



DEPARTMENT OF NURSING

PUEBLO CAMPUS
FREMONT CAMPUS
PCC SOUTHWEST CAMPUS

STUDENT HANDBOOK

2020-2021

This Student Handbook applies to the following programs:
ADN, Paramedic-RN, LPN-RN

Revised 09/2019

08/2020

Please note that this Student Handbook (Handbook) and the agreements within are subject to change and revision during the course of instruction. This Handbook contains pertinent information affecting students, current through the date of issuance. To the extent that any provision of this Handbook is inconsistent with State or Federal law, State Board for Community Colleges and Occupational Education policies (BP's) or Colorado Community College System President's Procedures (SP's), then the law, BP's and SP's shall supersede and control. BP's and SP's are subject to change throughout the year and are effective immediately upon adoption by the Board or System President, respectively. Students are expected to be familiar with and adhere to the BP's, SP's as well as College directives, including but not limited to the contents of this Handbook.

Access and read more about [BP's and SP's](#).

This Handbook is not intended to create (nor shall be construed as creating) an express or implied contract nor to guarantee for any term or to promise that any specific process, procedure or practice will be followed or benefit provided by the College. The College reserves the right to modify, change, delete or add to the information in this Handbook as it deems appropriate.

NURSING PROGRAM APPROVAL AND ACCREDITATION

Associate Degree Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc. ([ACEN](#)), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; Telephone: (404) 975-5000; [Accreditation Commission for Education in Nursing](#). Approved by the Colorado State Board of Nursing.

HIGHER LEARNING COMMISSION ACCREDITATION

Pueblo Community College is accredited by The Higher Learning Commission and is a member of the North Central Association ([NCA](#)), 30 North LaSalle Street, Suite 2400, Chicago, IL 60602; Telephone: (312) 263-0456; [Higher Learning Commission Accreditation](#). In addition, several programs hold approval or accreditation from national and state level associations and agencies.

GAINFUL EMPLOYMENT INFORMATION

The U.S. Department of Education requires disclosure of information for any financial aid eligible program that "prepares students for gainful employment in a recognized occupation." Read more about [additional program and employment outlook information](#).

STATEMENT OF NON-DISCRIMINATION

Pueblo Community College is an equal opportunity educational institution and does not discriminate on the basis of age, race, religion, color, national origin, sex, or disability in its activities, programs, or employment practices as required by Title VI, Title IX, Section 504, Age Discrimination Act, and Title II of the ADA. The College has designated the Director of Human Resources as its Affirmative Action Officer with the responsibility to coordinate its civil rights compliance activities and grievance procedures. For information, contact the Director of Human Resources, 900 W. Orman Avenue, telephone and TDD (719) 549-3220; or the Office for Civil Rights, U.S. Department of Education, Region VIII, Federal Office Building, 1244 North Speer Boulevard, Suite 310, Denver, CO 80204, telephone (303) 844-3417.

ADA NOTICE

Reasonable accommodations will be provided upon request for persons with disabilities. To make a request, please notify the PCC Disability Resources Team at 719-549-3449 or Disability.Resources@pueblocc.edu at least four working days before the event.

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WELCOME STUDENTS

To the 2020-2021 Nursing Program Students:

As the faculty and staff of the Nursing Department at Pueblo Community College, we would like to extend a warm welcome to each and every one of you. Nursing school is a journey of strength, endurance, experiences and growth. We know that each and every one of you is prepared, both mentally and physically, for the challenge that lies ahead.

The faculty are here to guide you in your journey as a nursing student. We encourage you to ask questions, do independent research, and talk with your instructors. We have one common goal, to see each of you complete the rigorous curriculum of the Associate Degree Program in Nursing at Pueblo Community College.

To prepare for this demanding and rewarding profession, you will be expected to:

1. Attend all classes and clinical/simulation activities as scheduled (see Attendance and Tardiness Policies).
2. Display an inquiring attitude and a willingness to explore new or different concepts and ideas.
3. Comply with Pueblo Community College policies and those specific to the Department of Nursing as stated in this Handbook.
4. Complete all course requirements (clinical/simulation requirements) and written assignments on time and at a minimum academic level of "C" (77%).
5. Accept personal responsibility for requesting extra help and tutorial assistance early in the course if needed.
6. Establish personal priorities that are realistic and a time management action plan for meeting curriculum requirements.
7. Use the problem-solving process to resolve issues and complaints and accept and profit from constructive criticism.
8. Demonstrate behaviors indicative of personal and professional integrity.
9. Inform your instructor in a timely manner of any condition which would interfere with or impair your ability to care for an assigned patient.
10. Follow the chain of command if issues arise. The chain of command is as follows
 - a. Instructor (clinical or course)
 - b. Course Lead Instructor
 - c. Campus Coordinator (Fremont and Mancos)
 - d. Department Chair for Nursing
 - e. Dean of Nursing
 - f. College President

ABOUT THE COLLEGE

Pueblo Community College is an educational institution, whose mission is to provide quality educational opportunities that transform the lives of our students, enrich our communities, and strengthen the regional economy. In this context, academic programs and support services are designed to provide career skills and knowledge to meet learning and employment needs of a diverse, multicultural population. The rapid expansion of knowledge and the technological development characterizing the work place demands continuing and expanding skills and intellectual abilities by employees. As a result of these changes, adult workers are returning to school to update their knowledge and/or to prepare for new and different careers. College administrators, faculty and staff are committed to providing a wide variety of creative, up-to-date educational programs that will provide reentering adults and new high school graduate students with the knowledge and competencies to find meaningful employment. As a productive member of the communities (i.e. Pueblo, Fremont, Durango and Mancos), the college accepts the responsibility to design programs that will meet manpower needs of a variety of industries in our service areas. To meet the needs of employers and of students desiring health care careers, several nursing programs are offered by the college.

Advances in research and practice are revolutionizing the American health-care system. To maintain competency, nurses (and other health-care workers) must secure advanced knowledge and develop complex skills to meet the practice needs in this highly demanding profession.

The nursing faculty at Pueblo Community College acknowledges and endorses their institutions' mission and philosophy. Faculty are committed to providing high-quality, relevant educational experiences to meet the demands of a technological and global economy congruent with the overall college purpose. The faculty recognizes and accepts professional standards that give substance and direction to the nursing program and are foundational components of the nursing curriculum.

DEPARTMENT OF NURSING MISSION STATEMENT

To provide excellent education that prepares the learner to become a member of the nursing profession and community, meeting the needs of diverse populations.

NURSING PROGRAM PHILOSOPHY

The faculty believe that 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. To practice effectively, the nurse must use nursing judgment and integrate evidence into practice. Critical thinking and clinical reasoning is evidenced through the use of the nursing process. These skills are also essential when interfacing with the clinical microsystem and the larger healthcare environment to deliver quality, safe, patient-centered care. An understanding of the healthcare organization allows the nurse to exhibit leadership, practice according to ethical, legal and professional/regulatory standards and improve the quality of care for patients, families and communities.

NURSING PROGRAM EDUCATIONAL PHILOSOPHY

The educational process is seen as a cooperative effort requiring extensive interaction between students and faculty. Educational experiences are selected and developed by the faculty and are located in both the academic and the practice setting, appropriately enhanced by technology where useful. Learning activities include instruction and practice in the application of knowledge and effective performance of nursing skills and patient care. Curriculum content is designed to proceed from the simple to the complex and progresses from the known to new material. In addition to acquisition of factual knowledge, course content is designed to promote critical thinking, clinical reasoning and nursing judgment along with the incorporation of a caring attitude within an ethical value system

Integrating professional standards, guidelines, and competencies is the basis for the nursing curriculum. Nursing program curricula reflects current nursing practice based on current nursing and healthcare initiatives. The curriculum provides an evidence-based foundation to meet today's healthcare needs. This is a requirement evidenced in both the Colorado Nurse Practice Act and the expectations of the Accreditation Commission for Education in Nursing (ACEN). The following resources were used in the development of the nursing curriculum and are continued resources for instruction:

- ACEN's Competencies for ADN Graduates
- NCLEX-RN® test plan
- American Nurses Association [ANA] *Nursing: Scope and Standards of Practice*.
- Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing at the Institute of Medicine *The Future of Nursing: Leading Change, Advancing Health*
- National League for Nursing. *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing*.
- Quality and Safety Education for Nurses [QSEN]

Program student learning outcomes along with their related competencies reflect the expected knowledge, skills, and attitudes of the graduates of Pueblo Community College's Associate Degree Nursing programs preparing graduates as registered nurses. The associate degree nurse acknowledges the uniqueness of each individual and practices in accordance with a personal value system and the standards of the Nurse Practice Act. The practical nursing (PN) exit option allows students to take additional coursework which qualifies them to take the licensing exam as a practical nurse with certification in basic intravenous therapy. The practical nurse provides competent general nursing care in a structured clinical setting under the guidance of a registered nurse or a licensed physician.

In keeping with sound curriculum design principles, the program student learning outcomes are used to organize the course student learning outcomes. These student learning outcomes will be the basis for all activities related to the teaching/learning process, including delivery of instruction and evaluation of student progress.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Associate of Applied Science in Nursing Degree, the graduate will:

1. Analyze the provision of safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan (Nursing process, safety and patient-centered care).
2. Integrate critical thinking and clinical reasoning skills to make patient-centered care decisions (Critical thinking, clinical decision-making and nursing judgment).
3. Apply quality measures to improve patient care (Quality improvement and safety).
4. Establish collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons (Teamwork and collaboration).
5. Apply information management principles, techniques, systems, and patient care technology to communicate, manage knowledge, mitigate errors and support decision making (Informatics).
6. Provide leadership in a variety of healthcare settings for diverse patient populations (Leadership, management of care, delegation, and advocacy).
7. Utilize professional, legal, and ethical guidelines in practice as a professional nurse (Professionalism, ethical behavior, legal principles, and standards of practice).
8. Create a culture of caring to provide holistic, compassionate, and culturally-competent care (Caring, holistic care, and cultural competency).

