each class. Classroom resources (books, reference materials, learning tools, etc.) are NOT to be removed from the classroom without the instructor's permission. Reference materials in the practical nursing reference room will be catalogued and signed out according to the reference room lending policy. No food or drink allowed in classroom. Cell phone use is prohibited during class. All phones must be completely turned off not just turned to the vibrate mode. If the fire alarm sounds, take valuables with you and file to the nearest exit, closing the doors behind the last person out. Meet in the school of nursing parking lot for attendance. Each classroom has a posted fire exit route. Students are responsible for orienting themselves to the location of the nearest exit and fire extinguishers on the first day of school.

## PERFORMANCE OF UNAUTHORIZED PROCEDURES

The performance of any unauthorized or unsupervised procedures during laboratory practice and/or clinical externships will result in immediate disciplinary action which may lead to suspension from the course and/or program.

## INCIDENTS IN CLINICAL AREA

1. Incidents involving a client: notify the clinical instructor immediately. Incidents include, but are not limited to accidents (i.e., a fall), medication errors, and treatment errors. The appropriate agency form will be completed and filed with the incident circumstances outlined and reviewed.
2. A student who consistently exhibits medication errors that are prevented by the clinical instructor prior to client administration will be given a clinical warning and placed on probation with a contract for improvement.
3. The student is not to carry out nursing interventions that have not been approved and taught in the skills laboratory at McCann or under the direct supervision of the clinical instructor. The student is responsible for carrying to the clinical site an ongoing list of interventions that have been supervised and/or reviewed and signed off by the laboratory instructor prior to performing the intervention with clients.

When an instructor/student identifies that an error has occurred:

1. Immediately notify the clinical instructor who will notify the appropriate staff who will then notify the client's physician and others if required by facility policy.
2. The client will be monitored as directed by facility staff and clinical instructor.
3. Facility and school incident report forms will be completed under the guidance of the clinical instructor.
4. A contract for improvement and plan of correction will be part of the debriefing process. A copy of the incident report, plan of correction and contract for improvement, if used, will be forwarded to the PN director for review and placed in the student file.
5. Failure to meet the plan of correction and the contract for improvement and or subsequent errors may result in dismissal from the program for unsafe practice.
6. Failure to report an incident or error upon recognition may result in immediate dismissal from the program.

## ATTENDANCE POLICY\*

The Board of Registration in Nursing stipulates that practical nursing programs allot designated amounts of time to both theory and clinical practice. Attendance will be calculated on a cumulative basis for the year.

Students are expected to attend all class, laboratory, and clinical experiences as scheduled. Dental, medical, or other personal appointments should not be scheduled during class or clinical hours. Notification of absence from class (theory or laboratory) is not necessary unless a student will be absent from an exam. However, **notification is required if the student will be absent from the clinical experience.** To report an absence from an exam, the student is required to notify the practical nursing director or faculty member that she/he will be absent from the exam. It is the student's responsibility to contact the instructor within 24 hours to arrange a make-up exam. To report an absence from the clinical site, the student should call the site at least one hour before the start of the clinical day **or** follow the instructions of the individual clinical instructor. When reporting an absence to the clinical

site, the student should be certain to obtain the name and credentials of the person at the agency who takes the message. (i.e., Mary Jones, CNA). The Board of Registration in Nursing requires a total of 1080 hours of class for practical nursing programs. Of the 1080 hours, at least 945 hours must be nursing classes, 540 hours of which must be clinical laboratory experience. The McCann Practical Nursing Program consists of more than the minimum number of required hours and recognizes that illness and unexpected emergencies do occur. Students may miss no more than eighteen (18) hours of classroom time and no more than eighteen (18) hours of clinical time for the entire program. Attendance (including tardiness or leaving class early) is calculated on a cumulative basis. There is no opportunity to make up missed class time. Time missed will be counted in 15-minute increments.

Opportunities for clinical make-up are limited and subject to availability of faculty. Students will be responsible to pay the standard hourly faculty rate and submit payment to the business office prior to the make-up sessions.

Students are responsible for all material presented in classes and clinical experiences from which he/she is absent.

Practical nursing students are adults. Therefore, the faculty recognizes each student's ability to decide whether he/she needs to miss a class. In consideration of that recognition, most absences are excused absences. Whether or not an absence is excused, missed clinical time must be made up if it puts the student over the required number of hours that can be missed.

**Failure to call ahead on an exam day will result in a grade of zero on the exam. Failure to call in for a clinical absence or tardy will result in a clinical warning; failure to call in advance for a clinical absence and or tardiness more than once may result in dismissal from the program.**

Clinical instructors will keep attendance at clinical and submit records to the practical nursing director. Students will sign in to each class and laboratory session. Attendance sheet will be kept in the classroom for students to sign in and out. If student does not sign in, it will be counted as an absent day. If tardy, they will include the time they entered class. Students who leave early will sign out and include the time they left. Remember, arriving late for class or leaving early impacts the total number of hours mandated for successful completion of the program. **Students who leave the clinical experience early, unless dismissed due to illness or emergency, or unless prior arrangements have been made with the instructor at least 24 hours in advance, will be considered absent for the entire shift.**

If a student misses more than 10% of class time in any one course it is considered excessive and will result in a 5% deduction in overall grade for the course. In the event of a student with extended illness or serious accident resulting in greater than 15% of the course it will be handled on a case to case basis on whether or not the student will be allowed to continue in the course.

It is recognized that students are adults and should be able to determine when, if ever, they need to be absent. Therefore, students should be very careful about taking time off for minor, even if valid, reasons; in the course of a year almost everyone has an illness or urgent situation that cannot be foreseen or avoided. Students should make every effort to attend all classes and clinical experiences so that when such an unavoidable occasion arises, they will have a cushion of time available.

### **EXTRACURRICULAR EMPLOYMENT**

Employment must not interfere with assigned class/clinical schedules. Outside work must not compromise course work. It is recommended that employment not exceed 20 hours per week during school weeks. Students should keep in mind that the class/clinical time commitment is 30 hours per week, and studying and preparation for class can take 2-3 times that amount of time, or an additional 60-90 hours per week.

### **CPR REQUIREMENTS**

Accepted students must hold current American Heart Association or Red Cross certification in cardio-pulmonary resuscitation (CPR) at the health-care provider level prior to the first day of class. Certification must be valid for the duration of the program. Failure to maintain current CPR certification will disqualify the student from participating in clinical experiences.

### **HEALTH DOCUMENTATION**

All admitted practical nursing students are required to provide, prior to the first day of class, documentation of the following:

- A current physical exam (within 3 months prior to the first day of class).
- Immunity to measles, mumps, and rubella by blood titers or documentation of two doses of MMR after 1967.
- One tetanus diphtheria (Td) within the last 10 years.
- Hepatitis B series.
- Evidence of varicella immunity by immunization (2 doses) or blood titer.
- A current Tuberculin Skin Test (TST). Students must keep TST current during the course of the program.
- All immunization requirements need to be completed (or in the case of a series, started and on schedule) by the first day of class and kept current throughout the program. Failure to keep requirements current will result in ineligibility to attend clinical experience.
- McCann will follow current immunization recommendations of the Massachusetts Department of Public Health as a minimum requirement. Where specific clinical agencies have requirements that exceed DPH regulations, the requirements of the clinical agencies will be followed.
- Yearly Flu Shot is required and documented.

### **HEALTH/HOSPITALIZATION INSURANCE**

All students are required to carry private health/hospitalization insurance for the duration of the educational experience. Students who do not have private insurance will be required to purchase coverage through a school policy at an additional cost. Documentation of the policy and number will be provided to the program coordinator prior to entry into the clinical setting. Information shall be kept current for the duration of the educational experience. Failure to do so will result in the student not being permitted to attend clinical externships. If care is needed because of injury during clinical externships, fees for services will be the responsibility of the student and their respective insurance carrier. Students are provided liability insurance coverage through the school ONLY while engaged in a school-approved and sponsored activity. Students are NOT covered during private transportation to or from clinical agencies.

### **LIABILITY INSURANCE**

Students are provided liability insurance coverage through the school ONLY while engaged in a school-approved and sponsored activity. Students are NOT covered during private transportation to or from clinical agencies.

### **CLINICAL RESPONSIBILITIES**

Students can participate in monitoring their own clinical progress by:

1. Submitting to the clinical instructor weekly anecdotal notes that reflect self-assessment of progress toward meeting the outcomes of clinical experiences.
2. Keeping clinical instructor informed of specific learning needs.
3. Respectfully requesting to observe or participate in clinical experiences that the student has not yet been assigned.
4. Implementing any instructor recommendations towards meeting the outcomes of the clinical experiences.

Clinical instructors will:

1. Review/discuss clinical evaluation tool during orientation to each nursing course.
2. Provide timely feedback on clinical practice and written clinical work (assessments, care plans, anecdotal notes) including suggestions which the student can implement to promote meeting the clinical objectives.
3. Assist the student in locating clinical experiences to meet unmet objectives.

### **STUDENT INJURIES**

Accidental injuries, both on school property and in the clinical agencies, need to be reported to the program coordinator within twenty-four (24) hours of the event. A copy of the agency incident report, if completed, should be given to the program coordinator, and students are expected to complete the school accident form for injuries sustained on campus.

### **HEALTH/ILLNESS POLICY**

Services of the school nurse are not available to evening students. If a student becomes ill during class or laboratory time, the nursing faculty present will evaluate the student as to his/her ability to remain on in class or lab. If the

student needs to be seen by a physician, he/she will be sent to an appropriate medical facility of the student's selection. The student will be responsible for all costs. Students who are evaluated as ill by clinical or classroom faculty may be sent home. The decision to send a student home from clinical practice is at the discretion of faculty.

Personal injury accident: if a student has an accident of any type while in the school or at assigned clinical practice, she/he should report the accident immediately to the faculty member present. Emergency care arrangements will be made available **but the student will incur any hospital services costs.**

Accidental injuries, both on school property and in the clinical agencies, need to be reported to the program coordinator within twenty-four (24) hours of the event. A copy of the agency incident report, if completed, should be given to the program coordinator, and students are expected to complete the school accident form for injuries sustained on campus.

### **EXPOSURE CONTROL POLICY (Accidental Blood Borne Pathogen Exposure)**

All students who sustain a needle-stick injury, a cut from a sharp instrument, or a mucous membrane exposure to blood or other body fluids must immediately notify the clinical instructor. In order to provide appropriate post-exposure treatment and counseling for students who are accidentally exposed to blood borne pathogens, the following policy will be observed:

1. Immediate treatment following exposure
  - a. Skin: wash immediately and thoroughly with soap and water
  - b. Mucous membranes: flush immediately and thoroughly with water
  - c. Eyes: flush immediately and thoroughly with water
2. Reporting and documenting the exposure
  - a. All needle-sticks, cuts, and/or human bites must be reported immediately to the clinical instructor.
  - b. All blood contamination of open cuts, mucous membranes (eyes/mouth) or skin areas with dermatitis must also be reported to the clinical instructor.
  - c. The student exposed will complete the facility's and the school's incident reports before leaving the area.
3. Following the injury
  - a. The student who has been exposed will contact the student's personal physician and/or seek care in the local emergency room per the exposure policy of the clinical agency. This plan should be implemented within 2 hours of the exposure in order to provide the most effective prophylaxis.
  - b. Documentation of any follow-up medical care must be provided to the clinical instructor and director of the program prior to return to the clinical setting. Routine testing of the source is highly recommended. This testing will be conducted utilizing the policy and procedure in place in the clinical facility.

