Handbook for

Associate Degree

Nursing Students

Associate Degree Nursing
Affidavit of Receipt of Student Handbook

I HAVE READ AND UNDERSTAND THE CONTENTS OF THE "HANDBOOK FOR NURSING STUDENTS" AND THE SUPPORT COURSE REQUIREMENTS WITHIN THE CURRICULUM PLAN. I AGREE TO BE RESPONSIBLE FOR THIS INFORMATION.

I understand that:

- It is my responsibility to have successfully taken the courses, requisites and co-requisites by the completion dates indicated.

- The course numbers and names must match on my transcript. (For example, General Psychology cannot be substituted for Developmental Psychology).

- Transfer courses must be designated as equivalent courses through a transcript evaluation by the office of records and admissions, and in concurrence with my nursing faculty advisor.

- If I have not successfully completed courses in the time frames designated in the curriculum plan and/or I have not maintained a cumulative GPA of 2.0 or higher, I will not be eligible to continue in the nursing program.

- Nursing courses may be repeated only one time. Students who fail to obtain a minimum grade of "C" for any nursing course OR students who fail to obtain a minimum grade of "C" in the second attempt will be dismissed from the nursing program.

- Students may be readmitted to the program only once. (The only exception to this will be in the case of extreme extenuating circumstances as determined by the nursing faculty, i.e.: serious illness or death of immediate family member or serious illness / accident of the student). Students who apply to and enter the program from any other nursing program are held to the same standards and restrictions as students from GCSC.

- I understand that the policies contained in the Associate Degree Nursing Student Handbook are in addition to those in the GCSC Student Handbook, particularly in instances of student performance resulting in classroom, laboratory and/or clinical dismissal.

Printed Student Name   Date

Student Signature   Student ID Number

This document will be placed in your program file for reference of receipt for the Associate Degree Nursing Student Handbook

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Associate Degree Nursing

Statement of Release for Clinical Rotations Schedules

I UNDERSTAND THAT GULF COAST STATE COLLEGE NURSING PROVIDES PROTECTION OF MY ACADEMIC RECORDS AS INDICATED BY THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

- **In signing this document, I give permission to Nursing Faculty at Gulf Coast State College to do the following:**

- Place my full name on a clinical rotation schedule, clinical assignment sheet or other clinical documents for the purpose of scheduling.

    Share all scheduling documents with students who are enrolled in the same courses or clinical rotation schedules.

I understand that disclosure of any of the information seen by me is prohibited by the Family Education Rights and Privacy Act of 1974. I acknowledge that I fully understand that the intentional disclosure by me of any information to any unauthorized person could subject me to criminal and civil penalties imposed by law. I further acknowledge that such unauthorized disclosure also violates Gulf Coast State College's policies and could constitute just cause for disciplinary action.

Refusal to sign this document or participation in this information sharing will not have an adverse effect upon my continued enrollment in the nursing Program or my continued enrollment at Gulf Coast State College.

_____   _____
Printed Student Name   Date

*
_____   _____
Student Signature   Student ID Number

This document will be placed in your program file for reference

Associate Degree Nursing
Statement of Agreement for Clinical Agencies

I UNDERSTAND THAT GULF COAST STATE COLLEGE NURSING PROGRAM HAS A COLLABORATIVE AGREEMENT WITH COMMUNITY CLINICAL AGENCIES TO MEET THE REQUIREMENTS FOR STATE BOARDS. I FURTHER UNDERSTAND THAT INFORMATION REGARDING MY STATUS IN THE PROGRAM WILL BE SHARED WITH THOSE CLINICAL AGENCIES.

I further understand that Gulf Coast State College:

- May release my full name, mailing address, Gulf Coast State College student identification number, Gulf Coast State College student email address, semester enrolled, and current status in the nursing program to the community clinical agencies that have clinical contracts with GCSC nursing programs.

- May release any changes in my enrollment status in the nursing program at the time that they occur.

- I understand that any HIPAA infraction or violation will result in dismissal from the nursing program. I further understand that the clinical agency in which the infraction or violation occurs will be notified and that clinical agency may choose to take legal action against me.

_____   _____
Printed Student Name   Date

_____   _____
Student Signature   Student ID Number

This document will be placed in your program file for reference

Division of Health Sciences - Drug / Alcohol Policy

Statement of Understanding

I, _____, have received, read,

   Print Name

and understand the Gulf Coast State College Health Sciences Division's Drug and

Alcohol Policy, and agree to comply with all aspects of this policy. Furthermore, I

understand that any infraction of the stated policy could result in immediate

dismissal from the Health Sciences program in which I am enrolled.

