CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)
Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College

An Innovation governed by the Board of Regents for Higher Education

NURSING STUDENT HANDBOOK
2016-2017
A Guide to the CT-CCNP Standards and Practices

Capital Community College
Gateway Community College
Naugatuck Valley Community College
Norwalk Community College
Northwestern Connecticut Community College
Three Rivers Community College

May 2016
Nursing students are responsible for reading and complying with the information which appears in the current college catalog and student handbook at the college at which they are enrolled and in the Connecticut Community College Nursing Program (CT-CCNP) Nursing Student Handbook. On occasion, information or other materials may be sent to your college email box and may automatically go into the Outlook Clutter folder. To avoid this, please disable this function in the Outlook Web App¹.

It is the intent of this handbook to ensure client safety and professional, ethical, and legal conduct of all nursing students. Failure to comply with College and Nursing Program standards and practices will lead to a review of student behavior and possible disciplinary action, including dismissal from the Program.

The CT-CCNP reserves the right to modify any statement in this handbook. Changes will be given to students through a Nursing Student Handbook Addendum.

**Nursing Student Handbook Acknowledgement of Receipt and Agreement to Comply**

I, ______________________________, acknowledge receiving and reading the Nursing Student Handbook, including the AUDIO/VIDEO RECORDING/PHOTOGRAPHING AGREEMENT and the CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO RECORD.

I agree to comply with the policies stated within the Handbook and with the terms of the AUDIO/VIDEO RECORDING/PHOTOGRAPHING AGREEMENT and the CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO RECORD.

I acknowledge that prior to signing I have been provided the opportunity to seek further clarification.

I understand that this statement will be placed in my nursing program student record.

Student Name (Print): ______________________________

Banner ID Number: ________________________________

Signature:_________________________________________

Date: ____________________________________________

¹Sign in to the Outlook Web App

1. Go to **Settings 🛠 > Options > Mail > Automatic processing > Clutter**.
2. De-Select/Un-Check the 2 boxes, “Separate items identified as clutter” and “Send me notifications about messages that are separated as clutter”, and then click **Save**.

**Note:** The Clutter folder remains in Outlook after you turned off the Clutter feature by following these steps.

May 2016
AUDIO/AUDIOVIDEO RECORDING/PHOTOGRAPHING AGREEMENT

I acknowledge that faculty of the Connecticut Community College Nursing Program (CT-CCNP) allow students to audio and/or audiovideo record and/or take photographs during classes and on campus laboratory sessions as students deem necessary for enhancement of their studies.

In agreeing to this both the Student and the College recognize that:

1. the audio/audiovideo recording/photography may affect others in the course, including faculty and students, including the extent to which their participation may be affected by the audio/audiovideo recording/photography.

2. both the Student and the College acknowledge that there are legitimate interests involving copyright, academic freedom of the College, the instructor and the student's classmates, the Family Education Rights and Privacy Act (FERPA) regarding the privacy of recorded student information and expectations of others regarding having their identity and statements being recorded/photographed.

3. in order to balance the numerous interests of all concerned and to minimize the possible disruption and/or distraction that may result from the audio/audiovideo recording/photography of a class or laboratory session, the Student and the College mutually and voluntarily enter into the following agreement

With the understanding that I am being allowed to audio/audiovideo record and/or photograph nursing classes and on campus laboratory sessions for my personal, academic use, I agree not to copy or reproduce the audio/audiovideo recording and/or photograph, nor allow anyone else to copy, reproduce or use these materials, and I agree to not make any portion of the recording or photograph available on social networking or internet sites.

In particular, and as a condition of this agreement, I expressly agree to the following:

- I will turn off the recorder and/or camera during class or erase portions when requested;
- I will not share the contents of the audio/audiovideo recordings and/or photograph with anyone whatsoever;
- I will not allow anyone to use the audio/audiovideo recordings and/or photographs for any purpose;
- I will not make, or allow anyone to make, copies of the audio/audiovideo recordings and/or photographs;
- I will not transfer the contents of the recorder and/or camera to any other media nor will I transfer the contents electronically, by uploading, by downloading or in any other manner whatsoever;
- I will keep such audio/audiovideo recordings and/or photographs within my exclusive possession and control at all times and at all locations;
- I will not make, or cause to have made, a written transcription in any form of the contents of the audio/audiovideo recordings (other than personal notes for my sole and exclusive use)

By signing the Nursing Student Handbook Acknowledgement of Receipt and Agreement to Comply, I agree to adhere to these conditions if I decide to audio/audiovideo record and or photograph while a student in the CT-CCNP.

May 2016
CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO RECORD

During your participation in simulated clinical experience scenarios (SCES) while a student in the Connecticut Community College Nursing Program (CT-CCNP) you will be both an active participant and an observer.

The primary objectives of the SCES are to support and enhance your clinical learning while a student in the Nursing Program. The faculty believe that these experiences will provide you with an additional method to identify your learning needs and to improve your performance. SCES are designed to challenge your response and judgment in a variety of clinical situations. Due to the possible sensitive nature of any SCES as well as to maintain optimal simulation experiences for all learners, strict confidentiality regarding the specific scenarios, including what occurred during the simulation experience, is required by all participants and observers.

By signing this agreement, you agree to maintain strict confidentiality regarding the specific scenarios, and both your performance and the performance of others, whether seen in real time, on video or otherwise communicated to you as part of the SCES. You will be discussing the scenarios during debriefing, with the understanding that

“All that takes place in the simulation environment – stays in the simulation environment!”

Each student is asked to agree to the following conditions:

My signature on the Nursing Student Handbook Acknowledgement of Receipt and Agreement to Comply indicates my agreement to maintain strict confidentiality about the details of any SCES, its participant(s), and the performance of any participant(s). In addition, my signature indicates that I have authorized the CT-CCNP faculty and staff to video record my performance during SCES as a participant or as an observer. Furthermore, my signature indicates that I have authorized the CT-CCNP faculty and staff to use the video recording(s) of my participation in SCES for purposes including, but not limited to: debriefing me, faculty review and the educational support of other learners by displaying the recording.

By signing the Nursing Student Handbook Acknowledgement of Receipt and Agreement to Comply, I acknowledge that my agreement is truly voluntary and that I have been provided the opportunity to seek further clarification of this document prior to signing.
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May 2016
PROGRAM INFORMATION

Introduction

The Connecticut Community College Nursing Program (CT-CCNP) Nursing Student Handbook contains the program specific standards and practices in effect for academic year 2016-2017. It is the student’s responsibility to be familiar with the content in the Nursing Student Handbook. The student will be held accountable for meeting the expectations outlined in the Nursing Student Handbook, College Catalog, and College Student Handbook. The CT-CCNP reserves the right to modify any information contained in the Nursing Student Handbook. Officially approved changes will be made known to students through a Nursing Student Handbook Addendum.

Associate Degree Program Philosophy

The Associate Degree Nursing Program supports the mission of the Connecticut Community College System and is committed to the educational preparation of safe, competent, entry level practitioners of nursing. This is accomplished through a dynamic educational experience which involves active and diverse learning processes. Program graduates are prepared to assume the multi-faceted role of the professional nurse which includes planning and provision of care, client advocacy, communication, teaching, and managing human, physical, financial and technological resources. Graduates must possess the ability to recognize and respond to current trends and issues while upholding standards of care through life-long learning.

The faculty believes nursing is a dynamic profession that incorporates evidenced-based theory and skills required for safe practice. Nursing practice integrates the art and
science of nursing with theoretical principles from the natural, social, behavioral, biological and physical sciences.

The faculty has identified six core values that provide the framework for organizing the curriculum. The core values are:

Critical Thinking

Critical thinking skills are essential in today’s rapidly changing health care environment. Critical thinking is a complex process that is purposeful, goal-directed and based on factual evidence. Critical thinking requires the skills of collecting, identifying, examining, interpreting and evaluating data. Critical thinking in nursing utilizes the nursing process to identify problems, determine goals and interventions, and evaluate outcomes in client care situations. Critical thinking skills encourage nursing students to think for themselves and initiate appropriate interventions after defining the health care needs.

Safe and Competent Practice

Safe and competent practice embraces standards of professional nursing. These standards are implemented through clinical, cultural, and technological proficiency in a variety of health care settings. Nurses continuously strive to provide high level nursing care and to improve client outcomes based upon scientifically supported evidence.

Caring

Caring is fundamental to nursing practice. Caring encompasses comfort, empathy, compassion, concern and advocacy within a culturally diverse client population. Caring nurses enhance the dignity and integrity of individuals, families and groups within the health care delivery system.
Professionalism

Professionalism is acquired through a complex process by which the nursing student internalizes values inherent to the practice of nursing. These values include integrity, legal-ethical standards, confidentiality, political awareness, and collegiality. Professional role development includes the acquisition of knowledge and skills through life-long learning.