### **COVID-19 POLICY**

As with the possibility of exposure to other pathogens, there is a risk for exposure to COVID-19 at our clinical sites or the classroom. Every effort will be made to protect students and all Massachusetts Department of Health (DOH) guidelines, Department of Elementary and Secondary Education (DESE) guidelines, and Centers for Disease Control and Prevention (CDC) recommendations will be followed. However, there is still a risk of exposure to COVID-19. It is the responsibility of the student to follow all protocols and procedures in place in both the classroom and all clinical sites.

The COVID-19 vaccine is required at our clinical sites and all students are required to receive and show proof of vaccination. Any student choosing not to receive the vaccine will be dismissed from the program as it is a requirement for completion of clinical. Should a booster dose be required at any of our clinical partners, students will be required to receive the booster or they will be dismissed from the program for inability to complete clinical.

### **CLINICAL AFFILIATE'S RIGHTS IN STUDENTS PRESENCE IN THE CLINICAL AGENCY**

In compliance with the written affiliation agreement between McCann Technical School and affiliating clinical sites, be advised that the clinical site reserves the privilege of recommending withdrawal of any student found to be lacking in ability to develop qualities essential for the performance of patient-focused care, unsatisfactory performance, failure to maintain a patient-safe environment, violation of agency policies, or other misconduct. A



student dismissed from a clinical agency for the above reasons will not be allowed to return to the clinical agency and will be referred to the program coordinator for disciplinary action.

### **CORI, SORI, STATE STATUTES THAT REGULATE LICENSURE**

Prior to official enrollment into the practical nursing program, all accepted applicants must give permission for a Criminal Offense Record Information (CORI) investigation pursuant to the Criminal Record Information Act (CORI), Massachusetts General Laws, Chapter 5, Section 172-178, and Massachusetts General Laws, Chapter 18a, Section 1, et seq., and regulations promulgated pursuant to such statutes.

If required by affiliating clinical agencies, permission for a Sexual Offense Record Information (SORI) investigation must also be granted. Final admission to the program is contingent upon a satisfactory CORI/SORI report. Participation in planned clinical experiences throughout the curriculum is required; however, acceptance into the program does not guarantee placement in a clinical agency. Some clinical agencies prohibit clinical participation if there is a finding, even if the student's findings do not prevent acceptance to the practical nursing program. A court record/past conviction may present a barrier to eligibility for licensure as a licensed practical nurse (LPN).

Applicants with a court record/past conviction are advised to evaluate their own situation to determine eligibility to meet legal qualifications for nurse licensure in Massachusetts. They may wish to consult an attorney.

A second CORI inquiry or finger printing may be required by clinical agencies before the student enters a clinical rotation. Any student with an unsatisfactory report at these intervals will be asked to leave the program.

All applicants for licensure as an LPN must be of "good moral character" as required by the Massachusetts Board of Registration in Nursing statutes and regulations. Applicants are referred to the following website for further information: [www.mass.gov/dph/boards/rn](http://www.mass.gov/dph/boards/rn); click on "Licensing", then "Good Moral Character Licensure".

Fingerprinting may be required by clinical agencies before the student enters a clinical rotation at their facility.

"[Massachusetts General Laws Chapter 112](#), sections [74](#), [74A](#), and [76](#) require you to provide specific documentation for Good Moral Conduct (GMC) evaluation if you answer yes to questions related to criminal or disciplinary history for licensure.

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

<https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure>

### **HIPAA**

McCann Technical School may use protected health information in its possession without specific authorization from the student for treatment, quality assessment, medical review and auditing, compiling civil/criminal proceedings, and any other use required by law for public health, communicable disease, abuse or neglect, or food and drug administration purposes.

### **MANDATORY OSHA EDUCATION**

ALL students MUST participate in mandatory OSHA standard precautions training prior to entry into the clinical agency. This in-service is provided during scheduled class time. If a student does not attend this in-service, they are responsible for attendance at the hospital-based in-service on their own time.

### **DRESS CODE: CLASSROOM AND SKILLS LABORATORY**

Because the practical nursing classroom is located on the campus of the Berkshire Health Systems students are to wear practical nursing uniforms at all times. Students are representatives of McCann Technical School and should wear uniform, scrub coat or lab coat as needed, name pin, and white shoes when representing McCann.

## **DRESS CODE: CLINICAL**

Students are required to wear the complete uniform (scrub tops and pants) including name pin and/or ID badge and white shoes and white or sheer hose to all clinical assignments, unless the dress code of the agency requires street clothes. Uniforms must be clean, pressed, and they must fit well. Shoes must be clean and polished and may not be open at the toe or heel. Sweaters are not allowed in the clinical setting. If the student is cold he/she may wear a scrub coat (with the McCann Emblem on the left sleeve) over the student uniform. Scrub coats will be available as an optional purchase when purchasing the student uniform. A white tee shirt or turtleneck worn under the school uniform top is also acceptable, unless individual clinical site policies prohibit it. Hair must be worn off the collar when in uniform, and unnatural colored hair is not permitted. Students may wear one pair of small stud earrings. No other visible body piercing jewelry is acceptable in the clinical area. Wedding bands are the only rings permitted. The only other jewelry to be worn in the clinical area is a watch with a second hand. Every effort must be made to cover visible tattoos. Artificial fingernails and nail polish are not allowed in the clinical area. Nails must be neat and trimmed short, to the tip of the finger. Males may wear beards/mustaches provided they are neatly trimmed and contained. Male students who do not have mustaches or beards must be cleanly shaven. Perfumes, colognes, and other scents are not permitted in the clinical area. Make-up should be applied lightly.

Students should consider the following a part of the uniform: wristwatch with second hand, ballpoint pen with black ink, small note pad, stethoscope, bandage scissors and Kelly clamp. The latter 2 items will be provided as part of the mandatory supplies purchased by each student.

Appropriate street wear, including appropriate hair style, takes the place of the school uniform in some clinical practice settings (i.e., psychiatric, community) and other times and places as directed by faculty. Appropriate street wear should conform to the student's position as a professional. Spandex, athletic clothes, T-shirts, shorts or similar leisure clothing is not permitted. Midriffs should not be exposed. Full-length pants (not jeans or sweats), or skirt or dress that are close to the knee are appropriate.

Lab coats with the McCann emblem, name pin and/or ID badge must be worn over appropriate street clothes to clinical sites to pick up assignments. The agency reserves the right to ask the student to leave the unit if proper attire is not worn.

Clinical instructors will notify students of any site policy variations. In all cases, the more conservative policy will prevail.

## **IDENTIFICATION BADGES**

Whenever the student is in uniform or in a clinical placement, the student identification badge must be worn. The badge must be worn when the student goes to a clinical site to pick up his/her clinical assignment for the week and may be required to access the libraries at clinical agencies. A student who forgets his/her ID badge will not be allowed on the clinical unit and will miss clinical time. If the badge is lost, the student will be charged for a replacement.

## **POLICY ON ACCOMMODATION OF STUDENT WITH DISABILITIES**

It is the policy of the program to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodation. In order to verify eligibility for protection under section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, and to support requests for reasonable accommodations, in most cases, a student must initiate an initial request for services and a request for specific accommodation services through the program coordinator.

## **PREGNANCY POLICY**

A pregnant student must submit to the coordinator a statement from the student's physician indicating the date of expected delivery and approval to continue in the classroom and clinical setting without any activity restrictions. If the student is unable to meet clinical objectives or technical standards, she will not be able to meet the requirements of the program and may wish to withdraw and reapply in the future. If the student remains in the program through the delivery and continues to meet the requirements of the program following delivery, she may return to the program with written permission from her physician indicating that there are no activity restrictions.

## **DRUG/ALCOHOL POLICY**

Possession or use of controlled substances is strictly prohibited. Students are expected to abide by all laws regarding such substances. No controlled substances are allowed on the McCann grounds, including the Berkshire Health Systems North Campus, or at any clinical agency. Students found to be in possession of, or under the influence of, any controlled substance, will be subject to immediate disciplinary action, including the possibility of dismissal from the program. If necessary, the appropriate law enforcement agencies will be notified.

A student may be prohibited from taking the licensing examination if convicted in a court of law, and a license to practice nursing can be revoked if the nurse possesses or uses such substances at a later date in his/her career.

The following are considered controlled substances:

1. Alcohol
  2. Illegal “street drugs”
  3. Misused prescription drugs
  4. Over-the-counter drugs used for purposes other than those intended by the manufacturer
  5. Any substance not included above but which creates a change in mental or physical behavior that may jeopardize the student or another’s personal safety or well-being, including legal marijuana or any derivative
- The practical nursing faculty believes they have a professional and ethical responsibility to students, and to patients who receive nursing care from students, to provide a safe teaching and learning environment.
  - The practical nursing faculty defines chemical dependency as an illness in which alcohol or drug use interferes with the person’s ability to function safely and affects the person’s physical, emotional, and social health. Chemical dependency is characterized by physical and/or psychological dependence on drugs and/or alcohol and if untreated causes health problems and even death.
  - Faculty will confront students with suspected chemical dependency and direct them into treatment as appropriate. Students may or may not continue with their nursing education depending on the student’s compliance with treatment and contract initiated with the director at the time of the intervention. Faculty believes that students who comply with treatment and remain drug free can become safe practicing graduate nurses.
  - Any student attending clinical practice, who, in the judgment of the clinical faculty, demonstrates a physical and/or mental state not conducive to safe practice will be dismissed immediately from the clinical practice site and will be placed on warning/probation for the duration of the term. If the student is deemed unfit to drive, the faculty will notify a family member or friend designated by the student to transport the student safely. If a similarly impaired student is present in class or laboratory, the same procedure will be followed.

## **SMOKING POLICY**

It is unlawful for any student enrolled in public schools in the Commonwealth to use or possess tobacco products of any type at or on school grounds. (Massachusetts General Law Chapter 71, Section 2A). The practical nursing classroom, although a satellite site, is considered to be school grounds. Non-adherence to these regulations will, for first time offenders, warrant a three-day suspension. For further violations, punishment will be progressive and may result in the student being unable to meet the attendance requirements of the program. Smoking is not permitted at or on the grounds of any clinical agencies with which the practical nursing program currently affiliates. Failure to follow the smoking policies of the clinical sites will result in the same disciplinary action noted above.

## **WEAPONS**

Guns, knives, or any article which is considered to be lethal or having the capability of doing harm to oneself or another person is strictly prohibited. Possession of such weapons will involve police action and result in suspension and expulsion.

## **SEXUAL HARASSMENT**

The district affirms its commitment to preventing sexual harassment of students and adopts this policy to cover all students within the district. It is our goal to promote a school environment that is free of sexual harassment. Sexual harassment of students occurring in the school or at school-related events is unlawful and will not be tolerated. Further, any retaliation against individuals for cooperating with an investigation of a sexual complaint is similarly unlawful and will not be tolerated. We will respond promptly to complaints of sexual harassment and where it is

determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action as appropriate.

