



LAMAR COMMUNITY COLLEGE

Nursing Student Handbook
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Department Director

Kathy Henderson RN, MSN, APRN

Faculty

Mary Ann Turner RN, MSN/NE

Nancy Winsor RN BHS, MSN/NE

Administrative Assistant

Sue Bowles AAS

Lab and Human Patient Simulation Coordinator

Brandon Sherwood RN

*All students are required to sign acknowledgment and releases forms (see Signature Pages A-G) and submit them to be kept in their student files.

ACCREDITATION

Lamar Community College is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Secondary Schools. 30 North LaSalle Street, Suite 2400, Chicago, IL 60602.

LCC's Nursing Program has continuing full approval from the Colorado State Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Colorado Board of Nursing

1560 Broadway, Suite 1350

Denver, CO 80202

(303) 894-2430

www.dora.state.co.us/nursing

Accreditation Commission for Education in Nursing, Inc. (ACEN)

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

(404) 975-5000

www.acenursing.org

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Welcome!

Dear Nursing Student,

The Lamar Community College (LCC) nursing faculty extends a hearty welcome to you. Caring is an essential component in nursing and we encourage you to join us in cultivating caring environments throughout your educational journey. Many opportunities are available for nurses in hospitals, nursing homes, clinics, community settings, industry, physicians' offices, and elsewhere. Your acceptance into the nursing program represents an achievement for you. You have met the requirements and completed prerequisite courses that have prepared you to commence the challenge of nursing.

Nursing is a unique and highly demanding profession and therefore the nursing program requires a high level of commitment mixed with strength, integrity, sensitivity and compassion. To prepare for this demanding and rewarding profession you will be expected to:

- ✓ Attend ALL classes and clinical/simulation activities as scheduled (see attendance and tardiness policies).
- ✓ Display an inquiring attitude and a willingness to explore new or different concepts and ideas.
- ✓ Comply with Lamar Community College policies and those specific to the department of nursing as stated in this handbook.
- ✓ Complete all course requirements [theory/lab/clinical/simulation requirements] and written assignments on time and at a minimum academic level of "C" (77%).
- ✓ Accept personal responsibility for requesting extra help and tutorial assistance early in the course if needed.
- ✓ Establish personal priorities that are realistic and a time management action plan for meeting curriculum requirements.
- ✓ Use the problem-solving process to resolve issues and complaints and accept and profit from constructive criticism.
- ✓ Demonstrate behaviors indicative of personal and professional integrity.
- ✓ Inform your instructor in a timely manner of any condition which would interfere with or impair your ability to care for an assigned patient.
- ✓ Follow the chain of command if issues arise. The chain of command is as follows:
 1. Instructor (clinical or course)
 2. Course Coordinator (this may be the same person as above)

3. Nursing Program Director
 4. Dean of Academic Services
 5. Vice President of Student Services and Academic Services
- ✓ Stay informed. Please secure a copy of the current LCC catalog at www.lamarcc.edu to use for reference. It contains information on student services, policies, and regulations of the College that affect you as you pursue your studies.

The Department of Nursing embraces the mission and vision statements of LCC. The department is an integral part of the college and the general policies formulated for all students apply to the nursing student. In addition to the general policies, there are those specific to the nursing program. Please refer to this handbook as a primary source of information.

We commend you for your decision to enter the health care field. We support your endeavors and wish you success.

The Nursing Program Director

Kathy Henderson RN, MSN, APRN

The Nursing Faculty of Lamar Community College

Mary Ann Turner RN, MSN/NE

Nancy Winsor RN, BHS, MSN/NE

STUDENT HANDBOOK

This Nursing Student Handbook is intended to be a fair summary of matters of interest to students and should be used in conjunction with the LCC Catalog and Student Handbook. Readers should note that it is not intended to be a complete statement of all policies, procedures, rules, or regulations. Any change in academic or other requirements, course offerings, course content, programs, procedures, policies, rules, and regulations that may be contained in this booklet will be preceded by timely, written student notification. A student is responsible for meeting all graduation requirements. Advisors may assist in planning course sequencing, but the final responsibility for fulfilling all graduation requirements rests with each student. Nothing in this Handbook is intended to create (nor shall be construed as creating) an expressed or implied contract. The College reserves the right to modify, change, delete, or add to, as it deems appropriate, the policies, procedures, and other general information in this Handbook.

LCC MISSION, PHILOSOPHY, AND ROLE AND PURPOSES

Mission Statement

At Lamar Community College, “we enrich lives through learning.”

Vision Statement

“The vision is “at Lamar Community College, we are committed to providing the highest quality education in an environment of service excellence.”

Philosophy Statement

“Lamar Community College embraces the philosophy of a comprehensive community college as it serves the educational needs of its students. LCC is dedicated to providing all students with quality educational opportunities and services that assist learners to maximize development and operate successfully in our ever-changing world.”

Role and Purpose

“Lamar Community College is a learner-centered, coeducational, comprehensive, two-year post-secondary institution of higher learning. As a member of Colorado Community College System, LCC is committed to providing:

- transfer programs that qualify students for admission to four-year colleges and universities;
- educational offerings that meet students’ occupational needs in technical and applied fields;
- developmental education to build basic academic skills;
- opportunities for perpetual learning and lifelong development;
- an environment supportive of learners and learning; and
- comprehensive assessment of student learning.”

PROGRAM INFORMATION

The LCC Nursing program is a two-year associate degree program. Acceptance to the program denotes admission for both years. Following completion of first-year nursing courses and the summer PN transition course, students are eligible to apply for the National Council Licensure Examination (NCLEX)-Practical Nurse (PN) licensure examination. Licensed Practical nurses holding an active, unencumbered license may enroll in a summer RN bridge course if needed. Upon completion of that course (if appropriate), students may gain admission to the final year of the associate degree program. Please see Nursing advisor or Nursing Admissions Coordinator for more information. Successful completion of second year nursing coursework qualifies students to apply for the NCLEX-RN licensure examination. All students must complete prerequisite coursework, have a 2.5 GPA or greater and pass an admission assessment prior to program entry. Students must complete pathophysiology (co-requisite general education course) prior to entry into the second year. Students have until the end of the second year (but before graduation ceremonies) to complete the three-credit hour humanities or behavioral science elective. Students must complete Microbiology by the end of the first semester in the nursing program.

History

The LCC Nursing Program began in 1989. The first PN class graduated in 1990. The first Associate Degree Nursing class graduated in 2001. LCC's Nursing Program is fully approved by the Colorado State Board of Nursing (CSBON) and the Colorado Community College System (CCCS). LCC Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Mission Statement

To provide quality education that prepares the learner to become a member of the profession of nursing, meeting the needs of a diverse population, in an ever-changing healthcare environment in both rural and/or urban settings.

Nursing Program Outcomes (POs)

Achievement of the following outcomes will evaluate and measure the effectiveness of the LCC nursing program:

- Performance on licensure exam: The program's three year mean for the licensure exam pass rate will be at or above the national mean for the same three year period.
- Program completion: Following admission to the nursing program (enrollment into the first nursing course), students who graduate will complete all course requirements within three years (150% or 6 semesters).
- Graduate program satisfaction: 90% of student evaluations will report an effective (3) or higher rating or higher rating for program satisfaction.
- Employer program satisfaction: 90% of employers will report an effective (3) or higher rating on the 1-year survey for program graduates whom they have employed.
- Job placement rates: 90% of graduates who seek employment will be employed within six months of graduation.

Program Student Learning Outcomes with Support from the Literature and Current Nursing Practice

The eight program student learning outcomes are:

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.
2. Engage in critical thinking and clinical reasoning to make patient-centered care decisions.
3. Implement quality measures to improve patient care.
4. Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons.
5. Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
6. Provide leadership in a variety of healthcare settings for diverse patient populations.
7. Assimilate professional, legal, and ethical guidelines in practice as a professional nurse.
8. Promote a culture of caring to provide holistic, compassionate, culturally-competent care.

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.

This outcome focuses on the many aspects of the nurse/patient relationship and integrates the work of the QSEN group derived from the IOM studies (Finkelman & Kenner, 2009). Safety is a major concept and is based on QSEN.org documentation as well as the NCSBN's *Nursing Pathways for Patient Safety* (Benner, Malloch, & Sheets, 2010). The importance of patient-centered care is addressed by the Institute of Medicine (2011) stating that many systems are designed to meet the needs of providers. "True patient- and family-centered care will focus on the whole patient, putting the patient, family, and care team together as a system" (p. 16). This outcome also relates to two of NLN's Competencies for ADN Graduates (2010): "Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings" (p. 33), and "Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context" (p. 35). This outcome also embraces the major categories of content presented in the NCLEX-RN® test plan. The ANA's (2010a) *Nursing: Scope and Standards of Practice* is applied when planning quality, patient-centered nursing care.

Major concepts for this learning outcome include:

- The nursing process (assessment, diagnosis, goals/outcome criteria, interventions, and evaluation)
- Patient teaching
- Patient-centered care
- Evidence-based practice
- Cultural competence
- Cultural diversity
- Standards of practice
- Caring
- Safety

- NCLEX-RN® categories and their subcategories:
 - Safe and effective care environment
 - Health promotion and maintenance
 - Psychosocial integrity
 - Physiological integrity

2. Engage in critical thinking and clinical reasoning to make patient-centered care decisions.

Critical thinking is a broad term that encompasses all the thought processes that relate to, and provide the basis for, clinical decision making and clinical reasoning. It is part of the term NLN (2010) defines as nursing judgment which encompasses three processes: critical thinking, clinical judgment, and integration of best evidence into practice (p. 67). Critical thinking is evidenced not only by the student’s use of the nursing process, but also when interfacing with the clinical microsystem and the larger healthcare system to deliver quality, safe, patient-centered care. Clinical judgment builds on the skills of critical thinking to move the student to engaged, practical reasoning that complements the scientific or theoretical reasoning, represented in the nursing process (Benner, Tanner, & Chesla, 2009). Additionally, there has been an increased focus on the nurse as a knowledge worker (Porter-O’Grady, 2010). This outcome also relates to the NLN’s Competencies for ADN graduates (2010): “Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context” (p. 34).

This outcome is further supported by the IOM’s 2011 publication that states, “Emerging new competencies in decision making, quality improvement, systems thinking, and team leadership must become part of every nurse’s professional formation from the prelicensure through the doctoral level” (p. 4-29). Therefore, this outcome addresses the nurse within the healthcare environment and the impact of the nurse on the environment and the impact of the environment on the work of the nurse. The outcome promotes learning about systems including the clinical microsystem and the larger healthcare system. The system in which care is delivered has been increasingly important as the current initiatives (IOM, QSEN) focus on decreasing errors. Students must learn about the nurse’s role in the system, where the nurse fits within the system, and the effect the system has on the day-to-day work of a nurse.

The Future of Nursing also notes that current nursing education programs focuses on patient-nurse interactions and recommends that to improve quality of care, nurses also need to think in terms of healthcare systems.

Finally, from *The Future of Nursing*, “In some ways it is surprising how little our pedagogy promotes appreciation of systems of care. Arguably, most graduates of most health professional educational programs suffer from considerable ‘functional illiteracy’ about the systems in which they work. Few emerge from their studies with a well-developed sense of responsibility for the performance of these systems, even though they work in those systems and depend on them every day” (p. I-16).

Major concepts for this learning outcome include:

- Critical thinking

- Clinical decision making
- Clinical judgment
- Integration of best evidence
- Nursing process
- The nurse as knowledge worker
- Levels of the work environment:
 - The larger healthcare system
 - Clinical microsystems
 - Nurse/patient relationship

3. Implement quality measures to improve patient care.

The emphasis on quality measures to improve patient care derives from the IOM reports on quality and health care. These reports discuss the need for all healthcare professionals to be more aware of, and implement, quality improvement measures. The QSEN project identified quality improvement as one of the six competencies of prelicensure nursing education graduates. Quality improvement refers to the use of data to monitor the outcomes of care processes and the use of improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems (Smith, Cronenwett, & Sherwood, 2007). The IOM (2011) recommended nursing students learn not only “how to do the work” but also “how to improve the work”. This outcome also relates to the NLN’s Competencies for ADN Graduates (2010): “Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities” (p. 36). The importance of learning about the broader context of a systems approach to care rather than the narrower nurse/patient relationship as the primary focus of the work environment is imperative for meeting the quality improvement competency for this outcome (Day & Smith, 2007). This outcome is further supported by the IOM’s 2011 publication that states, “Emerging new competencies in decision making, quality improvement, systems thinking, and team leadership must become part of every nurse’s professional formation from the prelicensure through the doctoral level” (p. 4-29) and “Imparting emerging competencies, such as quality improvement and systems thinking, is also key to developing a more highly educated workforce” (p. 4-30).

Major concepts for this learning outcome include:

- Quality measures
- Quality improvement
- Nursing sensitive indicators

4. Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient’s support persons.

The importance of collaboration is emphasized in the work of the QSEN group derived from the IOM studies (Finkelman & Kenner, 2009) with the competencies of teamwork and collaboration. The QSEN and IOM competencies of quality improvement and patient-centered care also relate to this outcome. This outcome incorporates NLN’s 2010

definition of teamwork: “to function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality care” (p. 69).

The silo approach to care in which each professional works in parallel is no longer acceptable in the current healthcare environment. Health professionals must “cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable” (IOM, 2003, p. 4). Additionally, the Institute of Medicine (2010, p. 39) notes that 60 to 70% of adverse events happening to patients in the acute care setting can be traced to problems with communication. Some of those problems stem from disruptive behavior by both nurses and physicians.