Communication

Communication is essential to the practice of professional nursing and includes both verbal and non-verbal skills, and information technologies to enhance client care. The nursing student develops skills in presentation, documentation, teaching, conflict resolution, assertiveness, negotiation, and therapeutic communications with individuals, families, groups, health care team, and community agencies.

Holistic Care

Nursing utilizes a multidisciplinary approach to managing care that recognizes the uniqueness of the individual. Holistic nursing has as its goal the enhancement of illness prevention, health promotion, wellness maintenance, and health restoration across the life span. Holistic care involves the identification of the bio-psycho-social and cultural dimensions of the client across the life span on the wellness-illness continuum. Clients, families, and groups are respected according to their physical, emotional, social, economic, cultural, and spiritual needs.
Program Student Learning Outcomes

The graduate will:

- Integrate the principles of the natural, physical, social, biological and behavioral sciences, and nursing theory to provide holistic care to individuals, families and groups across the wellness-illness continuum.
- Integrate nursing process and critical thinking skills for decision making in nursing practice.
- Provide safe and competent care to individuals, families and groups utilizing evidence-based practice, quantitative reasoning and technological proficiency.
- Integrate effective communication skills through professional interactions with individuals, families, groups and the health care team.
- Create an environment where therapeutic interventions reflect a respect for human dignity.
- Collaborate as a member of a multidisciplinary health team.
- Integrate accountability and responsibility for practice within the legal and ethical standards of the nursing profession.
- Function in the professional role utilizing current standards of nursing practice.
The Role of the Associate Degree Graduate within the Scope of Nursing Practice

The Nursing Program will provide the student with the knowledge and technical skills to practice in a safe, effective and competent manner within the legal and ethical framework for an entry-level registered nurse. The scope of practice for the Associate Degree graduate is to provide and manage care for a diverse group of individuals, families and communities in collaboration with members of the health care team consistent with the CT-CCNP core values.

The Associate Degree Nurse is responsible for his/her continued professional growth and development through continuing education programs and educational advancement to a higher degree level.

Approval and Accreditation

The Connecticut Community College Nursing Program (CT-CCNP) at Capital, Gateway, Naugatuck Valley, Northwestern CT, Norwalk and Three Rivers Community Colleges is approved by the Connecticut State Board of Examiners for Nursing (CT SBEN) with the consent of the Commissioner of the Connecticut Department of Public Health. All six colleges maintain national accreditation through the Accreditation Commission for Education in Nursing (ACEN). The ACEN headquarters is located in Georgia at 3343 Peachtree Road NE, Suite 850; Atlanta, GA 30326; Phone: 404.975.5000; Fax: 404.975.5020; web address: http://acenursing.org/.
GENERAL INFORMATION

Student Conduct

Nursing students are entering a profession that requires academic honesty and integrity. The discipline of nursing requires assumption of personal responsibility and ethical behavior in all settings, in keeping with the American Nurses Association (ANA) Standards of Clinical Practice and ANA Code of Ethics for Nurses (see Appendix A). Students are expected to conduct themselves in a manner consistent with the standards of professional behavior and clinical practice at all times. Measures are instituted throughout the program to preserve this integrity (see Appendix B). Any violation of conduct will be dealt with according to the standards and practices outlined in this Nursing Student Handbook, the College Student Handbook and the Board of Regents (BOR)/Connecticut State Colleges and Universities (CSCU) Student Code of Conduct available at: http://www.ct.edu/files/pdfs/nursing-student-code-of-conduct.pdf. Students are expected to abide by these standards of professional behavior and clinical practice at all times. Any student found to be in violation of these policies may be dismissed from the nursing program.

The use of cell phones/smartphones/blackberries or electronic devices for making calls or text messaging is not permitted in the clinical area, college laboratory or classroom. The devices must to set to vibrate if brought to class, lab or clinical area. If the student disrupts other students, faculty or staff with the use of these devices or uses these devices inappropriately, the student may be subject to disciplinary action per college policy.
CT-CCNP students are reminded that posts to any and all social networking or social media (including personal Facebook, Twitter, personal blogs, and other types of social media accounts) must reflect the same behavioral standards of honesty, respect, consideration and professionalism that are expected in college and clinical environments. In any social media posts or communications, students must adhere to the same restrictions related to privacy for fellow students, faculty, and clients as they do in a classroom or clinical environment in accordance with federal Health Insurance Portability and Accountability Act (HIPAA) standards. Inappropriate use of social media by users with regard to the college, its faculty, students, clinical agencies or nursing clients is subject to disciplinary action.

A student's written work is expected to be original and done independently unless otherwise indicated. Footnotes and references must be used to acknowledge the source and avoid plagiarism in accordance with the American Psychological Association (APA) standards.

Selected portions of the nursing curriculum are taught, reinforced, or reviewed through the use of educational software/instructional media such as videotapes, computer programs, audio cassettes, DVDs and/or online learning activities. Students are required to adhere to all copyright policies.

Violations of academic integrity will be dealt with in accordance with College policy.
RN Licensure - Legal Requirements

Eligibility to take the National Council Licensure Examination for Registered Nurse (NCLEX-RN) to become a Registered Nurse in Connecticut is dependent on completion of and graduation from an approved Registered Nurse program as prescribed in Chapter 378 Connecticut General Statutes, Chapter 378 – Nursing, Section 20-93 (see Appendix C).

Non-discrimination Statement

The Connecticut Community College Nursing Program (CT-CCNP) abides by the State of Connecticut and the Community College System policies on non-discrimination referenced in the Nursing Information Packet available at: http://www.ct.edu/files/pdfs/nursing-info-packet.pdf. The CT-CCNP follows the Required Competencies for Admitted Students to Deliver Safe and Competent Nursing Care (see appendix J) and clinical affiliate site policies relating to the delivery of safe and competent nursing care.

Advisement

Each student is assigned an advisor for guidance about nursing issues and program progression. The enrolled nursing student should meet regularly with the advisor to review the student’s program of study and discuss strategies for success. Additionally, faculty are available during office hours and by appointment to advise students.

Nursing students are encouraged to seek counsel for academic, personal or financial issues. Counseling services are available to students through Student Services.
Absenteeism

Attendance at classroom, college laboratory and clinical learning experiences is required to meet course and program student learning outcomes. Students must attend all college laboratory and clinical learning experiences.

- If the student is unable to attend a college laboratory session due to an extenuating circumstance, the student must notify the course leader and/or the faculty teaching the session depending upon college instructions to students.
- If the student is unable to attend a clinical session, due to an extenuating circumstance, the student must notify the clinical instructor and/or course leader prior to the start of the shift, depending upon college instructions to students.

The colleges have limited ability to provide opportunities for students to make-up clinical days and college laboratory sessions. Make-up assignments for college laboratory sessions and clinical absences will be determined and assigned by the course leader. Successful completion of assigned clinical and laboratory make-up assignments are required to pass the course.

Faculty will assess college laboratory and clinical attendance in relation to each student’s progress in meeting course objectives. If a student is unable to meet clinical objectives, the student will receive a clinical failure. Absenteeism may place the student at risk for clinical failure.

Standards for Progression

Students must meet all course requirements to progress to the next course. Nursing courses are sequential and have prerequisite and/or co-requisite course
requirements which may include nursing and general education courses. All nursing and co-requisite course requirements must be successfully completed in the prescribed order according to the program of study (see Appendix D). Students who successfully complete nursing courses but do not successfully complete co-requisite course(s) in any semester are considered to be out of compliance with the nursing program of study and cannot continue in the next nursing course or receive the nursing degree until the co-requisite course requirement(s) is/are met. Students must be prepared to enter into the next nursing course within 13 months of completion of the last nursing course, at which time all co-requisite requirements must be completed successfully.

**LPN Advanced Placement Students**

Once admitted, LPN candidates will be advised as to their placement within the CT-CCNP. For an LPN to begin the program in the third semester, the following requirements must be met:

- Complete the required general education courses of the first year of the CT-CCNP with a grade of C or higher (BIO*235, PSY*111, PSY*201 & SOC*101).
- Successfully complete the Connecticut LPN Transition Bridge Course at Charter Oak State College (COSC NUR 190) and the college based CT-CCNP LPN transition course (NUR*130 or NUR*132 per college requirement).

Students must attain a final grade of 80% (B-) in COSC NUR 190 to be eligible to take CT-CCNP NUR*130 or 132 per college requirement, and to qualify for advanced placement into the third semester of the CT-CCNP (NUR*201). Current Connecticut LPN licensure is required to enroll in CT-CCNP NUR*130 and 132. Based upon course
and space availability, students who are unsuccessful in one or both courses may retake the COSC NUR 190 and/or CT-CCNP NUR*130 or 132 when offered again to follow the LPN Advanced Placement route OR they may be eligible to begin the program in NUR*101. Students who are unsuccessful in either COSC NUR 190 or CT-CCNP NUR*130 or 132 are not eligible for advanced placement into NUR*201. **Space in NUR*101 may not be available at the college of first choice; the student must be willing to begin the nursing program at any of the six colleges with available space in NUR*101.**

**Program Progression and Readmission**

A student who has withdrawn from a nursing (NUR*) course; and/or earns less than a 74 in the theoretical component of any nursing (NUR*) course following successful completion of NUR*101; and/or is dismissed from the nursing program due to failure of the dosage calculation requirement; and/or earns a final grade of “Unsatisfactory” in the clinical component of any nursing (NUR*) course/Clinical Fail, may apply for readmission to the nursing program in accordance with the policies of the Board of Trustees of the Community-Technical Colleges.