## **HAZING**

It is the policy of the school district to enforce the penalties proscribed by law to whoever is a principal organizer or participant in the crime of hazing. The term “hazing” as used in this section and in section 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest, or extended isolation.

Section 18. *Duty of Report Hazing* – Whoever knows that another person is the victim of hazing and is the scene of such crime shall, to the extent that such person can do so without danger or peril to himself/herself or others, report such crime to an appropriate law enforcement official as soon as is reasonably practicable.

Section 19. *Hazing Statutes to be Provided, Statement of Compliance and Discipline Policy Required* – Each institution of secondary education...shall issue to every student group, team or organization, which is part of such institution or is recognized by this institution...a copy of this section.

## **BULLYING/CYBER BULLYING**

Bullying, cyber bullying, and retaliation are prohibited. The district is committed to maintaining a school environment where students are free from bullying, including cyber bullying, the effects of such conduct, and retaliation. Bullying is conduct that is repeated by one or more students and targets another student, causing one or more of the following: physical or emotional harm to the targeted student or damage to his/her property; placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property; a hostile environment at school for the targeted student; infringement on the rights of the targeted student at school; or material and substantial disruption to the educational process or the orderly operation of the school.

Bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. (M.G.L. c. 71, § 37O)

## **LIBRARY**

The McCann school library (D Wing) is open from 7:45 am to 2:45 pm or by arrangement with the librarian. Internet access is available for research projects. Student orientation to the library collection and resources will be arranged during the first weeks of school. The librarian is available, by appointment, for assistance. All materials must be checked out at the front desk and become the student’s responsibility. Loss of library materials will necessitate the payment of a replacement fee. Certificates will be held until all library obligations are met.

The practical nursing library is located at the site of the PN program. All materials must be checked out with an instructor and become the student’s responsibility.

## **SKILLSUSA**

McCann Technical School is a 100% member of SKILLSUSA, an international student organization with over 54 separate state chapters and territorial associations with 300,000 members. Students are encouraged to actively participate in chapter activities including district, state and national skill area competitions. The school pays the cost of these competitions at the district, state and national level however, if the student fails to attend after making the commitment, they will reimburse the school for any incurred expenses. The standards of the organization are based on national/vocational/technical curriculum proficiency criteria and these requirements are included in the grading in applicable subjects that will be noted by the program coordinator.

## SCHOOL CALENDAR

Practical nursing students follow a January to November schedule of 40 academic weeks. The program will observe the same holidays as the high school and other postsecondary programs; however, vacation periods may differ. Refer to the program calendar for specific dates.

## SCHOOL DAY

The practical nursing program will be conducted during the day over the course of 40 weeks, from January through November, with vacation periods between terms. All state and federal holidays will be observed. Classes will be Monday through Friday, from 8:00 AM-2:45 PM in the classroom at the North Adams campus of the Berkshire Health Systems and at various clinical sites throughout Berkshire County. Field trips may take students out of Berkshire County on occasion. There will be a limited number of occasions on which class or clinical experience will be conducted different hours during the day, evenings, or on a weekend. Students will be given sufficient notice to accommodate those scheduling changes into their plans. Students will receive both an email notification and a telephone notification.

## SCHOOL CANCELLATION/CLOSINGS

When conditions warrant school cancellation/closing, notification will be given from 6:00AM on. This information can be heard on radio stations WMNB in North Adams or WBEC in Pittsfield, and on television station Channel 6, 10, and 13. **PLEASE NOTE:** Listen for the McCann School closing, not North Adams Public Schools. Cancellations will also be posted on the school website which is [www.mccanntech.org](http://www.mccanntech.org).

In the event of a school closure, students will be sent instructions on their activities for the day. Classroom time and clinical time can both be conducted remotely.

## SECURITY/VISITORS

In order to provide a secure educational facility all visitors must follow the Berkshire Health Systems policy on access to the classroom area. In the interest of safety, students from other schools, infants, or minor children are not allowed in the clinical areas: they are also not allowed in the classroom/laboratory area unless invited for a student presentation or a growth and development or pediatric laboratory.

## PARKING

Parking at the classroom site will be in the **parking garage**. Individual clinical sites will determine where students should park at their facilities, and clinical instructors will communicate this information to students during clinical site orientation. Students often greatly impact the parking facilities at clinical sites, so carpooling is encouraged whenever possible. However, students should always have a back-up plan, in case the driver is absent from clinical.

## TRANSPORTATION

Students may drive their own cars to school. Students are responsible for arranging transportation to and from all assigned clinical agencies. Not all students are assigned to the same sites at the same time. Carpooling may be utilized, but allowances for illness and changes in plans must be considered.

## MEALS AND BREAK TIME

Individual instructors will determine meal and break times; they may seek input from the class. Students may not leave clinical sites during meals and breaks on clinical days.

## VALUABLES

Students may want to carry enough money to purchase supper and/or a snack at the hospital cafeteria on class nights and at clinical agencies with cafeterias and/or vending machines on clinical nights. However, excessive amounts of money and/or valuables should not be taken to class or to clinical sites. Clinical agencies and McCann Technical School will not be responsible for lost or stolen articles.

## FINANCIAL AID

All students are encouraged to apply for financial aid to help with the cost of education. Financial assistance programs provide monies to those students who can demonstrate that they are unable to provide the full cost of higher education. McCann participates in the Federal Pell Grant and the state MASSGrant and Vermont Student Assistance Corporation (VSAC) programs.

To be eligible, students must meet the following requirements:

- Be a U.S. citizen or eligible non-citizen
- Be registered with the Selective Service (if required)
- Attend a college that participates in the programs listed above
- Be working toward a degree or certificate
- Be making satisfactory academic progress
- Be in attendance
- Not owe a refund on a federal grant
- Not be in default on a federal educational loan
- Have “financial need” as determined in part by the FAFSA

To apply for financial aid, students must complete a **Free Application for Federal Student Aid (FAFSA)** available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) to be considered. Our federal school code is 015637. A copy of the family’s Federal Income Tax Return and W2s and a completed Verification Worksheet will be required for verification purposes. There may also be additional financial aid documents that are required. Consideration of eligibility is made when the student has been accepted into the program and all required financial aid documents have been received.

To remain eligible for federal or state financial aid programs of any type, students must make satisfactory academic progress toward a certificate. To achieve satisfactory academic progress, students must meet the following criteria:

- A student must be enrolled full time
- A student must be in compliance with the school attendance policy
- A student must earn a passing grade, as outlined in the Practical Nursing Program Student Handbook, at the end of each term in all subject areas in order to enter the next term

## STUDENT REPRESENTATIVES TO FACULTY AND ADVISORY COMMITTEES

Students will participate in program governance. The student body will annually elect two (2) student representatives to the faculty organization. Interested students may campaign, and the vote will take place by paper ballot. The student representatives will attend monthly faculty meetings to advise of questions, concerns, and suggestions representative of the practical nursing class. Between these meetings, if there are special issues that need immediate attention, students can request a meeting with the coordinator. The student representatives will report back to the student body outside of scheduled class time. They may request that the coordinator or a faculty member be present.

The student body will also elect two students to represent the practical nursing program at advisory committee meetings that will take place at least twice a year. The same election procedure noted above will be followed.

## ELIGIBILITY TO TAKE NCLEX-PN

Upon successful completion of the nursing program requirements and graduation from the program, application is made to take the National Council Licensure Examination (NCLEX-PN). “Board of Registration in Nursing” information regarding the good moral character requirement and requests for testing modifications are available at the Board’s website: [www.state.mas.us/regboards/m](http://www.state.mas.us/regboards/m).

## CONTACTING FACULTY

Faculty are available to assist and support you throughout your education. Faculty maintain office hours prior to class beginning and concluding class in the afternoon. They are also available throughout the day during breaks. Should you have a question or concern for a faculty member, it is the student’s responsibility to reach out to the faculty in the following order. First, attempt to speak to the faculty during school hours. Second, email the faculty

member and await a response. Faculty have 24 hours to respond to emails. Finally, if it is an emergency, students may text or, if absolutely necessary, call the instructor.

### **DOROTHEA OREM'S SELF-CARE DEFICIT THEORY OF NURSING**

The foundation of the McCann Technical School Practical Nursing Program is Dorothea Orem's *Self-Care Deficit Theory of Nursing* (Dorothea Orem, 1991) that identifies the need for nursing care based on the individual abilities of clients and patients to participate in self-care behaviors. Orem sees self-care as "the practice of activities that individuals initiate and perform on their own behalf in maintaining life, health and well-being" (Orem, 1991, p.117). Generally speaking, the Self-Care Deficit Theory of Nursing recognizes that individuals perform self-care activities purposefully in response to their own needs. (Metzger McQuiston et al, p.157.) "Deficit" in this theory refers to the ability of a person to care for himself and meet his own self-care needs as well as the needs of children or adults under his care. Deficit is not a limitation but rather the relationship between a person's needs and his capability of meeting them. (Metzger McQuiston et al, p. 153)

In her theory, Orem lists the Universal Self-Care Requisites, or the needs that are common to all people in all stages of life. (McLaughlin Renpenning et al, p. 218) Specifically, these requisites include the need for air, water, food, elimination, activity, rest, solitude and social interaction, hazard prevention and promotion of normalcy. (Orem, 1985) According to the Self-Deficit Theory of Nursing, if a person is unable to meet his need for any of these universal requisites, nursing care is warranted.

Likewise, Orem identifies a number of Developmental Self-Care Requisites associated with human developmental processes across the life span. The developmental requisites are distinguished by "...affective (feelings & emotions) and cognitive processes, during the stages of maturation, and with self-preservation and emotional behaviors associated with severe illness, anesthesia, and impending death" (McLaughlin Renpenning, et al., p. 218). Therefore, if a person is unable to meet his developmental self-care needs, implementation of nursing services is also justified.

Lastly, Orem defines a set of requisites addressing deviations from a normal state of health. She defines these deviations as follows:

Health Deviation Type Self-Care Requisites are associated with disorders of human structure and functioning, active disease processes and injuries and their effects, and with the nature and effects of medical diagnostic and treatment measures (McLaughlin Renpenning, et al., p. 219).

Orem's Self-Care Deficit Theory of Nursing presupposes that all people periodically experience limitations resulting from their inability to meet their own basic universal or developmental needs or by changes in their health status. These limitations ultimately prevent individuals from meeting their self-care deficits.

When limitations in self-care are present and health services are substantiated, nursing services are employed. The services provided by nursing are "...activities contributory to health, or its recovery (or to a peaceful death) that (an individual) would perform unaided if he had the necessary strength, will or knowledge" to do so (McLaughlin Renpenning et al, p. 214).