Nurses must understand the importance of team approaches to problem solving and safe patient care.

Major concepts for this learning outcome include:

- Patient-centered care
- Teamwork/collaboration
- Safe care environment
- Conflict resolution

5. Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.

Traditionally, communication referred to engaging in verbal and written exchange of information. More recently it also includes using information and communication technologies. Knowledge and use of information systems and nursing informatics in health care mandates that students learn about new technologies. This program student learning outcome is a specific competency recommended by QSEN. Knowledge of informatics is also recommended by the NLN in their 2008 position statement *Preparing the Next Generation of Nurses to Practice in a Technology-Rich Environment: An Informatics Agenda*. In this position paper the NLN called for nursing schools to incorporate informatics into the curriculum.

This outcome also addresses patient care technology which refers to technology that communicates monitoring information about the patient’s condition. Computer technology has been increasingly adapted to patient monitoring devices and students must be educated about how to use the information reported by these devices and how to use the devices themselves.

Major concepts for this learning outcome include:

1. Information systems
2. Nursing informatics
3. Information technology
4. Patient care technology

6. Provide leadership in a variety of healthcare settings for diverse patient populations.

This outcome focuses on the core component of leadership. Leadership is comprehensive and includes managing care, delegating to others, integrating and coordinating care, investigating and sharing best practice guidelines, and serving as a leader in many capacities within the healthcare environment. This outcome relates to the NLN's Competencies for ADN Graduates (2010): "Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings" (p. 33). This outcome is further supported by the IOM's 2011 publication that states, "Emerging new competencies in decision making, quality improvement, systems thinking, and team leadership must become part of every nurse's professional formation from the prelicensure through the doctoral level" (p. 4-29).

Major concepts for this learning outcome include:

- Advocacy
- Management of care
- Delegation
- Leadership

7. Assimilate professional, legal, and ethical guidelines in practice as a professional nurse.

The general term "professionalism" is used to include all professional, ethical, and legal principles to guide the practice of the Registered Nurse. The foundation for this program student learning outcome flows from two American Nurses Association documents, *Nursing: Scope and Standards of Practice* (2010) and *The ANA Code of Ethics* (2008) as well as the Colorado Board of Nursing's Nurse Practice Act. This outcome also relates to one of NLN's Competencies for ADN Graduates (2010): "Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context" (p. 35). Ongoing professional development is part of this competency which includes lifelong learning.

Major concepts for this learning outcome include:

- Professionalism
- Ethical behavior
- Legal principles
- Standards of practice
- Professional development
- Lifelong learning

8. Promote a culture of caring to provide holistic, compassionate, culturally-competent care.

Caring is at the heart of nursing. This outcome prepares students to focus on nurturing the well-being of the patient and support persons based on individual needs. To create a culture of caring is a primary role of the nurse. Often

students are so engaged with the technical aspects or the critical thinking/clinical reasoning required to provide safe, quality patient-centered care, they may not consider the caring aspect of nursing. Although part of QSEN's patient-centered care concept, it may be helpful to include a separate program student learning outcome that focuses on caring as a necessary element when providing patient-centered care. This is also based on a recommendation in *The Future of Nursing* (2011) which recommends that nursing education devote more effort to fostering culturally competent and relationship-centered care. This relationship-centered care is fully explicated in Koloroutis' 2004 book *Relationship-Based Care*, a philosophy used in many healthcare settings.

This outcome teaches students their responsibility to maintain the caring nature of nursing and that caring is part of the nurse's professional identity. The nurse has the moral commitment to protect and enhance human dignity (Watson, 2007). This outcome relates to the NLN's term "human flourishing" that in part states "The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing" (NLN, 2010, p. 67). Caring is supported by efforts such as the activity "Through the Patient's Eyes." (QSEN.org).

Major concepts for this learning outcome include:

- Caring
- Compassion
- Holistic care
- Patient-centered care
- Relationship-centered care

Program Student Learning Outcomes and Competencies:

1. **Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.**
 - a. Conduct comprehensive and focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
 - b. Develop a plan of care based on assessment findings.
 - c. Implement patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management across the lifespan, and in all healthcare settings.
 - d. Promote factors that create a culture of safety.
 - e. Provide patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in own care.
 - f. Implement nursing interventions to promote health, prevent illness, assist in the restoration of wellness, and maintain the health status of patients across the lifespan, in a variety of healthcare settings.
 - g. Monitor patient outcomes, including interpretation of assessment data and appropriate follow-up, to evaluate the effectiveness of nursing interventions.
 - h. Deliver care within expected timeframe.

- i. Provide patient-centered transitions of care and hand-off communications, including discharge planning, to ensure the receiving caregiver has the knowledge needed to provide safe care.
- j. Plan, implement, and evaluate evidence-based care.
- k. Incorporate health promotion and risk reduction in the care of patients.
- l. Demonstrate cultural competence when providing care to diverse patients in a variety of healthcare settings.
- m. Revise the plan of care based on an ongoing evaluation of patient outcomes.
- n. Demonstrate safe performance of psychomotor skills for efficient, safe, and compassionate patient care.
- o. Accurately document all aspects of patient care

2. Engage in critical thinking and clinical reasoning to make patient-centered care decisions.

- a. Use critical thinking/clinical reasoning to make clinical judgments and management decisions to ensure accurate and safe care in all nursing actions.
- b. Use critical thinking/clinical reasoning when implementing all steps of the nursing process while integrating best available evidence.
- c. Anticipate risks and predict and manage potential complications.
- d. Prioritize patient care.
- e. Evaluate the impact of economic, political, social, and demographic forces on the delivery of health care.
- f. Participate in analyzing errors and identifying system improvements.
- g. Implement National Patient Safety Goals in all applicable patient care settings.
- h. Analyze the clinical microsystem and its impact on the nurse's ability to provide safe, quality care.

3. Implement quality measures to improve patient care.

- a. Participate in quality and patient safety initiatives, recognizing these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.
- b. Interpret information about outcomes of care for populations served in a variety of healthcare systems.
- c. Analyze information about quality improvement projects in a variety of healthcare settings.
- d. Participate in a root cause analysis of a sentinel event.
- e. Identify gaps between local and best practice and provide recommendations for closing the gaps.
- f. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators in the microsystem of care.
- g. Employ principles of quality improvement to assist in the development and initiation of effective plans for the clinical microsystem and/or system-wide practice improvements that will improve the quality of healthcare delivery.
- h. Provide nursing care based on the principles of evidence-based practice that contribute to safe and high quality patient outcomes within a variety of healthcare microsystems.

4. Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons.

- a. Communicate effectively with all members of the healthcare team, including the patient and the patient's support network.
- b. Implement patient safety and quality improvement within the context of the interprofessional team in a variety of healthcare settings.
- c. Evaluate inter and intraprofessional communication and collaborative skills to deliver safe, evidence-based, patient-centered care.
- d. Implement conflict resolution principles as needed.

5. Evaluate information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.

- a. Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
- b. Evaluate the role of information technology and information systems in improving patient care outcomes and creating a safe care environment.
- c. Apply patient care technologies as appropriate to address the needs of a diverse patient population.

6. Provide leadership in a variety of healthcare settings for diverse patient populations.

- a. Apply the delegation process when working with other healthcare team members.
- b. Coordinate the implementation of an individualized plan of care for patients and the patient's family and/or support network.
- c. Adapt the provision of patient care to changing healthcare settings and management systems.
- d. Evaluate the effect of nursing leadership on improved patient safety and quality care.
- e. Serve as a patient advocate.

7. Assimilate professional, legal, and ethical guidelines in practice as a professional nurse.

- a. Practice within the ethical, legal, and regulatory frameworks of nursing practice.
- b. Analyze planned patient care within the context of the ANA Standards of Practice.
- c. Demonstrate accountability for nursing care given by self and/or delegated to others.
- d. Practice within the parameters of individual knowledge and experience.
- e. Exhibit professional behavior.
- f. Initiate a plan for ongoing professional development and lifelong learning.

8. Promote a culture of caring to provide holistic compassionate, culturally-competent care.

- a. Provide support, empowerment, and hope when caring for diverse patients in a variety of healthcare systems.
- b. Reflect on care provided to continue to improve caring relationships.
- c. Deliver compassionate, culturally-competent care that respects patient and family preferences.

Definitions of Major Concepts Used in the Program Student Learning Outcomes and Competencies:

Caring: In nursing, those values, attitudes, and behaviors that engender feeling cared for. (Duffy, 2010). Also, “promoting health, healing, and hope in response to the human condition” (NLN, 2010, p. 65).

Clinical judgment: A process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse’s knowledge and perspective (Tanner, 2006). Involves ways in which nurses come to understand the problems, issues, or concerns of clients and patients, to attend to salient information, and to respond in concerned and involved ways (Benner, Tanner, & Chesla, 2009).

Clinical microsystem: A small group of people who work together on a regular basis – or as needed – to provide care and the individuals who receive that care (who can also be recognized as members of a discrete subpopulation of patients) (Trustees of Dartmouth College, 2004, p. 5).

Clinical reasoning: An iterative process of noticing, interpreting, and responding – reasoning in transition, with a fine attunement to the patient and how the patient responds to the nurse’s actions. (Benner, Tanner, & Chesla, 2009, p. 230).

Collaboration: “Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.” (Quality and Safety Education for Nurses [QSEN], 2007). Collaboration also includes communication and partnerships with providers, patients, families, and stakeholders.

Critical thinking: “Identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning” (NLN, 2010, p. 67). Critical thinking is the basis of clinical reasoning, clinical judgment, and clinical problem solving.

Cultural competence: Cultural competence is the ability to respect the beliefs, language, interpersonal styles, and behaviors of individuals, families and communities receiving services as well as the health care professionals who provide the services. Culture is the integrated patterns of human behavior that include the language, thoughts, actions, customs, beliefs, and the institutions of racial, ethnic, social, or religious groups (www.cultural-competence-project.org/en/faq.htm, retrieved February 17, 2011)

Diversity: “Recognizing differences among persons, ideas, values, and ethnicities, while affirming the uniqueness of each (NLN, 2010, p. 12).

Ethics: “Involves reflective consideration of personal, societal, and professional values, principles, and codes that shape nursing practice. Ethical decision making requires applying an inclusive, holistic, systematic process for identifying and synthesizing moral issues in health care and nursing practice, and for acting as moral agents in caring for patients, families, communities, societies, populations, and organizations. Ethics in nursing integrates knowledge with human caring and compassion, while respecting the dignity, self-determination, and worth of all persons” (NLN, 2010, p. 13).

Evidence-based care: Care that integrates the best research with clinical expertise and patient values for optimum care (IOM, 2003).

Healthcare environment: the aggregate of surrounding things, conditions, or influences; surroundings; milieu. (dictionary.com). In healthcare, nurses turn the environment into a caring and healing environment by initiating and sustaining a therapeutic relationship with patients and their families (Koloroutis, 2004).

Human flourishing: “An effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.” (NLN, 2010, p. 66-67).

Informatics: The use of information and technology to communicate, manage knowledge, mitigate error, and support decision making (Quality and Safety Education for Nurses [QSEN], 2007).

Information management: Refers to “the processes whereby nursing data, information, knowledge, and wisdom are collected, stored, processed, communicated, and used to support the delivery of health care” (Nelson, 2010, p. 653).

Integrity: “Representing the dignity and moral wholeness of every person without conditions or limitation” (NLN, 2010, p. 13).

Knowledge, skills, and attitudes: In nursing education there are three domains of learning in which faculty engage students. The cognitive domain represents the knowledge needed to carry out the professional roles of the nurse. The skills are the psychomotor activities that are represented by the psychomotor domain. Attitudes represent the beliefs and values about all aspects of the patient and health care that represent the affective domain. The content of each domain is equally important and necessary for the student to fulfill the roles of the professional nurse.

Leadership: Leadership is Standard 12 of the American Nurses Association’s Scope and Standards of Practice (2010, p. 55). Leadership is defined and evaluated with the following measurement criteria related to the student nurse:

- Oversees the nursing care given by others while retaining accountability for the quality of care given to the healthcare consumer.

- Abides by the vision, the associated goals, and the plan to implement and measure progress of an individual healthcare consumer or progress within the context of the healthcare organization.
- Demonstrates a commitment to continuous, lifelong learning and education for self and others.
- Mentors colleagues for the advancement of nursing practice, the profession, and quality health care.
- Treats colleagues with respect, trust, and dignity.
- Develops communication and conflict resolution skills.
- Participates in professional organizations.
- Communicates effectively with the healthcare consumer and colleagues.
- Seeks ways to advance nursing autonomy and accountability.
- Participates in efforts to influence healthcare policy involving healthcare consumers and the profession.

Nursing: Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities and populations.

Nursing-sensitive indicators: Nursing-sensitive indicators reflect the structure, process and outcomes of nursing care. The structure of nursing care is indicated by the supply of nursing staff, the skill level of the nursing staff, and the education/certification of nursing staff. Process indicators measure aspects of nursing care such as assessment, intervention, and RN job satisfaction. Patient outcomes that are determined to be nursing sensitive are those that improve if there is a greater quantity or quality of nursing care (e.g., pressure ulcers, falls, and intravenous infiltrations). Some patient outcomes are more highly related to other aspects of institutional care, such as medical decisions and institutional policies (e.g., frequency of primary C-sections, cardiac failure) and are not considered "nursing-sensitive". (ANA's Nursing World:

http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/PatientSafetyQuality/Research-Measurement/The-National-Database/Nursing-Sensitive-Indicators_1.aspx, Retrieved February 17, 2011).