Readmission to the nursing program is based on a review of, but not limited to, past academic and clinical evaluations, and evidence of interim efforts to strengthen areas of weakness. Faculty apply standard criteria in the evaluation of students for readmission eligibility to include compliance with codes of conduct, attendance, ability to deliver safe and competent care, adherence to college and program policies, the utilization of resources and response to remediation to support their success and completion of the recommendations of the program exit plan.
A student who is in violation of the CT-CCNP Expectations for Student Conduct (see Appendix B) and/or the College Code of Conduct and/or the Board of Regents (BOR)/Connecticut State Colleges and Universities (CSCU) Student Code of Conduct (see http://www.ct.edu/files/pdfs/nursing-student-code-of-conduct.pdf) may be ineligible for readmission to the nursing program. Consideration for readmission to the program can only be granted if there are available openings, clinical resources and faculty. In the event there are more readmission applicants than available openings, a ranking system will be applied. Readmission requests are evaluated on an individual basis by the nursing director or designee.

Readmission Standards

Students applying for readmission to the nursing program must meet the following eligibility requirements in order to be considered for readmission to the program:

- Successful completion of NUR*101
- Minimum Nursing GPA of 2.70
  - Nursing GPA is based on the college courses with grades that meet nursing admission prerequisite and co-requisite requirements (grade must be “C” or better) and all graded nursing program courses completed after admission. The Nursing GPA is a calculation specific to the CT-CCNP and may differ from your college GPA. (please note: if the readmission candidate is using a course from a Fresh Start semester to meet a nursing admission or program curriculum requirement, that course will count in the calculation of the Nursing GPA).
- Completion of an Exit Interview scheduled within thirty days
• Application for readmission within 12 months of leaving the Program
• Re-enrollment in the CT-CCNP within 18 months of leaving the Program
• The student must submit documentation of completion of current health requirements and required criminal background checks and toxicology screening upon notification of readmission and prior to the start of the program.

Readmission Process

The student must:

• Schedule and complete an exit interview within 30 days of leaving the Program, with the nursing program director or designee
• Submit a letter to the Nursing Director requesting readmission to the program at the college where the student was enrolled within 12 months of leaving the Program.
  ➢ Describe in the letter efforts made by the applicant to strengthen the areas of concern identified during the exit interview.

Readmission is granted on a space available basis. Additional items may be required of the student to complete the readmission process.

A student applying for readmission who also wishes to transfer to another college within the CT-CCNP, must first be approved for readmission by the college where the student was enrolled in the nursing program, before making a transfer request.

Transfer within the CT-CCNP

Students may request to transfer to another college within the CT-CCNP (internal transfer). The following requirements must be met:

1. A written request is submitted to the Nursing Director at the college where the
student is currently enrolled. Written requests are due by January 2nd for spring semester, July 1st for fall semester & May 1st for the summer semester (Northwestern CT only).

2. Transfer can only occur following successful completion of NUR*101.

3. Transfer will occur prior to the start of a semester; mid-semester transfers will not be considered.

Transfer requests are evaluated by the Nursing Directors at the transferring and receiving colleges. Acceptance for transfer to another college within the CT-CCNP is based on availability of openings and faculty and clinical resources. In the event there are more transfer applicants than available openings at a specific college a ranking system will be applied. Students may only transfer one time during the four semester nursing program.

Internal Transfers Applying at the End of the Third Semester

A student must complete 25% of the program at the college of graduation. A student requesting transfer at the end of the third semester would have less than 25% of the program remaining. In this situation, a student would do the following:

1. Apply for internal transfer following the requirements listed above. Candidate would be ranked with all other internal transfer requests.

2. If candidate is approved, he/she will request permission to take course(s) at the preferred college, and transfer these courses back to the college of graduation.

Graduation

Students must meet the graduation requirements of the college and the CT-CCNP.
Employment

Balancing employment with the demands of the Nursing Program is very difficult. Students are expected to be attentive in both class and clinical learning experiences for academic success and client safety. Classroom and clinical expectations and schedules will not be altered to accommodate student employment. The CT-CCNP accepts no responsibility for a student's performance during employment activities in a health care agency.

Request for Letter of Recommendation

Students who are requesting a letter of recommendation for a prospective employer, or for college or scholarship application are required to complete a faculty recommendation request form and submit it to the faculty member who will write the recommendation, per college policy. A form that should be used for this purpose is contained in Appendix K.

METHODS OF EVALUATION

A student’s overall evaluation is based upon the following:

1. Achievement of Theoretical Outcomes
   - Examinations
   - Written assignments
   - Dosage Calculation Competency examinations

2. Achievement of Clinical Outcomes
   - Clinical performance
   - College laboratory performance
Achievement of Theoretical Outcomes in Nursing Courses

1. A grade of 74 or higher is required for successful completion of all nursing courses. The pharmacology courses and nursing management and trends course are required to be completed in the same semester as the corresponding nursing course.

2. A minimum grade of C is required for all non-nursing co-requisite courses in the nursing plan of study. Non-nursing co-requisite courses must be satisfactorily completed before or during the semester in which they are scheduled in the curriculum. Students who fail to successfully complete required non-nursing co-requisite courses may be dismissed from the Program.

3. A student whose work in a course is incomplete at the time grades are submitted will receive a grade of incomplete (“I”). The student must complete course work within two weeks unless an extension is pre-approved by the Nursing Director. The student is not allowed to progress to the next nursing course until the grade of “I” has been changed to a grade of “C” or higher.

4. If a student transfers in credits or obtains credits by examination to meet Program requirements once enrolled in the program, the student must verify that the credits have been recorded on the College transcript. Transfer credits are not included in the College GPA, but grades must meet the nursing and co-requisite grade requirements. Transfer credits taken prior to acceptance into the Program will not be accepted in transfer if the credits were not evaluated during the admissions process.

5. A student must complete all nursing courses successfully and graduate to be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).
Theoretical Grading

The grade for the theoretical component of a nursing course is determined by performance on quizzes, examinations, and written assignments.

Grading Scale

A = 93-100
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 74-76
C- = 70-73
D+ = 67-69
D = 64-66
F = 60-63

Rounding of Grades

Grades will be computed to the second decimal point and at the end of course will be rounded once to a whole number for the final course grade. A grade at or above .50 will be rounded up to the next whole number; any grade at or below .49 will be rounded down to the whole number.

Example:

Final Grade = 73.49 = 73 = C- The student fails the course.
Final Grade = 73.50 = 74 = C The student passes the course.

Testing Standards and Practices

It is expected that students will be present for all examinations. If a student misses an exam due to illness or emergency, it is the student’s responsibility to contact the course
leader prior to the administration of the exam. Failure to do so could result in a failing grade for the particular examination.

The student’s request for a make-up exam should be directed to the course leader. Any student taking a make-up examination will have 15 points subtracted from the make-up examination grade unless documentation of extenuating circumstances has been provided to and approved by the Nursing Director or designee.

The testing standards and practices for the Nursing Program are:

1. No study aids (i.e. textbooks, notebooks, classroom notes) are allowed in the testing rooms.
2. No papers, books, food, pens, wallets, hats, dark glasses, watches, beepers, or cell phones are allowed in the testing rooms.
3. No cameras, photographic equipment or any other electronic devices are allowed in the testing rooms.
4. Unauthorized scratch paper may not be brought into the testing rooms (note boards and markers may be provided by the proctors).
5. No personal calculators may be used during an examination; test proctors will provide calculators as necessary.
6. Students may not leave the testing rooms during an examination.
7. Test proctors provide the pencils allowed for use during testing.
8. Students are required to leave personal belongings in designated areas.

Grading of Written Assignments

All written assignments/papers are due on the assigned date. Late papers will automatically have ten percent deducted from the final grade of the paper. Papers over
one week late will not be accepted and a grade of zero will be assigned. American Psychological Association (APA) format is to be used for all written assignments.

Dosage Calculation Competency Requirements

Students are required to take a dosage calculation examination in each of the four semesters in the nursing program. In addition to the dosage calculation exam, course examinations may also include drug calculation questions. Course specific information is further delineated in each nursing course syllabi. Related documents are in Appendix E.

1. A student is required to pass the dosage calculation exam with a grade of 90% or higher in each of the four semesters.