According to Orem:

Nursing is an art through which the nurse, the practitioner of nursing, gives specialized assistance to persons with disabilities of such a character that more than ordinary assistance is necessary to meet daily needs for self-care and to intelligently participate in the medical care they are receiving from the physician. The art of nursing is practiced by 'doing for' the person with the disability, by 'helping him to do for himself' and/or by 'helping him to learn how to do for himself.' Nursing is also practiced by helping a capable person from the patient's family or a friend of the patient to learn how 'to do for' the patient. Nursing the patient is thus a practical and didactic art. (Orem, 1995, p.7)

In order to implement nursing services, a practitioner of nursing must possess competence in the art of teaching as well as skills of practical science. The general goals of the nurse are two-fold. First, a nurse strives to "...meet or help the patient meet, during the twenty-four hours of the day, his continuous needs for self-care and the participation in his medical care as directed by a physician" (McLaughlin Renpenning et al, p.8). Additionally, a nurse endeavors to "...help the patient, when his condition so permits, to become self-directing in his personal care

and able to carry out his physician's directives for participation in medical care..." (McLaughlin Renpenning et al, p.8).

In conclusion, people actively take care of themselves as independently possible. However, sometimes individuals can no longer meet their own physical or developmental needs or are so afflicted by a change in health status that they are prevented from normal functioning. When a person is unable to care for himself and meet his own needs, nursing care is warranted. Nurses provide direct care to meet the needs of patients and they provide teaching to patients to help them meet their own needs and care for themselves as independently as possible. Additionally, nurses educate family members, friends and other members of the health care team on how to care for specific patients. Dorothea Orem's *Self-Care Deficit Theory of Nursing* recognizes that nurses assist patients in meeting their self-care deficits and to restore them to the greatest level of independent functioning possible. The role of the nurse is as specific to patient needs as it is to the art and science of skilled nursing.

#### References

McLaughlin Renpenning, K. & Taylor, S.G., Ed. (2003). *Self-Care Theory in Nursing*. New York: Springer Publishing Company, Inc.

McQuiston, C.M & Webb, A.A., Ed. (1995). *Foundations of Nursing Theory*. Thousand Oaks, CA: Sage Publications, Inc.

Orem, D. E. (1995) *Nursing: Concepts of Practice* (5<sup>th</sup> ed.). St. Louis: C. V. Mosby

Orem, D. E. (1991) *Nursing: Concepts of Practice* (4<sup>th</sup> ed.). St. Louis: C.V. Mosby

Orem, D.E. (1987). Orem's general theory of nursing. In R. Parse (Ed.), *Nursing science: Major paradigms, theories and critiques* (pp. 67-89). Philadelphia: W. B. Saunders.

### **NATIONAL ASSOCIATION FOR PRACTICAL NURSE EDUCATION AND SERVICE (NAPNES) STANDARDS OF PRACTICE FOR LICENSED PRACTICAL/VOCATIONAL NURSES**

#### **The LP/VN provides individual and family-centered nursing care. The LP/VN shall:**

- A. Utilize principles of nursing process in meeting specific patient needs of patients of all ages in the areas of:
  1. Safety
  2. Hygiene
  3. Nutrition
  4. Medication
  5. Elimination
  6. Psycho-social and cultural
  7. Respiratory needs
- B. Utilize appropriate knowledge, skills, and abilities in providing safe, competent care.
- C. Utilize principles of crisis intervention in maintaining safety and making appropriate referrals when necessary.
- D. Utilize effective communication skills.
  1. Communicate effectively with patient, family members of the health care team, and significant others.
  2. Maintain appropriate written documentation.
- E. Provide appropriate health teaching to patients and significant others in the areas of:
  1. Maintenance of wellness
  2. Rehabilitation
  3. Utilization of community resources
- F. Serve as a patient advocate:
  1. Protect patient rights.
  2. Consult with appropriate others when necessary.

#### **The LP/VN fulfills the professional responsibilities of the Practical/Vocational Nurse. The LP/VN shall:**

- A. Know and apply the ethical principles underlying the profession.
- B. Know and follow the appropriate professional and legal requirements.
- C. Follow the policies and procedures of the employing institution.
- D. Cooperate and collaborate with all members of the healthcare team to meet the needs of family-centered nursing care.



- E. Demonstrate accountability for his/her nursing actions.
- F. Maintain currency in terms of knowledge and skills in the area of employment.

**The LP/VN follows the National Association of Practical Nurse Education and Services, Inc. (NAPNES) Code of Ethics. The LP/VN shall:**

1. Consider as a basic obligation the conservation of life and the prevention of disease.
2. Promote and protect the physical, mental, emotional, and spiritual health of the patient and his family.
3. Fulfill all duties faithfully and efficiently.
4. Function within established legal guidelines.
5. Accept personal responsibility (for his/her acts) and seek to merit the respect and confidence of all members of the health team.
6. Hold in confidence all matters coming to his/her knowledge, in the practice of his profession, and in no way, at no time violate this confidence.
7. Give conscientious service and charge just remuneration.
8. Learn and respect the religious and cultural beliefs of his/her patient and of all people.
9. Meet his/her obligation to the patient by keeping abreast of current trends in healthcare through reading and continuing education.
10. As a citizen of the United States of America, uphold the laws of the land and seek to promote legislation which shall meet the health needs of its people. (adopted 1992)

NAPNES, (1999). Silver Spring, MD from Hill, S.S. & Howlett, H.S. (2005). Success in Practical/Vocational Nursing: From Student to Leader. St. Louis, MO: Elsevier.

### **PROFESSIONAL BEHAVIOR**

NAPNES is dedicated to promoting and defending the practice, education, and regulation of licensed practical nurses. Students shall familiarize themselves with the NAPNES Standards of Practice for the LP/VN and shall adhere closely to the standards of professional behaviors defined by the code. All nursing students are required to exhibit evidence of honesty, integrity, accountability, and responsibility in all aspects of their nursing education. Nursing students are required to adhere to the policies contained in the student handbook and "It's Time". Language and behaviors must be consistent with that of a professional nurse. Nursing students are representatives of the McCann practical nursing program and of a profession which is looked to by the public as a responsible component of the health care system. Students may be dismissed from the practical nursing program for unethical, illegal, or immoral behavior.

### **ADMISSION POLICIES\***

All candidates for admission to the Practical Nursing program are required to provide satisfactory evidence of secondary school graduation or its equivalent. Applicants are required to submit the following documents:

- Completed application form
- Official high school transcript or official verification of HSE (High School Equivalency) and official GED/HiSET transcript of scores. Applicants must have achieved a grade of C or above in mathematics and English.
- Official college or postsecondary transcripts if applicable
- Essay for selecting your program
- Three (3) letters of reference from guidance counselors, teachers, employers or other professionals
- TEAS exam fee

Deadline for submission of the above materials for consideration for the class starting in January is August 1 or until all available openings are filled.

Candidates are required to submit their application and exam fee in order to be scheduled for the Test of Essential Academic Skills (TEAS) and must score at or above the national program mean to be further considered for admission to the program. The test will be administered at McCann and candidates will be given instructions for obtaining study materials.

- Students who do not meet the minimum qualifications as evidenced by the TEAS entrance test may retake the exam provided one month has passed and an additional fee has been paid.

- Qualified students will be interviewed and will submit a second short essay to be written on the day of the interview.
- Of those students who qualify, admission slots will be granted first to those whose transcripts, TEAS scores, references, interview and writing sample are predictive, in the opinion of the admissions committee, of the greatest potential for success in the program.
  - Where all other qualifications are equal, preference will be given to in-district students and those from surrounding communities.

## **PROGRAM OVERVIEW**

The McCann Technical School practical nursing program is a 40-week program of study that leads to a practical nurse certificate and entitles the graduate to sit for the National Counsel Licensing Examination for Practical Nurses (NCLEX-PN). The student who passes the NCLEX-PN becomes a Licensed Practical Nurse (LPN) and is qualified to work as an entry-level licensed practical nurse. Most classes, laboratories, and clinical experiences will take place on weekdays from 8:00 am -2:45 pm, however, in order to provide a complete and well-rounded curriculum, a limited number of experiences may be planned at different hours during the day, evenings and/or weekend hours. The program meets the requirement of the Massachusetts Board of Registration in Nursing for providing at least 1080 hours of instruction, a minimum of 945 of which are nursing courses. At least 540 hours of the nursing courses consist of clinical experience. In order to meet the above requirements, attendance at all classes, laboratories, and clinical experiences is mandatory. Students whose absences bring their attendance below the above requirements will not be allowed to continue in the program.

## **PROGRAM COMPETENCIES**

The following competencies are the minimal expectations of the practical nursing graduate based on the nursing process:

### **Assessment**

- Collects data and contributes to the identification of specific physical, emotional, spiritual, and cultural needs of the patient.
- Utilizes basic, therapeutic communication techniques.
- Identifies overt needs of the patient.
- Observes the patient and communicates significant findings to the health care team.
- Identifies appropriate resources in other agencies within the health care delivery system.
- Identifies basic pathophysiology of assigned patients.

### **Planning**

- Formulates or collaborates in the development of written nursing care plans.
- Contributes, with assistance, to the development of health plans for patients and/or families.
- Establishes priorities and organizes assignments.

### **Implementation**

- Safely and competently performs basic therapeutic and preventive nursing procedures, incorporating fundamental biological and psychological principles in giving individualized care.
- Shows respect for the dignity of all individuals.
- Applies basic communication techniques.
- Demonstrates the ability to do incidental teaching during routine care and to support and reinforce the teaching plan for a specific patient.
- Shares assigned responsibility for health care delivery in structured situations.
- Uses lines of authority and communication within the work setting.

### **Evaluation**

- Evaluates the care given, makes necessary adjustments and seeks guidance as needed.
- Documents evaluation of outcomes of nursing intervention.
- Identifies own strengths and weaknesses and seeks assistance for improvement of performance.

#### Role as a member within the profession of nursing

- Recognizes own role as a licensed practical nurse in the health care delivery system.
- Demonstrates accountability for own actions and nursing practices.
- Acts as a patient advocate.
- Demonstrates awareness of role in the development and maintenance of standards of patient care.
- Seeks out and takes advantage of learning situations and opportunities for own continuing education.

Teaching methods--Recognizing that individual students represent a variety of learning styles, faculty will employ a variety of teaching methods, consistent with currently accepted principles of adult education. Those methods may include, but not be limited to interactive lecture and class discussion, demonstration, clinical and laboratory practice, audio-visual presentations, field trips and guest speakers.

Evaluation methods--A variety of formative and summative evaluation methods will be used to determine competency, and these will be outlined in the syllabus for each course. Methods used will be formal tests and quizzes, including cumulative midterm and final exams; they may be written or computer generated. Other methods include practical exams, return demonstrations, research papers, essays, individual and group projects and presentations, portfolios, care plans, case studies, anecdotal notes, journals, clinical assessments, and periodic standardized testing.

Required and recommended textbooks will be listed on each individual course syllabus and in a booklist distributed at orientation.