Nursing judgment: "Encompasses three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ those processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation" (NLN, 2010, p. 67).

Patient: The recipient of nursing care or services. Patients may be individuals, families, groups, communities, or populations (American Association of Colleges of Nursing [AACN], 2008, p. 38).

Patient-centered care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs (Quality and Safety Education for Nurses [QSEN], 2007).

Personal and professional development: “A lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession’s history, goals, and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care providers; and (c) give nurses the courage needed to continually improve the care of patients, families, and communities and to ensure the profession’s ongoing viability” (NLN, 2010, p. 68).

Professional identity: “Involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evidence in the lived experience of the nurse, in his or her ways of being, knowing, and doing” (NLN, 2010, p. 68).

Quality improvement: “Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems” (Quality and Safety Education for Nurses [QSEN], 2007). Also relates to the improvement of healthcare processes and at the local, state, and federal levels to affect positive outcomes from the impact of economics on healthcare quality.

Relationship-based care: Health care is provided through relationships. The activities of care are organized around the needs and priorities of patients and their families. Relationship-based care depends on a caring and healing environment in which care providers respect the dignity of each patient and each other. The nurse as a leader creates caring and healing cultures. Positive interdisciplinary collaboration is a significant predictor of quality care in a relationship-based care environment (Koloroutis, 2004).

Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance (Quality and Safety Education for Nurses [QSEN], 2007).

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PROGRAM INFORMATION

Nursing Background Check

A criminal background check is required of every student prior to admission to permit clinical participation. Below are the Disqualifying Offenses as set forth by the Colorado Community College System (CCCS). The Colorado Board of Nursing may reject your application for licensure based on a criminal record even though you have completed the nursing program, and clinical facilities may deny your participation if you have a criminal offense. (also see Appendix G)

The State Board for Community Colleges and Occupational Education, by and through the Colorado Community College System (“CCCS”) authorize the nursing programs to conduct a background investigation of all student applicants. The clinical sites used in the nursing programs require background checks of all potential interns. The purpose is to maintain a safe and productive educational and clinical environment. New students who refuse to comply with the background investigation will not be allowed to enter a CCCS Nursing Program.

An Applicant will be disqualified from a CCCS nursing program based on the following guidelines:

- Any violent felony convictions of homicide. (No time limit)
- Crimes of violence (assault, sexual offenses, arson, kidnapping, any crime against an at-risk adult or juvenile, etc.) as defined in section 18-1.3-406 C.R.S. in the seven (7) years immediately preceding the submittal of application.
- Any offense involving unlawful sexual behavior in the seven (7) years immediately preceding the submittal of application.
- Any crime, the underlying basis of which has been found by the court on the record to include an act of domestic violence, as defined in section 18-6-800.3 C.R.S. in the seven (7) years immediately preceding the submittal of application.
- Any crime of child abuse, as defined in section 18-6-401 C.R.S. in the seven (7) years immediately preceding the submittal of application.
- Any crime related to the sale, possession, distribution or transfer of narcotics or controlled substances in the seven (7) years immediately preceding the submittal of application.
- Any felony theft crimes in the seven (7) years immediately preceding the submittal of application.
- Any misdemeanor theft crimes in the five (5) years immediately preceding the submittal of application.
- Any offense of sexual assault on a client by a psychotherapist, as defined in section 18-3-405.5 C.R.S. in the seven (7) years immediately preceding the submittal of application.
- Crimes of moral turpitude (prostitution, public lewdness/exposure, etc.) in the seven (7) years immediately preceding the submittal of application.
- Registered Sex Offenders. (No time limit)
- Any offense in another state, the elements of which are substantially similar to the elements of any of the above offenses.
- More than one (1) D.U.I. in the seven (7) years immediately preceding the submittal of application.

If the investigation reveals information that could be relevant to the application, the designated individual responsible for background checks may request additional information from the applicant. The offense shall be reviewed on a case-by-case basis. Students who have successfully completed the terms of a deferred adjudication agreement will not be disqualified.

If any applicant feels the criminal background check is inaccurate, they may appeal the decision and request a review to the Vice President of Academic and Student Services. It is the applicant's burden to produce substantial evidence that proves the crimes charged are incorrect.

Students who have successfully completed the terms of a deferred adjudication agreement will not be disqualified. If any applicant feels the criminal background check is inaccurate, he or she may appeal the decision and request a review with LCC. It is the applicant's burden to produce substantial evidence to prove the inaccuracy of crimes charged.

Drug Testing/Criminal Background Check

All nursing students will be expected to pass the drug tests/criminal background testing in order to receive full acceptance to the nursing program at LCC. All testing is at the student's expense, including any repeat or additional necessary testing. Students will have the opportunity to discuss the results of their drug test with a member of the human resources staff. Students who fail testing will not be admitted to the nursing program. All background check and drug testing information is kept confidential.

ADMISSION REQUIREMENTS

Prerequisite Coursework

Students must complete the following requirements prior to program admission:

Accuplacer Score of EA 61 or above or documentation of completion (C or above) of equivalent

**The college-administered Accuplacer Assessment tests will be phased out and the Community College Placement Assessment (McCann) will be implemented during the 2016-2017 Academic Year.*

Math course, (MAT 050 or above)

BIO 201 (Human Anatomy & Physiology I)*

BIO 202 (Human Anatomy & Physiology II)*

HPR 108 (Dietary Nutrition) or HWE 100 (Human Nutrition)

ENG 121 English Composition I

PSY 235 Human Growth and Development

***Must be completed within seven (7) years of entry into the nursing program**

Co-requisite Coursework

Students must complete BIO 216 (Human Pathophysiology) prior to entering the third semester (second year) of the program. Students must complete the 3-credit hour humanities or social/behavioral science elective prior to the end of the nursing program. Students must complete BIO 204 (Microbiology) by the end of the first semester in the nursing program.

Students must complete all of the above coursework with a "C" or above. A cumulative GPA of 2.5 is required for program admission.

Licensed Practical Nurses and students who have exited the first year of a nursing program wishing to enter the second year of the program who have not completed NUR 150 Obstetric and Pediatric Nursing or equivalent, must complete NUR 189 Transition from LPN to A.D.N. Contact Kathy Henderson for more information regarding NUR 189.

Admission Criteria

- I. ***ALL applicants will be required to take the HESI Admission Assessment with Critical Thinking Examination.***
 - ***HESI A2 Admission Assessment with Cumulative score of 75th percentile or higher: Students may check out a study/review guide at the LCC Library or may purchase a study guide for the exam at [the LCC Bookstore](#). Students must register for the exam at www.evolve.elsevier.com. Student is responsible for the cost of testing*. The exam cannot be taken more than once every 30 days or more than two times per year.***
 - ***Students ranking in the 70th through 74th percentile on the Cumulative portion of the HESI Admission Assessment exam for fall 2016 will be admitted into the Program on a space available basis. These students will be required to sign a document/agreement that they are to attend all faculty-facilitated study sessions.***
 - *Price subject to change based on HESI testing service LCC requires a fee for testing services.***
- II. ***A GPA of 2.5 or higher is required on all prerequisite course work.***
- III. ***Pass the drug tests/criminal background testing in order to receive full acceptance to the nursing program at LCC.***

Application Process

College Admission and Nursing Program Application

- Complete LCC college admissions application online at www.lamarcc.edu or in the Admissions Office on campus.
- Students will need to complete the “Nursing Application” online at www.lamarcc.edu/nursing
- Schedule to take the HESI Admission Assessment Entrance Exam (may be taken before you have completed prerequisite coursework). Schedule at www.evolve.elsevier.com
Prior to admission into the nursing program, the following components must be submitted to the LCC nursing program office:
- Submit official transcript(s) documenting completion of prerequisite course requirements and cumulative GPA requirement.
- Results of HESI Admission Assessment Exam (See Admission Criteria above).
- If you have not completed MAT 050 (or higher) provide documentation of Accuplacer Score EA 61 or above or SAT/ACT score exempting you from Accuplacer testing. *The college-administered Accuplacer Assessment tests will be phased out and the Community College Placement Assessment (McCann) will be implemented during the 2016-2017 Academic Year.*
- Licensed Practical Nurses applying for entry into the second year of the program must provide a copy of your active, unencumbered practical nursing license. LPN’s who did not complete NUR 150 Obstetric and Pediatric

Nursing, or equivalent course, as part of the PN program must provide documentation of completion of NUR 189 Transition from LPN to A.D.N. to qualify for entry into the second year of the program.

Transfer of Credits:

Students who plan to transfer credits from another institution should be aware of the following:

- LCC does not accept credit from institutions that are not accredited by the U.S. Department of Education through their regional accrediting association.
- In order to transfer credit for nursing courses that are more than two years old, students must prove competency in the subject area. The HESI Specialty Exams will be used to establish competency. Achievement of the overall norm average (national) will demonstrate competency in the didactic portion of the course. The exam will be administered at the expense of the student. Transfer students may also be required to demonstrate math and clinical competency and may need to complete clinical hours at their expense.
- LCC accepts credits from accredited institutions for courses that were completed within 15 years prior to admission to LCC with the exception of natural science, psychology and computer courses which must have been completed within the last 10 years. Nursing Program pre-requisite biology courses must be less than seven (7) years old.

After Notification of Nursing Program Admission

Prior to participation in nursing courses, students must:

- Complete the LCC Nursing Program Immunization Record and Physical Exam Forms (see Signature Page G) including:
 - PPD or Chest X-ray (negative) (**yearly**)
 - Hepatitis B series
 - Varicella immunization
 - Immunization records documenting MMR/Tetanus (within 10 years)
 - Documentation of **yearly** flu vaccine
- Provide a copy of current American Heart Association Health Care Provider CPR card (must keep current throughout nursing program)
- Complete the Criminal Background Check and 10-Panel Drug Screen. Complete at <http://www.castlebranch.com> – either the LPN package or RN package depending on where you are at in the program*
(Information regarding LCC disqualifying offenses is available on page 23 of this Handbook)
- Random Urine Drug Screen (results must be negative). A dilute drug screen result is considered a positive result. Paid for with Package above – administered randomly on campus.
- Laptop with Internet capabilities.
- Signed copy of Essential Skills and Functional Abilities for Nursing Students.
- Health Insurance card or some other proof of having health insurance.
- Students will be required to receive a flu shot each fall semester and provide documentation.

Disclosure of Offenses

Students are required to immediately disclose to the Director of Nursing conviction of any criminal offense(s) (other than traffic violations) that may occur during the time that they are enrolled in the nursing program.

Disability Services

It is recognized that in order to maximize opportunities for success, some students must receive benefit from reasonable accommodations in response to documented disabilities. In order to arrange for such accommodations, please provide documentation and request services at least three weeks prior to the time services are needed. For more information, contact Special Populations at 719.336.1533.

Licensure

Students who choose the PN Option are eligible to take the NCLEX- PN Licensure Exam. Students who complete the Associate of Applied Science Degree in Nursing (A.D.N.) are eligible to take the NCLEX-RN Licensure Exam.

The Board of Nursing in each state regulates licensure. Contact the Board of Nursing in Colorado for eligibility requirements for licensure at www.dora.state.co.us/nursing.

NURSING PROGRAM COURSE OF STUDY

General Education Credits (29-31 credits)

Courses	Credit Hours
★BIO 201 Anatomy & Physiology I	4
★BIO 202 Anatomy & Physiology II	4
BIO 204 Microbiology [^]	4
BIO 216 Pathophysiology ^{^^} (Prereq BIO 201 & 202)	4
★ENG 121 English Composition I	3
★HPR 108 Dietary Nutrition (offered online) OR HWE100 Human Nutrition	1 (3)
★PSY 235 Human Growth and Development	3
MAT 103 Math for Clinical Calculations [^]	3
Humanities or Social/Behavioral Elective	<u>3</u>
Total Gen Ed Credits	29-31

★ Denotes prerequisite for admission to first year of program

[^] May be taken concurrently with nursing coursework during 1st semester

^{^^} May be taken concurrently with nursing coursework during 2nd semester, but it must be taken prior to entering the second year of the nursing program.

Associate Degree Nursing Course Sequence

Fall Semester	First Year	Credit Hours
NUR 109	Fundamentals of Nursing	6

NUR 112	Basic Concepts of Pharmacology	2
MAT 103	Math for Clinical Calculations	3
BIO 204	Microbiology	<u>4</u>
Total Nursing Semester Hours		8
Total Gen Ed Hours		3-7

Spring Semester First Year

NUR 106	Medical & Surgical Nursing Concepts	7
NUR 150	Nursing Care of Obstetric & Pediatric Clients	6
BIO 216	Pathophysiology (May be taken in spring or summer semester)	<u>4</u>
Total Nursing Semester Hours		13
Total Gen Ed Hours		4

The following course will be offered during the summer semester

NUR 169	Transition into Practical Nursing (optional) **	4
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Optional Nursing Semester Hours		4
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****This course will be necessary only if the student decides to apply for the NCLEX-PN licensure examination. LCC's PN Exit option is not accredited through ACEN but is approved by the Colorado State Board of Nursing.**

All students entering the second year of the A.D.N. program who have not been continuously enrolled from the first to the second year of the program or have not completed NUR 150 will be required to complete NUR 189 Transition from LPN to A.D.N. (4 credits).