DEFINITIONS OF MAJOR CONCEPTS USED IN THE PROGRAM

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: the ability to reason as a clinical situation changes, taking into account the context and concerns of the patient and family. Capturing patient trends and trajectories. (Benner P, Sutphen M, Leonard V, Day L. 2010. Educating Nurses p. 85).

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], 2017). 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 defined as “the on-going process in which the healthcare professional (HCP) continuously strives to achieve the ability and availability to work effectively within the cultural context of the patient (individual, family, community).” (Hart, P. and Mareno, N Volume 6, Number 1 (2016) Nurse's Perception of Their Competence in Caring for Diverse Patient Populations.
<https://www.ojccnh.org/pdf/v6n1a10.pdf>)

Diversity: Diversity signifies that each individual is unique and recognizes individual differences – race, ethnicity, gender, sexual orientation and gender identity, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other attributes. It encourages self-awareness and respect for all persons, embracing and celebrating the richness of each individual. It also encompasses organizational, institutional, and system-wide behaviors in nursing, nursing education, and health care.

(<http://www.nln.org/docs/default-source/about/vision-statement-achievingdiversity.pdf?sfvrsn=2>)

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: Integrate best current evidence with clinical expertise and patient family preferences and values for delivery optimal health care. (QSEN, 2018)

Healthcare environment: the aggregate of surrounding things, conditions, or influences; surroundings; milieu. (dictionary.com, 2018 (Environment)). Maintaining a safe environment reflects a level of compassion and vigilance for patient welfare that is an important as any other aspect of competent health care. (Stone PW Hughes R, Dailey M, 2008).

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], 2018).

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: “Respecting 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 (QSEN, 2018).

Leadership: Leadership is Standard 11 of the American Nurses Association’s Scope and Standards of Practice (2015, p. 75). Leadership is defined and evaluated with the following measurement criteria related to the student nurse:

- Contributes to the establishment of an environment that supports and maintains respect, trust, and dignity.
- Encourages innovation in practice and role performance to attain person and profession plans, goals, and vision.
- Communicates to manage change and address conflict.
- Mentors colleagues for the advancement of nursing practice and the profession to enhance safe, quality health care.
- Retains accountability for delegated nursing care.
- Contributes to the evolution of the profession through participation in professional organizations.
- Influences policy to promote health.

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 (American Nurses Association's Scope and Standards of Practice, 2015).

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-SensitiveIndicators_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 (QSEN, 2018).

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], 2018).

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, 2018, 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, use improvement methods to design, and test changes to continuously improve the quality and safety of health care systems” (Quality and Safety Education for Nurses [QSEN], 2018). 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-Centered care: Positions (a) caring, (b) therapeutic relationships with patients, families, and communities, and (c) professional relationships with members of the health care team as the core of nursing practice. It integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, and capacity for grace, and empowerment. (National League of Nursing, 2018)

Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance (Quality and Safety Education for Nurses [QSEN], 2018).

GENERAL INFORMATION FOR STUDENTS

The educational 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, students 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. Students will be notified verbally and/or in writing of these changes and are responsible for keeping informed and complying with program standards.

Students will have a number of different nursing 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.

Clinical Scheduling Requests

Nursing is a demanding job that requires all of us to adjust our schedules in order to fulfill the State Board of Nursing requirements in that all ADN nursing programs fulfill 750 clinical hours over a four semester program. Clinical spaces are limited in all geographic areas. The PCC Nursing Program takes great pride in working with our clinical facilities to adhere to the guidelines prescribed for us by each facility.

EFFECTIVE THE FALL 2019 SEMESTER, CLINICAL REQUESTS HAVE BEEN ELIMINATED

Student Success

To be successful in your academic program, you must be committed to the course of study and will need to spend a significant amount of time preparing for class and clinical/simulation assignments. Keep in mind that this is a professional program and attendance is important, just as it will be in the employment for which these courses are designed to prepare you. If your personal situation requires a significant amount of outside employment during school terms, it is strongly recommended that you extend your program.

Essential Functions (Appendix A)

At the beginning of the program, each student signs the Essential Function document that states "I understand the Physical Performance Standards (functional abilities) specific to the occupation of Nursing. I have the ability to meet the Physical Performance Standards as specified." Should the student's ability to perform any of the essential functions change at any time during the program, the student must report this to the Program Director as this may affect clinical assignments/program progression.

Community Service

Nursing is a service profession and, as such, students will be expected to participate in four (4) hours of community service each academic year. Hours must be health related and/or other community related activities. ***Documentation of community services hours earned will be required four weeks prior to the end of the spring semester and must be completed prior to graduation.***

Background Checks/Drug Screens

Clinical agencies used during the program require that students successfully complete a background check and a urine drug screen. Background checks and urine drug screens must be completed **annually** while in the program. Once you have registered for your drug screen, you will be emailed the form to report to the screening facility and must report within 72 hours. **DO NOT IGNORE THE NOTICE. CHECK YOUR EMAIL FREQUENTLY.** Non-compliance with this policy will result in suspension/denied admission to the nursing program.

If a student is convicted of any criminal offense while enrolled in the nursing program, the Department Chair and Division Dean must be notified. Failure to report will result in dismissal from the program. The degree of offense may affect continuation/reapplication to the program.

Basic Life Support and Immunizations

Basic Life Support certification for Health Care Providers must be current (within two years) and proof of completion submitted to Castlebranch a minimum of four weeks prior to the beginning of each semester. The preferred agency for certification is the American Heart Association; **an online course is not acceptable.** All immunizations must be up-to-date per current program policy. ***If at any time the student's immunizations are not up-to-date and complete, the student will not be permitted to attend clinical; clinical make-up is not guaranteed.***

Safety and Emergency Procedure

Safety videos are studied during orientation and are available on the [PCC Portal](#). For more on safety and crime:

Safety Tips

Contact PCC Department of Public Safety (DPS)
Student Center, Room 152
Phone: (719) 549-3355

COVID-19

In response to the COVID-19 outbreak, Pueblo Community College Nursing Department is following the policies implemented by the Leadership team at PCC; the recommendations of the CDC; and our local and state Departments of Health. (Reference Appendix G) to access the four documents necessary for students, faculty, and staff to be aware of to keep everyone safe and healthy. This includes the wearing of facemasks and proper social distancing.

ATTENDANCE/TARDINESS POLICIES

All Department of Nursing policies are **in addition** to those of the College. Policies apply to all required program activities. The limited time frame for covering an extensive amount of subject matter limits options for making up missed content. In addition, the fact that patients' lives may be adversely affected by lack of nursing knowledge mandates a strict attendance policy for **ALL** scheduled learning experiences. Expectations are as follows:

1. Students are expected to attend all scheduled academic, clinical/simulation, and/or laboratory for which they are enrolled unless excused by the instructor. Instructors will maintain an official attendance record for all scheduled activities. **All time missed in the clinical/simulation and/or laboratory area must be made up within the same semester it was missed.** If greater than twenty percent (20%) of the classroom/clinical/simulation or laboratory scheduled time is missed, the result may be withdrawal/failure with requirement to repeat the course, as there is no guarantee of clinical/lab/simulation make-up availability. This will affect student progression in the program.
2. Arriving late (more than five minutes) for clinical may result in dismissal from the clinical site and count as a clinical absence for the day. A repeated pattern of tardiness will result in a clinical warning/clinical probation.
3. For excused clinical absences, the course lead and clinical coordinator will decide the time, place, and extent of make-up, when available. **Excused absences** are at the discretion of the nursing faculty. Make-up of time lost will be at the availability of the instructor and, in case of clinical, the clinical agency. **Note that due to clinical placement requirements, if you are absent in the last two weeks of the semester, it may result in an incomplete course grade and delay progression in the program.** To comply with Colorado State Board educational regulations, 750 clinical/simulation hours must be completed to qualify for NCLEX testing.
4. While attendance is mandatory, the faculty realizes there may be extenuating circumstances in which a student must miss clinical/lab/simulation. Severe student illness that would pose a risk to both patients and the student is an example of such a circumstance. Examples of invalid excuses are, but not limited to: weddings, honeymoons, vacations, trips, work schedules, incomplete homework assignments, personal appointments, and other personal matters. Documentation will be required. Missed clinical for invalid excuses may result in an unexcused absence for the clinical time missed. **Two unexcused absences during the nursing program will result in dismissal from the program**
5. **Clinical cancelation related to weather:** This will be an addendum to the 2020-2021 Nursing Student handbook. The official policy on this was not available from administration at the time of revision and updating.

6. As a part of any professional behavior, in the case of absence, the student is **required** to notify the clinical/simulation instructor prior to the start of the clinical day. The student must also notify:

Course lead with written documentation (email is acceptable)

AND

Clinical coordinator using written form found on the last page of Clinical Guidelines and Forms.

7. If a student misses any clinical time in a course, it is the **student's responsibility** to initiate and complete the make-up process. *Make-up work/time for missed clinical experiences will be determined by the lead faculty, clinical faculty, and clinical coordinator. There is **no guarantee** of clinical make-up time, as clinical space and faculty may not be available. The make-up time may be scheduled during an evening, night or weekend shift. It is the student's responsibility to adjust their schedule to meet the prescribed dates/times/shifts.* Students may be assigned independent work or work with a clinical instructor. It may not always be possible to arrange a clinical make-up time prior to the course completion date. The option to make-up missed clinical time will be contingent upon site and instructor availability and requires faculty and Department Chair approval. This option is to be utilized for extenuating circumstances and valid excuses only. This process/option will not be considered for invalid excuses.