## PROGRAM OBJECTIVES

Program Objectives	Level I	Level II	Level III
<b>Apply the nursing process, based on scientific theory, to the care of culturally diverse clients throughout the life span and who have common, well-defined health problems.</b>	<b>Identify</b> steps of the nursing process.  <b>Identify</b> principles of Orem's nursing theory.  <b>Identify</b> aspects of cultural diversity.	<b>With guidance, apply</b> the nursing process to assess client self-care deficits and determine outcomes of care.  <b>Discuss</b> aspects of cultural diversity affecting nursing care.	<b>Apply</b> the nursing process with cultural competence across the lifespan to meet the self-care deficits of clients who have well-defined health problems.
<b>Demonstrate professional attributes in the provision of competent, safe, effective practical nursing care in an ever-changing health care environment.</b>	<b>Examine</b> principles of personal accountability and professional conduct in practical nursing.  <b>Identify</b> safety principles of client care.	<b>Identify and utilize with guidance,</b> principles of safety, personal accountability and professional conduct in a variety of structured settings.	<b>Demonstrate</b> personal accountability and professional conduct in all aspects of safe client care.
<b>Utilize therapeutic communication skills to collaborate with all members of the health care team, the individual, family and community to promote wellness and the prevention of disease.</b>	<b>With guidance, identify and begin</b> to use basic communication techniques.  <b>Identify</b> principles of reporting and documenting.  <b>Identify</b> nurse as advocate for client within the healthcare team.	<b>With guidance, discuss and utilize</b> communication techniques.  <b>Discuss</b> legal basis for written documentation.  <b>With guidance, implement</b> communication techniques to interact with client, advocate for client within healthcare team, family and community in order to address intervention necessary to meet client self-care deficits.	<b>Utilize</b> therapeutic communication skills to interact with the client interdisciplinary health care team, client's family and community to address client self-care deficits, promote wellness and prevent disease.
<b>Manage the nursing care of individuals with common well-defined health needs in a variety of structured settings in accordance with legal and ethical professional standards.</b>	<b>Identify</b> examples of safe nursing interventions.  <b>With guidance, provide</b> safe basic care in expected time.  <b>Discuss</b> legal and ethical standards of practical nursing.	<b>With guidance, select, prioritize and implement</b> nursing interventions to safely and effectively assist clients in meeting their self-care deficits.	<b>Demonstrate</b> principles of safe cultural competence within the legal and ethical framework of practical nursing.  <b>Utilize</b> the nursing process and implement nursing interventions to deliver care of groups of clients with well-defined self-care deficits.
<b>Implement goal-oriented educational plans to promote the health of the individual client or groups of clients.</b>	<b>Examine</b> principles of teaching and learning.	<b>With guidance, identify</b> and select learning needs of clients that are necessary to meet self-care needs.	<b>Demonstrate</b> principles of teaching and learning.  <b>Implement</b> goal oriented educational plans that assist individual and groups of clients to meet self-care deficits, promote health and prevent disease.

## CURRICULUM PLAN

The practical nursing program will be conducted during the evening, over the course of 40 weeks, from January through November, with vacation periods between terms. All state and federal holidays will be observed. Classes will be Monday through Friday, from 8 AM – 2:45 PM in the classroom at North Adams campus of the Berkshire Health Systems and at various clinical sites throughout Berkshire County. Field trips may take students out of Berkshire County on occasion. There will be a limited number of occasions on which class or clinical experience will be conducted during the day or on a weekend. Students will be given sufficient notice to accommodate those scheduling changes into their plans.

Program spans January 3, 2022 – November, 2022

**Orientation:** January 3, 2022

Course Number	Credits	Course	Total Hours	Theory Hours	Laboratory Hours	Clinical Hours
		<b>Term I 70 days</b>				
PN 101	4	Human Anatomy & Physiology	80.75	62	18.75	
PN 102	3	Human Growth & Development	46	46		
PN 103	1	Professional Foundations of Practical Nursing	15	15		
PN 104	1	Introduction to Pharmacology	15.25	15.25		
PN 105	9	Fundamentals of Practical Nursing	280.5	61.75	93.75	125
Subtotals	18		437.5	200	112.5	125
		<b>Term II 44 days</b>				
PN 206	10	Concepts of Practical Nursing	275	106.25		168.75
Subtotals	10		275	106.25		168.75
		<b>Term III 66 days</b>				
PN 307	8	Advanced Concepts of Practical Nursing	232.75	76.5		156.25
PN 308	1	Issues and Trends of Practical Nursing	16.75	16.75		
PN 309	6	Family Centered Nursing	163	66.5		96.5
Subtotals	15		412.5	159.75		252.75
<b>TOTAL</b>	43		1125	466	112.5	546.5

## SUMMARY OF COURSES

### Term I

**PN 101: Human Anatomy & Physiology** (includes micro, medical terminology, and chemistry)—through classroom and laboratory experience, this course provides understanding of the gross structure and normal function of the human body and provides a solid background for assessing deviations from normal body structure and function caused by illness.

**80.75 hours (62 hours of theory, 18.75 hours of lab – 4 credits)**

**PN 102: Human Growth and Development Across the Lifespan**—Stages of individual biophysical and psychosocial development from conception to late adulthood are addressed with emphasis on the older adult.

**46 hours – 3 credits**

**PN 103: Foundations of Practical Nursing**—includes history of nursing, contemporary role of practical nurses, ethical/legal considerations, and review of nursing theories with attention to Orem.

**15 hours – 1 credit**

**PN 104: Introduction to Pharmacology**—The study of drugs and their actions on living organisms begins in the course.

**15.25 hours – 1 credit**

**PN 105: Fundamentals of Nursing** (includes nutrition and medical terminology)—Through classroom, laboratory and clinical experience, this course introduces the student to the role of the practical nurse in assisting to identify and meet the self-care needs of adult clients and their significant others.

**280.5 hours (61.75 hours of theory, 93.75 hours of lab, 125 hours of clinical) – 9 credits**

### Term II

**PN 206: Concepts of Practical Nursing** —nutrition and pharmacology embedded—Through classroom and clinical experience the student continues to utilize the knowledge and skills acquired during Term I in the planning, implementation, and evaluation of care for adult clients with health deviations.

**275 hours (106.25 hours of theory, 168.75 hours of clinical) – 10 credits**

### Term III

**PN 307: Advanced Concepts of Practical Nursing**—nutrition and pharmacology embedded. Through classroom and clinical experience, the student continues to utilize the knowledge and skills acquired during Terms I and II in the planning, implementation and evaluation of care for patients with complex needs and groups of adult clients with health deviations, including deviations of mental health. Concepts of leadership, management and delegation appropriate for the practical nurse will be incorporated.

**232.75 hours (76.5 hours of theory, 156.25 hours of clinicals) – 8 credits**

**PN 308: Issues and Trends in Practical Nursing**—This course includes preparation for the role of graduate practical nurse including contemporary issues facing licensed practical nurses today.

**16.75 hours – 1 credit**

**PN 309: Family Centered Nursing**—The student will utilize clinical skills and knowledge of growth and development to plan, implement and evaluate the care of children and families, including the childbearing family. Nutrition, pharmacology and mental health concepts are embedded. Clinical experiences will take place in community and inpatient settings as opportunities permit.

**163 hours (66.5 hours of theory, 96.5 hours of clinical) – 6 credits**

## COURSE OBJECTIVES

### **Term I**

#### **PN 101: Human Anatomy and Physiology**

1. Describe the major structures, systems and functions of the human body. (Knowledge)
2. Use medical terms describing the major structures, systems and functions of the body. (Application)
3. Identify the biological needs of the human body to maintain homeostasis. (Knowledge)

4. Describe the structure & function of organic and inorganic compounds and the concept of pH. (Knowledge)
5. Describe the structure, function and classification of microbes. (Knowledge)
6. Identify microbes as the cause of common infectious diseases. (Application)
7. Identify environments favorable to growth of pathogens. (Knowledge)
8. List methods of controlling nosocomial and community acquired infections. (Knowledge)
9. Identify laboratory methods used to diagnose infectious disease. (Knowledge)

#### **PN 102: Human Growth and Development Across the Lifespan**

1. Identify selected theories of psychosocial, cognitive and moral development. (Knowledge)
2. Describe normal growth, development, and behavior in each stage of development from the prenatal period through late adulthood. (Knowledge)
3. Describe health issues common to individuals at each stage of development. (Knowledge)
4. Recognize the impact of physical and psychosocial changes of aging on the health of the older client. (Synthesize)
5. Describe the development of the healthy family. (Knowledge)
6. Identify the influence of the family on the health status of individual family members. (Knowledge)
7. Demonstrate techniques for effective communication. (Application)
8. Recognize the impact of culture, ethnicity and spiritual tradition on the development of individuals, and the family. (Synthesize)
9. Describe the practical nurse's role in assessing growth, development, and behavior in individuals and families. (Knowledge)

#### **PN 103: Professional Foundations of Practical Nursing**

1. Recognize the influence of nursing history on the evolution of the practical nursing role. (Synthesize)
2. Discuss the role of the licensed practical nurse in defining local, national, and global health care standards. (Comprehend)
3. Identify nursing organizations that support the practical nurse in his/her role. (Knowledge)
4. Discuss the legal and ethical framework of practical nursing with attention to the Massachusetts General Laws and the regulations of the Massachusetts Board of Registration in Nursing. (Comprehend)
5. Define accountability for personal and professional conduct within the practical nurse student role as defined by Massachusetts General Laws and the regulations of the Massachusetts Board of Registration in Nursing. (Knowledge)
6. Identify study skills and test-taking strategies for success as a practical nursing student. (Knowledge)
7. Define the concept of Prioritizing. (Knowledge)
8. Identify three contemporary theories of nursing, other than Dorothea Orem's theory. (Knowledge)
9. Summarize the major components of Orem's Self-Care Deficit Theory of Nursing. (Comprehend)
10. Identify opportunities for life-long learning in nursing. (Knowledge)
11. Begin to accumulate information to include in a resume and professional portfolio to be assembled during Term III. (Application)

#### **PN 104: Introduction to Pharmacology**

1. Identify role of practical nurse in medication therapy. (Knowledge)
2. Discuss legal and ethical implications of the practical nurse role in the administration of medication and potential for abuse. (Comprehension)
3. Utilize goal-oriented communication with clients, family and healthcare team members in relation to medication therapy. (Application)
4. Utilize nursing process as a framework for nursing care in relation to drug therapy. (Application)
5. List 6 rights of medication administration. (Knowledge)
6. Compute drug dosages with 100% accuracy. (Analysis)
7. Describe the principles of preparation and administration for medications given by the non-parenteral and parenteral routes. (Knowledge)
8. Describe the influence of growth and development on medication therapy. (Knowledge)
9. Identify the classifications and actions of the major groups of pharmacologic agents. (Knowledge)
10. Identify adverse effects and drug interactions of medications encountered in commonly occurring health deviations seen in the long-term care setting. (Knowledge)

#### **PN 105: Fundamentals of Nursing**

1. Define the steps of the nursing process. (Knowledge)
2. Identify commonly occurring health deviations and levels of prevention with emphasis on the culturally

- diverse aging patient/resident. (Knowledge)
- 3. Describe the effects that alterations in emotional/mental health can have on total health and well-being. (Knowledge)
- 4. Identify the roles of interdisciplinary health team members in meeting the needs of culturally diverse adult patient/resident experiencing self-care deficits. (Knowledge)
- 5. Identify the role of the practical nurse as an advocate for residents in long-term care settings. (Knowledge)
- 6. Apply, with guidance, principles of therapeutic communication skills in interactions with patients/residents, their families and members of the nursing team. (Application)
- 7. Describe and apply, with guidance, basic assessment and nursing interventions commonly required to deliver competent, safe, effective nursing care to culturally diverse patient/resident experiencing self-care deficits. (Knowledge)
- 8. Define basic nutritional requirements of the adult human being. (Knowledge)
- 9. Explain the concept of Standard Precautions. (Comprehension)
- 10. Describe aseptic technique and identify examples of breaks in aseptic technique. (Knowledge)
- 11. Identify the principles of teaching and learning used when educating adult patient/resident from a diverse population who have self-care deficits. (Knowledge)
- 12. Recognize responsibility for meeting own learning needs in clinical, laboratory, and classroom setting. (Comprehension)