2. Students may use calculators provided by the college for all exams involving drug calculations.

3. A student may not administer medications until s/he has successfully passed the dosage calculation exam each semester.

4. A student will be given three (3) attempts to pass the dosage calculation exams in each semester.

5. A student who fails the dosage calculation exam must participate in remediation before taking the next examination.

6. A student who fails the third (3rd) examination will be given the option to withdraw from the nursing course. If the student opts not to withdraw, a course grade of F will be given and will result in dismissal from the nursing program.
7. Students who are dismissed from the program because they do not meet the dosage calculation competency requirement are eligible to apply for readmission.

**Achievement of Clinical Outcomes In Nursing Courses**

The clinical grade for a nursing course is determined through the use of the *Clinical Evaluation Form*, which has been designed based on course objectives and clinical competencies to document the student's performance throughout (formative) and at the end (summative) of each nursing course. Points to remember:

a. Within each nursing course, selected competencies are listed on the *Clinical Evaluation Form*. The student must demonstrate satisfactory (S) achievement of these competencies to successfully complete the clinical component of the course.

b. If a student receives an unsatisfactory grade (U) in one or more competencies in the final (summative) clinical evaluation of a semester, the student will receive a grade of “F” for the course.

c. A variety of methods are used to assist the student in achieving successful clinical progress:
   
   i. *Student Referrals* for remediation may be made by clinical instructors at any time during the clinical rotation. The student is required to meet the recommendations cited on *Student Referrals* which are maintained as a permanent part of the student’s educational record in the Program (see Appendix F).
ii. **Performance Improvement Plan (PIP)** is designed to assist the student to identify, address and obtain assistance with identified performance areas in need of improvement (see Appendix G).

iii. **Clinical Warning** is designed to further assist the student to identify, address and obtain assistance with identified performance areas in need of improvement (see Appendix I).

iv. The **Student Strategies for Success Form** is designed to assist the student to identify specific approaches that will lead to their improvement. Students placed on a PIP or on Clinical Warning will be asked to complete a **Student Strategies for Success Form** (see Appendix H).

**Clinical Performance Grading Process**

1. A student must receive an overall clinical grade of "Satisfactory" (S) in order to pass the course and progress in the Nursing Program. A student who does not meet clinical objectives will receive a clinical failure.

2. Verbal conferences and formative evaluations are used to advise the student of areas of satisfactory performance and areas which need improvement. If a student disagrees with the evaluation, the student may submit a written response which will be attached to the evaluation.

3. A student who, in the professional judgment of faculty/clinical instructor, has areas of performance which need improvement may receive a **Student Referral** and/or be placed on a **Performance Improvement Plan (PIP)**. Students placed on a PIP will be asked to complete a **Student Strategies for Success Form** (see Appendix F, G and H).
4. Following placement on a PIP, if in the professional judgment of faculty/clinical instructor, the student has not demonstrated improvement in the identified performance areas, the student will be placed on Clinical Warning (see Appendix I). Students placed on a Clinical Warning will be asked to complete a Student Strategies for Success Form.

5. A student who, in the professional judgment of faculty/clinical instructor, demonstrates inappropriate, unethical, or unsafe clinical behavior or who places a client in imminent danger, may be removed immediately from the clinical component of the course and placed on Clinical Warning, without a previous PIP. The student may request a meeting to discuss the incident with the course faculty within 48 hours. A decision concerning the student’s status will be made by the nursing faculty, and the student will be notified in writing within five (5) working days from the incident and/or meeting. The student has the right to request an appointment with the course faculty to discuss his/her status within five working days of receipt of letter.

6. Students will receive weekly (formative) evaluations from clinical instructors.

7. Students will receive a final (summative) evaluation at the completion of the course.

Clinical Grade Assignment

Satisfactory (S) equals successful completion of the clinical component of the course and the grade earned in the theoretical component is recorded on the transcript.

Unsatisfactory (U) equals clinical failure and a course grade of “F” is recorded on the transcript.
The Clinical Evaluation Process and Student/Learner Accountability

The following information clarifies the clinical evaluation process for the student. Clinical learning experiences are an essential component of clinical nursing courses. The purpose of clinical experiences is to provide opportunities for learners to apply theoretical knowledge and psychomotor skills within the framework of the CT-CCNP Core Values in order to achieve course and program student learning outcomes (SLOs).

The evaluation forms list the major clinical SLOs for each course. Each is stated as an observable clinical competency that may include more detailed and measureable behaviors. Specific indicator behaviors describing related student activities are listed under each SLO/competency.

The purpose of clinical evaluation is to review and summarize learner progress toward achieving clinical SLOs and to formulate recommendations related to learner performance. A satisfactory grade must be received on the clinical evaluation in order to receive a passing grade for the course.

The following student Levels of Assessment apply to the Clinical Evaluation Process:

S = satisfactory  NI = needs improvement  U= unsatisfactory  N/A = not applicable

Clinical Assessment Criteria are as follows:

Satisfactory: The student/learner consistently demonstrates the SLOs in a satisfactory and effective manner. Examples of this include but are not limited to, the student/learner:

- Is prepared to perform the behaviors.
- Uses principles and performance criteria presented in classes, seminars, classroom and clinical laboratories, and required instructional materials.
- Appropriately takes initiative to maintain client safety.
• Performs behaviors within a reasonable span of time as appropriate for the particular Nursing course level.

• Upholds legal and ethical principles when performing behaviors.

• Performs procedures for the first time with direction and guidance/supervision.

• Performs previously demonstrated procedures correctly according to policy and procedure.

• Performs procedures correctly according to policy and procedure.

• Demonstrates the ability to build upon prior learning and clinical competencies.

• Applies and integrates instructor feedback related to performance.

Not Applicable (N/A): No opportunity to demonstrate behaviors.

Needs Improvement (NI): The student/learner inconsistently demonstrates the SLOs in a satisfactory and effective manner. Examples of this include but are not limited to, the student/learner:

• Is not consistently prepared to perform stated behaviors.

• Does not consistently use principles and performance criteria presented in classes, seminars, classroom and clinical laboratories, and required instructional materials.

• Does not consistently take initiative/inappropriately takes initiative to maintain client safety.

• Does not consistently perform behaviors within a reasonable span of time as appropriate for the particular Nursing course level.

• Does not consistently uphold legal and ethical principles when performing behaviors.

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- Does not consistently perform procedures for the first time with direction or guidance/supervision.
- Does not consistently perform previously demonstrated procedures correctly according to policy and procedure.
- Does not consistently perform procedures correctly according to policy and procedure.
- Does not consistently demonstrate the ability to build upon prior learning and clinical competencies.
- Does not consistently apply and integrate instructor feedback related to performance.

**Unsatisfactory (U):** The student/learner does not demonstrate the SLOs in a satisfactory and effective manner. Examples of this include, but are not limited to: The student/learner:

- Is unprepared to perform stated behaviors.
- Does not use principles and performance criteria presented in classes, seminars, classroom and clinical laboratories, and required instructional materials.
- Does not take initiative/inappropriately takes initiative to maintain client safety.
- Does not perform behaviors within a reasonable span of time as appropriate for the particular Nursing course level.
- Fails to uphold legal and ethical principles when performing behaviors.
- Performs procedures for the first time without direction or guidance/supervision.
- Performs previously demonstrated procedures incorrectly according to policy and procedure.
• Performs procedures incorrectly according to policy and procedure.

• Does not demonstrate the ability to build upon prior learning and clinical competencies.

• Does not apply and integrate instructor feedback related to performance.

The Process for Clinical Evaluation is as follows:

• Formative (ongoing) evaluation takes place during the semester to assist students/learners to meet SLOs.

• Summative evaluation of students/learners takes place at the end of the clinical experience.

• The student/learner will be asked to self-evaluate on a regular basis.

• Students/Learners who demonstrate the need for remediation may be asked to develop a Performance Improvement Plan (PIP) with the instructor/faculty and/or may be placed on Clinical Warning.

• Students/Learners placed on a PIP or Clinical Warning will be asked to complete a Student Strategies for Success Form as described in the CT-CCNP Nursing Student Handbook.

• During the clinical experience students/learners will be evaluated using the course specific formative and summative evaluation forms. The evaluation forms are intended for use as a self-evaluation guide and are maintained in the student record.

• Rationale for all unsatisfactory ratings must be included by the instructor.

• Students/Learners are responsible for the completion of the evaluation(s) process that may include the following:
o Documentation of examples of clinical progress according to stated SLOs and/or competencies.

o Participating and attending an evaluation conference with instructor/faculty

o Jointly completing evaluation form with instructor/faculty

Please refer to the section, Clinical Preparation and Performance for further information and clarification.

College Laboratory Requirements

Selected skills cannot be performed in the clinical learning experience until the student’s performance of the skills has been validated in the college laboratory. The specific skills will be identified in course syllabi.