ELECTRONIC COMMUNICATION DEVICE POLICY

1. Hospital/agency telephones **are not** to be used for personal calls.
2. All electronic communication devices, including cell phones, must be **silenced** during all classes, labs and clinical/simulations. Students may return calls/messages **during breaks outside the classroom** and/or after class.
3. If any student is discovered using their cell phone for any reason other than the above stated used, they will receive a written warning. A second offense will result in dismissal from the program.
4. In the case that a family emergency occurs during your clinical time, please inform your clinical instructor immediately and ensure your primary nurse is aware, should you need to leave the floor so your patient is not left unattended.
5. **Tablets and personal computers are not allowed in any clinical setting.**
6. Students are not allowed to connect to Wi-Fi in clinical settings.
7. Students must obtain prior permission of the instructor/faculty/all classmates before recording lectures. In no circumstances can the recorded lectures be posted on social media/YouTube. Doing so will result in academic discipline.
8. **Absolutely NO recording or photo taking allowed in the clinical setting.**
9. All electronic communication must follow netiquette.
10. Students are prohibited to “check in” and/or “tag” anybody on Facebook, Instagram, Twitter, etc. from clinical facilities while in their student role.
11. Students must not send requests for friendship via Facebook, Instagram, Twitter, etc. to faculty, clinical instructors, PCC staff, patients, and healthcare staff in clinical settings.
12. Student must not post anything malicious regarding PCC employees, students, patients, and staff members of clinical facilities.
13. **Students who are identified as having engaged in cyber bullying will be dismissed from the program immediately.**
14. Students who have been a victim of cyber bullying should notify the course lead immediately. PCC has a Zero Tolerance Policy.
15. Students who have witnessed any cyber bullying activity will notify the course lead immediately.
16. Any faculty concerns with regard to violation of the electronic communications device policies will be referred to Student Services for possible disciplinary action.

AMERICAN NURSES ASSOCIATION (ANA) TIPS FOR 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 will result in academic or clinical warning and possible dismissal from the nursing program, especially in cases involving a breach of privacy or confidentiality.

ANA'S Principles for Social Networking

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

FAILURE/CONTINUATION/READMISSION POLICIES

If the student has failed a course during their four semesters in the nursing program, continuation is not guaranteed. Moving from full-time to the part-time program in the second year is no longer an option. Students who fail a course will have to wait until the class is offered again in the next full-time cohort.

- Continuation in the nursing program requires a minimum grade of “C” (77%) in all nursing courses. **As defined in each course syllabus, a student must achieve an average of 77% or above on theory exams. If a student receives a grade lower than 80% on ANY exam during the program, they are required to attend one hour of tutoring with faculty AND complete 25 NCLEX questions that cover the missed content before the next exam. It is the student’s responsibility to fulfill this requirement. Not meeting this requirement will result in a written warning contract that will be placed in the student file for the remainder of the program.**
- This student must also achieve an **average** of 77% or above on all course paperwork including homework, clinical paperwork and care plans. Course paperwork grades will be calculated into the final course grade once the exam portion has been achieved at 77% or above. This will not be calculated into your course grade unless the 77% test grade average is achieved.
- If a 77% exam grade is not achieved, the **exam grade** will be recorded as the **final course grade**.
- Each exam grade will be calculated as a percent and carried out to the nearest hundredth. **Only the final course grade will be rounded to the nearest whole number.**
- The Pueblo Community College Nursing Program uses the following grading scale:

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

1. **Readmission into the program will be reviewed by the Admission Committee and the final decision will be made by the Dean of Nursing.** An exception is noted under Title IX Guidelines for pregnancy rules (Reference Appendix B).
2. A leave of absence is defined as a withdrawal from the program for extreme circumstances which prevent the student from continuing in the program (i.e. medical conditions, personal tragedy, family crisis, financial challenges, etc.). The student must be in good academic standing (77% on all exam scores) at the time the request is made. The student must submit a written request for a leave of absence and must be approved by the Dean of Nursing.

3. When a student has **failed (less than 77%) or withdrawn from a nursing course**, the student is ineligible to continue in the program without the permission from the Department Chair and the Dean of Nursing. If a student has failed or withdrawn from the same nursing course twice or failed/withdrawn failing from two separate nursing courses, the student is ineligible to reapply to the PCC Nursing Program for three years.
4. There will be three progression math exams which will require the nursing student to achieve a 90% or better. One exam will be given in your first three semesters of your nursing program. These will be presented to the students as pass/fail for the course and the student will be given three attempts on each exam to meet the 90% requirement. If the student does not attain a 90% after three attempts, the student has not successfully passed that course.
 - A. NUR 109 – Proctored ATI: Dosage Calculation Fundamentals
 - B. NUR 106 – Proctored ATI: Dosage Calculation RN Adult Medical-Surgical
 - C. NUR 212 – Proctored ATI: Dosage Calculations Critical Care
 - D. NUR 216/230 – 5-10 math questions on all course exams

Readmission Policy

1. To be **re-admitted** to or continue in the program, a student must apply in writing within one year of their last nursing course taken, detailing how he/she plans to correct any deficiencies and successfully complete the program. The student readmission plan is to be developed by the student, outlining any required or suggested activities to help them succeed. This may include, but is not limited to, identifying areas that impact student success. A written plan of problem-solving personal issues interfering with student success, and/or a study plan for improving academic performance. The student must submit the student readmission plan requesting consideration for re-entry. This document should be submitted to the Administrative Assistant for review by the Admission Team and Nursing Program Director.
2. The Nursing Department Chair will consider the applications for readmission or continuance based upon remediation, a minimum of a 2.5 GPA in nursing courses and prerequisites, and seat availability. Readmission will be contingent upon the student's successful completion of skills check-offs (with course lead or designee), a math competency test and, if indicated by the course instructor, online testing at the student's expense.
3. **If a withdrawal or failure occurred within the first semester, the student must reapply with the next year's application period and will be scored based on the same criteria of the new cohort.**

4. A nursing student who has not returned to the program within two years must reapply to the new cohort. The current admission criteria and policies will be applied. Readmission is not guaranteed.
5. All re-entries will be on a space available basis. There is no guarantee that a semester re-entry may occur.
6. Re-entering students may also be required to complete additional requirements (competency testing, entrance exam, vendor testing, math, or skills testing, etc.) based on current curriculum and program requirements. Testing will be at student expense.
7. Re-entering students needing to repeat a course (one course failure) are required to repeat both theory, lab, and clinical in courses offering these components.
8. Re-entering students will also be required to repeat and pass a criminal background investigation and drug test and all the other clinical requirements at the student's expense.
9. Students who have been previously dismissed from the program may not reapply to the Pueblo Community College Nursing Programs.
10. Any recorded academic dishonesty will prevent admission to PCC Nursing Programs.

Transferring Policy

Nursing courses completed satisfactorily (minimum grade of "C", clinical "satisfactory" and an overall cumulative 2.5 GPA (or higher) may be considered for transfer to the PCC Nursing Program if the following criteria are met:

- A. Course was eligible for graduation requirements from the transferring Nursing program.
- B. The student must be able to complete a minimum of fifteen (15) credits from PCC in order to qualify for graduation.**
- C. The last nursing course completed should not be more than one year prior to the time of enrollment to the PCC Nursing Program.
- D. If the criteria above on "C" is not met, the course must be taken at PCC.
- E. Meets all requirements (course competencies, contact hours, credits for lecture/lab/clinical) based on the PCC Nursing curriculum.
- F. Complete competency testing as requested by Admission Team/clinical lead. This may include vendor testing, math or skills testing. Testing will be at student expense.

- G. The student must write the Letter of Intent to the Department Chair of Nursing and Admission Team stating reason for transfer.
- H. Letter of recommendation from transferring Nursing program to be mailed in a sealed envelope directed to the PCC Nursing Program Director.
- I. **Students are not eligible for transfer if they have failed and/or withdrawn from two nursing courses in another Nursing program or twice from the same course.**
- J. Students may be given an entrance exam if applicable at student expense.
- K. Any recorded academic dishonesty will prevent admission to PCC Nursing Programs.
- L. It is the student's responsibility to have all courses posted to the PCC transcript prior to acceptance.

Skills Check-Offs

Check-offs must be completed by the designated dates. Students **may repeat a check-off ONLY one time after practicing skill**. If a check-off is failed for the second time, a grade of unsatisfactory will be recorded, resulting in failure of the course regardless of the percentage grade on the written tests.

1. **Unsatisfactory first-time check-offs of more than two different check-off skills will also result in a failing grade for the course.**
2. If a check-off must be repeated, **it is the responsibility of the student** to make an appointment with a faculty member to repeat the check-off. The criteria utilized for all check-offs are based on the current standards of practice.

ACADEMIC/CLINICAL/BEHAVIORAL ISSUES

PCC Code of Conduct

Pueblo Community College students are expected to adhere to the PCC Student Code of Conduct found in the [PCC Student Handbook](#) which defines unacceptable behaviors. Problematic behaviors are further described in this Program Handbook in order to clearly define specific behaviors to students and expectations. Students will be held accountable for all behaviors. All violations of behavior will be documented after discussing with the student by faculty/chair and a written summary will be forwarded to Student Services for further investigation and action.

Academic cheating is considered a problematic behavior but may have program sanctions applied that impact the student academically, which indicates the interference or lack of acquiring knowledge and/or skills to achieve the course/program outcomes. Cheating, plagiarism, or other academic dishonesty behaviors may have program/course impacts such as lowering of grade, failure of the assignment/course or other sanctions as described on the Program Handbook. The due process for academic dishonesty is described in the PCC Student Handbook and may result in additional College sanction from Student Services.