_____   _____

Printed Student Name   **Date**

_____   _____

Student Signature   **Student ID Number**

*This document will be placed in your program file for reference in the event of any Drug /
  Alcohol Policy violation.

Health Sciences Programs – Consent for Invasive Procedures

As a student in a Gulf Coast State College Health Sciences Program, I hereby consent to participate in select invasive procedures during the campus lab experience.

Procedures that can be performed:
1. Finger Stick for Glucose Determination - (Check this Box) ☐
2. Intravenous (IV) Catheter Insertion - (Check this Box) ☐
3. Injections - (Check this Box) ☐
4. Phlebotomy - (Check this Box) ☐
5. Refuse Consent - (Check this Box) ☐

I UNDERSTAND AND HEREBY EXPRESSLY ACKNOWLEDGE that, as part of the instruction that I am to receive in the Colleges' Health Sciences programs, that I may be asked to perform any of the procedures listed above or that another student may be asked to practice any of the above procedures on me. Further, I understand and hereby expressly acknowledge that these activities might, under some circumstances, pose certain serious health-related risks and dangers about which I have been advised.
I HEREBY RELEASE, WAIVE, DISCHARGE AND COVENANT NOT TO SUE the College, its officers, directors, board members, agents, servants, employees, assigns, or successors, or students of the College's Health Sciences programs, from any and all liability, claims, demands, actions or causes of action arising out of any damage, loss or injury to my person or my property or resulting in my death, while enrolled in a College's Health Sciences Program and participating in the activities contemplated by this **RELEASE**, whether such loss, damage, or injury is caused by the negligence of the College, its officers, agents, servants, employees, assigns, or successors, or students of the College's Health Sciences programs or from some other cause. I hereby assume full responsibility for and risk of bodily injury, death or property damage that I suffer while receiving treatment or procedures from the College's Health Science Program or from any person involved, employed or representing the College's Health Science Program and participating in the activities contemplated by this release, caused by the negligence of the College, its officers, directors, agents, servants, employees, assigns, or successors, or students of the College's Health Science program or otherwise
I FURTHER UNDERSTAND that I may decline participation without penalty at any time. Consent to participate will allow me to perform select invasive procedures on another member of the class and/or he or she may also perform those skills on me. All skills will be performed under the direct supervision of a Health Sciences Program Faculty Member.

I FURTHER UNDERSTAND and acknowledge that the College is a public institution that is subject to the Florida Sunshine Laws that require the records and documents of the College to be available for public inspection. The undersigned acknowledges that his/her records may be subject to the Florida Sunshine Laws and therefore possible distribution to the public in the event of a public records request. The College will maintain any document that is privileged and protected by other federal or state laws.

By signing this form, I am consenting to performing the procedure(s) stated above and to having the above procedures performed on me and I am releasing Gulf Coast State College from liability from any injury that might occur as a direct result from this/these procedure(s).

I HAVE READ AND VOLUNTARILY SIGN THE RELEASE AND WAIVER OF LIABILITY, and further agree that no oral representations, statements of inducement apart from the foregoing written agreement have been made. Further that I have read and that I understand this consent agreement, that I have been given an opportunity to ask any questions I might have had, and that those questions have been answered in a satisfactory manner. I also understand that I am free to withdraw my consent to the procedures at any time.

Signature of Student: _____**Date:**_____

Print Name of Student: _____**Student ID:** _____

I certify that the matters set forth above were presented to the student, that the student was given an opportunity to ask questions, and that all questions were satisfactorily answered.

Health Science Faculty Signature: _____

*This document will be placed in the student's program file for reference.

Confidentiality Statement

Philosophy:

All contracted medical facilities serve the citizens of Bay and the surrounding counties by providing health care services in a professional and confidential manner. Confidentiality of medical, financial, and personal patient data is required to guarantee privacy for all patients and may not be disclosed in any way without the patient's consent or a lawful subpoena or court order.

Policy:

It is the policy of all contracted medical facilities to only release information to outside sources through an organized procedure in accordance with Florida Sunshine and Public Record Laws. Even when information or records are permitted to be released under these laws, no one shall volunteer such information, or invite solicitation of requests for records, unless specifically authorized to do so by an administrative staff member. Due to the nature of these services provided by our health care facilities, all persons affiliating with any contracted medical facility for educational purposes have a moral, ethical, and legal responsibility to protect and safeguard the confidentiality of patient and certain other information. Persons affiliating with any contracted medical facility for educational purposes are not authorized to provide confidential information to external sources without approval of an administrative staff member.

Disclosure Policies:

Discussion of confidential information, including patients' names, should only take place during clinical hours, at work stations, with those persons directly involved and having a defined need or legal right to know. Computerized medical records are governed by this policy the same as information in written medical records.