Fall Semester	Second Year	<u>Credit Hours</u>
NUR 206	Adv. Concepts of Med/Surg Nursing I	6.5
NUR 212	Pharmacology	2
Humanities or Social/Behavioral Science Elective (Gen Ed)		<u>3</u>
Total Nursing Semester Hours		8.5
Total Gen Ed Hours		3

Spring Semester – Second Year

NUR 216	Adv. Concepts in Care of Med/Surg Clients II	5
NUR 211	Nursing Care of Psychiatric Clients	4
NUR 230	Leadership Management Trends	<u>4</u>
Total Nursing Semester Hours		13
Total Gen Ed Hours		0

Total Program Credits		71.5-73.5
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Students must maintain a “C” or better in each required course (nursing and non-nursing). MAT 103 and BIO 204 must be passed with a minimum of a “C” prior to beginning 2nd semester in the nursing program. BIO 216 must be passed with a minimum of a “C” prior to beginning 3rd semester in the nursing program. These courses must be completed, as stated, in order to progress in the nursing program.

GRADUATION REQUIREMENTS

Students are to assume full responsibility for meeting all basic requirements for their specific nursing program as set forth in the Lamar Community College catalog that is current at the time of their admission into the nursing program.

Students must:

- Provide Registrar’s office with official transcripts (if transferring courses from other institutions)
- Complete a Degree Plan with academic advisor
- Complete Intent to Graduate and submit to Sue Bowles, Administrative Assistant to Nursing
- Complete all general education and nursing coursework with a grade of “C” or above

LICENSING

The Board of Nursing in each state regulates licensure. Contact the Board of Nursing in Colorado for eligibility requirements for licensure at www.dora.state.co.us/nursing.

ENHANCING STUDENT SUCCESS

Bachelor’s Degree in Nursing Transfer Track

Lamar Community College currently has a Dual Enrollment Program Articulation Agreement with University of Colorado at Colorado Springs Beth-El College of Nursing and Health Science. For more information, contact your nursing program advisor.

Campus Resources

- Campus Bookstore - offers textbooks, supplies, food items and gifts (336-1620)
- Tutoring Services - offers free tutoring to all students (336-1535)
- Resource Counselor and Career and Transfer Center (336–1527)
- Information Technology Support-1-800-583-4081
- Library - offers many health-related resources, some can be obtained online from home (336-1541)
- Campus Health Center - offers medical services free of charge to full-time students; half-time students may elect to pay a small fee per semester (336-1683); High Plains Community Health Center offers dental services off-site (336-8445)
- Fitness Center - offers complete training/workout programs (336-1672)
- Transfer Counseling - assists students with transfer options/plans (336-1536)
- Campus Security – daytime hours (336-1543); evening hours (336-1192); cell 688-1412
- Campus Closure – (336-1515)

Financial Aid and Scholarship Information

There are numerous scholarships available to nursing students. Please check www.lamarcc.edu for specific scholarship application processes. Check departmental bulletin boards for postings periodically, as new information is added throughout the year. LCC Financial Aid Office and the Nursing Department collaborate to assist students in obtaining grants, scholarships, and loans. See current LCC Catalog for more information.

Chain of Command (or dispute resolution)

1. The professional approach toward problem solving is to follow the chain of command of the institution in which you are practicing. It is a professional courtesy to attempt, in good faith, to compromise toward a resolution. A student who believes they have experienced an unfair or arbitrary judgment by a faculty member may initiate a grievance action. The steps to follow are:
2. Gather all facts related to the situation and carefully analyze this material.
3. Identify approaches that might resolve the problem.
4. Schedule an appointment with the instructor for discussion and possible resolution of the issue.

If the problem cannot be solved with the instructor:

5. Make an appointment with the course coordinator for the purpose of discussion and correction of the problem. See below for the chain of command:
 - 1) Instructor (clinical or course)
 - 2) Course Coordinator (this may be the same person as above)
 - 3) Nursing Program Director
 - 4) Dean of Academic Services
 - 5) Vice President of Student Services and Academic Services

If satisfaction is still not achieved:

6. Follow the grievance procedure as outlined in the LCC college catalog/student handbook.
http://catalog.lamarcc.edu/content.php?catoid=9&navoid=292#Student_grievance_procedure

Nursing Skills Lab

The lab is open for your practice and provides ready access to a variety of resources for your use. The lab is open for student usage unless classes are scheduled for use of the facility. If a student has a special need or special time for use of the skills lab, it will be necessary to speak to a nursing instructor so that arrangements can be made.

The Nursing Laboratory provides a setting for health occupations' students to practice clinical nursing skills in a simulated patient care environment under the supervision of an instructor. Please observe the following guidelines:

- Smoking, eating, or drinking is prohibited in the nursing laboratory.
- Remove shoes when on or in the beds.
- Beds should be left clean and neatly made into a closed bed after practice.
- Mannequins and beds are expensive items and must be handled and moved with care.
- Report breakage or problems with supplies or equipment to instructor immediately.

- **Leave the nursing lab neat and clean for use by the next student. Wipe down surfaces and make the beds.**
- Human patient simulation may be used to evaluate student competency attainment.
- A lab tutor may be available to students to assist with acquisition of learning. Contact a nursing faculty for more information. There is an academic lab available to you in the Bowman Building (336-1539)
- When you are the last person leaving the nursing lab, make sure that the doors are locked. If you are assigned as the lab monitor, make sure that the lab is in very clean condition after each use.
- Supplies are purchased by students at the beginning of the semester. Students do **not** have open access to supplies.

Nursing Web Pages

<i>HESI (See pg. 25 of this handbook)</i>	www.evolve.elsevier.com
<i>Colorado Community College System</i>	www.cccs.edu
<i>Lamar Community College Nursing</i>	www.lamarcc.edu/nursing
<i>ExamSoft</i>	http://learn.examssoft.com/
<i>Desire to Learn (D2L)</i>	www.lamarcc.edu
<i>Cumulative Index of Nursing & Allied Health</i>	<i>See syllabus</i>

Professional Organizations

There are campus, state and national professional organizations for nursing students. Students are encouraged to join and seek office on the local, district, and/or state level. Additionally, there are professional organizations for both the licensed practical nurse (National Federation of Licenses Practical Nursing and Colorado Federation of Licensed Practical Nurses) and the associate degree nurse (National Organization of Associate Degree Nurses and Colorado Organization for Associate Degree Nurses). The state nursing organization is the CNA (Colorado Nurses Association) and it is affiliated with the national organization ANA (American Nurses Association). Membership and participation is encouraged.

Handheld Internet Device

The required bundle of reference books and other resources is available in the bookstore or from Elsevier. The recommended downloaded reference books are required and contain valuable clinical references and must include a current Lab and Diagnostics Textbook and a Drug Handbook that will allow students to access information immediately with a handheld device in the clinical setting (i.e., medication, labs, or diagnoses). Students will need a mobile device to download the resources. (i.e., Smartphone). LCC’s Information Technology Department does not support handheld internet devices on campus at this time.

Laptop Computer Requirement, Specifications & Technical Support

Lamar Community College Nursing Program requires all students to obtain personal laptops capable of accessing the College’s wireless network. Starting the first day of class, students will use laptops for Internet-based research, online exams, in-class assignments, and additional work. Recommended specifications are available below.

The college provides technical support (below) and wireless Internet on its campus. The College's power outlets are available for student use, but availability in all areas or at all times cannot be guaranteed.

LCC is not liable for any loss, damage, or theft to/of student equipment.

Laptop:

Operating System: Windows 7 Service Pack 1 or newer or Mac OS 10.7 (Lion)

Display: 14-inch (Windows PC), 13-inch MacBook

Processor: Intel Core i3 or AMD A4 series

Memory: 4 GB

Hard Drive: 160 GB

Networking: Wireless 802.11n

Battery life: 3 hours

Software:

Productivity Suite: Microsoft Office 2010 or newer (latest version available to students at discounted price at <http://lcc.onthehub.com>)

Adobe Reader (latest version)

Adobe Flash Player (latest version)

Media Player: e.g. Windows Media Player, Apple Quicktime, VideoLAN VLC

Web Browser: e.g. Windows Internet Explorer 10, Mozilla Firefox (latest), Google Chrome (latest)

* Additional software as required by program or course

Student Laptop Technical Support:

The LCC Computer Center strives to provide service excellence to LCC students and staff. **Support is offered Monday – Friday, 8:30 a - 4:30 p and is dependent upon staff availability. Students may contact the LCC Computer Center at the Betz Technology Center, Room 248; at ithelpdesk@lamarcc.edu; or by phone at 719.336.6666/LCC IT Help Desk.**

Support is limited to issues impacting a student's ability to complete required coursework.

When a student reports an issue and with the student's permission, LCC Computer Center staff will attempt to diagnose the problem(s) and either recommend or perform corrective action. Hardware support is not provided. When applicable, students may either be referred to local computer repair businesses or the computer's warrantor for service.

LCC is not responsible for any damages to student devices, including data loss, as a result of the support provided.

Program Committees with Student Representation

Several committees exist within the nursing program that has student representatives. They meet at specific times to discuss issues that ultimately relate to the students' educational experience. Additional ad hoc committees are created as needed. Student representatives, who are volunteers or are elected by their classmates, express opinions of the student body and communicate committee action back to their classmates. Although students have busy schedules, we invite your participation during open session of faculty meetings or by appointment.

Roles and Responsibilities of Class Officers

Desired characteristics of class officers include:

- Good communication skills, team player
- Organized and dependable; good follow through
- Able to delegate to others in a way that encourages others to want to work with you
- Good facilitator-builds bridges
- Previous academic performance which predicts success in the nursing program

President-2 years

- Attend Faculty and Advisory Board and invite a non-officer class member to join you
- Coordinate class meetings, if and when needed; scheduling, posting and facilitating
- Assist with development of class activities in collaboration with nursing faculty/director
- Encourage activities in concert with Colorado Student Nurses Association, National Student Nurse Association

Vice-President-2 years

- Act as President in his/her absence
- Attend Faculty and Advisory Board and invite a non-officer class member to join you
- Duties as assigned by President

Secretary-2 years

- Record minutes of every class meeting and email a copy of the minutes to nursing director

ExamSoft

The LCC Nursing program has chosen ExamSoft as a Web application that allows faculty to develop and administer online tests, manage test items, test item banks, and conduct and store item analyses. LCC faculty will administer course exams using the ExamSoft application unless otherwise designated in course syllabus/faculty. Faculty reserve the right to reveal scores immediately upon test completion or following completion of item analysis.

HESI Testing

Students in the LCC Nursing Program will utilize a variety of resources from HESI. Students will take the HESI Admission Assessment (HESI A2) as part of the admission process. Once enrolled in the nursing program students will utilize other HESI products to support the acquisition of knowledge, critical thinking and improve outcomes. These resources include:

1. HESI RN Case Studies – The case studies challenge students to use their knowledge and apply key concepts to realistic patient scenarios. The case studies contain over 75+ case studies and students will answer 20 to 30 critical thinking level questions per case study. By answering questions and viewing rationales, students learn to manage complex patient conditions and make sound clinical decisions. There's also research that proves students that complete the case studies score significantly higher on their exit exam.
2. HESI RN Practice Tests – Pre-built, non-proctored tests will allow students to assess knowledge and concepts learned while also introducing students to standardized testing with NCELEX examination-style practice questions written at the application level.

3. Elsevier Adaptive Quizzing for NCLEX-RN Exam - Contains over 10,000 questions and HESI claims that “it is the fun and engaging way to prepare for course exams, HESI exams, and ultimately the NCLEX exam. Elsevier Adaptive Quizzing allows each student to advance at his/her own pace — based on individual student performance — through multiple mastery levels for each chapter, concept, or topic. A comprehensive dashboard lets student view progress and stay motivated.”
4. HESI Specialty Exams – Designed to measure students’ abilities to apply concepts related to specific clinical nursing content areas. Each exam includes 50 scored test items and 5 pilot items. These specialty exams will be given to students throughout the two years of the nursing program and student scores will be part of the course grade. These external exams are utilized as a strategy to identify students at risk of failing the NCLEX-RN and to guide their remediation efforts.
5. HESI RN Exit Exam – Prepares students to confidently and successfully pass the NCLEX-RN. Designed to measure students’ readiness for the licensure exam with question formats and an exam blueprint matching the latest NCLEX-RN Test Plan, the exam will help to identify strengths and weaknesses of students and the possible need for remediation prior to taking the NCLEX. Personalized remediation, targeted to each students’ unique knowledge deficits as identified on their individual scoring reports, is provided for test items that were answered incorrectly so a student knows exactly what areas need improvement. Personalized remediation is included at no additional cost. Remediation tracking reports allow for nursing faculty to monitor each student’s remediation activities and programs so assistance to the student can be provided if needed.
6. Following HESI Specialty and Exit Exams, students are required to remediate and the remediation requirements are dependent on each individual student’s HESI score for each exam. HESI Exam Scores can be indicative of the student’s level of risk for success in the program and on NCLEX. Students with lower HESI scores require more intense remediation. Students should aim to achieve a score of 900 or higher on each exam. Students not achieving a minimum of a 900 on the specialty exam (version 1) will be required to remediate according to the prescribed plan of study that accompanies the HESI feedback. Students must complete their required remediation on the HESI web-site prior to sitting for the specialty exam version 2. Remediation must take place on the HESI inet website so the instructor can verify the amount of hours of remediation.
7. Following test administration, students receive a score and an online remediation plan for each question missed. Remediation for each question has multiple content items and may include practice questions. The following remediation is required in each specialty course. Failure to complete remediation will result in a failing grade for the HESI Exam. Student must complete the work on their own and sharing of information or working with other students is considered academic dishonesty and can lead to student dismissal.
8. HESI score Hours of remediation: Students must remediate on the HESI inet site for the minimum amount of hours based on the score below if the student does not it will result in a 0 for the HESI exam.