Course Issues

When a nursing student is experiencing problems in an academic or clinical course, **it is the responsibility of that student** to make an appointment with the instructor and/or the AEA to discuss the problem and explore means of resolution (See Chain of Command, pg. 6). 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.

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

1. Cheating
2. Fabrication
3. Facilitating academic dishonesty
4. Plagiarism
5. Unauthorized Collaboration
6. Accessing online test banks

See [PCC 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 PCC Student Handbook. Conditions for readmission to the program may be specified by the Dean of Nursing and/or the Campus Coordinator.

POLICIES FOR BEHAVIORAL MISCONDUCT IN CLASSROOMS/LABS

A student may be dismissed from the lecture/lab for any infractions of expected behaviors or professionalism guidelines.

1. Failure to comply with student handbooks, ANA Standards of Professional Behavior, and PCC policies.
2. Demonstrating unprofessional and disruptive behavior.
3. Failure to communicate respectfully with any PCC staff, classmates, and faculty.
4. At start of class time, students must be seated, quiet and prepared to with required material.
5. Being inattentive and refusing to participate.

6. Casual attire Dress code for **lecture**

Casual attire guidelines:

- a) Dress modestly
 - b) Nice jeans or khakis
 - c) Casual blouse or shirt
 - d) T-shirt (no offensive logos)
 - e) No camisoles worn by itself
 - f) No plunging necklines
 - g) No spaghetti straps
 - h) No exposed midriff
 - i) Shorts (no mini shorts)
 - j) Skirt (no miniskirts)
 - k) No excessive skin/tissue exposure from chest to knees
7. Participating in side conversations.
 8. Computer use unrelated to class.
 9. Leaving class without permission.
 10. Nonverbal behaviors that are offensive to others (e.g. rolling eyes, shaking head with disapproval and unfavorable facial expressions).
 11. Eating in classroom/lab is prohibited (students are only allowed closed containers for beverages).
 12. Ear phones/buds are not allowed during lecture unless approved.
 13. No cell phone use is allowed during class/lab. All cell phones must be kept in a backpack, unseen and muted during all classes/lab. Cell phones must be silenced with no vibration. **Students may return calls/messages during breaks and/or after class, outside of the learning environment** (see course syllabus).

POLICIES FOR BEHAVIORAL MISCONDUCT IN CLINICAL SETTINGS

A student may be immediately dismissed from the clinical area and/or may fail clinical if the safety of the patient becomes a factor. Unsafe behaviors include, but are not limited to:

1. Falsifying documentation/reporting such as charting or reporting completion of nursing interventions when, in fact, such action was not taken.
2. Failure to report an error.
3. Failure to perform assigned care.
4. Failure to report changes in patient condition to instructor and appropriate staff.
5. Assuming responsibilities or performing skills in which the student has not demonstrated competency in the nursing laboratory.
6. Failure to practice within the scope of the Colorado Nurse Practice Act.
7. Violation of confidentiality (HIPAA).

8. Unsafe performance of clinical/simulation practice (See Critical Behaviors listed on the clinical evaluation form).
9. Demonstrated physical, mental and/or emotional impairment.
10. Abandonment of clinical assignment or patient care.
11. Incomplete admission requirements (CPR, immunizations, drug testing, etc.).
12. Failure to comply with facility orientation requirements.
13. Leaving the assigned unit and/or clinical facility grounds without personally notifying and obtaining permission from the clinical instructor.
14. Violation of social media guidelines (See Electronic Communication Device Use Policies, pg. 17).
15. Substance abuse (if suspected, faculty has the right to test for cause).
16. Violation of patients' rights.
17. Noncompliance with facility policies and procedures.

PROTOCOL FOLLOWING BEHAVIORAL MISCONDUCT

1. The clinical instructor/faculty will complete an Interpersonal/Behavioral Issue Notification Contract form for each behavior misconduct.
2. The clinical instructor will notify the course lead faculty and clinical coordinator the same day that the incident occurs. If the conduct occurs in a classroom setting, the faculty will complete an Interpersonal/Behavioral Issue Notification form.
3. The completed forms will be reviewed with the student, signed by the student and faculty, and placed in student file.
4. Two behavioral warnings will immediately result in probation and the third infraction will result in dismissal from the program.

Warning/Probation

If a student **demonstrates unsatisfactory performance (academic, clinical/simulation, and/or laboratory)**, a warning or probation will be issued to the student. The situation will be discussed with the student and a written report will be made and signed by the student; the Instructor / Faculty; Campus Coordinator; Nursing Department Chair; and the Dean of Nursing

The purpose of the **warning** 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. Depending on the nature of the problem, the warning may extend into the next clinical, academic and/or laboratory course, with a date when the student's status is to be reviewed.

Probation is implemented by a joint faculty decision. A date is specified at which time the probationary status will be reviewed by faculty and either removed or extended into the next course. Clinical, academic and/or laboratory failure will occur if the conditions of probation are not resolved in a timely manner.

Standardized Testing

Each student must complete and achieve a designated benchmark for standardized testing through Assessment Technologies Institute (ATI), defined in each course syllabus. If a designated benchmark is not achieved, the student will be placed on academic warning and evidence of remediation must be provided to the course lead (See Appendix C, pg. 46 and individual course syllabi for details).

Notification/Documentation

When the student receives a copy of the academic, clinical and/or laboratory warning or probation status; one copy will be placed in the student's file. In order to graduate, all conditions on warnings and/or probations must be met.

Clinical/Simulation Dismissal

A student who comes to the clinical/lab/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, pg. 17). Before leaving the clinical area for that 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. Students receiving assignments on day of care are required to complete clinical paperwork prior to giving care.

Clinical/Simulation Failure

Students will be evaluated daily on **Performance of Critical Behaviors**. If the student exceeds the allotted unsatisfactory ratings at midterm or on a daily evaluation, a clinical warning will be issued.

1. More than two unsatisfactory ratings per day or in one area during the clinical rotation will result in:
 - a. Clinical Probation
 - b. Possible dismissal from the Nursing Program
2. The following applies to the number of unsatisfactory ratings a student may receive on midterm and final **Course Competencies** on the final clinical evaluation and still pass the course:
 - a. For NUR 109 – no more than two unsatisfactory ratings in any course competency.
 - b. **For NUR 106 and 150** – no more than two unsatisfactory ratings in any course competency.
 - c. **For all second year courses – any unsatisfactory rating on the midterm evaluation must be improved and be satisfactory by the final evaluation per course. Any unsatisfactory rating at the final course evaluation will result in course failure.**

Dismissal from the Clinical Agency

Dismissal from the clinical agency as a result of inappropriate behavior may result in a clinical course failure and/or dismissal from the Nursing Program. Students who are dismissed from a clinical site by the agency are also subject to failure in that clinical course. Students may also be referred to PCC Student Services for disciplinary action. If a clinical agency/facility requests that a student NOT return to their facility (to complete a clinical the student is currently in or for a future clinical) due to behavior issues, substances, drugs, etc., the Nursing Program may terminate the clinical experience for the student and/or assign a failing grade.

The clinical instructor, in conjunction with or without the lead faculty, has the right to send a student home and record the day as an unexcused absence if they feel the student is unprepared or unable to care for assigned patients or has demonstrated a violation of professional behavior.

Clinical Incidents

A clinical incident is defined as any occurrence that will require an “unusual occurrence” summary form to be completed (see #9 below) or as defined by the facility.

1. Student immediately reports the incident to the clinical instructor.
2. Clinical instructor investigates the incident.
3. Clinical instructor will advise the student to report the incident to appropriate staff.
4. Student and clinical instructor will complete any and all paperwork required by facility.
5. Clinical instructor will notify Lead Faculty and/or Clinical Coordinator of incident.
6. Student writes a summary of the nature of the incident and submits one copy of this to the clinical instructor and one copy to the Lead Faculty. Summaries are to be submitted within three (3) working days of the incident. Other written assignments may be required by the Lead Faculty.
7. Course or Clinical Coordinator will discuss the incident with the Nursing Program Director.
8. Action/follow-up will be determined depending on the severity of the concern.
9. The Occurrence Form should include patient initials, nursing unit, time, date, and objective summary of incident. Also, include time of the occurrence and to whom the incident was reported.

Medication Errors

1. Student will write a summary of the medication error with an opportunity to describe how to prevent errors in the future and submit one copy to the clinical instructor and one copy to the Lead Faculty.
2. If a medication error occurs within a course, the student will be asked to meet with the clinical instructor/Lead Faculty and/or the Nursing Program Director for remediation (See Appendix E - Clinical Retention Algorithm, pg. 49).

3. Discovery of a failure to report a medication error or failure to follow medication administration guidelines given in the course syllabi or those of the health care agency may result in a clinical failure.

Protocol Following Clinical Failure

1. The student must meet with the course instructor and Program Chair within three working days from the day of clinical failure.
2. Department Chair 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 in the future.

TESTING GUIDELINES

These guidelines are designed to make sure every student gets the same chance to demonstrate their knowledge on exam day without anyone gaining an unfair advantage. **Testing may be scheduled outside of lecture. Be alert for test dates, times, and location.** You are not guaranteed to be given a make-up test/exam opportunity without legitimate and acceptable documentation for your absence at the time of the exam. It is at the discretion of the faculty to provide you a make-up test/exam. **Ten (10%) percent will be deducted from the grade you received.**

What to Bring to the Exam Room

You want to be prepared with items such as No. 2 pencils for your answer sheet or pens with black or dark ink for a written exam. Scratch paper will be provided by the proctor. If you are taking the exam at the Testing Center, you must present your school-issued photo I.D. or Driver's license. The ID must be placed on the table during the test. Students must bring their laptop and charger. Students will not be able to take the computerized test without their laptop. Students are not allowed to use any electronic device besides a laptop. For math exams, students will be provided a calculator and must not use their cell phone calculator or smart watch.