Clinical Preparation and Performance

Clinical assignments are designed to meet course objectives. The following standards have been developed to promote student success and to ensure student and client safety. Repeated violations of these standards or a single serious violation may result in immediate dismissal from the clinical setting, the course, and/or the Nursing Program.

1. The student is required to complete the online CT Hospital Association (CHA) Health and Safety Training Course and required clinical orientation activities prior to participation in clinical experiences. The course is available at:


2. The student is required to attend all clinical sessions (see Absenteeism)
3. Each student is responsible for travel to clinical facilities, meals, and parking fees associated with clinical experiences.

4. The student must arrive at the clinical unit on time. The student who arrives late to clinical may be dismissed for the day. If the student is dismissed from clinical for the day he/she will incur a clinical absence #.

5. The student must come to the clinical setting demonstrating evidence of preparation to provide responsible, safe nursing care. The student who is unprepared for clinical may be dismissed for the day. If the student is dismissed from clinical for the day he/she will incur a clinical absence #.

6. The student is responsible for seeking direction from the clinical instructor prior to the performance of nursing skills.

7. The student shall only perform nursing care when the clinical instructor is present in the assigned clinical agency during scheduled times. The student must follow clinical agency policies, procedures, and student affiliation guidelines at all times.

8. Students may not remove clinical agency-generated client information from the clinical agency.

9. Use of tape recorders, cameras, cell phones and personal audible pagers is not permitted on clinical units unless approved by the college Disability Services Coordinator and the clinical agency as an Academic Adjustment for the student.

10. The student must notify the clinical instructor prior to leaving the clinical unit for any reason.

11. The student must attend pre and post clinical conferences unless excused by
the clinical instructor prior to the conference.

12. In the event a student’s behavior, physical or emotional condition * threatens or disrupts the clinical learning experience, the clinical instructor may dismiss the student from the clinical site for the day, or balance of the day. If a student is dismissed, the incident will be documented and the dismissal will be considered a clinical absence #.

13. Any student who observes behavior by another student that threatens student or client safety has a responsibility to immediately report the behavior to the clinical instructor.

*Clinical refers to all clinical learning experiences, on-campus clinical laboratory experiences and off-campus/on site clinical experiences at affiliate/clinical agency facilities.

*Student behavior, physical or emotional condition in the clinical teaching/learning setting that is in conflict with the Expectations for Student Conduct (Appendix B) will be managed in accordance with the judgment of teaching faculty present. In consultation with the Course Leader or nursing Program Director, faculty may determine that the expertise of additional college personnel, healthcare professionals or administrators is needed to establish direction appropriate to an individual situation. If the physical or emotional condition of the student is disability related and an Academic Adjustment has been granted by the college Disability Services Coordinator and the clinical agency, then faculty must consult with the college Disability Services Coordinator prior to making further determination. The actions of faculty are sanctioned based upon the overarching requirement to protect the student(s) and/or client(s), other students, and/or agency
employees with whom they carry responsibility for delivering safe and competent nursing care.

# The dismissal of a student from the clinical teaching & learning environment for unsafe nursing practice beyond one day (interim suspension) is made by the nursing faculty. If interim suspension from clinical is a consideration, the student is provided an opportunity to meet with designated college personnel to provide pertinent information for consideration prior to any decision.

#The dismissal of a student from any course teaching/learning activities other than clinical beyond one day (interim suspension) must be made in collaboration with designated nursing program leadership and the Dean of Student Services for the college. If interim suspension from any course teaching/learning activities other than clinical is a consideration, the student is provided an opportunity to meet with designated college personnel to provide pertinent information. The information provided by the student is considered by the designated college personnel in collaboration with the Dean of Student Services prior to any decision addressing interim suspension from course teaching/learning activities other than clinical.

Performance Improvement Plan

When a student’s performance does not meet expectations and/or learning outcomes, a _Performance Improvement Plan (PIP)_ is prepared by a faculty member, the clinical instructor or course leader, and the student to promote student success. The plan is time limited and designed to assist the student to meet course objectives. The clinical instructor/faculty/course leader must document that the student has successfully completed the objectives of the _PIP_.

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Clinical Warning

A student will be placed on Clinical Warning when the student fails to meet the requirements of the Performance Improvement Plan (PIP) or commits a single serious occurrence. A student may be placed on Clinical Warning at any time during the semester. The recommendation for Clinical Warning is made by the course faculty. The student will be advised of his/her status in writing including a statement of the course objectives/competencies which the student performed unsatisfactorily or inconsistently.

A student placed on Clinical Warning must meet the clinical objectives by the end of the course in order to satisfactorily pass the course and progress to the next nursing course. Failure to do so may result in dismissal from clinical, a clinical failure, and a grade of “F” for the course.

Exceptions to the Clinical Warning policy may occur if, in the professional judgment of the nursing faculty/clinical instructor, a student demonstrates inappropriate, unethical, or unsafe behaviors or places a client in imminent danger during a clinical rotation. Should this situation occur, the student may be dismissed from the clinical area and/or the nursing program without a prior Clinical Warning. The student may request a meeting to discuss the incident with the course faculty within 48 hours. A decision concerning the student’s status will be made by the nursing faculty, and the student will be notified in writing within five (5) working days from the incident and/or meeting. The student has the right to request an appointment with the course faculty to discuss his/her status within five working days of receipt of letter.
STUDENT APPEAL PROCESS

Any student has the right to appeal a decision of the nursing faculty.

- **Step One:** The student is advised to discuss the concern with the nursing faculty member or clinical instructor involved within five (5) business days of the incident.

- **Step Two:** If the student is not satisfied with the resolution at Step One, the student is advised to bring the concern to the course leader within five (5) business days. If the faculty member involved is the course leader, the process will move to Step Three.

- **Step Three:** If the student is not satisfied with the resolution at Step Two, the student may bring the concern to the Nursing Director within five (5) working days. The Nursing Director will respond in writing within five (5) working days of the receipt of the appeal.

- If the student is not satisfied with the decision of the Nursing Director, the student can initiate the college student grievance procedure as outlined in the College Student Handbook.

PROFESSIONAL APPEARANCE

**Dress Code**

Student apparel and grooming during clinical experiences must conform to health, sanitation, safety and professional standards. Professional attire should also be worn when attending CT-CCNP sponsored activities/events outside of the College. The complete Nursing Program uniform is to be worn during clinical experiences, unless
otherwise directed by the faculty. The uniform includes: designated shirt with Nursing Program logo; designated jacket with Nursing Program logo; designated pants/knee-length skirt; clean, comfortable, medical professional shoes; stockings or socks. Open clogs, moccasins or shoes with writing or symbols are not permitted. Uniforms must be clean and free of stains, wrinkles and odors.

• Wedding bands, medical identification bracelets, and one small stud earring in one or both ears are permitted. Any type of nose, facial, tongue, or visible body jewelry is not permitted in the college laboratory and at the clinical site.

• Tattoos must be covered.

• Hair must be maintained off the collar and away from the face. Hair ornaments, such as bows and decorative barrettes or combs, may not be worn with the student uniform.

• Male students are to be clean shaven. If a student has a beard or mustache it must be neat, clean and well trimmed.

• Fingernails must be clean and trimmed. If nail polish is worn, it must be clear and free of chips. Artificial nails are not allowed.

• Smoking, chewing tobacco or gum is not permitted in the clinical setting.

• No perfume, cologne, after shave or heavy fragrance is to be worn.

• The college uniform may not be altered in any way

• Individual hygiene practices should assure the lack of personal odors that may be offensive to others

Clinical instructors reserve the right to dismiss or restrict a student from the clinical setting for failure to comply with the dress code and/or extremes in personal
grooming. Hospital staff have the right to dismiss or restrict a student from the clinical setting when the student is on the unit for non-direct patient care assignments. Dismissal or restriction from the clinical area will result in a clinical absence and a clinical unsatisfactory for the day. If a student feels that there are extenuating circumstances which may require an adjustment to the uniform policy, the student must discuss these needs with the course leader before the clinical learning experience begins.

HEALTH AND SAFETY STANDARDS

This section describes essential requirements that are the responsibility of the student to meet with respect to cost and due dates/deadlines for submissions. Specific instructions are provided by the college at which the student is enrolled.

Health Requirements

Documentation of specific student health requirements is mandatory prior to participation in any clinical experiences. Failure to complete and submit requirements in accordance with the CT-CCNP HEALTH ASSESSMENT FORM and the signed Student Statement of Responsibility, by the required deadline may result in dismissal from the Nursing Program. Procedures for submission are determined at the college level. Certain items may require additional follow-up during the Program (i.e. Hepatitis B immunization status and Tuberculin testing). The college of attendance will provide students with the CT-CCNP HEALTH ASSESSMENT FORM. The student is required to follow all instructions for documentation of immunization status with the required laboratory reports, and to obtain the signature of the health care provider as indicated. The student is strongly encouraged to receive the Hepatitis B immunization series; any
student who refuses to receive the immunization must submit the Hepatitis B waiver form. Tuberculosis Skin Tests (TST) must be updated on an annual basis except in specific situations indicated on the CT-CCNP HEALTH ASSESSMENT FORM.