800-899 – 3 hours

700-799 – 4 hours

600-699 – 5 hours

500-599 – 6 hours

400-499 – 7 hours

300-399 – 9 hours

All students scoring 900 or above are eligible to take specialty exam version 2 in an attempt to increase his/her grade. In order to be eligible to do this, student must complete a minimum of 2 hours remediation. Please notify instructor in advance of desire to take the version 2 specialty exam.

All HESI Specialty and Exit Exams are 20% of the final course grade. All Students will receive the score on the HESI 2 exam, regardless of the score on version one of the HESI exam.

Student Advisor

Upon admission to the program, each student will be assigned a nursing faculty as an academic advisor. The faculty will serve as the advisor to the student for the two years of the program unless there are specific requests to change advisors. Students are responsible for making and attending appointments with their advisor at least once a semester. Students who require changes in courses of study or are experiencing difficulty have the responsibility of contacting their advisor. Faculty advisors advise by appointment and by email. Students are required to have access to a computer and the Internet is required for all students while enrolled in the nursing program.

Technology

Students must have access to computers to obtain emails from instructors and to accomplish activities related to Desire 2 Learn (D2L). Training will be provided to students in the use of chosen technology. Students must be aware of the possibility of technology failure, glitches, or other occurrences that could result in lost documents, exams, etc. Students are required to keep a file backup of all homework submitted in the event of lost documentation to eliminate the need for duplication of effort and lost points. (See Handheld Internet Device and Laptop Computer Requirement, Laptop Specifications & Technical Support Availability sections for more detailed information).

Elsevier Adaptive Quizzing

Corresponding chapter-by-chapter to The NCLEX-RN Exam, 2nd Edition, Elsevier Adaptive Quizzing integrates seamlessly into your course to help students of all skill levels focus their study time and effectively prepare for class, course exams, and the NCLEX® exam. Elsevier Adaptive Quizzing is comprised of a bank of high-quality practice questions that allows students to advance at their own pace — based on their performance — through multiple mastery levels for each chapter. A comprehensive dashboard allows students to view their progress and stay motivated. The educator dashboard, grade book, and reporting capabilities enable faculty to monitor the activity of individual students, assess overall class performance, and identify areas of strength and weakness, ultimately helping to achieve improved learning outcomes.

HESI RN Case Studies: Challenge students to use their knowledge and apply key concepts to realistic patient care scenarios.

HESI Case Studies and Practice Exams

HESI Case Studies provide real-world patient care scenarios accompanied by application-based questions and rationales that will help students learn how to manage complex patient conditions and make sound clinical judgments. Questions cover nursing care for patients with a wide variety of physiological and psychosocial alterations, as well as related

management, pharmacology and nursing concepts. HESI Case Study questions also include alternate item formats to provide additional practice with NCLEX® style questions!

HESI RN Practice Test: Pre-built, non-proctored tests will help you to assess knowledge and concepts learned while also introducing students to standardized testing with NCLEX-RN® examination-style practice questions written at the application level.

HESI Practice test includes over 1,600 multiple choice and alternate item format questions, written at the application level to help develop and assess students' critical thinking skills. HESI Practice Test includes a Practice Version, giving students an unlimited amount of practice attempts and includes correct answers and rationales for each question. An Assignment Version, only available to faculty, allows you to assign for a grade and use as an assessment tool

STUDENT RESPONSIBILITIES

General Information for Students

The education approach used in the Department of Nursing is a combination of discussion, lecture, technology, and self-directed learning. Time limitations prevent presentation of all the nursing course material within scheduled class periods; therefore, you are **expected** to utilize the nursing lab, computer lab, specified audio-visual resources, study guides, textbooks, and library material outside of class hours. All class schedules are tentative and may be altered for enhanced learning at the discretion of the faculty. You will be notified verbally and/or in writing of these changes. You are responsible for keeping informed and complying with program standards.

You will have a number of different instructors with individual teaching styles. Every faculty member holds one or more degrees in nursing and has significant experience as a practicing professional. Take the opportunity to learn as much as possible from the special skills each person possesses.

Outside Employment

The nursing program is a concentrated course of study. Outside employment, if necessary, should be kept to a minimum to achieve program success. Work schedules must be arranged to avoid time conflict with class, lab and clinical requirements. If financial help is needed, the student should consult the Financial Aid Office.

Academic and Professional Standards

LCC faculty is responsible for the quality of students' educational experiences. Inherent in this responsibility is the assessment of individual progression based on both academic and professional standards. In addition to the standards of conduct identified in this *Nursing Student Handbook* and the *LCC Student Handbook*, nursing students are responsible for complying with the Standards of Professional Conduct (see Appendix B), which incorporate the American Nurses' Association Code for Nurses (see Appendix C) and the Colorado Nurse Practice Act. Failure to meet these standards may result academic dismissal from the Nursing Program and in disciplinary action, up to and including expulsion from Lamar Community College.

Academic Standards

Nursing students must achieve grades of 77% or better in all nursing courses.

Attendance/tardiness

Students are to follow the class attendance policy as written in the LCC catalog. In addition, the following rules apply for nursing:

The Colorado State Board of Nursing mandates the number of theory hours and clinical hours required before taking NCLEX examinations. Attendance is necessary because of the amount of material covered in a short amount of time. Employers view attendance as a reflection of commitment to professionalism. For these reasons, the following LCC attendance policy will be utilized. Classroom absence in excess of 20% may result in course failure. For readmission to classroom, lab, clinical course the student must request a full faculty meeting to present their plan for improvement and demonstrate a commitment to continue in the program. Exceptions may be made at the discretion of the director. If readmitted, course make-up is required. The student is responsible for making arrangements with the instructor. All clinical hours are required, per course syllabus.

In accordance with guidelines set forth by the Colorado Board of Nursing Rule II Section 3.15 C. 4. a & b, 5. a & b, all missed clinical hours must be made up to ensure a total of 750 hours are completed in the Nursing Program and course objectives are met. In the event of an emergency or illness, the clinical instructor must be notified prior to the start of the clinical day.

If the student misses a clinical day it must be made up. One clinical make-up day will be scheduled at the end of each semester. If there is more than one day that must be scheduled the student will be required to pay a fee of \$45/hour to the clinical instructor for make-up time needed. Excessive absences cannot be made up and may result in dismissal from the program. Should a clinical day be canceled by the clinical instructor, the clinical will be made up at no cost to the student. In the event that this occurs, it does not count as an absence for the student.

Each student is responsible for getting information or classroom notes. The LCC attendance policy will be adhered to. Students are expected to attend all sessions of each course in which they are enrolled. When circumstances make regular attendance impossible, such absences should be reported to the instructor as soon as possible. Participation in a College activity or any other excused absence does not relieve students of making up work missed as required by the instructor. Students are responsible for all work assigned by the instructor; possibilities for make-up work should be discussed with the instructor.

Any student who is absent for a graded portion of a course may petition the nursing faculty to request an exception be made with regard to a reduction in grade due to absence. When unusual circumstances are present, the student may make a written request to the program director to meet with the faculty. The student must present supporting documentation (i.e. physician statements) at the time of the request. No extensions of vacation periods are given to students regardless of the location of their home. Non-attendance at classes due to late registration is considered the same as absence incurred after registration.

The instructor has the option of setting guidelines for attendance in determining grades. However, each instructor shall inform the student in a timely fashion, verbally or in writing of his/her specific attendance requirements and how these

policies relate to the student's grade. Individual students have the responsibility for knowing the attendance policies of each course in which they are enrolled. An official attendance record will be maintained on all nursing students.

COMPORTMENT

Comportment and professional behavior are required on a daily basis. Comportment refers to the professional presentation of one's self to others with regards to behavior, attitude, appearance, dress, and language/communication. **Do not talk among one another during class.** These behaviors are highly distracting to classmates and the Professor. If you seem to be having difficulty paying attention you will be politely moved to the front of the room to assist your attention needs. Please do not use cell phones, iPods, personal computers or text messaging for personal use during class. Calculators will be provided for your use during exams. No personal electronic devices during of any kind will be permitted during exams.

Cellular Phones, Pagers, and Other Electronic Communication Equipment

It is recognized by the faculty and staff that the changing pace of life in our society necessitates the use of electronic communication in many styles and methods. It is also recognized that the time spent in the classroom or clinical setting is very important and must be the primary focus of both the faculty and students involved. Should a student be in a situation where an emergency communication is pending, it should be brought to the attention of the faculty member or appropriate staff member. Cell phones must be kept on vibrate mode. No cell phones are allowed during classroom testing. If cell phone usage becomes excessive or negatively affects peers or patient care, the student will be counseled.

Note: LCC students and faculty are required to abide by all clinical facility policies.

Children on Campus

Children are not allowed in any lab or clinical setting. Newborns (up to 6 weeks of age) are permitted in the classroom; however, no disruptions are allowed.

Computer Usage

ALL nursing students must have access to a working computer and the Internet.

LCC has a computer network service. The system administrators are employees of LCC and reserve the right to monitor all computer activity on LCC's network to ensure appropriate use of the network. Use of the network is considered a privilege, not a right. Students are advised that some websites may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material. LCC and network administrators do not condone the use of such materials nor promote the usage of such materials in the learning environment. LCC assumes no responsibility or liability for any phone charges, including but not limited to long distance charges. **No food or drink is allowed in any computer lab.** Computer usage of LCC-owned computers is limited to academic/clinical/laboratory assignments. <http://www.lamarcc.edu/wp-content/uploads/2013/06/LCCStudentGuideComputerNetworkResources.pdf>

LCC provides campus wireless internet access for student academic use. Students may connect WiFi capable devices to the SSID **LCCPersonal**. Once successfully connected, opening a web browser will direct you to a login page. Please read the Acceptable Use Policy by clicking on the link at the bottom of the login window. For username, enter lccinst\S# (your

S number). The password is the same as computer log on i.e. your birthday in MonthDDYYYY format (e.g. May171990)), unless you changed the computer log on password during the current term.

Audio or Video Recording

Except where a student is entitled to make an audio or video recording of class lectures and discussions as an educational accommodation determined through the student's interactive process with college disability services, a student **may not record lectures or classroom discussions unless written permission from the class instructor has been obtained and all students in the class as well as guest speakers have been informed that audio/video recording may occur.** A student granted permission to record may use the recording only for his or her own study and may not publish or post the recording on YouTube or any other medium or venue without the instructor's explicit written authorization.

Email Communications

All email communication will be through LCC Student and Faculty College email accounts. Student's email messages via personal email accounts will not be acknowledged by faculty. It is the responsibility of the college faculty, according to the Family Educational Rights and Privacy Act (FERPA) to maintain confidentiality by communicating only to the student enrolled in class and not others who may have access to personal email accounts. Students can only email faculty utilizing faculty's college email accounts. Grades are only to be communicated via posting on D2L and the student college email account.

Evaluations

Specific requirements for exams, presentations, written papers, and clinical coursework are outlined in each course syllabi. Note the use of HESI Content Specialty exams at the end of most courses.

Grading

Adopted Grading Scale. All grading is calculated as follows:

A	90-100%
B	83-89%
C	77-82%
D	69-76%
F	0-68%

Nursing students must achieve grades of 77% or better in all nursing courses.

All scores will be recorded to the 100th and then rounded to the nearest whole number at the end of the course.

Example: 76.549 = 76.55 = 77% or 76.459 = 76.46 = 76%

Course, Faculty, and Program Evaluations:

The faculty in the Nursing Program value constructive student feedback as it works to continually improve the program. Course, faculty, clinical, and program evaluation are conducted at the end of each class and at the end of the program.

All programs are evaluated by post-graduation surveys of students and employers at six months and one year post-graduation respectively. Continued participation in program evaluation after graduation is very important and essential to ensuring ongoing program improvement.

Professional Standards

Nursing students must demonstrate acceptable professional behaviors as stated in the Nursing Department's *Standards of Professional Conduct* as well as meet clinical laboratory requirements. Student behaviors not in accordance with these Standards or laboratory requirements may be subject to academic dismissal from the Nursing Program and disciplinary action, up to and including expulsion from Lamar Community College.

Testing and Exam Security

Exam questions will be taken from textbooks, handouts, study guides, lectures, and test banks. If a student is unable to take an exam as scheduled, he or she may have to take a make-up exam. The make-up exam **must** be taken the student's first day back on campus. Five percent (5%) will be deducted for each day (Monday through Friday) the exam is taken late. In order to be eligible to take a make-up exam, the student must have contacted the instructor **PRIOR** to the scheduled exam and described why the exam must be missed. If no approved arrangements are made prior to the scheduled dates, a grade of zero (0) may be assigned for the test or presentation unless extenuating circumstances are present. All circumstances will be reviewed on a case-by-case basis; outcome will be determined in concert with faculty and director.

Extra credit and retaking of an exam is not provided. All exams are reviewed by nursing faculty (Test Review Committee) before and after each exam and any decisions made about the outcomes of the exam that affect the students will be communicated to the students.