For remote delivery online exams, students will bring their own device for online testing. (Reference Appendix G pg.54: BYOD) Exams given remotely will use a secure testing software/program. The college has several resources to monitor testing at home. Your course instructor will notify you of the specific testing platform/software needed for that course.

What Not to Bring to the Exam Room

You don't want to bring any electronic equipment or communication devices such as cell phones, smart phones, tablets or anything else that can access the Internet, any cameras or other photographic equipment, or any watches that beep or have an alarm. If you bring these items, you must secure them in a closed book bag/backpack and place under the table or in the front of the room as directed by the proctor. Cell phones must be silenced and placed in the student's book bag/backpack. Cell phones should not vibrate. Cell phones and smart devices that are out will be considered cheating and the student will receive a failing grade for the exam. Only transparent fluid containers allowed during testing. No gum allowed. The students will be allowed to use PCC calculators provided; no use of cell phones or personal calculators.

Students who need special accommodations must follow institutional policy for ADA accommodations.

Break

Bathroom breaks **MUST** be kept to a minimum. Prior to an exam, you are encouraged to visit the restroom to minimize distractions. Only one student is allowed from the testing room at a time for 3-5 minutes. During this time, you are not allowed to consult textbooks, notes, teachers or other students; you may not use any electronic or communication devices, such as your cell phone, for any reason. Students may not leave the building at any time during the exam administration.

Keeping Exams Secure

1. Taking your exam at the scheduled date and time.
2. Not opening your exam materials until the proctor tells you to do so.
3. Not taking exam materials from the testing room.
4. Using approved online testing software

Violating these could cause you to receive a zero on the exam.

Misconduct

Students agree not to engage in misconduct during the exam, which includes:

- A. Obtaining improper access to the exam, a part of the exam, or information about the exam.
- B. Removing a page or pages from the exam.
- C. Leaving the testing room without permission.
- D. Copying from another student's work or published material.
- E. Attempting to take the exam for someone else.
- F. Creating a disturbance.

Following exam guidelines keeps things fair for you and your fellow exam takers. Before exam day, make sure you've read through these guidelines so you clearly understand what is expected.

For a student who believes they have experienced an unfair or arbitrary judgement by a faculty member, the steps to follow are:

1. Gather all facts related to the situation and carefully analyze this material.
2. Identify approaches that might resolve the problem.
3. Schedule an appointment with the instructor for discussion and possible evaluation of the issue.

If the problem cannot be solved with the instructor:

- The student can make an appointment with the Program Director/Coordinator for the purpose of discussion and correction of the problem (See Chain of Command, pg. 6).

If satisfaction is still not achieved:

- The student can appeal in writing to the Dean of Nursing by following the grievance procedure as outlined in the [College Catalog/Student Handbook](#).

INJURY AND ACCIDENTAL EXPOSURE

1. If the student sustains an injury or is accidentally exposed to an infectious disease in the clinical area, he/she must **notify the instructor immediately**. An incident report will be filled out according to agency policy and a PCC Nursing Program Unusual Occurrence report will also be completed.
2. Students are covered under Workers' Compensation for **clinical** injury and exposure to infectious disease. **The student must fill out a Workers' Compensation form in the PCC Human Resources office (not the facility) within 24 hours of the incident.**
3. If the clinical injury or exposure to infectious disease occurs after office hours or during the weekend, follow the Nursing instructor's direction.
4. If the student is exposed to an infectious disease or is potentially exposed to an infectious disease, the exposure must be investigated within 24 hours.
5. It is recommended that the student carry his/her own health insurance. Students are not covered by Worker's Compensation for injuries or exposure to infectious disease if it occurs in the Nursing lab.

APPEARANCE AND DRESS CODE

1. The official uniform for the Department of Nursing is an opaque, dark maroon uniform pant or skirt and an opaque, dark maroon uniform top; students may also wear a dark maroon uniform dress. Scrubs should be clean and well-pressed. The length of the dress uniform should extend to the middle of the knee. Scrub pants should be ankle length. All dresses, uniform tops and cover jackets must display a student patch on

- the left shoulder. ***Dress code for Colorado Mental Health Institute – Pueblo will include approved dark maroon nursing polo shirt and black pants. Patch must be well-secured, not pinned on. A plain, white short or long sleeve T-shirt or turtleneck may be worn under the uniform top.*** If wearing long sleeves, must be able to push up to safely perform sterile skills and handwashing.
2. Soft rubber-soled professional shoes are to be worn. **All white or all black, low top, leather athletic shoes are permitted.** Sandals, clogs, crocs, spring shoes, and open toe/open heel shoes are not allowed. Shoes and shoelaces must be clean.
 3. When dress or skirt uniform is worn, crew length, plain white socks or hose must be worn; hose must be neutral or white-colored, clean and without runs. Underclothing is not to be visible.
 4. **All body tattoos are to be covered while in the clinical setting per Nursing Program policy.**
 5. Any additional dress standards of the health-care agency will be followed.
 6. Grooming: Cleanliness and good grooming are essential for the student. The following guidelines should be met:
 - a. Daily bathing is recommended.
 - b. Use of a deodorant (unscented) is recommended.
 - c. Thorough, daily oral hygiene is essential; a mouthwash and/or breath mints are essential if the individual is a smoker or eats food with a strong odor.
 - d. No perfumed products are to be used, including scented cosmetics, lotions, deodorants and hair spray.
 - e. Minimal cosmetics may be used, in accordance with good taste.
 - f. Hair is to be neat, clean and off the face. Long hair must be pulled back and secured up and not able to fall forward. Hair ornaments, headbands and ribbons are not acceptable in the agency setting. A conservative hairstyle should be followed. Students must comply with any additional agency policies.
 - g. Male students must be clean-shaven or have a well-trimmed beard and mustache. If a male student is generally hirsute, they must wear a clean, white, full T-shirt under their uniform top.
 - h. Nails are to be clean and well-trimmed. Artificial nails are not permitted.
 7. Students should be prepared with a stethoscope, pen light, bandage scissors, hemostat, and name badge/picture ID.
 8. Engagement/wedding rings and small, post pierced earrings (one per ear) may be worn. No other visible necklaces or pierced jewelry is permitted (including tongue and nose piercings). In some clinical areas, regulations may be stricter than this policy. Students are responsible for any loss or damage to their personal belongings brought into the clinical agency.
 9. When in the agency to collect data, ***students must wear their uniform with name badge.*** Hair is to be neat, off the face, and pulled back and secured up if long. Other grooming standards listed under Item 6 above must be followed.
 10. All above dress code policies and only appropriate dress street clothes (**no jeans**), are to be worn to **ANY** Nursing Department sponsored activity, clinical agency, or professional sponsored conferences. Uniform policy is to be followed when picking up patient assignment and attending lab.

The Specifics for Women

- Skirts

- Should be a modest length, no shorter than 2 inches above the knee. The skirt should still cover your thighs when sitting. Make sure the skirt is appropriate for walking, climbing stairs and sitting. Lengths can be long. Slits are appropriate if not too long. Skirts for professional wear should be fitting but not clingy and not flowing. Flowing skirts are more “Casual Casual” to “Business Casual”.



PROFESSIONAL GUIDELINES

Professional Behavior/Work Ethic

Professional behavior is expected of all students at all times. This is a must for each required activity on or off campus (classroom/lab, on campus, clinical/simulation, workshops, professional meetings, volunteer activities, etc.). Courtesy and respect should be demonstrated in **ALL** forms of communication. All concerns regarding student behavior will be referred to PCC Student Services. Studies have shown incivility and lack of teamwork in Nursing can jeopardize patient safety.

The student will display a professional work ethic, which includes **but is not limited to:**

1. Following PCC and Nursing Department policies as stated in this handbook.
2. Attending all required activities.
3. Reading all memo's, designated communication boards, e-mails, or D2L.
4. Being on time for all required activities.
5. Being prepared for class, campus lab, check-offs, clinical/simulation, and other required activities.
6. Reading and following directions.
7. Typing all papers as designated by faculty.
8. As an adult learner, accepting responsibility and accountability for:
 - a. Own behavior
 - b. Own learning and self-development
 - c. Seeking help/tutoring per own needs
9. Having back-up childcare and back-up transportation.
10. Following HIPAA confidentiality and privacy policies.

11. Being respectful of instructor office hours/contact times by not contacting them outside of normal business hours except in emergencies.
12. Using the Chain of Command in the Nursing Department for any grievance:
 - a. Course Instructor
 - b. Course Lead
 - c. Campus Coordinator (Fremont and Mancos)
 - d. Department Chair of Nursing
 - e. Dean of Nursing
 - f. PCC President

PROFESSIONAL PRESENTATION OF SELF

Appearance

To avoid introducing potentially harmful microorganisms into the client's environment or otherwise injuring the patient or self, the nurse always: See Dress Code, pg. 33.

Verbal Communication

In class, the clinical setting and on facility shuttle

To promote positive, comfortable interactions, the nurse always:

1. Speaks with appropriate tone and volume of voice (e.g., not curt, rude nor abrupt).
2. Uses inoffensive language that is neither slang nor profane.
3. Uses choice of words and content of speech appropriate for the emotional climate of the moment (e.g., supportive, empathetic, joyful).
4. Makes appropriate overtures to engage in conversation/communication with others.
5. Maintains the content and flow of conversation/communication (e.g., displays social and therapeutic finesse).
6. Brings conversation/communication to closure politely and hospitably.
7. Exhibits courteous telephone manners (e.g., greetings, identification, handling inquiries, taking messages, transferring and placing calls, providing closure).
8. Refrains from discussing personal issues and concerns with clients, families and others in the workplace.
9. Discusses client and work-related issues and concerns only with appropriate individuals and in private locations.
10. Exhibits discretion and restraint in displays of humor.