The CT-CCNP Required Competencies for Admitted Students to Deliver Safe and Competent Nursing Care (see appendix J) reflect reasonable expectations of the RN student for the performance of common functions of the registered nurse. The CT-CCNP adheres to American Disability Act Standards.

College nursing laboratories and many clinical sites are not latex-free. Students who enter the program with a latex sensitivity/allergy must notify the Nursing Director and develop a plan of action.

If the student’s health status should change so that it affects the student’s ability to meet the Required Competencies for Admitted Students to Deliver Safe and Competent Nursing Care (see appendix J) defined for the nursing program, and/or the student is absent from clinical, the student must notify the course leader and/or the Nursing Director, and the need for additional clearance will be determined. In the event that the student is hospitalized for any medical/psychiatric reason, the student must notify the course leader and/or Nursing Director. The student needs to submit documentation from the associated health care provider to the Nursing Director in order to achieve clearance to return to the nursing program and to participate in clinical nursing courses.

**Criminal Background Checks & Toxicology Screening**

Due to clinical learning affiliate requirements, criminal background checks and toxicology (drug) screening may be required for all CT-CCNP students prior to participation in clinical experiences. Due to this requirement, student refusal of either the
background check or drug screening, will result in dismissal from the nursing program due to the inability to complete clinical learning requirements. Students must follow instructions for obtaining criminal background checks and toxicology screenings at their College of attendance.

Students who are found guilty of having committed a felony, misdemeanor and/or are found to have a positive toxicology screen may be prevented from participating in clinical experiences. Results of student background checks and toxicology screening do not become a part of the student’s educational record, as defined by the Family Educational Rights and Privacy Act (“FERPA”).

Procedures and Guidelines for Student Toxicology (Drug) Screening and Criminal Background Checks

Confidential toxicology (drug) screening and/or criminal background checks may be required for CT-CCNP students prior to participation in the initial clinical rotation utilizing the vendor(s) adopted by the College (i.e. Certified Background, Connecticut League for Nursing/CLN, etc.). The following guidelines are applicable to Toxicology Screening and/or Criminal Background Checks for any student:

1. Fees for all screenings must be paid by the student;

2. The need for additional screening/assessment beyond the initial screening/assessment is related to clinical affiliate requirements and/or results of the initial screening/assessment;

3. Notification and recordkeeping of toxicology screening results and/or criminal background checks are performed in a manner that insures the integrity, accuracy and confidentiality of the information;

4. Students are not allowed to hand-deliver results of either toxicology screening or
criminal background checks;

5. Students are required to sign a release for results of toxicology screenings and criminal background checks to be sent to their nursing program; and

6. Results of toxicology screenings and criminal background checks are NOT a part of the student’s “educational record” as defined by the Family Educational Rights and Privacy Act (“FERPA”).

Toxicology Screening Standards and Guidelines

The following guides the response to a positive Toxicology Screening for any student:

1. All specimens identified as non-negative/positive on the initial test shall be confirmed, reviewed, and interpreted by the vendor;

2. The student is required to provide documentation by a healthcare provider in the event there is a medical explanation for a positive test result (i.e. a result of a legally prescribed medication).

Toxicology Screening that requires Retesting:

1. Vendor reports that the screening specimen was diluted;

2. If a student challenges a result, only the original sample can be retested.

Response to a Confirmed Positive Toxicology Screen

If a student tests positive for drugs that are illegal substances, non-prescribed legal substances, or the student is deemed unsafe for the clinical setting by a healthcare provider, the student will be immediately dismissed from the Nursing Program. Students will be given an opportunity to discuss the results of the non-negative/positive screen with nursing program director or designee.
Readmission following dismissal from the program in response to a confirmed positive toxicology screen is guided by the following conditions:

1. The student provides documentation from a qualified healthcare professional indicating status of abuse, addiction or recovery and/or documented rehabilitation related to the alcohol/drug abuse;
2. A confirmed negative toxicology screen is documented immediately prior to readmission and
3. The student meets all other requirements for readmission.

**Reasonable Suspicion Screening**

Students may also be required to submit to additional toxicology screening during the nursing program in accordance with clinical affiliate contracts when reasonable suspicion of impairment exists. Reasonable suspicion testing may include, but not be limited to, the following:

1. Physical symptoms such as slurred speech, unsteady gait, confusion or other manifestations of drug/alcohol use;
2. Presence of an odor of alcohol or illegal substance;
3. Abnormal conduct or erratic behavior during clinical or on-campus learning activities, chronic absenteeism, tardiness, or deterioration of performance regardless of any threat to patient safety;
4. Suspected theft of medications including controlled substances while at the clinical facility; and
5. Evidence of involvement in the use, possession, sale, solicitation or transfer of illegal or illicit drugs while enrolled in the Nursing Program.
Criminal Background Checks Standards and Guidelines

Students who are found guilty of committing a felony will be prevented from participating in clinical experiences by clinical learning facility policy. If a student cannot participate in a clinical rotation at an assigned facility, s/he will not be able to complete the objectives of the course and program.

If a criminal background check reveals that a student has been found guilty or convicted as a result of an act which constitutes a felony or misdemeanor and the student is unable to be placed at a clinical learning site, then the student is unable to meet the clinical objectives/outcomes of the course. The Director notifies the student and the student is provided with the opportunity to withdraw from the program. Should the student refuse to withdraw, the student will be terminated from the program.

Basic Life Support (BLS) Certification

Students are required to provide documentation of current professional level certification in Basic Life Support for adult, child, and infant. Certification can only be earned through the American Heart Association or the American Red Cross and must remain current throughout the Program. Courses meeting this requirement are:

1. The American Heart Association Basic Life Support (BLS) for Healthcare Providers
2. The American Red Cross CPR/AED for the Professional Rescuer

A copy of the current certification card will be kept on file on the college which the student is attending. Failure to comply will result in exclusion from the clinical learning experience.
Health and Safety Training

Students are required to complete the online CT Hospital Association (CHA) Health and Safety Training Course prior to participation in clinical experiences. The course is available at: http://www.chime.org/career/healthcourse2010/main.html.

Injury and Sickness Insurance

All enrolled students are automatically enrolled in the School Time Injury Only Insurance Plan. School time is defined as the time a student is attending classes or participating in and traveling directly to or from an activity sponsored by the College. Additional optional Injury and Sickness Insurance is also available. For additional information on Injury and Sickness Insurance see the College Student Handbook.

Malpractice Insurance

Professional liability insurance is provided for students by the college of attendance. Students may also purchase additional professional liability insurance (available at reduced cost through membership in the National Student Nurses Association).

Incident Follow-Up

Any student who sustains an injury or exposure to body fluids in the college laboratory or at the clinical site will follow the policies of the institution. The student must report to the nursing faculty immediately and complete appropriate forms.

In the event of student injury that necessitates student absence from clinical, the student must provide the Nursing Director with documentation from the associated health care provider of clearance to return to the nursing program and to participate in clinical nursing courses.
School Closing/Inclement Weather

The student should refer to area radio and television stations or the College web site for class delays, late openings, cancellations or school closing. In the event that College classes are cancelled, clinical experiences for that date will be cancelled. Course faculty will review clinical site specific instructions and methods of communication.

Travel

Transportation

Students are responsible for transportation to and from the college and clinical agencies. Students will travel to clinical agencies located throughout Connecticut and may need to travel to agencies located in Massachusetts, Rhode Island and New York.