## **Term II**

### **PN 206: Concepts of Practical Nursing**

- 1. Utilize the steps of the nursing process as they relate to the care of adult clients experiencing self-care deficits. (Application)
- 2. Describe commonly occurring health deviations and levels of prevention with emphasis on the culturally diverse adult client. (Knowledge)
- 3. Describe the effects that alterations in emotional/mental health can have on total health and well-being. (Knowledge)
- 4. Examine the role of interdisciplinary health team members in meeting the needs of culturally diverse adult clients experiencing self-care deficits. (Analysis)
- 5. Discuss the role of the practical nurse as an advocate for clients in sub-acute and acute care settings. (Knowledge)
- 6. Employ the legal and ethical standards applicable to the care of adult clients with self-care deficits. (Application)
- 7. Utilize principles of therapeutic communication skills in interactions with clients, their families and members of the nursing team. (Application)
- 8. Apply assessment and nursing interventions commonly required to deliver competent, safe, effective nursing care to culturally diverse clients experiencing self-care deficits. (Application)
- 9. Analyze therapeutic nutritional requirements of the adult human being. (Analysis)
- 10. Apply basic principles of teaching and learning in the care of adult clients from a diverse population who have self-care deficits. (Application)
- 11. Identify own strengths and learning needs relative to the care of adult clients experiencing self-care deficits. (Knowledge)
- 12. Discuss personal and professional accountability for conduct appropriate to the student practical nurse. (Comprehension)

## **Term III**

### **PN 307: Advanced Concepts of Practical Nursing**

- 1. Apply the steps of the nursing process as they relate to the care of adult patients experiencing self-care deficits. (Application)
- 2. Recognize commonly occurring health deviations and levels of prevention with emphasis on the culturally diverse adult patient. (Comprehension)
- 3. Relate the effects of alterations in emotional/mental health to the patient's total health and well-being. (Synthesis)
- 4. Collaborate with interdisciplinary health team members in meeting the needs of culturally diverse adult patients experiencing self-care deficits. (Application)
- 5. Demonstrate the role of the practical nurse as an advocate for patients in sub-acute, acute, and community settings. (Application)



6. Apply the legal and ethical standards applicable to the care of groups of adult patients with self-care deficits. (Application)
7. Apply principles of therapeutic communication skills in interactions with patients, their families and members of the interdisciplinary health care team. (Application)
8. Utilizing principles of delegation and supervision, apply assessment and nursing interventions commonly required to deliver competent, safe, effective nursing care to groups of culturally diverse patients experiencing self-care deficits. (Application)
9. Apply knowledge of therapeutic nutritional and pharmacological requirements of the adult patient. (Application)
10. Apply basic principles of teaching and learning in the care of adult patients from a diverse population who have self-care deficits. (Application)
11. Analyze own strengths and learning needs relative to the care of adult patients experiencing self-care deficits. (Analysis)
12. Demonstrate personal and professional accountability for conduct appropriate to the student practical nurse. (Application)

#### **PN 308: Issues and Trends in Practical Nursing**

1. Discuss the role of the licensed practical nurse in terms of contemporary trends and issues. (Comprehension)
2. Discuss the legal and ethical framework of practical nursing with attention to the Massachusetts General Laws and the regulations of the Massachusetts Board of Registration in Nursing. (Comprehension)
3. Define accountability for personal and professional conduct within the practical nurse student role as defined by Massachusetts General Laws and the regulations of the Massachusetts Board of Registration in Nursing. (Comprehension)
4. Demonstrate the concept of critical thinking by measuring progress outside critical thinking skills exit exam. (Application)
5. Identify opportunities for life-long learning in nursing. (Knowledge)
6. Complete resume and professional portfolio started in Term I. (Application)
7. Demonstrate professionalism in employment search. (Application)

#### **PN 309: Family Centered Nursing**

1. Apply the steps of the nursing process as they relate to the care of culturally diverse families and children. (Application)
2. Recognize commonly occurring health deviations and levels of prevention with emphasis on children and families, including the child-bearing family. (Comprehension)
3. Relate the effects of alterations in emotional/mental health to the total health and well-being of children and families. (Analysis)
4. Collaborate with interdisciplinary health team members in meeting the needs of children and families experiencing or at risk for self-care deficits. (Application)
5. Demonstrate the role of the practical nurse as an advocate for children and families. (Application)
6. Apply the legal and ethical standards applicable to the care of children and families with or at risk for self-care deficits. (Application)
7. Apply principles of therapeutic communication skills in interactions with clients, their families and with members of the interdisciplinary health care team. (Application)
8. Apply assessment and nursing interventions commonly required to deliver competent, safe, effective nursing care to children and families experiencing or at risk for self-care deficits. (Application)
9. Apply knowledge of pharmacology and nutritional requirements of the infant, child, adolescent, and parturient woman. (Application)
10. Apply basic principles of teaching and learning in the care of children and families from a diverse population who have self-care deficits. (Application)
11. Analyze own strengths and learning needs relative to the care of children and families experiencing self-care deficits. (Analysis)
12. Demonstrate personal and professional accountability for conduct appropriate to the student practical nurse. (Application)

## CURRICULUM THREADS

The following concepts will be threaded throughout the curriculum:

- **Safety**—the provision of an environment that is free from harm. Scientific principles guide the nurse practice to ensure safety.
- **Communication**—the interaction between persons, either verbal or nonverbal, to impart information which may result in behavior change. Such interactions are basic to nursing and contribute to the development of therapeutic relationships.
- **Critical thinking**—the process of gathering data, identifying a problem, exploring alternatives to solving the problem, choosing the action most appropriate to the situation, implementing the action, evaluating the outcome. This supports the steps of the nursing process.
- **Nursing process**—the systematic method of organizing and delivering nursing care. The role of the licensed practical nurse is encouraged with respect to the components of the nursing process as defined by entry level competencies of graduates of practical nurse educational programs (NLN) and the Massachusetts Nurse Practice Act.
- **Professional attributes**—those characteristics that contribute to the evolution of the student from student nurse to graduate practical nurse include the behaviors that are inherent in both roles along a continuum of progression from simple to complex, and the responsibility to assume life-long learning.
- **Legal and ethical and advocacy considerations**—the application of laws, statutes and codes of society as defined by the Commonwealth of Massachusetts and the National Association for Practical Nurse Education and Service, and minimal criteria for practice, as defined by the Massachusetts Board of Registration in Nursing. The LPN becomes an advocate for individuals by use of knowledge and influence as a practical nurse to help patients reach their health goals.
- **Scientific foundation**—the base on which all nursing courses are built—the science of nursing, with emphasis on Orem, and theories of the social, physical, and biological sciences, on which nursing interventions are based.
- **Management/collaboration**—the organization of nursing care and the creation and nurturing of relationships with other providers to ensure an interdisciplinary approach to care. The novice student will organize his/her own time in providing care to one patient, set priorities, and will begin to recognize the work of health care providers in other disciplines. By Term III the student will manage the care of groups of patients and interact professionally with other members of the health care team; i.e., will process orders and assist with referrals in conjunction with the nursing staff.
- **Health promotion and patient education**—the responsibility of the nurse to encourage individuals to attain and maintain optimum health through teaching about the prevention of illness, periodic recommended diagnostic testing and safe health practices and through teaching individuals about management of existing diseases and disorders.
- **Cultural competence**—an understanding of self as well as of people of various ancestries, beliefs, and practices in order to meet the nursing care needs of an increasingly diverse population encountered in contemporary healthcare settings. Individuals are more likely to accept care if it is offered within the context of their belief system and if their values and traditions are honored.
- **Growth and development throughout the lifespan, with special attention to the aging population**—Growth refers to the physical enlargement of the body while physical development refers to the progressive acquisition of skills and ability to function. Development is lifelong, continuous, though sometimes uneven, and multidimensional, involving not only physical processes but also cognitive, psychosocial, and moral processes. Due to the aging of the population, some theorists now divide older adulthood into as many as three stages. Individuals may respond very differently to similar health deviations, depending on growth rate and developmental stage; the nurse's response to the individual is also guided by knowledge of the stage of development and rate of growth of the person in need of care.

## MEDICATION ADMINISTRATION COMPETENCY EXAM

Nursing students are required to demonstrate a safe level of skill in calculating medication dosages. Students must obtain a score of 100% to pass the Term I Medication Administration Competency Exam to be able to administer medications. At the beginning of Terms II and III, students will take a dosage calculation exam, and must score 100% to be able to administer medications in those terms. Students who are not successful the first time may retake a version of the exam (See PN 104--Introduction to Pharmacology Syllabus). Students who are not able to administer medications are unable to meet the clinical objectives of the course and are therefore unable to progress in the program.

Procedure:

1. Practical nursing students will complete a medication administration competency exam (MACE) during the first term of the program. The date of the exam will be communicated to students by the practical nursing faculty.
2. Nursing faculty review medication administration and calculation skills in lab sessions to prepare students for the MACE before the exam date.
3. The MACE is prepared and administered by the nursing faculty.
4. Use of calculators is permitted during the exam. The calculators must not be part of a cell phone.
5. **Students who obtain a score less than 100% will review the exam with nursing faculty and retake the exam within 10 days of the first exam.**
6. Students who score below 100% the second, third and fourth time will repeat #5.
7. Students who score below 100% the fifth time will be unable to meet clinical objectives and will therefore be unable to continue in the program.

### **BOOKS AND SUPPLIES**

Students will purchase laboratory and clinical supplies directly from the school, as part of the fee structure. McCann provides each student with a booklist plus information on how to order directly from the publishers. Also, if available, discount coupons are provided to the students. Students may also order books through their own sources. In addition, students are responsible for having one or more ballpoint pens with black ink (no felt tipped pens) and a wristwatch with a second hand.

## 2022 PRACTICAL NURSING APPROXIMATE EXPENSES

ITEM	DATE DUE	APPROXIMATE COST
Tuition	½ due in December 2021 ½ due in July 2022	\$3,500.00 – In-district \$7,000.00 – Out-of-district
Physical exam	November/December 2021	Physician's charge
Immunizations	November/December 2021	Physician's charge
Clinical supplies	January 18, 2022	\$75.00
Required books	January 3, 2022	\$602.00
(Approximate cost is for books at bundled/discounted prices if ordered through Matthews Medical Books. There will also be an additional book purchase of \$146.00 for Term III.)		
Miscellaneous - Loose-leaf notebooks, ballpoint pens (black ink), etc.	January 3, 2022	Varies
School insurance*	January 3, 2022	\$50.00*
Lab fee, testing fee, printing fee	January 3, 2022	\$397.00
CPR class	January 8, 2022	\$45.00
Uniforms/Name pins	January 12, 2022	\$141.00-\$173.00
Shoes**	January 12, 2022	\$52.00-\$108.00**
Watch with second hand	January 12, 2022	\$35.00
NCLEX PN Live Review ( <b>Mandatory</b> )	September 23, 2022	\$278.00
Graduation fee	September 23, 2022	\$95.00
License application and testing fee	Upon program completion	\$430.00
Passport photo (Needed for licensure testing)	Upon program completion	\$20.00

Payment for clinical supplies and fees must be cash, check or money order. No credit or debit cards. **NO REFUNDS** on clinical supplies and fees.