Non-Verbal Communication

To promote positive, comfortable interactions, the nurse always:

1. Exhibits facial expressions that are respectful and appropriate to given situational contexts.
2. Uses eye contact that is appropriate, expected and comfortable to others.
3. Uses body and head movements that support comfortable communication with others.
4. Respects others' personal space regarding position of self during interactions.
5. Places self in a non-confrontational position in relation to others during interactions.
6. Maintains an erect posture and gait.
7. Uses appropriate gestures.
8. Demonstrates appropriate and modest body positions while standing, walking and sitting.

Social Skills

To reflect a positive and courteous professional image, the nurse always:

1. Acknowledges and greets others upon arrival (e.g., "good morning", "good afternoon" and "hello").
2. Makes proper introductions of self to others (clients and other personnel).
3. Expresses appropriate social courtesies (e.g., "please", "thank you", "you're welcome", "excuse me" and "pardon me").
4. Presents a pleasant demeanor and attitude by being polite, non-threatening and putting others at ease.

To demonstrate respect and consideration of others, the nurse always:

1. Addresses all but direct and familiar peers by title and last name until requested to do otherwise.
2. Acknowledges, greets and offers assistance to those (visitors, other personnel) making inquiries or conducting business.
3. Facilitates positive interactions by introducing people to each other (e.g., clients to other personnel, personnel to each other).

YOUR PERSONAL COMMITMENT TO THE DISCIPLINE

Professional Values

To demonstrate behaviors consistent with the value of NON-MALFEASANCE (TO DO NO HARM), the nurse always:

1. Practices within the parameters of the definition of Nursing described in the [Colorado Nurse Practice Act](#).
2. Reports persons in violation of the Colorado Nurse Practice Act.
3. Reports persons in violation of the physician and osteopathic physician Practice acts (e.g., practicing in a harmful and negligent manner).
4. Recognizes limits **of own** competence by seeking assistance as necessary.
5. Reports own errors and omissions to the appropriate persons.
6. Delegates assignments consistent with caregiver abilities.

To demonstrate behaviors consistent with the value of BENEFICENCE (TO DO GOOD), the nurse always:

1. Practices within the parameters of the ANA Code of Ethics (e.g., is non-judgmental, protects the client's privacy, safeguards the client, maintains competence, and is responsible and accountable).
2. Practices within the ANA Standards of Professional Performance.
3. Accepts constructive feedback as a means for improving personal growth.
4. Supports peers and other personnel.
5. Willingly accepts assignments.
6. Exhibits adaptability and flexibility.
7. Handles stressful situations calmly, constructively and tactfully.
8. Delegates difficult assignments fairly.

To demonstrate behaviors consistent with the value of FIDELITY (FAITHFULNESS TO AGREEMENTS AND RESPONSIBILITIES), the nurse always:

1. Exhibits accountability (e.g., is directly, clearly and willingly answerable for own actions).
2. Serves as a role model for others in the human, social manner in which service is delivered.
3. Keeps commitments to clients, colleagues, and employers.

To demonstrate behaviors consistent with the value of VERACITY (TELLING THE TRUTH), the nurse always:

1. Exhibits honesty in all areas of responsibility.
2. Reports others who knowingly and willingly mislead, falsify or otherwise display dishonesty.

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

1. The PCC school pin is the only acceptable pin for the ceremony.
2. Appropriate attire for all pinning ceremonies will be designated by nursing faculty and approved by the Nursing Program Chair.
3. A faculty advisor must be present at all planning meetings for the pinning ceremonies.
4. Final pinning ceremony plans must be approved by the Dean of Nursing or Nursing Program Chair.

DRUGS/ALCOHOL/TOBACCO

1. The use of drugs classified as “controlled, dangerous substances”, unless prescribed by a physician for an identified therapeutic effect, is prohibited. Each student must review the PCC Marijuana Policy. Any student suspected of such use will be removed from any classroom/lab/clinical/simulation area and will be required to undergo urine and/or blood tests. If a student demonstrates physical or mental impairment as a result of prescription drug use, they will be removed from the classroom or clinical/simulation area and subject to clinical failure and/or dismissal from the Nursing Program.
2. All Nursing students are required, as part of admission into the programs, to complete drug testing and background child registry checks which will be conducted by designated agencies as recognized by PCC Health Professions and Public Safety Dean. Students will be responsible for the cost of these screenings. The Department Director or Dean has the discretion to request additional drug screens at the expense of the students. All background, child registry checks and drug screens will be reviewed by PCC Human Resources.
3. Drug screens that are **positive** will not be accepted and the student will not be admitted or if already enrolled will be dismissed from the health program. If the drug screen is reported as **dilute**, the student must repeat the drug screen within 24 hours. If a **second dilute** is reported, the drug screen will be considered **positive**. Prescriptions not shown at the time of the test or other medications not reported at the drug screen will be considered **positive**.
4. All agency policies related to drug or random drug testing will be followed.
5. The use of alcohol or controlled substances will not be condoned in the classroom/lab or clinical/simulation. If at any time a question arises that a student is under the influence, the student will be removed from any classroom/lab/clinical/simulation area and will be required to undergo appropriate testing at the student’s expense.
6. Effective fall semester 2017, tobacco use in any form is prohibited on all Pueblo Community College Campuses. Vaporized cigarettes are also prohibited. Most clinical facilities are “non-smoking campuses” and students are subject to clinic rules regarding the use of tobacco during clinical and preceptorships. For those who wish to stop using tobacco products, support will be provided through the PCC Health

Clinic such as pharmacological aides (as applicable), smoking cessation kits/educational aides and programs accessible through the Colorado Quit Line.

LETTER OF AGREEMENT

Attestation of Acknowledgement of PCC Nursing Program Student Handbook

I, _____, have read the electronic version of the Department of Nursing Student Handbook, posted on the Nursing Program D2L shell, and agree to comply with the published policies outlined in the Handbook. Furthermore, I have been informed that changes in standards may/can 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 the new academic term. When notified verbally and/or in writing of these changes, I will comply with them. I understand that a minimum grade of “C” (77%) must be attained to pass each Nursing course. **My signature indicates my acceptance of all policies stated in this Handbook.**

Please initial each policy listed on the grid below:

Program Student Learning Outcomes	Initial _____
Appendix A – Essential Functions	Initial _____
Clinical Requests	Initial _____
Community Service Commitment	Initial _____
Castlebranch Requirements for CPR, Immunizations, Background Check and Drug Screen policy	Initial _____
Attendance/Tardiness Policies	Initial _____
Electronic Communication Device Use Policy	Initial _____
Failure/Continuation/Readmission Policy	Initial _____
PCC Code of Conduct: Course Issues Academic Dishonesty Behavioral Misconduct in Classroom and Clinical Settings	Initial _____
Standardized Testing Policy	Initial _____
Clinical/Simulation Dismissal	Initial _____
Clinical/Simulation Failure	Initial _____
Clinical Incidents	Initial _____
Medication Errors	Initial _____
Testing Guidelines	Initial _____
Appearance and Dress Code	Initial _____
Professional Guidelines	Initial _____
Drugs/Alcohol/Tobacco Use	Initial _____
Nursing Lab Guidelines	Initial _____
Pinning Ceremony	Initial _____

Please PRINT student name _____

Student Signature _____

Date _____

Date of Graduation _____

This Letter of Agreement is to be turned into the Nursing Department Administrative Assistant and will become a part of the student's permanent file.

APPENDIX A: ESSENTIAL FUNCTIONS

Health Professions Division

_____ I have read and I understand the Essential Functions Form specific to the occupation of **Nursing**.

_____ I have the ability to meet the Essential Functions as specified.

Please Print Name

(Signed)

(Date)

The Americans with Disabilities Act bans discrimination of persons with disabilities and in keeping with this law, PCC makes every effort to insure quality education for all students. It is our obligation to inform students of the essential functions demanded by this program and occupation. **Students requiring accommodations or special services to meet Essential Functions of the Nursing Program should contact the Disabilities Resource office at 719-549-346.**

PCC is an Affirmative Action/Equal Opportunity Institution and complies with all requirements of the Americans with Disabilities Act. Accommodations for students with handicaps are made through the Disabilities Resource office. This department works with the program faculty to provide appropriate accommodations for students with disabilities.