Parking

Students are subject to the parking regulations established by the clinical agencies and are expected to park in designated areas only. If a violation occurs, the car may be towed at the student’s expense. The College and the CT-CCNP are not responsible for parking or towing expenses or injury to property sustained at a clinical agency.
American Nurses Association


Provision 1:

1.1 Respect for Human Dignity
1.2 Relationships with Patients
1.3 The Nature of Health
1.4 The Right to Self-Determination
1.5 Relationships with Colleagues and Others

Provision 2:

2.1 Primacy of the Patient’s Interests
2.2 Conflict of Interest for Nurses
2.3 Collaboration
2.4 Professional Boundaries

Provision 3:

3.1 Protection of the Rights of Privacy and Confidentiality
3.2 Protection of Human Participants in Research
3.3 Performance Standards and Review Mechanisms
3.4 Professional Responsibility in Promoting a Culture of Safety
3.5 Protection of Patient Health and Safety by Acting on Questionable Practice
3.6 Patient Protection and Impaired Practice
Appendix A

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)
Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College

Provision 4:

4.1 Authority, Accountability, and Responsibility
4.2 Accountability for Nursing Judgments, Decisions, and Actions
4.3 Responsibility for Nursing Judgments, Decisions, and Actions
4.4 Assignment and Delegation of Nursing Activities or Tasks

Provision 5:

5.1 Duties to Self and Others
5.2 Promotion of Personal Health, Safety, and Well-Being
5.3 Preservation of Wholeness of Character
5.4 Perseveration of Integrity
5.5 Maintenance of Competence and Continuation of Professional Growth
5.6 Continuation of Personal Growth

Provision 6:

6.1 The Environment and Moral Virtue
6.2 The Environment and Ethical Obligation
6.3 Responsibility for the Healthcare Environment

Provision 7:

7.1 Contributions through Research and Scholarly Inquiry
7.2 Contributions through Developing, Maintaining, and Implementing Professional Practice Standards
7.3 Contributions through Nursing and Health Policy Development
Appendix A

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)
Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College

Provision 8:

8.1 Health is a Universal Right
8.2 Collaboration for Health, Human Rights, and Health Diplomacy
8.3 Obligation to Advance Health and Human Rights and Reduce Disparities
8.4 Collaboration for Human Rights in Complex, Extreme, or Extraordinary Practice Settings

Provision 9:

9.1 Articulation and Assertion of Values
9.2 Integrity of the Profession
9.3 Integrating Social Justice
9.4 Social Justice in Nursing and Health Policy

The entire ANA Code of Ethics for Nurses with Interpretive Statements may be viewed online at:

Expectations for Student Conduct

Students in the Connecticut Community College Nursing Program (CT-CCNP) are required to conduct themselves in a manner compatible with the high standards of the nursing profession and in accordance with the Board of Regents (BOR)/Connecticut State Colleges and Universities (CSCU) Student Code of Conduct (http://www.ct.edu/files/pdfs/nursing-student-code-of-conduct.pdf) and the American Nurses Association Code of Ethics for Nurses (http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.pdf).

Nursing students are entering a profession that requires a high level of personal integrity. Compliance with recognized standards and policies of conduct provides an opportunity for students to develop and practice skills in leadership, group process, decision making, and ethical and moral reasoning.

Students are expected to comply with established policies and procedures. Any violation of conduct will be dealt with according to the standards and practices outlined in the Nursing Student Handbook, the individual College Student Handbook(s), and the Board of Regents (BOR)/Connecticut State Colleges and Universities (CSCU) Student Code of Conduct.
Appendix C

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)
Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College

Connecticut General Statutes, Chapter 378 – Nursing


(a) Any person who shows to the satisfaction of the department that he or she holds a degree, diploma or certificate from an accredited institution evidencing satisfactory completion of a nursing program approved by said board with the consent of the Commissioner of Public Health shall be eligible for examination for licensure as a registered nurse upon payment of a fee of ninety dollars, the subjects of which examination shall be determined by said department with the advice and consent of the board. If such applicant passes such examination said department shall issue to such applicant a license to practice nursing in this state.

The statute as recorded above does not reflect increases to the initial licensure fee for Registered Nurses, currently $180.00 and subject to change. Additional information is available at the internet link below:
Appendix D  
CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)  
Capital Community College, Gateway Community College,  
Naugatuck Valley Community College, Northwestern Connecticut Community College,  
Norwalk Community College, Three Rivers Community College

Program of Study

<table>
<thead>
<tr>
<th>ADMISSION REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>'BIO*211: Anatomy &amp; Physiology I</td>
<td>4 credits</td>
</tr>
<tr>
<td>ENG*101: English Composition</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRE-REQUISITE REQUIREMENTS:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>'BIO*212: Anatomy &amp; Physiology II</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR*101: Introduction to Nursing Practice</td>
<td>8 credits</td>
</tr>
<tr>
<td>'BIO*235: Microbiology</td>
<td>4 credits</td>
</tr>
<tr>
<td>PSY*111: General Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND SEMESTER</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR*102: Family Health Nursing</td>
<td>8 credits</td>
</tr>
<tr>
<td>NUR*103: Pharmacology for Families Across the Lifespan</td>
<td>1 credit</td>
</tr>
<tr>
<td>'PSY*201: Life Span Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC*101: Principles of Sociology</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD SEMESTER</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR*201: Nursing Care of Individuals and Families I</td>
<td>9 credits</td>
</tr>
<tr>
<td>NUR*202: Pharmacology for Individuals and Families with Intermediate Health Care Needs</td>
<td>1 credit</td>
</tr>
<tr>
<td>'ENG*102: English Composition &amp; Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH SEMESTER</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR*203: Nursing Care of Individuals and Families II</td>
<td>8 credits</td>
</tr>
<tr>
<td>NUR*204: Pharmacology for Individuals, Families and Groups with Complex Health Care Needs</td>
<td>1 credit</td>
</tr>
<tr>
<td>NUR*205: Nursing Management &amp; Trends</td>
<td>2 credits</td>
</tr>
<tr>
<td>'Elective: Humanities ++ or Fine Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14 credits</td>
</tr>
</tbody>
</table>

Total Program Credits = 68 credits  
General Education Credits = 30 credits  
Nursing Credits = 38 credits

++ Norwalk Community College requires one interdisciplinary course to fulfill core curriculum requirements. Non-nursing courses must be taken in the semester indicated above or they may be taken earlier; nursing courses must be taken in the stated sequence.
DOSAGE CALCULATION COMPETENCY

Methods for Teaching

- Faculty on each campus will determine the best approach for assisting students to acquire the knowledge and skills related to dosage calculation
- Competencies for dosage calculation are consistent at all colleges

Content to be Covered in Nursing Courses

NUR*101
- Required dosage calculation knowledge and skills: simple dosage calculations, dosage calculations with conversions, simple IV calculations
- Testing: per blueprint

NUR*102
- Required dosage calculation knowledge and skills: all of above plus IVPB calculation and pediatric dosages/body weight conversions
- Testing: per blueprint

NUR*201
- Required dosage calculation knowledge and skills: all of above plus titration of IV medications
- Testing: per blueprint

NUR*203
- Required dosage calculation knowledge and skills: All of the above and at the discretion of college faculty
- Testing: per blueprint

Passing Grade

Passing grade will be 90% for Level 1 and 2 dosage calculation exams

Process of Testing

- Students will use calculators provided by the college for all exams involving dosage calculations
- Content exams during the course should include dosage calculation questions; number of questions are to be proportional to the total number of test questions
- Students may not administer medications until they have successfully passed the dosage calculation exam
Appendix E

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)
Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College

Process of Testing, continued

NUR*101 and 102
- Students will be given a dosage calculation exam in NUR*101 & 102
- If the student is unsuccessful on the first exam, the student will be offered remediation and have the opportunity to take a second exam within two weeks
- In the event that the student has not passed the second exam, the student will be issued a PIP and offered further remediation before being given the third and final dosage calculation exam within two weeks
- A student who is unable to pass the course specific dosage calculation examination after three attempts will be given the option to withdraw from the nursing course. If the student opts not to withdraw, a course grade of F will be given and will result in dismissal from the nursing program.
- NUR*101 students who are dismissed from the program because they do not meet the dosage calculation competency requirement are eligible to re-apply for admission to the nursing program.
- NUR*102 students who are dismissed from the program because they do not meet the dosage calculation competency requirement are eligible to apply for readmission.

NUR*201 and 203
- Students will be given the dosage calculation exam during the first week of the semester
- If the student is unsuccessful on the first exam, the student will be offered remediation and have the opportunity to take a second exam
- In the event that the student has not passed the second exam, the student will be issued a PIP and offered further remediation before being given the third and final dosage calculation exam
- A student who fails the third (3rd) examination will be given the option to withdraw from the nursing course. If the student opts not to withdraw, a course grade of F will be given and will result in dismissal from the nursing program.
- Students who are dismissed from the program because they do not meet the dosage calculation competency requirement are eligible to apply for readmission
DOSAGE CALCULATION COMPETENCY TESTING BLUEPRINT

The course based blueprint for dosage calculation testing for all students in the CT-CCNP is as follows:

<table>
<thead>
<tr>
<th>Level One/First Year Courses</th>
<th>Level Two/Second Year Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR*101:</strong></td>
<td><strong>NUR*201:</strong></td>
</tr>
<tr>
<td>Simple dosage calculations: 40%</td>
<td>Simple dosage calculations: 10%</td>
</tr>
<tr>
<td>Dosage calculations with conversions: 50%</td>
<td>Dosage calculations with conversions: 20%</td>
</tr>
<tr>
<td>Simple IV Calculations: 10%</td>
<td>IV Piggyback Delivery Calculations: 10%</td>
</tr>
<tr>
<td></td>
<td>Complex IV Drip Calculations: 40%</td>
</tr>
<tr>
<td></td>
<td>Body Weight Conversions: 20%</td>
</tr>
<tr>
<td><strong>NUR*102:</strong></td>
<td><strong>NUR*203:</strong></td>
</tr>
<tr>
<td>Simple dosage calculations: 20%</td>
<td>Simple dosage calculations: 10%</td>
</tr>
<tr>
<td>Dosage calculations with conversions: 30%</td>
<td>Dosage calculations with conversions: 20%</td>
</tr>
<tr>
<td>IV Piggyback Delivery Calculations: 30%</td>
<td>IV Piggyback Delivery Calculations: 10%</td>
</tr>
<tr>
<td>Body Weight Conversions: 20%</td>
<td>IV Push Delivery Calculations: 10%</td>
</tr>
<tr>
<td></td>
<td>Complex IV Drip Calculations: 30%</td>
</tr>
<tr>
<td></td>
<td>Body Weight Conversions: 20%</td>
</tr>
</tbody>
</table>
STUDENT REFERRAL