\*All students must have medical insurance coverage for the entire year and proof is required on the first day of school. School insurance is accident insurance only and is not required with proof of health insurance coverage.

\*\*White leather duty shoes or leather sneakers are required – **NO CLOGS, CROCS or CANVAS SHOES.**

## **COURSE, FACULTY AND SITE EVALUATION POLICY**

The McCann practical nursing program encourages student feedback for the evaluation and improvement of the nursing program.

Process:

1. Samples of evaluation forms are in the Practical Nursing Student Handbook.
2. Students will be familiarized with the evaluation forms at clinical orientation.
3. The Clinical Faculty Evaluation Form and the Clinical Site Evaluation Form will be completed at the end of each clinical rotation.
4. The Course Evaluation forms will be completed at the end of each course.
5. Faculty will provide students with a copy of each evaluation form.
6. Forms will be completed by students, sealed in an envelope and submitted to the practical nursing program coordinator by a designated student.
7. The data on each evaluation form will be compiled by the postsecondary program secretary and shared with faculty after course grades have been submitted.
8. Evaluations will be used to make necessary changes in the program.

COPIES OF EVALUATION FORMS FOLLOW

**McCann Technical School  
Practical Nursing Program  
Clinical Site Evaluation Form**

Clinical Site: \_\_\_\_\_ Unit: \_\_\_\_\_

Course Title: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

The McCann Practical Nursing Faculty is interested in your evaluation of your clinical site. Please carefully consider each item below rate it honestly. Circle your response. Feel free to use the back of this paper for any comments you may have that are not addressed below, or that you would like to expand upon. Thank you.

4 = strongly agree      3 = agree      2 = disagree      1 = strongly disagree      0 = not applicable

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. The clinical site promoted application of theoretical knowledge and skills.                  | 4 | 3 | 2 | 1 | 0 |
| 2. The clinical site offered a variety of experiences necessary to meet the course objectives.  | 4 | 3 | 2 | 1 | 0 |
| 3. Principles of safe client care were observed here.   | 4 | 3 | 2 | 1 | 0 |
| 4. The environment of the clinical setting was conducive to learning.                           | 4 | 3 | 2 | 1 | 0 |
| 5. The nursing staff were professional role models.   | 4 | 3 | 2 | 1 | 0 |
| 6. The interdisciplinary staff contributed to the learning process.                             | 4 | 3 | 2 | 1 | 0 |
| 7. The clinical site has sufficient supplies and equipment for client care.                     | 4 | 3 | 2 | 1 | 0 |
| 8. The clinical site has current educational resources and references.                          | 4 | 3 | 2 | 1 | 0 |
| 9. The clinical site has adequate space for conferences.  | 4 | 3 | 2 | 1 | 0 |
| 10. I would recommend continuing to use this site for this clinical rotation.                   | 4 | 3 | 2 | 1 | 0 |
| 11. Please offer 3 suggestions that might improve this clinical experience for future students. |   |   |   |   |   |
| a.  |   |   |   |   |   |
| b.  |   |   |   |   |   |
| c.  |   |   |   |   |   |

**McCann Technical School  
Practical Nursing Program  
Clinical Faculty Evaluation Form**

Faculty Name: \_\_\_\_\_ Agency/Unit: \_\_\_\_\_

Course Title: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

The Nursing Education Department is interested in your evaluation of your clinical faculty. Please carefully consider each item below and rate it honestly. Circle your response. Feel free to use the back of this paper for any comments you may have that are not addressed below, or that you would like to expand upon. Thank you.

4 = strongly agree      3 = agree      2 = disagree      1 = strongly disagree      0 = not applicable

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Provides orientation to the clinical site.   | 4 | 3 | 2 | 1 | 0 |
| 2. Defines expectations clearly.  | 4 | 3 | 2 | 1 | 0 |
| 3. Evidences knowledge of subject matter.   | 4 | 3 | 2 | 1 | 0 |
| 4. Functions as a professional role model for students and staff.                                 | 4 | 3 | 2 | 1 | 0 |
| 5. Promotes correlation of theory to clinical practice.   | 4 | 3 | 2 | 1 | 0 |
| 6. Correlates assignments to course objectives.   | 4 | 3 | 2 | 1 | 0 |
| 7. Demonstrates availability and willingness to help.   | 4 | 3 | 2 | 1 | 0 |
| 8. Validates approaches/decisions related to client care.   | 4 | 3 | 2 | 1 | 0 |
| 9. Clarifies and validates demonstration of procedures.   | 4 | 3 | 2 | 1 | 0 |
| 10. Promotes learning through the exchange of ideas in pre and post conferences.                  | 4 | 3 | 2 | 1 | 0 |
| 11. Provides helpful and timely feedback concerning student performance.                          | 4 | 3 | 2 | 1 | 0 |
| 12. Please offer 3 suggestions, which might improve this clinical experience for future students. |   |   |   |   |   |
| a.  |   |   |   |   |   |
| b.  |   |   |   |   |   |
| c.  |   |   |   |   |   |

**McCann Technical School  
Practical Nursing Program  
Student Evaluation of Instruction – Theory and Laboratory**

Instructor: \_\_\_\_\_

Course Title: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

The purpose of this form is to evaluate your instructor's performance. Please read each statement carefully and then indicate your rating - circling the appropriate number adjacent to the statement. Thank you.

4 = strongly agree      3 = agree      2 = disagree      1 = strongly disagree      0 = not applicable

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. The course met the published course description.   | 4 | 3 | 2 | 1 | 0 |
| 2. The instructional objectives of the course were explained well.                                  | 4 | 3 | 2 | 1 | 0 |
| 3. The instructional objectives were accomplished.  | 4 | 3 | 2 | 1 | 0 |
| 4. The course was well-organized.   | 4 | 3 | 2 | 1 | 0 |
| 5. The instructor was well-prepared.  | 4 | 3 | 2 | 1 | 0 |
| 6. The instructor's presentation was effective.   | 4 | 3 | 2 | 1 | 0 |
| 7. The instructor used creative strategies to promote learning of course content.                   | 4 | 3 | 2 | 1 | 0 |
| 8. The instructor had a good grasp of his/her subject matter and related fields.                    | 4 | 3 | 2 | 1 | 0 |
| 9. The method of instruction was appropriate to the course objectives.                              | 4 | 3 | 2 | 1 | 0 |
| 10. The instructor stimulated thinking or related course concepts in a systematic manner.           | 4 | 3 | 2 | 1 | 0 |
| 11. The instructor provided an ample opportunity for student questions.                             | 4 | 3 | 2 | 1 | 0 |
| 12. The instructor responded to student questions effectively.                                      | 4 | 3 | 2 | 1 | 0 |
| 13. Students were encouraged and given the opportunity to participate in class.                     | 4 | 3 | 2 | 1 | 0 |
| 14. The instructor returned assignments and tests in a timely fashion.                              | 4 | 3 | 2 | 1 | 0 |
| 15. The instructor's method of evaluation of student performance was fair.                          | 4 | 3 | 2 | 1 | 0 |
| 16. The instructor's method of evaluation of student performance conforms with the course syllabus. | 4 | 3 | 2 | 1 | 0 |



17. The instructor met with and helped you when requested	4	3	2	1	0
18. The instructor started and ended class at scheduled times.	4	3	2	1	0
19. As a learning aid, the assigned text was effective.	4	3	2	1	0
20. Supplementary course materials were effective as learning aids.	4	3	2	1	0

4 = strongly agree

3 = agree

2 = disagree

1 = strongly disagree

0 = not applicable

**McCann Technical School  
Practical Nursing Program  
Course Evaluation Form**

Course Title: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

The Nursing Education Department is interested in your evaluation of this course. Please carefully consider each item below and rate it honestly. Circle your response. Feel free to use the back of this paper for any comments you may have that are not addressed below, or that you would like to expand upon. Thank you.

4 = strongly agree      3 = agree      2 = disagree      1 = strongly disagree      0 = not applicable

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. The course objectives were attainable.   | 4 | 3 | 2 | 1 | 0 |
| 2. The course content was derived from the course objectives.                         | 4 | 3 | 2 | 1 | 0 |
| 3. The course content was organized in a logical fashion.                             | 4 | 3 | 2 | 1 | 0 |
| 4. The course encouraged me to use critical thinking.                                 | 4 | 3 | 2 | 1 | 0 |
| 5. A variety of teaching methods were used.   | 4 | 3 | 2 | 1 | 0 |
| 6. Course assignments contributed to attainment of course objectives.                 | 4 | 3 | 2 | 1 | 0 |
| 7. Textbooks and assigned readings were appropriate for understanding course content. | 4 | 3 | 2 | 1 | 0 |
| 8. Laboratory content was derived from course objectives.                             | 4 | 3 | 2 | 1 | 0 |
| 9. Laboratory content was organized in a logical fashion.                             | 4 | 3 | 2 | 1 | 0 |
| 10. Laboratory environment is conducive to learning.                                  | 4 | 3 | 2 | 1 | 0 |
| 11. Laboratory equipment was appropriate to meet objectives.                          | 4 | 3 | 2 | 1 | 0 |
| 12. Clinical experiences contributed to the attainment of course objectives.          | 4 | 3 | 2 | 1 | 0 |
| 13. Classroom environment is conducive to learning.                                   | 4 | 3 | 2 | 1 | 0 |
| 14. Counseling support services were adequate for my needs.                           | 4 | 3 | 2 | 1 | 0 |
| 15. Academic advisement services were adequate for my needs.                          | 4 | 3 | 2 | 1 | 0 |
| 16. Academic support services were adequate for my needs.                             | 4 | 3 | 2 | 1 | 0 |
| 17. Computer services were adequate for my needs.                                     | 4 | 3 | 2 | 1 | 0 |

18. Exams were related to course objectives.	4	3	2	1	0
19. Exams were sufficient in number.	4	3	2	1	0
20. I feel prepared to enter the next nursing course.	4	3	2	1	0
21. Please offer three (3) suggestions, which might improve this course for future students.					
a.					
b.					
c.					