Nursing Program Requirements

Gross Motor Skills

- Move within confined space

- Sit and maintain balance
- Stand and maintain balance
- Reach above shoulders (e.g., IV poles)
- Reach below waist (e.g., plug electrical appliance into wall outlets)

Fine Motor Skills

- Pick up objects with hands
- Grasp small objects with hands (e.g., IV tubing, pencil)
- Write with pen or pencil
- Key/type (e.g., use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., eye dropper)

Physical Endurance

- Stand (e.g., at client side during surgical or therapeutic procedure)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work entire shift)

Physical Strength

- Push and pull 25 pounds (e.g., position clients)
- Support 25 pounds of weight (e.g., ambulate client)
- Lift 25 pounds (e.g., pick up a child, transfer client)
- Move light objects weighing up to 10 pounds (e.g., IV poles)
- Move heavy objects weighing from 11 to 50 pounds
- Defend self against combative client
- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR, physically restrain a client)
- Squeeze with hands (e.g., operate fire extinguisher)

Mobility

- Twist
- Bend
- Stoop/squat
- Move quickly (e.g., response to an emergency)
- Climb (e.g., ladders/stools/stairs)
- Walk

Hearing

- Hear normal speaking level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)

- Hear in situations when not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells)

Visual

- See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
- See objects up to 20 feet away (e.g., client in a room)
- See objects more than 20 feet away (e.g., client at end of hall)
- Use depth perception
- Use peripheral vision
- Distinguish color (e.g., color codes on supplies, charts, bed)
- Distinguish color intensity (e.g., flushed skin, skin paleness)

Tactile

- Feel vibrations (e.g., palpate pulses)
- Detect temperature (e.g., skin, solutions)
- Feel differences in surface characteristics (e.g., skin turgor, rashes)
- Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)
- Detect environmental temperature (e.g., check for drafts)
- Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.)
- Influence people
- Direct activities of others
- Convey information through writing (e.g., progress notes)
- Detect smoke
- Detect gases or noxious smells
- Reading
- Read and understand written documents (e.g., policies, protocols)

Math Calculation Competence

- Read and understand columns of writing (flow sheet, charts)
- Read digital displays
- Read graphic printouts (e.g., EKG)
- Calibrate equipment
- Convert numbers to and/or from Metric System
- Read graphs (e.g., vital sign sheets)
- Tell time
- Measure time (e.g., count duration of contractions, etc.)
- Count rates (e.g., drips/minute, pulse)
- Use measuring tools (e.g., thermometer)
- Read measurement marks (e.g., measurement tapes, scales, etc.)
- Add, subtract, multiply, and/or divide whole numbers
- Compute fractions (e.g., medication dosages)
- Use a calculator

- Write numbers in records

Emotional Stability

- Establish therapeutic boundaries
- Provide client with emotional support
- Adapt to changing environment/stress
- Deal with the unexpected (e.g., client going bad, crisis)
- Focus attention on task
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (e.g., grief)
- Analytical thinking
- Transfer knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve
- Prioritize tasks
- Use long term memory
- Use short term memory

Critical Thinking

- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

Interpersonal Skills

- Negotiate interpersonal conflict
- Respect differences in clients
- Establish rapport with clients
- Establish rapport with co-workers

Communication Skills

- Teach (e.g., client/family about health care)
- Explain procedures
- Give oral reports (e.g., report client's condition to others)
- Interact with others (e.g., health care workers)
- Speak on the telephone

APPENDIX B: TITLE IX

Title IX and Pregnancy Fact Sheet for Instructors – Colorado Community College System

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

In addition to protecting students, instructors, and staff from discrimination and harassment based upon sex, gender, and sexual orientation, Title IX of the Education Amendments of 1972 also prohibits any form of discrimination based upon pregnancy and parental status, including any and all related conditions, such as abortion.

Therefore, it is important for instructors to be aware of their responsibilities should they be notified by a student that she is pregnant:

- Pregnant students must be granted the same accommodations and consideration given to any other student with a temporary medical condition.
- Colleges are obligated to excuse absences and allow for the makeup of work missed due to pregnancy and related conditions, whether or not school policy allows for this in other cases.
- Students cannot be prevented from participating in classroom or extracurricular activities, nor from returning to class for a predetermined time period following childbirth.
- Colleges must provide reasonable adjustments to a student’s educational environment, such as a larger desk, or allowing her to take longer/more frequent restroom breaks.
- Instructors may not call unwanted attention to or reveal a student’s pregnancy without her consent.

If you are informed that a student is pregnant, contact your Title IX Coordinator immediately.

Ken Nufer
900 W. Orman Ave, Pueblo, CO 81004
719-549-3474 | Ken.Nufer@pueblocc.edu

Pregnant students have the responsibility to notify the college of their status, and may only be granted certain accommodations (such as excused absences) for as long as they are medically necessary. However, instructors should not request documentation directly from the student. Maintaining appropriate records is the responsibility of the Title IX Coordinator.

APPENDIX C: MATH POLICY FOR PCC NURSING

Objectives:

- To create a standard policy to be used by all three campuses (Mancos, Fremont and Pueblo).
- To prepare Nursing students to be competent in drug calculations.
- To delineate what math to be presented on and tested throughout the ADN curriculum.

There will be **three (3) progression math exams** which will require the Nursing student to achieve a 90% or better. One exam will be given in each of your first three semesters of the Nursing Program. These will be presented to the students as pass/fail for the course and the student will be given three attempts on each exam to meet the 90% requirement. If the student does not attain a 90% after three attempts, the student has not successfully passed that course.

1. NUR 109 – Proctored ATI: Dosage Calculations Fundamentals
2. NUR 106 – Proctored ATI: Dosage Calculations RN Adult Medical-Surgical
3. NUR 212 – Proctored ATI: Dosage Calculations Critical Care
4. NUR 216/230 – 5-10 math questions on all course exams

Math will be incorporated in each Nursing course.

NUR 112 – Pharmacology I

- A. The following ATI Skill Tutorials will be required:
 - a. Safe Dosage
 - b. Medication Administration
 - c. Oral Medications
 - d. Injectable Medications
 - e. Powdered Medications
 - f. Dosages by Weight
 - g. Parenteral (IV) Medications
- B. Five (5) math questions per test
- C. Pass/fail proctored ATI math test – three attempts

NUR 109 – Fundamentals of Nursing

- A. Five (5) math questions per test
- B. Concentration of reconstituted medications and math to do intake and output
- C. Medical abbreviations

NUR 106 – Medical Surgical Nursing Concepts

- A. Five (5) math questions per test
- B. Concentration of reconstituted medications and concentrations of IM medications
- C. Concentration on IV math: gtts/min and mL/hour
- D. Pass/fail proctored ATI math test – three attempts

NUR 150 – Maternal-Child Nursing (OB and Pediatrics)

- A. ATI Tutorial required: Pediatric Medications
- B. Five (5) math questions per test
- C. Two Practice ATI math tests:
 - a. Dosage Calculations RN Maternal Newborn Assessment 2.0
 - b. Dosage Calculations RN Nursing Care of Children

NUR 206 – Advanced Concepts of Medical Surgical Nursing I

- A. Five (5) math questions per test

NUR 212 – Pharmacology II

- A. ATI Tutorial required: Critical Care Medications
- B. Five (5) math questions per test
- C. Concentration on titration of drips
- D. Proctored ATI
 - a. Dosage Calculations Critical Care Proctored Assessment 2.0
 - b. Pass/fail proctored ATI math test – three attempts

NUR 211 – Psychiatric Mental Health Nursing

- A. Five (5) math questions per test
- B. ATI Practice Exam
 - a. Dosage Calculations RN Mental Health Practice Assessment 2.0

NUR 216 – Advanced Concepts of Medical Surgical Nursing II

- A. Five (5) math questions per test
- A. Concentration on critical care drips
- B. Comprehensive Math Test created by Faculty

NUR 230 – Leadership/Transition to Professional Nursing Practice

- A. 2-5 math questions per test
- B. Review

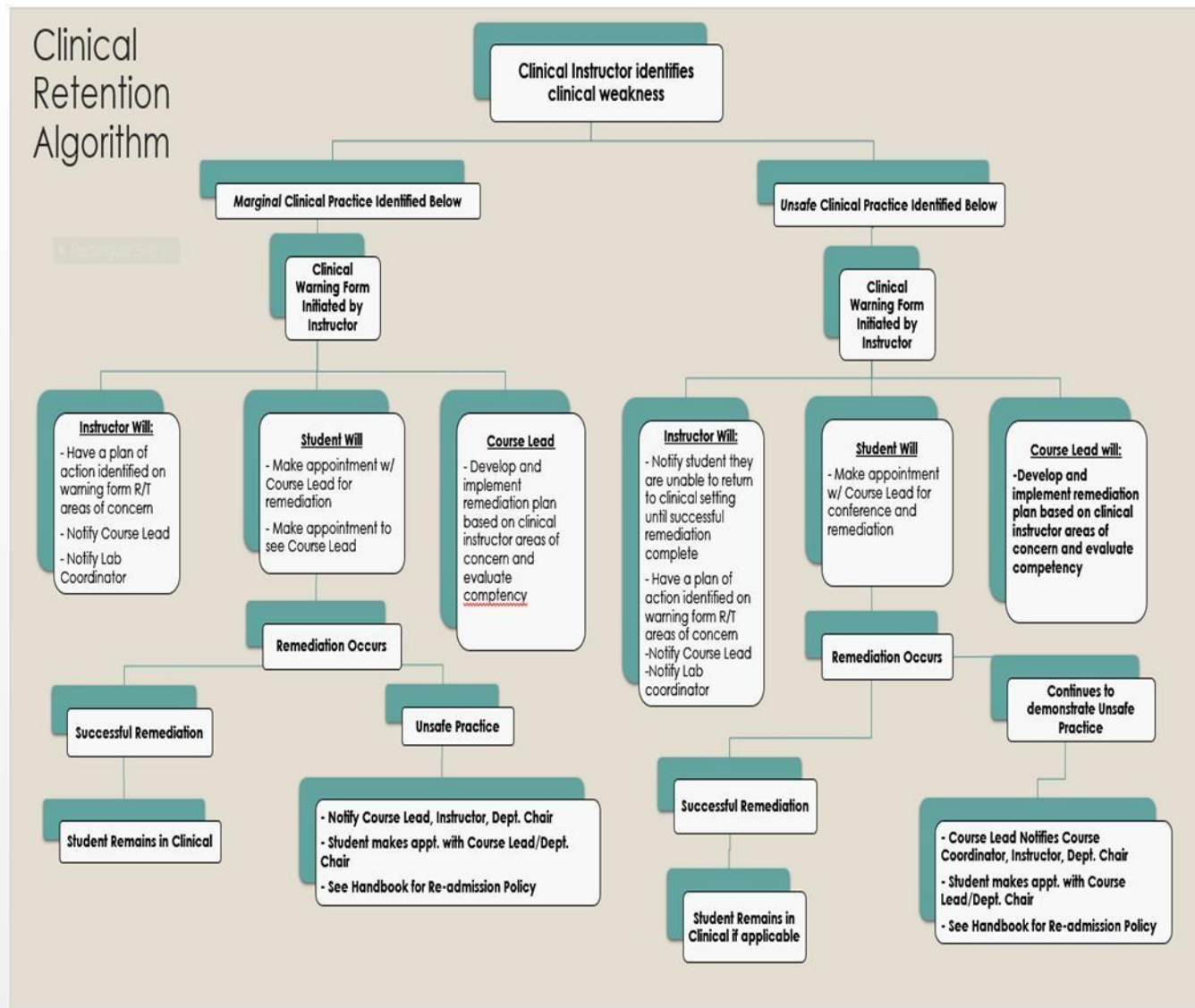
APPENDIX D: ATI Policy
Standardized Testing (ATI) Policy