To protect the integrity of the exam process and test questions, any student who disagrees with a test item answer may individually make an appointment with the instructor. The student will be notified of the instructor's decision after a post-test review by the Test Review Committee.

Withdrawal

Students are responsible for withdrawing themselves per LCC policy if the need arises and are advised to become familiar with said policy. Students who decide to withdraw must submit withdrawal forms prior to or on the **Last Day to Withdraw** date so as not to receive a penalty grade. At the instructor's discretion, students may withdraw from class after this date but only with an instructor assigned grade of WP or WF through the last day of the term and prior to receiving a final course grade from the instructor. Students who remain registered in class through the last day of the term will receive a letter grade of A, B, C, D, F, or Incomplete as determined by the instructor.

<http://catalog.lamarcc.edu/content.php?catoid=7&navoid=202&hl=%22Withdrawal%22&returnto=search>

Transfer Policy

Students requesting transfer to LCC's Nursing Program who have failed a course(s) or withdrew from a course(s) or program due to failing grades, are required to develop and submit a plan for academic success. All transfer students must meet all current admission criteria for LCC's nursing program. Transfer students may be required to demonstrate math and clinical competency.

Students who plan to transfer credits from another institution should be aware of the following:

- LCC does not accept credit from institutions that are not recognized or accredited by an area regional accrediting association recognized by the U.S. Department of Education.
- In order to transfer credit for nursing courses that are more than two years old, students must prove competency in the subject area. The HESI Specialty Exams will be used to establish competency. Achievement of the overall norm average (national) will demonstrate competency. The exam(s) will be administered at the expense of the student. Transfer students may be required to demonstrate math and clinical competency.
- LCC accepts credits from accredited institutions for courses that were completed within 15 years prior to admission to LCC with the exception of natural science, psychology and computer courses which must have been completed with the last 10 years. Nursing Program pre-requisite biology courses must be completed within seven (7) years of entry into the nursing program.

Re-Entry into the Lamar Community College Nursing Program

A re-entry is defined as: A student who has withdrawn or failed a course or taken a leave of absence from the nursing program, but returns to the program within one academic year of exit.

Students may be considered for re-entry into the nursing program based on the following conditions:

1. Students must return within one academic year from the time of exit from the program.
2. Students who have been out of the program for more one academic year or have already used their one-time re-entry will be required to apply as a new entering student and must meet all current admission criteria. The student will also need to repeat any previous nursing coursework or prove course competency by achieving the overall norm average (national) on the HESI Specialty Content Exam(s) for the course(s). Should the student choose to prove course competency, the exam(s) will be administered at the expense of the student.
3. The student must submit a written letter requesting consideration for re-entry to the nursing program and a remediation plan. This letter should be submitted to the Nursing Admission Coordinator and will contain the following:
 - a. Letter addressed to the Nursing Program Director identifying the semester and year that the student is requesting re-entry into the nursing program.
 - b. Plan to include an assessment of the factors that contributed to previous lack of success and a plan of action to enhance academic success if re-entry to the nursing program is granted.
4. Only one re-entry is allowed.
5. Readmission in the next cohort is based on slots available in the next cohort and cannot be guaranteed.

6. Reasons that a student will be considered ineligible for readmission include, but are not limited to: The student has been terminated or dismissed from the program for documented acts of dishonesty, unethical, illegal or unprofessional behavior, unsafe patient care, including violation of policies in the Nursing Program Student Handbook.
7. Re-entry students:
 - a. Will be required to attend all faculty led study sessions.
 - b. May be required to complete additional remediation (coursework or work experience) based on current curriculum and program requirements.
 - c. Needing to repeat a course (one course failure) are required to repeat all theory, lab, and clinical components in courses.
 - d. Must demonstrate clinical competency upon readmission.
 - e. Will be required to repeat: Criminal Background Check and 10-panel Drug Screen at the student's expense.
 - f. Must have a current (within 90 days prior to entry) LCC Nursing Program Immunization Record, Physical Examination form and CPR card on file
 - g. Are required to provide health insurance card or some other proof of having health insurance.

Licensed Practical Nurses (LPN's):

1. Requesting entry into the second year of the program must provide an unencumbered nursing license.
2. Entering the second year of the nursing program will be required to have Criminal Background Check and 10-panel Drug screen through <http://www.castlebranch.com> at their own expense.
3. Entering the second year of the nursing program must have a current (within 90 days of entry into the program) LCC Nursing Program Immunization Record, Physical Examination Form and CPR card on file.
4. Entering after an absence equal to or more than one academic year or who have already used their one-time re-entry will be required to apply as a new entering student and meet all current admission criteria.
5. LCC accepts credits from accredited institutions for courses that were completed within 15 years prior to admission to LCC with the exception of natural science, psychology and computer courses which must have been completed with the last 10 years. Nursing Program pre-requisite biology courses must be completed within seven (7) years of entry into the nursing program.
6. Needing to complete NUR 150 Obstetric and Pediatric Nursing or equivalent will be required to take NUR 189 Transition from LPN to Associate Degree Nursing (A.D.N.) prior to entry.

All re-entries and admission will be on a space available basis. Students entering the program for the first time will have admission preference over students who have failed or withdrawn from a nursing program. There is no guarantee which semester or year re-entry will occur.

Students may petition the nursing faculty for a waiver of this policy. Petitions will be reviewed on a case-by-case basis. The decision of the Program Director is final.

CLINICAL INFORMATION

Communicable Diseases

The LCC Department of Nursing adheres to the guidelines published by The Center for Disease Control (CDC) in relation to student exposure to communicable diseases.

Students will be required to receive yearly flu vaccinations and present printed documentation to the Nursing Admission Coordinator.

Confidentiality

Information regarding patients or clients obtained from patient records, computer systems, conversations or any other manner is confidential. Facility staff may only release information regarding patient condition. No discussion regarding patient condition will occur outside the appropriate clinical setting.

Nursing students have access to very personal types of patient information. For ethical, professional and legal reasons, this information must be used appropriately and for the purpose of meeting patient needs only. Students will use patient initials rather than names on written care plans, etc. Discussion about patients or clinical experiences should occur in appropriate, secure areas and not in public places such as elevators, hallways, cafeterias, church, etc. Copies of patient documents may not leave the facility. No patient information can be stored on computerized handheld devices.

Guidelines for Clinical Dress and Grooming

Uniforms, as chosen by the LCC Nursing Department, are to be purchased through Meridy's by the beginning of the clinical course. This is to maintain uniformity and consistency in color and style. Allow for roominess in making the style selection. Weight of the fabric is to be of such quality as to prevent the showing through of undergarments. Appearance of the garment must be clean, in good condition, and laundered daily. DO NOT wear your uniform outside the clinical arena, as you may be harboring harmful microorganisms. Change clothes as soon as you arrive at home.

- Nursing Department adopted name tags must be worn at all times when in the clinical setting or when researching charts at a facility.
- Clean, white or black shoes are to be worn with all uniform attire by all students. Shoes and shoe laces must be clean. No sandals, spiked heels, open toed shoes, or boots should be worn in the patient care area. Knee socks may not be worn with dress uniforms. White or navy or black socks may be worn with scrub suits or pants.
- White Under Armour-like shirt *may* be worn under scrubs.
- No jeans, shorts or tank tops, etc., are allowed.
- Nursing staff working in OR, Recovery Room, OB, and Nursery are to wear appropriate scrub uniforms designated by the facility.

Grooming

Cleanliness and good grooming are essential for the student.

- Daily bathing is recommended. Use deodorant.

- **Underclothing is not to be visible.**
- Use a breath freshener, especially if you smoke or eat foods with a strong odor.
- Teeth and mouth should be clean.
- Avoid the use of cologne and perfumed products.
- Cosmetics may be used moderately and in good taste.
- All hair is to be neat, clean, off the face and above the collar.
- Hair must also be of a natural hair color (no fake colors like blue, pink, green, etc.)
- Long hair must be worn pulled back from the face and secured up above the collar.
- Males must be clean-shaven or have a well-trimmed beard and moustache.
- Nails must be clean, well-trimmed, with clear polish only. The length of the nail should not extend beyond the tip of the finger- clinical facility policy will be adhered to. No artificial nails are allowed.
- Chewing gum is not recommended.
- All clinical facilities are now non-smoking campuses. You will not be allowed to smoke during clinical hours.
- Jewelry:
 - Must not interfere with standard precautions of patient care/student safety.
 - Rings, watches, bracelets with raised designs are not to be worn as they will tear gloves and can injure patients.
 - One pair of ear studs is allowed. **No other visible body piercing jewelry is allowed.** If an instructor or nurse becomes aware of additional piercings the student will be asked to remove the piercings immediately.
- No visible body art or tattoos are allowed in the clinical setting. Any visible tattoos/hickeys or body art must be covered with a flesh-covered bandage.
- No facial piercings (**including tongue piercing**).

Guidelines for Clinical Practice

Written statements of agreement exist between the College and the clinical agencies. Students are mandated to meet all requirements of these agreements. It is understood and agreed that the agency may withdraw the students, or any student, from any specific area that is not conducive to optimum learning experiences and may withdraw any student from any area when the student's actions, attitudes, or conduct may, in the agency's judgment, have a detrimental effect on the patients or personnel. Students are expected to abide by all policies of the affiliating institution that may include random drug screens and criminal background checks.

Additional clinical information includes:

- Students are responsible for travel and accommodation expenses required to successfully complete the clinical component of the program.
- Familiarity with equipment and procedures is necessary before arriving at the hospital. It is expected that the student will review and practice skills in the nursing lab prior to their clinical experience.
- Pre-clinical assessment is defined in each course syllabus. No patient contact is allowed without instructor presence.

- Arrive at pre-conference prepared with the pre-clinical assignment per course syllabus.
- All medications must be researched prior to administration. Ability to calculate dosages and administer medications through all appropriate routes is mandatory.
- Demonstrate ability to perform assigned skills safely.
- Immediately report pertinent changes in patient's health status to instructor and RN or LPN.
- Seek help from clinical instructor as needed. Do not perform new skills/additional skills without consent or supervision of instructor.
- Demonstrate knowledge and competencies according to criteria on clinical evaluation tool.
- Students are required to be academically and technically prepared for all clinical experiences, to meet time and practice schedules and to behave in a professional manner. The clinical instructor will evaluate student learning and may require a review of assigned homework and demonstration of knowledge regarding the pathophysiology, pharmacotherapeutics and lab and diagnostic procedures as they relate to the assigned patients.
- Students and nursing instructors are expected to communicate effectively and positively in the clinical area; modeling the teaching-learning colleague relationship that socializes the student into the role of the professional nurse. Please do not allow communication problems to continue without intervention.
- Tobacco use is NOT allowed at any clinical agency.
- Appropriate signature in charts, etc. is as follows: Jane Doe, N.S., LCC. Instructor/Preceptor co-signature is required on all documentation in patient chart, per facility policy.
- Visiting patients on units other than the one to which the student is assigned is not allowed during the assigned clinical hours.
- Each student will be given a copy of the clinical schedule (which is subject to change at any time) and is responsible for knowing where and when to report for clinical. The patient assignment is subject to change as deemed necessary by the clinical instructor.
- Students may not accept gifts or social invitations from patients. Nursing students must be mindful of their conduct when in the clinical facility. Conduct should be professional at all times.
- Facility/agency telephones are not to be used for personal calls. Incoming emergency calls for students in the clinical area must be routed through the instructor responsible for the student. Cell phone use is prohibited during patient care. Refer to cell phone usage on previous pages.
- Students are expected to:
 - Refrain from engaging in client care when the student's physical or emotional condition is a threat to clients and/or others carrying out nursing interventions in a safe manner.
 - Engage in nursing practice in accordance with the student's level of preparation, legal limitations, and agency policy.
 - Communicate with faculty and health team members honestly and accurately, including reporting errors of omission or commission to appropriate persons.
 - Seek appropriate supervision and/or consultation in planning and providing nursing care.
- Students will limit their lunch or dinner breaks in accordance with agency policy and at the discretion of the clinical instructor. Other breaks are permitted at the discretion of the clinical instructor. Students are

required to inform the nursing instructor and staff when they leave the unit for meals, breaks, or conferences.

- It is the responsibility of the student to communicate with the clinical faculty at least two hours prior to the assigned clinical time if he/she will not be able to attend clinical. Do not call the clinical agency directly unless directed to do so by the clinical instructor. During inclement weather, contact your instructor regarding cancellation.

Infection Control

Students are to comply with hospital infection control policies and procedures to prevent and control the spread of infection. **All students are required to have documentation of yearly flu vaccination.**

Policy and Procedure Concerning Health

Each student must have a Lamar Community College Nursing Immunization Record form completed and signed by a physician, Nurse Practitioner or Physicians' Assistant on file in the Department of Nursing. Students must sign the release included in the Lamar Community College Nursing Immunization Record Form. All immunizations must be current and a copy of records maintained in the Department of Nursing. A Medical Release signed by a physician is required for any special considerations.

It is the student's responsibility to inform the clinical instructor of pregnancy, bio-hazardous exposure, or injury of any type.

In the event that a clinical facility should require any additional protocols regarding health, the student will be required to comply with these requirements prior to clinical entry at the student's expense.