STUDENT: ___________________________ DATE: ____________

REFERRED TO: ___________________________

REFERRED BY: ___________________________

REFERRAL DATE: ___________ DUE DATE: ____________

Areas of Concern/Unmet Clinical Student Learning Outcome(s) (SLO):

________________________________________________________________________

Action Plan:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student Signature: ___________________________ Date: ____________

Outcomes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of Staff Member Completing Referral: ___________________________

Date: ____________

Indicate Follow up Action Plan or Resolution of Areas of Concern/Unmet SLO:

☐ Follow-Up Action Plan:

________________________________________________________________________

☐ Resolved

Student Signature: ___________________________

Staff Member Signature: ___________________________

Date: ____________

April 2015 All SLOs

*Add supportive documents as needed
Appendix G
CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College

Performance Improvement Plan (PIP)

Student Name: ___________________________  Course/Name/#: _____________

Part I: Student Placement on PIP

Unsatisfactory Student Learning Outcome (SLO): (Reference the clinical evaluation form for Clinical SLOs)

As Evidenced By: (cite specific performance examples)

Action Plan and Review Date:

Student Comments: (student to complete Strategy for Success Form)

Student Signature: ____________________________________ Date: __________

Faculty/Clinical Instructor Signature: ______________________   Date: __________

Part II: Review of PIP; Follow up Actions

_____ Student has completed the Action Plan and is now meeting the SLO(s) cited above

_____ Student is not meeting the SLO(s) cited above and is placed on Clinical Warning.

As Evidenced By: (cite specific performance examples)

Student Comments: (student to complete Strategy for Success Form)

Student Signature: ____________________________________ Date: __________

Faculty/Clinical Instructor Signature: ______________________   Date: __________

May 2015  CPIP to PIP

*Add supportive documents as needed
Student Strategies for Success Form

Student Defined Strategies for Success: Cite specific Clinical Student Learning Outcomes (SLOs) and identify strategies for improvement for each cited.

Clinical Student Learning Outcome (SLO):

Clinical Student Learning Outcome (SLO):

Clinical Student Learning Outcome (SLO):
Notification of Clinical Warning*

Student Name: ___________________________  Course/Name/#: _____________

Part I: Placement on Clinical Warning

Date Placed on PIP ______________________ Date Placed on Warning: ______________

Prior Warning:  Yes____ No____

Follow up Student Review Date(s):
____________________________________________________________________________

Clinical Student Learning Outcome (SLO) Unsatisfactory (U): (Reference the clinical evaluation form SLO)

As Evidenced By: (cite specific performance examples)

Action Plan and Review Date:

Student Comments: (student to complete Strategy for Success Form)

Student Signature: _____________________________ Date: __________

Clinical Instructor Signature: ______________________   Date: __________
Appendix I

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)
Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College

Part II: Review of Clinical Warning; Follow up Actions

_____ Student has completed the Action Plan and is now meeting the Clinical SLO(s) cited above

_____ Student is not meeting the Clinical SLO(s) cited above and will remain Clinical Warning until next Review Date.

_____ Student is not meeting the Clinical SLO(s) cited above and will receive a grade of F for the course

As Evidenced By: (cite specific performance examples)

Action Plan and Review Date:

Student Comments: (student to complete Strategy for Success Form)

Student Signature: _____________________________ Date:___________

Clinical Instructor Signature: ______________________       Date: ___________

May 2012_SLO 55
Required Competencies for Admitted Students to Deliver Safe and Competent Nursing Care

These competencies reflect reasonable expectations of the RN student for the performance of common functions of the registered nurse. In adopting these standards the CT-CCNP is mindful of the client's right to safe and quality health care provided both by our students and graduates. The RN student must be able to apply the knowledge and skills necessary to function in a broad variety of clinical situations.

Each student in the Associate in Science degree program must have the ability to learn and perform the following competencies and skills:

**Motor.** The student must possess sufficient motor capabilities to execute the movements and skills required to provide safe and effective nursing interventions. These include, but are not limited to:

1. Coordination, speed and agility to assist and safely guard (protect), with safe and proper body mechanics, clients who are ambulating, transferring, or performing other activities.

2. Ability to adjust and position equipment and clients, which involves bending or stooping freely to floor level and reaching above the head.

3. Ability to move or position clients and equipment, which involves lifting, carrying, pulling, up to and including 30 pounds.

4. Ability to guide, resist, and assist clients, or to provide emergency care, which involves the activities of standing, kneeling, sitting, or walking.

5. Ability and dexterity to manipulate the devices used in giving nursing care.
6. Ability to administer CPR without assistance.

   Sensory. The student must possess the ability to obtain information in classroom, laboratory or clinical settings through observation, auscultation, palpation and other measures, including but not limited to:

1. Visual ability (corrected as necessary) to recognize and interpret facial expressions and body language, identify normal and abnormal patterns of movement, to read or set parameters on various equipment, to discriminate color changes, and to interpret and assess the environment.

2. Auditory ability (corrected as necessary) to recognize and respond to soft voices, auditory timers, equipment alarms, call bells, and to effectively use devices for measurement of blood pressure, breath sounds, etc.

3. Tactile ability to palpate a pulse and to detect changes or abnormalities of surface texture, skin temperature, body contour, muscle tone, and joint movement.

4. Sufficient position, movement and balance sensations to assist and safely guard (protect) clients who are ambulating, transferring or performing other activities.

   Communication. The student must be able to utilize effective communication with peers, faculty, clients and their families, and other health care providers. This includes, but is not limited to:

1. Ability to read at a competency level that allows one to safely carry out the essential functions of an assignment (examples: handwritten chart data, printed policy and procedure manuals).
2. Ability to effectively interpret and process information.

3. Ability to effectively communicate (verbally and in writing) with clients/families, health care professionals, and others within the community.

4. Ability to access information and to communicate and document effectively via computer.

5. Ability to recognize, interpret, and respond to nonverbal behavior of self and others.

   **Behavior.** The student must be capable of exercising good judgment, developing empathic and therapeutic relationships with clients and others, and tolerating close and direct physical contact with a diverse population. This will include people of all ages, races, socioeconomic and ethnic backgrounds, as well as individuals with weight disorders, physical disfigurement and medical or mental health problems. This also includes, but is not limited to:

1. Ability to work with multiple clients/families and colleagues at the same time.
2. Ability to work with classmates, instructors, health care providers, clients, families and others under stressful conditions, including but not limited to providing care to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
3. Ability to foster and maintain cooperative and collegial relationships with classmates, instructors, other health care providers, clients and their families.
Critical Thinking. The student must possess sufficient abilities in the areas of calculation, critical problem solving, reasoning, and judgment to be able to comprehend and process information within a reasonable time frame as determined by the faculty and the profession. The student must be able to prioritize, organize and attend to tasks and responsibilities efficiently. This includes, but is not limited to:

1. Ability to collect, interpret and analyze written, verbal and observed data about clients.
2. Ability to prioritize multiple tasks, integrate information and make decisions.
3. Ability to apply knowledge of the principles, indications, and contraindications for nursing interventions.
4. Ability to act safely and ethically in the college clinical lab and in clinical placements within the community.
Faculty Recommendation Request Form

Date: _____________________

Name of Faculty Requested for Recommendation: _____________________

Title: ___________________________________________________________

Name of Student Requesting Recommendation: _____________________

Banner Number:  @ _________________________

Address:  _______________________________________________________

City:  _________________________       State:  ________      Zip:  _________

Would you like a copy of the recommendation sent to you?    Yes      No

Reason Requesting Recommendation: __________________________________________

Position Applied For:  ___________________________________________

Name of Organization Applied to:  ___________________________________

Address to Send Recommendation:  _________________________________

________________________________  _________________________________

Signature of Student:  _____________________________________________

By signing and completing this form, you are authorizing the above mentioned faculty to release your student records. The faculty has the option to decline a request for recommendation.

FOR FACULTY USE ONLY

Recommendation Written: Yes     No

If no, please explain:  ___________________________________________

Date Recommendation Was Sent:  _________________________________

Faculty Signature:  _____________________________________________

Please retain a copy of the recommendation for your files.

May 2010 60