Content Mastery Series | Grading Rubric

Practice Assessment	
<p>4%</p> <p>Must Complete both A & B with Remediation to get the 4%</p> <p>No Late Assignments or Incomplete Assignments will be Accepted</p> <p>Remediation is student specific / THREE Bullet points only FOR ALL TOPICS MISSED, no copy/paste</p>	
<p>Complete Practice Assessment A <i>Remediation: From 1st attempt</i></p> <ul style="list-style-type: none"> For each topic assigned, complete an active learning template and/or identify three critical points to remember. 	<p>Complete Practice Assessment B <i>Remediation: From 1st attempt</i></p> <ul style="list-style-type: none"> For each topic assigned, complete an active learning template and/or identify three critical points to remember.

Standardized Proctored Assessment			
Level 3 = 6%	Level 2 = 4%	Level 1 = 1%	Below Level 1 = 0%
<p>No Late Assignments or incomplete remediation will be accepted for Remediation.</p> <p>Remediation is student specific / Bullet points only, no copy/paste</p> <p>In order to earn the 2% for remediation, remediation must be completed in full</p>			
<p><i>Remediation: None required</i></p>	<p><i>Remediation: 2%</i></p> <p>For each topic assigned, completed an active learning template and/or identify three critical points for each topic missed.</p>	<p><i>Remediation: 2%</i></p> <p>For each topic assigned, completed an active learning template and/or identify three critical points for each topic missed.</p>	<p><i>Remediation: 2%</i></p> <p>For each topic assigned, completed an active learning template and/or identify three critical points for each topic missed.</p>

APPENDIX E: CLINICAL RETENTION ALGORITHM



Criteria for Marginal/Unsafe Practice

- **Marginal:** Performance is at risk to patient, student, or others, or safe only with direct supervision; it is not always accurate; achieves desired purpose and manner only occasionally; unskilled, inefficient, and expends considerable energy with marked delay in completion time; anxiety is pronounced or may be masked; and requires continued cueing.
- **Unsafe Practice:** See Clinical Guidelines and forms and Student Handbook

APPENDIX F: PCC NURSING LAB GUIDELINES

The Nursing Skills Lab at PCC is a vital part of the Nursing curriculum and in compliance with our Mission Statement will provide excellence in education that prepares the learner to become a member of the Nursing profession and community, while meeting the needs of diverse populations. It is an integral part of the Nursing education and the same requirements apply in this setting as it does for all of PCC's Nursing Program. The Nursing Skills Lab will improve patient safety and quality of care through demonstration of skills by instructors. Opportunities to practice those skills during lab in a risk-free setting encourages critical thinking and increases confidence.

In the skills lab the student will utilize equipment such as life-size manikins, simulated vital signs manikins, I.V. training systems, I.V. pumps, task trainers and other medical equipment and supplies. The skills lab is designed to provide an opportunity for hands-on experience in a safe learning environment that fosters an understanding of all aspects of health care for the student nurse.

Lab Dress Code

For all nursing labs, students will be expected to be in full PCC student nurse scrub or PCC t-shirt with scrub pants. This includes check-offs, mandatory, open labs, practice labs and tutoring unless instructed otherwise at the discretion of the lead faculty. Students are also required to wear their student ID badge (with their S# on the back side of the badge).

Students who are not in compliance with the required attire **will be asked to leave the lab.** The student may return once the appropriate attire is completed.

Student Lab Hours

Students must sign in and out of the lab rooms for all labs including practice times. A Lab Sign-In Log Book is located in each of the labs to validate lab hours.

Personal Belongings

Please label textbooks and personal items. Backpacks, personal belongings and outerwear must be stored on the rectangular lab tables or under the tables.

Lost and Found

Lost and found items will be retained by the Lab Coordinator or Nursing Office. Please inform the Lab Coordinator, instructors and Administrative Assistant of lost and found items.

Drinks and Food

No eating is allowed in the labs. Drinks are allowed only in spill-proof containers. Drinks are to be kept on the rectangular tables in the lab. Drinks are not allowed near or at the bedside, computers or manikins.

Cell Phones

Cell phones must be on silent and are not to be visible during labs. **Absolutely NO phone calls or texting during labs.** Students are welcome to leave the lab to take important phone calls. The lab phone is not for personal use.

Supplies, Equipment and Resources

- Please leave manikins in their beds. If a manikin needs to be moved, please contact lab personnel.
- Pencils are allowed in labs. Ink pens are not allowed near the manikins.
- Utilizing recycled supplies or sharing of resources may be necessary while practicing.
- Please use gloves located in boxes on the walls during any procedure that requires gloves. **Do not simulate glove usage.**
- All needles are to be covered with a needle sheath and stored in the student's individual Nursing or IV Kit. Syringes and needles are not to be removed from the lab. After use, all needles are to be disposed of in the sharps containers located throughout the labs.
- Nursing and IV Kits are to remain locked in designated areas for each campus.
- Lab resource books and supplies must not leave the lab unless prior permission is obtained.
- If extra equipment or supplies are needed for practice during labs, please contact lab personnel or instructors.
- Please report any incidents or malfunctions to the lab personnel immediately. Please attach a note to the piece of equipment if lab personnel are not immediately available.
- Return any unused supplies and equipment to its designated area.
- **Please notify the instructor or lab personnel of any allergies and/or medical conditions (e.g., latex, etc.)**

Needle Sticks and Other Incidences

If a student is accidentally stuck with a sterile/non-sterile needle or develops a skin reaction, immediately wash the area with soap and water. Immediately inform the instructor or the lab personnel of the incident, then go to the PCC Health Clinic (Pueblo Campus only). The student must bring a medical clearance from the PCC Health Clinic to attend lectures/labs and clinical after the incident. Please submit two copies of the medical clearance form; one to the Director of Nursing and one to the Lead Faculty.

If any other incident in the lab occurs, please contact the lab personnel or any instructor. Lab personnel or course faculty will complete the College of Nursing Incident document.

Videotaping

Videotaping may be used in the labs at any time for instructional purposes by the instructors. Videotaping may be used in the labs by the students with prior consent from the instructor(s). The video may not be posted on any website, Facebook, YouTube or any other social media.

Children

Only PCC Nursing students and employees are allowed to be in the labs. Children are not allowed in the lab area.

Housekeeping

During labs, open labs or individual practice, PLEASE clean the area.

- Clean and straighten up before leaving the lab and return lab equipment.
- Straighten bed linens. Return beds to the lowest position with the side rails up. Leaving the side rails down and the bed up is a safety issue.
- Place bedside tables beside the bed in their proper place.
- Clean the manikins if simulated fluids are spilled on or around the manikin. Remove all simulated supplies from manikins unless instructed to do otherwise.
- If simulated fluids are spilled on linens, change the linens.
- Wipe up any spills on the floor and on the equipment. Clean up water/simulated blood spots on bedside tables, remove tape from tables or IV poles, etc.
- Return clean equipment to its designated areas.
- Dispose of supplies in proper receptacles. If an item is recyclable, place them in the recycle container. All simulated practice needles are to be disposed in sharps containers. Needles and syringes are not to be discarded in trash containers.
- Please place all chairs under the rectangular tables or stack chairs in corners.
- **Prior to leaving the lab all tables, chairs, bedside tables, overbed tables, bed rails, manikins, etc., must be sanitized with provided disinfectants even if gloves are worn during the entire lab.**

If the lab is left in a mess or not cleaned up according to the lab guidelines then the last person/group/class will be required to return to the lab and will clean the lab to the lab personnel's standard.

If the lab is not cleaned upon arrival, notify the lab personnel immediately. Anyone ignoring the lab guidelines or abusing equipment will be asked to leave.

Other Lab Services

Mandatory practice hours must be completed prior to the check-off day. Please see course syllabus for specific guidelines. Additional lab practices, group practices or individual practices (with an instructor's approval) are to be scheduled through the Lab Coordinator.

Please contact Summer Arledge (summer.arledge@pueblocc.edu) or you are welcome to schedule in person (Room HS-208).

For PCC SW Nursing Lab, please contact Lynn O'Brien at lynn.obrien@pueblocc.edu.

For Fremont Nursing Lab, please contact Whitney Strobel at whitney.strobel@pueblocc.edu

**APPENDIX G:
COVID-19 DOCUMENTS**

Facial Coverings and Social Distancing

[..\COVID\Facial Coverings and Social Distancing Guidance for PCC Students \(002\).pdf](#)

BYOD

[..\COVID\BYOD Letter Size - August 2020.pdf](#)

PCC FLEX GUIDE

[..\COVID\PCC Flex Guiding Principles.pdf](#)