Proper implementation of standard precautions regarding splashes, spills, needle sticks, etc. is expected. In the event that student exposure to blood/body fluids occurs, the student must take the following actions:

- Immediately rinse the affected area.
- If a needle stick is received, apply pressure to the area, squeezing blood out of the site, while rinsing with running water.
- If a splash in the eyes occurs, rinse eyes under running water for up to 10 minutes. Use an emergency eyewash station, if available.
- Report the incident immediately to your instructor. If your instructor is unavailable, report to the charge nurse. An incident report will be completed according to agency policy and immediate treatment will be at the facility, if available. If not available at the facility and the injury is an emergency, use the nearest emergency room. If not an emergency, use the LCC designated Worker's Compensation Provider-High Plains Community Health Center at 719-336-0261.
- Follow facility needle stick protocol the same day the incident occurred. This protocol should include, but is not limited to:
 - Hepatitis Screen
 - HIV Testing

- Tetanus booster
- Keep a copy of lab work performed.
- Report incident to Director of Nursing Program and submit a copy of lab work performed.
- Submit an insurance claim/worker’s compensation claim form with the college. **This must be completed within 24 hours (unless over a weekend).**
- Return to facility at designated time to complete needle stick protocol (usually, labs are drawn at three (3) months and six (6) months post injury).
- Monitor site for infection and report to primary provider with concerns.

Simulation

See Appendix D for guidelines regarding simulation.

Suspected Substance Abuse

The LCC Nursing Program conforms to the common health profession requirement for drug testing. Both initial enrollment in the LCC Nursing Program and subsequent placement at clinical sites is contingent upon presentation of a negative drug test arranged through LCC Nursing Program. LCC will not accept a previous employment drug test.

All students enrolling in the LCC Nursing Program, in addition to other established entry criteria, must agree to participate in an unannounced drug test at the students’ expense at the beginning of every year. This will be conducted prior to clinical entry. Suspicion based alcohol or drug testing will be performed at the clinical facility or High Plains Community Health Center if performance or behavior in the nursing program is suspected to be substance related.

If a student is taking a prescription medication, only the person for whom a prescription drug is prescribed can bring the medication on LCC property or to a clinical setting. The prescription drug must be in its original container. The student must use the prescription drug only in the manner, combination, and quantity prescribed. Students may be required to present documentation from a licensed health care provider substantiating the prescribed medication(s) do not impair their clinical practice.

Suspicion Based Testing

Students may refuse to participate in initial or suspicion based testing. However, those students refusing will not be admitted into the Nursing Program and any student who refuses to test based on reasonable suspicion while they are in the program will be considered a “positive” result; and therefore may lead to academic dismissal from the Nursing program and disciplinary action, up to and including expulsion from Lamar Community College. The LCC Department of Nursing supports and enforces a zero (0) tolerance alcohol and drug policy.

The Department of Nursing may test students on a reasonable cause basis. If a student is having performance problems or if the faculty member or clinical staff directly observes behavior that may be alcohol or drug related, the student will be requested to submit immediately to drug or alcohol testing at the student’s expense. If this must be performed at an alternative site, transportation must be arranged via taxi and the student is responsible for paying for transportation. Continuance in the nursing program is contingent on consent by the student for testing. Refusal to consent to testing

based on reasonable suspicion while they are in the program will be considered a “positive” result; and therefore, may lead to academic dismissal from the nursing program and disciplinary action, up to and including, expulsion from Lamar Community College. The program has the right to access and review the results of any testing. If the test is positive and/or the student is impaired, the student will be sent home via alternative transportation at the student’s expense.

ACADEMIC/CLINICAL ISSUES

Unusual Occurrence Report

An unusual occurrence form is to be filled out by a student when an actual or potential injury occurs to a patient as a result of student care. It is the **student’s responsibility** to obtain this form from the instructor, and to complete it before leaving the clinical agency where the incident occurred. Hospital policy should be followed in the event of an unusual occurrence. The person in charge must receive this report.

Course Issues

When a nursing student is experiencing problem(s) in an academic or clinical course, **it is the responsibility of that student** to make an appointment with the instructor to discuss the problem and explore means of resolution (see **Grievance Procedure** on page 30). The initial meeting should occur as soon as a problem is identified.

Academic Dishonesty

“Academic dishonesty” is any form of cheating and/or plagiarism which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own.

LCC’s Student Code of Conduct lists, but is not limited to, the following acts of misconduct as acts of academic dishonesty:

- Cheating
- Fabrication
- Facilitating Academic Dishonesty
- Plagiarism
- Unauthorized Collaboration

(See LCC Student Handbook for details.)

If an instructor determines that an act of academic or clinical dishonesty has taken place, the student(s) will receive a zero for the test or assignment. This grade penalty may result in a failing grade in lecture or clinical and possible dismissal from the program. If a report of academic dishonesty has occurred, student disposition will be determined following the academic dishonesty procedure outlined in the LCC Student Handbook. Conditions for readmission to the program may be specified by the Department Director. Additionally, Academic dishonesty issues will be subject to disciplinary action by the College.

Nursing Department Code of Conduct

Lamar Community College students are expected to adhere to the LCC Student Code of Conduct found in the LCC Student Handbook which defines unacceptable behaviors/practices. Programmatic behaviors/practices are further described in this program handbook in order to clearly define specific behaviors/practices to students and expectations. Students will be held accountable for all behaviors/practices. All violations of behavior/practices will be documented after discussing with the student by faculty/director and a written summary will be forwarded to the Chief Student Services Officer (CSSO) for disciplinary action.

Nursing Department Academic Improvement Plan

If a student **demonstrates unsatisfactory performance (academic or laboratory)**, an Academic Improvement Plan will be issued to the student. This Academic Improvement Plan helps students identify reasons for their current academic standing (i.e. exam scores below 77% or unsatisfactory performance on a lab skill) and to develop activities to address those reasons. The situation will be discussed with the student and a written improvement plan will be made and signed by both the student and the instructor. The purpose of the Academic Improvement Plan (AIP) is to clearly identify the problem areas that must be corrected, the steps to be taken by the student, and the date when the student's status will be reviewed by the current instructor. Faculty will retain a signed original document and a copy will be provided to the student.

Clinical/simulation: Progression of Disciplinary Procedure

A Clinical Improvement Plan

The clinical performance improvement plan is utilized as a tool for guidance for performance and/or behaviors that are substandard. Clinical Nursing instructors may initiate a clinical performance improvement plan with a student for substandard clinical performance and/or behaviors. The written plan will include the student's performance and/or behaviors and suggestions for improvements. Performance and/or behaviors that do not improve will be discussed with the student and will result in clinical probation or course failure.

The clinical performance improvement plan identifies the substandard performance and/or behavior and instructor suggestions for improvement. The student must also complete the student section with his/her plan for remediation and sign the plan before returning to clinical. At the instructor's discretion, students who receive an improvement plan in an acute care setting may be kept on the unit, in lieu of a specialty experience, to gain additional practical experience. It is at the instructor's discretion

A copy of the signed clinical performance improvement plan will be given to the student after discussion with the instructor and maintained in the student's file. Failure of the student to comply with the improvement plan will require the clinical instructor to bring the unsatisfactory student performance documented on the CIP will require that the student meet with faculty and director and a decision about progression will be made. Any clinical time missed by the student due to unsatisfactory performance will follow the departmental procedure on clinical make up.

A student who comes to the clinical/simulation setting **unprepared or late**, as specified in the program/course guidelines, **will be asked to leave**. This will be considered an absence for the clinical day (see attendance/tardiness policy on Pages 38-39 of this handbook). Before leaving the clinical area for the day, the student must schedule an appointment to meet with the course instructor prior to the next scheduled clinical experience and a clinical warning will be issued.

The following circumstances are grounds for dismissal from the Nursing Program and include, but are not limited to the following:

- a. Consumption of alcoholic beverages prior to or during laboratory or clinical/simulation experiences.
- b. Use of controlled substances except with a doctor's written release, prior to or during laboratory or clinical/simulation experiences.
- c. Cheating, plagiarism, fabrication, or any form of dishonesty.
- d. Verbal or physically abusive behavior toward patients, faculty, staff or students.
- e. Unprofessional behavior in any setting.
- f. Performing skills outside of the nursing student's scope of practice.
- g. This list is not all inclusive. The nursing program retains the right to take disciplinary action at their discretion when necessary.

See LCC Student Handbook for additional Code of Conduct Violations. Along with dismissal from the program, these grounds may also be subject to discipline action pursuant to the LCC discipline process. Students are also expected to adhere to the other rights, freedoms, and responsibilities outlined in the Student Code of Conduct, the Lamar Community College Student Handbook and the current college catalogue. Students who violate the Student Conduct of Code are subject to sanctions outlined in the Discipline Policy.

Clinical Failure:

A student may be immediately dismissed from the clinical area and/or may fail clinical if the safety of the patient becomes a factor or the student performs at an unsatisfactory level of performance for the course student learning outcomes. **Unsafe practices** include, but are not limited to:

- Failure to give advance notice of absence from class or assigned clinical practice
- Evidence that there is drug/alcohol use/abuse
- Conviction of felony criminal offense
- Clinical incompetence including:
 - Charting or reporting information which is not verified
 - Charting or reporting information which the student did not obtain
 - Charting or reporting completion of nursing interventions or medical orders when in fact such action was not taken
 - Failure to report an error
 - Failure to report changes in patient condition to instructor and appropriate staff
 - Failure to practice within the scope of the Colorado Nurse Practice Act
 - Assuming responsibilities or performing skills in which the student has not been instructed
 - Violation of confidentiality
 - Unsafe performance of clinical practice to include but not limited to the ability to perform mathematical computations for medication administration and knowledge of pharmacology and/or unpreparedness
 - Demonstrated physical and/or mental impairment

- Abandonment of clinical assignment or patient care.
- Incomplete admission requirements (CPR, immunizations, etc.)
- Failure to comply with facility orientation requirements
- Leaving the clinical facility grounds
- Substance abuse (if suspected, faculty has the right to test for cause)
- Failure to complete course objective and written assignments within specified time limits
- Failure to demonstrate behaviors indicative of professional integrity

Students are also expected to adhere to the other rights, freedoms and responsibilities outlined in the Student Code of Conduct, the Lamar Community College Student Handbook and the current college catalogue. Students who violate the Student Code of Conduct are subject to sanctions outlined in the Discipline Policy.

Students demonstrating symptoms of impairment due to drugs/alcohol or other causes during clinical, clinical orientation, simulation or laboratory may be required by the instructor to have a STAT drug screen performed as evidence of a drug-free state at the student's expense. In addition, the student will be sent home from the setting in a safe manner. Refusal to submit to a drug screen will presume a positive state of drug impairment. This may result in dismissal from the program pending faculty evaluation.

Protocol Following Academic or Clinical Failure

1. Student must meet with the course instructor/coordinator or program director within three working days from the day of academic or clinical failure.
2. Department director will convene an ad hoc faculty committee to meet within three working days after meeting with the student.
3. Decision of the ad hoc faculty committee will be mailed to the student within three working days after the date of their meeting.
4. The student may request, in writing, to meet with the ad hoc faculty committee within five working days after signed receipt of the decision.
5. Demonstration of ability to perform safely in the clinical area must be validated by joint faculty decision before the student will be allowed to return to any clinical area.

Professionalism

The following essential performance behaviors must be consistently demonstrated.

- 1. Communication** – Demonstrates in verbal and nonverbal interaction respect for others' opinions, active listening skills, assertiveness, and professional courtesy.
- 2. Preparedness** – Plans and arranges time. Completes assignments prior to class or clinical. Uses learning materials and resources in order to actively participate in learning activities.

3. Attendance – Takes initiative to clarify and confirm schedule. Student is present without exception in required classes, orientation sessions, and clinical practice, and community-based assigned observations and clinics. Demonstrates initiative and follow through in meeting scheduled assignments.

4. Equipment – Anticipates supplies and equipment that will be necessary to complete course/clinical assignments and learning activities, and proactively prepares to have these resources available. Equipment may include: stethoscope, watch with a second hand, and written assignments.

5. Conflict Management – Demonstrates collaborative problem solving skills in the event conflict relevant to the course or clinical occurs. Conflict management skills include: engaging in timely and constructive dialogue with the immediate participants to clarify the issue; consulting in a timely fashion with advisor, clinical scholar/instructor, or preceptor; accurately identifying the negotiable and non-negotiable issues; and determining an effective strategy to achieve mutual goals, and follow through respectfully with the decision. Constructively uses opportunities throughout a course or clinical to communicate questions and concerns relevant to course outcome competencies. Comments on course, faculty, and preceptor evaluations with specific, constructive feedback on effective teaching and learning strategies, as well as recommendations for improvement.

6. Obligation to the Client or Patient – Demonstrates accountability in accepting assignments for patient care, and carrying through with responsibilities within the designated time frames. Communicates whereabouts (breaks, lunch, meetings, etc.) and assures continuity of care at all times. Uses clinical judgment and self-assessment skills to determine when assistance is needed in accepting an assignment or providing patient care. Leaving the patient or clinical assignment without acknowledge communication constitutes patient abandonment and is sufficient for course failure.

7. Respect Demonstrated to Client, Peers, and Health Care Providers – Courtesy, consideration, respect and regard are conditions for learning. Demonstrates attentiveness, politeness, consideration for others in all learning environments. Refrains from intruding, interrupting, distracting, or otherwise limiting the opportunities for learning. A student may be removed from the class/clinical for disrespecting the learning environment and interfering with the learning of others. Return to the class/clinical is dependent on commitment to demonstration of civility. Civility will be evaluated by the following criteria: Interacts with all others with demonstrations of respect, tolerance, and caring. Body language, nonverbal behaviors, including voice tone, and personal opinion must at all times demonstrate professionalism and collegiality. Demonstrates respect for the diversity of race, ethnicity, religion, sexual orientation, gender, age, socio-economic status of clients, peers, and other care providers.