## PRACTICAL NURSING FACULTY AND STAFF DIRECTORY

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**CLINICAL LOCATIONS USED DURING THE PROGRAM  
(WHEN AVAILABLE AND NOT LIMITED TO)**

- Hillcrest Commons Nursing and Rehabilitation Center – Pittsfield, MA
- Williamstown Commons Nursing and Rehabilitation Center – Williamstown, MA
- Berkshire Medical Center, Pittsfield, MA (and their clinics)
- Southwestern Vermont Health Care – Bennington, VT (and their clinics)
- Center for Living and Rehabilitation – Bennington, VT
- Hillcrest Educational Center
  - HC – Hillcrest Center Campus/Autism Spectrum Disorder Program – 349 Old Stockbridge Road, Lenox, MA
  - HP – Highpoint Campus, 242 West Mountain Road – Lenox, MA
- Berkshire Family and Individual Resources (BFAIR) – North Adams, MA
- Community Health Program (CHP) Clinic – North Adams, MA
- Northern Berkshire Emergency Medical Services – North Adams, MA
- Northern Berkshire Pediatric Clinic – 77 Hospital Avenue, North Adams, MA
- Berkshire House of Corrections – Pittsfield, MA
- Brien Center – Pittsfield, MA and North Adams, MA
- Hospice Care of the Berkshires – Pittsfield, MA and North Adams, MA

# McCann Technical School Practical Nursing Program

Clinical Evaluation Tool—Term \_\_\_\_\_

PN \_\_\_\_\_— Title of Course

Student Name: \_\_\_\_\_

Academic Year: \_\_\_\_\_

At the completion of this course, the student will be able to consistently demonstrate the following with minimal guidance:

**Midterm**

**Date:**     /     /

**Final**

**Date:**     /     /

Objectives	S	N	Repeat with Goals	S	N	Repeat with Goals	Comments
1. Apply the nursing process, based on scientific theory, to the care of culturally diverse clients throughout the life span and who have common, well-defined health problems. (Application)							
2. Defines the steps of the nursing process. (Knowledge)							
3. Collects and correlates pertinent client data from client record, physical assessment and interview. (Application, Analysis)							
4. Identifies client's medication, classifications and side effects. (Knowledge)							

Objectives	S	N	Repeat with Goals	S	N	Repeat with Goals	Comments
5. Identifies client's nutritional needs. (Knowledge)							
6. Identifies alterations in emotional/mental health of client secondary to self-care deficits. (Knowledge)							
7. Integrates assessment data and applies appropriate nursing diagnoses to create a care plan for each assigned client. (Synthesize)							
8. Plans, implements, and evaluates nursing interventions to meet the needs of the adult client in the long-term care setting. (Application, Analysis)							
9. Documents expected and actual client outcomes and revises nursing care plan as needed. (Application, analysis)							
10. Review's nursing care plan with clinical instructor prior to initiating client care. (Analysis)							

Objectives	S	N	Repeat with Goals	S	N	Repeat with Goals	Comments
11. Manage the nursing care of individuals with common well-defined health needs in a variety of structured settings in accordance with legal and ethical professional standards. (Application)							
12. Researches client's medical condition. (Analysis)							
13. Participates in pre-conference with instructor to review nursing care plan for the day. (Application)							
14. Gives safe, supportive, culturally competent nursing care in a reasonable time. (Application)							
15. Applies theory to clinical practice. (Application)							
16. Explains and demonstrates procedures as taught. Relates scientific principles associated with each procedure. (Application)							



Objectives	S	N	Repeat with Goals	S	N	Repeat with Goals	Comments
17. Seeks assistance with new procedures. Does not perform procedures independent of the instructor unless directed to do so by the instructor. (Application)							
18. Utilizes safety precautions (Application)							
19. Reviews and discusses the agency's emergency policies and procedures with instructor and peers during clinical orientation. (Comprehension)							
20. Utilizes proper body mechanics. (Application)							
21. Utilizes aseptic technique as required. (Application)							
22. Removes environmental hazards and notifies nursing instructor and clinical agency nurse of unsafe physical environment. (Application, Analysis)							

Objectives	S	N	Repeat with Goals	S	N	Repeat with Goals	Comments
23. Seeks assistance when using specialty medical equipment (mechanical lifts, bed alarms, etc.) as ordered for client. (Application)							
24. Observes for behavioral changes and reports to clinical agency nurse and clinical instructor. (Application, Analysis)							
25. Implements appropriate nursing interventions to decrease client anxiety and monitors response to interventions. (Application)							
26. Accurately identifies the “6 Rights of Medication Administration.” (Application)							
27. Leaves client in a safe manner. (Call bell, alarms, bed in low position, etc.) (Application)							
28. Utilizes therapeutic communication skills to collaborate with all members of the health care team, the individual, family, and community to promote wellness and prevent disease. (Application)							

Objectives	S	N	Repeat with Goals	S	N	Repeat with Goals	Comments
29. Identifies members and roles of interdisciplinary health care team. (Comprehension)							
30. Applies principles of communication to interact with clients, significant others, and members of the health care team regarding client care and medication administration. (Application)							
31. Listens actively. (Application)							
32. Speaks clearly to clients in lay terms. (Application)							
33. Utilizes appropriate medical terminology in communication with health care team members. (Application)							
34. Encourages client to verbalize thoughts and feelings and maintain a trusting nurse-patient relationship. (Application)							

Objectives	S	N	Repeat with Goals	S	N	Repeat with Goals	Comments
35. Identifies clients who have communication barriers and accommodates for special communication needs. (Knowledge)							
36. Shares pertinent client assessment data with appropriate personnel. Immediately reports significant changes in client status to clinical agency nurse and clinical instructor. (Application)							
37. Accurately documents client care and data in a timely manner and per agency policy. (Application)							
38. Encourages client to verbalize thoughts and feelings and maintain a trusting nurse-patient relationship. (Application)							
39. Respectful towards staff and instructors. (Application)							
40. Acts in a professional and respectful manner towards instructor and staff. (Application)							

Objectives	S	N	Repeat with Goals	S	N	Repeat with Goals	Comments
<b>41. Implement goal-oriented educational plans to promote the health of the individual client or groups of clients.</b> (Application)							
42. Documents comprehensive nursing assessment of client's learning needs. (Application)							
43. Identifies and prioritizes factors that may influence client's learning process. (Comprehension, Analysis)							
44. Recognizes cultural influences in teaching/learning process. (Comprehension)							
45. Identifies and prioritizes client learning needs. (Analysis)							
46. Discusses examples of appropriate teaching plans to address individual learning needs and potential outcomes. (Comprehension)							

Objectives	S	N	Repeat with Goals	S	N	Repeat with Goals	Comments
47. <b>Demonstrate professional attributes in the provision of competent, safe, effective practical nursing care in an ever-changing health care environment.</b> (Application)							
48. Accepts responsibility for own actions and learning needs. (Application)							
49. Arrives at clinical area promptly. (Application)							
50. Is well-groomed, and in proper attire. (Application)							
51. Is prepared for clinical assignment each day. (Application)							
52. Identifies location of agency policy and procedure manuals. Reviews pertinent policies and procedures during clinical orientation and as needed in performing procedures throughout the clinical rotation. (Knowledge)							

Objectives	S	N	Repeat with Goals	S	N	Repeat with Goals	Comments
53. Acknowledges areas of weakness in clinical practice. (Comprehension)							
54. Demonstrates insights into own behavior as evidenced by written self-reflection and by discussion with peers and clinical instructor during clinical conferences. (Application)							
55. Demonstrates professional behaviors in all interactions with clients and members of the health care team. (Application)							
56. Upholds the NAPNES Codes of Ethics. (Application)							
57. Identifies client rights as outlined in the Patient's Bill of Rights. (Knowledge)							
58. Identifies practical nurse as advocate for client's needs and rights. (Knowledge)							

Objectives	S	N	Repeat with Goals	S	N	Repeat with Goals	Comments
59. Maintains client confidentiality at all times. (Application)							
60. Upholds HIPAA regulations. (Application)							
61. Provides privacy when caring for client. (Application)							



**Comments @ Midterm:**

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☐ Satisfactory

☐ Needs Improvement

**Midterm**

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Comments @ Final:**

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☐ Pass

☐ Fail

**Final**

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

Developed—April, 2006  
Approved—August, 2006  
Reviewed—December, 2007  
Reviewed—January 2, 2009  
Revised—January 6, 2009 (maz)  
Reviewed—January 5, 2010 (revisions pending) (maz)  
Revised—February, 2010 (transfer of credits policy upon school committee approval--approved) (maz)  
Reviewed and revised—January 3, 2011 (revised tuition refund policy entry to reflect current postsecondary programs policy—November 2010) (maz)  
Reviewed and revised—January 3, 2012 (revised McCann mission and philosophy to reflect those recently adopted, updated tuition and fee information, updated cell phone policy to reflect use for certain class activities, updated written assignment information to reflect 6<sup>th</sup> edition changes in APA format, revised Educational Mobility to reflect new articulation agreement with Berkshire Community College, revised immunization policy to reflect current Massachusetts Department of Public Health Guidelines.) (maz)  
Reviewed and revised – January 3, 2013 (updated tuition/fees/additional expenses) (saw)  
Reviewed and revised – January 2, 2014 (COE accreditation 2013, updated tuition/fees/additional expenses) (saw)  
Reviewed and revised – June 12, 2017 (saw)  
Reviewed and revised – December 31, 2018 (pin)  
Reviewed and revised – June 24, 2019  
Reviewed and revised – December 16, 2019  
Reviewed and revised – December 2, 2020  
Reviewed and revised – December 22, 2021

## CONTRACT

The Practical Nursing Handbook is a contract between each student in the program and the practical nursing program at McCann Technical School. You are asked to read the handbook and sign the contract below.

My signature indicates that I have received, read, and have had an opportunity to clarify issues/questions regarding this McCann Practical Nursing Student Handbook. I understand the contents and agree to abide by the rules, regulations and policies of the McCann Technical School Practical Nursing Program.

Student Name (please print) \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

## RELEASE OF INFORMATION

Clinical agencies need to verify immunization, CORI/SORI, and health and liability insurance information about students prior to entering a clinical affiliation. Some just require a signed statement from the school that all students entering the rotation meet the requirements. Some, however, require copies of all documentation. McCann needs to be able to supply this information if requested.

I hereby give my permission for McCann Technical School to release information about me to clinical agencies and prospective employers concerning my academic performance, attitude, appearance, health and any otherwise pertinent information while I am a student at the school.

Student Name (please print) \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

## STUDENT COPY

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Student Signature \_\_\_\_\_

Date \_\_\_\_\_

## **PROGRAM DIRECTOR/SCHOOL COPY**

## CONFIDENTIALITY

Patients have a right to privacy. They have a right to expect that details of their condition, treatment, medical history, diagnosis and prognosis, personal and financial affairs will be kept in confidence by students whose duties require that such information be revealed to them. It is not for a student to decide what information a patient would object to having disclosed. Students who breach this duty of confidentiality by disclosing patient information other than as necessary to perform their tasks or within the confined educational setting will be subject to disciplinary action, which may include dismissal from the program.

## CONFIDENTIALITY STATEMENT

I understand that during my clinical rotations I may have access to confidential information about clients and their families and the clinical facility. I understand that I must maintain the confidentiality of all verbal, written and/or electronic information. I understand that the information may be protected by law such as state practice acts or other regulatory standards. In addition, there are federal and state laws pertaining to information related to clients and their families.

**Protecting information of a confidential nature is expected behavior of a professional. Having read the above paragraph, I agree to maintain confidentiality. I understand that failure to do so may result in disciplinary action, including expulsion from the practical nursing program.**

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Student Signature \_\_\_\_\_

Date \_\_\_\_\_

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Student Signature \_\_\_\_\_

Date \_\_\_\_\_

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