8. Emotional and Physical Readiness – Engages in self-monitoring and demonstrates emotional and physical health necessary for clinical activities. If willingness or ability is deemed inadequate by the clinical scholar/instructor or preceptor, the student will be dismissed from clinical for the day.

Students suspected of abusing alcohol, drugs, or other illegal substances will be subject to immediate removal from the clinical area after consultation with the clinical scholar/instructor or faculty. Instructional policies related to substance abuse will be enforced. The course program director should be notified and appropriate referral initiated. The student may not be permitted to return until an evaluation and recommended follow-up is complete. Documentation of the student's emotional and physical readiness may be required. In the event of a medical necessity, make-up time for missed class/clinical will be arranged within the scheduled term, if possible.

Make-up time for dismissal/failure from clinical cannot be guaranteed and generally will NOT be arranged for professional role behavior violations, thereby resulting in an incomplete, delaying program progression and completion. The student must accept the responsibility for these behaviors and the consequences.

PINNING

Pinning is a long honored nursing tradition that dates back to Florence Nightingale and is held to welcome graduate nursing candidates into their profession.

Pinning Ceremony Requirements

Pinning is a long honored nursing tradition that dates back to Florence Nightingale and is held to welcome graduate nursing candidates into their profession.

- The LCC school pin is the only acceptable pin for the ceremony. If you wish to use a different nursing pin, you must communicate your situation to the Nursing Program Director (PD) with an explanation. The PD will make a decision with faculty input.
- Appropriate attire for all pinning ceremonies will be designated by nursing faculty and approved by the PD/coordinator.
- A faculty advisor must be present at all planning meetings for the pinning ceremonies.
- Final pinning ceremony plans must be approved by the PD or coordinator.
- Financial arrangements will be handled per institutional policy.

APPENDIX A

LAMAR COMMUNITY COLLEGE NURSING DEPARTMENT ORGANIZATIONAL CHART

President: **Dr. Linda Lujan**

Vice President of Student Services and Academic Services: **Cheryl Sanchez**

Dean of Academic Services: **Dr. Annessa Stagner**

Director of Nursing: **Kathy Henderson RN, MSN, APRN**

Nursing Faculty: **Mary Ann Turner RN, MSN/NE & Nancy Winsor RN, MSN/NE**

Lab and Human Patient Simulation Coordinator: **Brandon Sherwood RN**

APPENDIX B
STANDARDS OF PROFESSIONAL CONDUCT

Faculty in the Department of Nursing have a social and professional concern for the progressive and consistent attainment of student behaviors that reflect professional nursing practice. The quality of nursing student behaviors is expected to reflect ethical and legal accountability for actions taken in the course of nursing practice and to be congruent with the Department of Nursing's philosophy and program objectives. The faculty accepts responsibility to evaluate, provide feedback and initiate corrective action when necessary to assist students in demonstrating consistent, acceptable professional nursing behaviors. The ultimate attainment of professional behaviors is the responsibility of the student, but faculty assumes a collaborative role in the process. Professional nursing behaviors are viewed as necessary for the student to be prepared to obtain and fulfill employment as a professional nurse, to practice under the law governing nursing practices and to contribute constructively to client health care in accordance with the American Nurses Association's (ANA) Code for Nurses and the state Nurse Practice Act.

Faculty and students must be well apprised of the legal ramifications of nursing practice in the State of Colorado, the ANA's Code for Nurses, and the philosophy and program objectives of the Department of Nursing. Familiarity with these documents and reasonable efforts to exemplify their intents in all learning situations should maximize student efforts to attain professional conduct satisfactory for progression through the nursing program. Any violations here will be referred to LCC's Chief Student Services Officer.

APPENDIX C

ANA CODE OF ETHICS FOR NURSES

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

American Nurses' Association. (2001). *Code of ethics for nurses with interpretive statements*. Washington, D.C.: Author.

APPENDIX D SIMULATION GUIDELINES

Professional Integrity

Students are expected to maintain professional conduct at all times while in the simulation experience, including pre-simulation exercises, the actual simulation experience, and debriefing. A lack of professionalism during the experience can negatively impact learning, and hinder the ability of other students to fully engage in the simulation experience (INACSL, 2011).

A key component of professional behavior is maintaining confidentiality. Students are expected to maintain confidentiality as they would in an actual clinical environment. This includes refraining from sharing information about the simulated “patient’s” condition, or background with others not in the student’s simulation group. Sharing information including the events of a simulation and correct course of action may have a negative impact on future learning experiences (INACSL, 2011). Also students are expected to keep confidentiality regarding the performance of their fellow students in the simulation exercise, in order to maintain a “safe” learning environment.

Preparedness for Simulation

Students should dress as they would in the clinical environment, including uniform, name tags, stethoscopes, and any other equipment that would be brought to the clinical facility.

All assigned pre-simulation work must be completed for admission into the simulation lab.

Potential “Honor Code” Violations or Grounds for Dismissal from the Program and Disciplinary Action

- Failure to be prepared for simulation, including improper attire, or failing to bring necessary equipment
- Failure to complete required pre-simulation assignments
- Disclosing information about a simulation experience, including the “patient’s” condition, correct or incorrect interventions or progression of the simulation to others outside the student’s simulation group
- Discussing the performance of another student in the simulation group with those outside the group
- Creating an unfriendly learning environment inside the simulation lab or debriefing

APPENDIX E

The LCC Nursing Department aligns with the ANA Principles for Social Media

6 Tips for Nurses using Social Media

*Social networks and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people, but this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to enhance or undermine not only the individual nurse's career, but also the nursing profession. Nursing students should follow the following principles for social networking. **Any activity contrary to these principles may result in academic or clinical warning and possible dismissal from the nursing program especially in cases involving a breach of privacy or confidentiality.***

American Nurses Association's Principles for Social Networking

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

6 Tips to Avoid Problems

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

References

American Nurses Association (2011, September) Principles for social networking and the nurse. Silver Spring, MD: Author.

National Council of State Boards of Nursing. (2011, August) White Paper: A nurses' guide to the use of social media. Chicago, IL: Author.

APPENDIX F

Student Bill of Rights

The General Assembly implemented the Student Bill of Rights (C.R.S.23-1-125) to assure that students enrolled in public institutions of higher education have the following rights:

- a. A quality general education experience that develops competencies in reading, writing, mathematics, technology and critical thinking through an integrated arts and science experience.
- b. Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;
- c. A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;
- d. Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;
- e. Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;
- f. Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;
- g. Students have a right to know if courses from one or more public higher education institutions satisfy the students' degree requirements;
- h. A student's credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferable.

Appendix G

Legal Requirements for Nursing Licensure:



Dora
Department of Regulatory Agencies

Lauren Larson

Director, Division of Professions and Occupations

IMPORTANT NOTICE

TO: All Applicants

FROM: Director of the Division of Professions and Occupations

SUBJECT: Licensure and Criminal History

Thank you for your interest in becoming a licensed* professional within the Division of Professions and Occupations. Before you submit your application, please be aware of a few facts regarding criminal conduct, convictions, and disciplinary actions in other states.

The mission of the Division of Professions and Occupations is “public protection through effective licensure and enforcement.” One way the Division safeguards consumers is by issuing licenses to fully qualified, competent, and ethical applicants.

During the licensing process – and depending on the specific application – the Division may ask whether you have ever been disciplined in any state, arrested, charged, convicted, or pled guilty to a crime. An arrest, subsequent criminal conviction, or disciplinary action is not an automatic disqualification from licensure. Rather, the appropriate board or program will look at the facts surrounding the criminal conduct and disciplinary action in addressing your license application. You should know that licensure is a privilege, not a right. One thing you must do to obtain the privilege is to be complete and accurate in disclosing information on your application.

Be sure to list all relevant complaints, disciplinary actions, arrests, charges, or convictions in response to the appropriate licensure questions. **Failure to fully and accurately disclose requested criminal history information, alone, could constitute grounds for denial of your application or revocation of your license.** When requested, you must include information regarding prior conduct. This remains the case when the conduct is seemingly unrelated to the activities of a profession, and when the conduct involves deferred sentences or judgments.

Remember, even following licensure, you are still required to notify your professional licensing board or program about subsequent convictions and disciplinary actions in other states.

Please be aware that the Division conducts audits of its licensing database against several criminal and national disciplinary databases. This allows the Division to verify the truthfulness of your application and track subsequent criminal and disciplinary conduct after initial licensure. Keep in mind, your license will not necessarily be revoked, or your application denied, if you have been disciplined, arrested, charged or convicted. But, you will most likely be denied or revoked if you fail to disclose requested information.

**The word "license" is used as a general term. While most of the professions and occupations are licensed, others may be registered, certified, or listed. For precise terminology and requirements related to a profession or occupation, please consult the website of the appropriate board or program.*

**** Please Note. This letter was sent to LCC Nursing Department Summer 2015.**

Signature Page A

Confidentiality Agreement

I hereby state that I will not divulge written, verbal, electronically, and/or audio/video taped information about any clients and/or families I, or my classmates, will encounter during classroom discussions, clinical practice, laboratory settings, and/or agency visits while enrolled as a nursing student at LCC. I will omit client/agency identifying data in any written assignments. I understand that any breach of this confidentiality may result in disciplinary consequences ranging from program probation to termination.

Print Name

Signature

Date

Signature Page B

Family Educational Rights and Privacy Act (FERPA) Release Forms

The Family Educational Rights and Privacy Act (FERPA) requires the student's written consent in order for his/her name and/or academic status to be considered for any type of academic award, nationally normed testing, verbal or written reference as requested by student for potential employment, and release of transcripts to the Colorado Board of Nursing for the purposes of application to the NCLEX licensure examinations.

I, _____, hereby grant permission to the LCC nursing faculty to provide verbal and/or written references on my behalf.

Print Name

Signature

Date

I, _____, hereby grant permission to LCC staff and personnel to use my name and my academic records for the purposes of awards, national norm testing, and transcript release to the Colorado Board of Nursing for the purposes of application to the NCLEX licensure examinations.

Signature

Date

Signature Page C

HIPPA Release

I, _____, hereby grant permission for clinical facilities to release lab results pertinent to clinical experiences in relation to suspected substance use or abuse.

Print Name

Signature

Date

Signature Page D

Smoking at clinical facilities

Clinical facilities used by the LCC Nursing Department are no smoking campuses. Students are required to leave the facility grounds to smoke; therefore, faculty do not encourage students to smoke while engaged in clinical rotations. I release LCC from liability if I choose to leave facility grounds to smoke.

Print Name

Signature

Date

Lamar Community College Workers' Compensation Procedures

Lamar Community College is required to comply with Colorado laws governing employees injured on the job. The following procedures are designed to assist the College and the employee in complying with appropriate laws. Lamar Community College requires that any employee who has had a work-related incident, which results in illness/injury, must report the incident **immediately** to his/her supervisor and complete an Employee's Report of Incident form (First Report of Injury) and return it to the LCC Human Resources Office within four days. Loss of benefit penalties may be imposed if you fail to complete the proper forms (provided by the Human Resources Office). All employees must obtain treatment of work-related injuries and illnesses from one of the following medical providers:

Lamar Area: High Plains Community Health Center
201 Kendall Drive
Lamar, CO 81052
(719) 336-0261

Lamar Area: Prowers Medical Center
401 Kendall Drive
Lamar, CO 81052
(719) 336-4343

Lamar Area: Prowers Medical Center Associated Physicians
403 Kendall Drive
Lamar, CO 81052
(719) 336-6767

Eads Area: Eads Medical Clinic
1211 Luther Street
Eads, CO 81036
(719) 438-2251

In the event of a life or limb-threatening emergency, the insured employee will be sent to the nearest emergency medical facility. Follow-up care must be provided by one of the medical providers designated on the reverse side of this document.

If the employee is treated by an unauthorized medical provider, the employee will be responsible for the payment of said treatment.

In cases where it is an emergency, go to the Emergency Room immediately and follow up with the Human Resources Office later. In all other cases, claims must be reported immediately.

Contact Information: Lamar Community College
Human Resources Office
2401 S. Main St.
Lamar, CO 81052
(719) 336-1572

ACKNOWLEDGEMENT

I have read and am fully aware of the above stated College procedure regarding medical treatment for work-related injuries and illnesses.

Print Name – Student Intern

Date

Signature of Student Intern

Cooperative Education Program (Course)

Semester/Year

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Signature Page F

Enrollment Agreement

I hereby state and confirm that I agree to the requirements and policies of the Nursing Program as written in this Handbook.

I have read the Nursing Student Handbook and agree to comply with the printed policies. Furthermore, I have been informed that changes in standards may occur as determined by developments in clinical and/or academic settings, and that, in as far as possible, changes will be effective prior to the beginning of a new academic term. When notified verbally and in writing of these changes I will comply with them. I understand that a minimum grade of 77% or above must be attained to pass each nursing course. I accept the responsibility for payment of liability insurance and lab fees, for personal transportation, and for purchase of books, supplies, and uniforms as required.

I am aware that failure to adhere to the Nursing Program policies as outlined in this Handbook, or the class objectives identified in Course Syllabi for nursing courses may result in my dismissal from the Nursing Program. I have read and studied this Handbook. I agree to abide by these policies and requirements during my enrollment in the Nursing Program. My signature indicates my acceptance of this agreement.

Print Name

Signature

Date