No patient care or treatment record, photocopy of treatment record, or other information regarding the care or treatment of current or former patients shall be released except through Medical Records and in compliance with all Medical Records department policies.

Authorized personnel may respond "yes" or "no" to request to know whether a named individual is a patient in the hospital, but shall give no further information regarding the patient. This policy does not apply to mental health patients; hospitals personnel are not authorized to confirm or deny whether a mental health patient has been admitted. Any student in doubt over whether a disclosure requested to be made might violate this policy shall immediately report the request for disclosure to his/her supervisor of advice or further action.

Failure to Comply:

Failure to respect the confidentiality of patients or the organization is a serious infraction will result in the student being forbidden to participate in clinical education activities at any contracted medical facilities.

I, _____ agree to maintain in confidence any and all
                              Print Name
matters to my knowledge as a result of my presence in any contracted medical facilities.

Student Signature   **Date**

*This document will be placed in your program file for reference

COMMUNICABLE DISEASE STATEMENT AND WAIVER OF LIABILITY

During your course of study, you may come into contact with patients, who have communicable diseases, including patients who are HIV positive, have tuberculosis, or who have hepatitis. You may be exposed to blood or other potentially infectious materials. You also may be exposed to ionizing radiation or hazardous chemicals. You will be expected to assume the responsibility for using universal precautions to minimize the risk of disease transmission.

Because you may be at risk of acquiring hepatitis B viral infection, it is recommended that you be vaccinated with hepatitis B vaccine prior to entry into the clinical portion of your course of study. This vaccination will be at your own expense.

Your signature below verifies that you have received instruction on universal precautions. The education you received included the following:

1. An explanation of the epidemiology, modes of transmission, and symptoms of blood borne diseases.
2. A discussion of tasks that may create exposure to blood and body fluids, and methods to reduce exposure through use of protective devices and work practices.
3. Information of the types, proper uses locations, removal, handling, decontamination and disposal of personal protective equipment.
4. Information on the hepatitis B vaccine, including its efficacy, safety, method of administration, benefits of vaccination, and how to obtain the vaccine.
5. Information on post exposure evaluations and medical follow-up procedures following an accidental exposure.
6. An explanation of signs/labels and color coding used to designate hazards in the lab and health care agency.

I understand that compliance with safety and training requirements is mandatory and the failure on my part to comply may result in my dismissal from the clinical training program. I assume the risk (including financial responsibility) of infection inherent in the profession I have chosen. In addition, I hereby release and hold harmless Gulf Coast Medical Center, BMC, all other health care facilities and Gulf Coast State College, and the trustees, Directors, officers, faculty members, clinical agencies, administrators, employees, servants, and agents, from any and all liability resulting there from. I have read and understand the statement above. I understand that I may be caring for patients with communicable diseases and may be exposed to potentially infectious materials.

Printed Name   **Health Sciences Program Attending**

Student Signature   **Date**

Parent/Guardian (If Student is Under 18, the Signature must be Notarized)   **Date**

This document will be placed in your program file for reference

ASSOCIATE DEGREE NURSING

Dear Student:

Welcome to the Associate Degree Nursing program and Gulf Coast State College. The program is fully approved by the Florida State Board of Nursing and accredited by the Accreditation Commission For Education In Nursing, Inc. (ACEN). Institutional membership is maintained in the National Organization of Associate Degree Nursing (N-OADN). Graduates of this program are eligible to apply to take the National Council Licensure Exam (NCLEX-RN®). This computer-adapted exam is administered at numerous Testing Centers throughout the nation.

The purpose of this handbook is to provide you with information about policies and activities that apply specifically to the nursing program and supplements information provided in the GCSC Student Handbook. If you need additional information or clarification, refer the specific course Learning Activity Guides (LAG's), or contact your faculty advisor.
The information contained in this handbook is intended to familiarize the students with college class procedures and other information pertinent to their classes. Information contained in this handbook is subject to change at any time, and students will be notified in writing.

We wish you success as you begin or continue your nursing studies with us.

Sincerely,

The Nursing Faculty
Gulf Coast State College

The Accreditation Commission for Education in Nursing, formerly National League for Nursing Accrediting Commission, can be contacted at telephone number 1-404-975-5000 or 3343 Peach Tree Road NE, Suite 850, Atlanta, Georgia 30326, if you would wish further information regarding our accreditation.

GULF COAST STATE COLLEGE
ASSOCIATE DEGREE NURSING HANDBOOK

1 OVERVIEW OF THE DEPARTMENT OF NURSING:

1.1 ASSOCIATE DEGREE NURSING FACULTY:

NURSING COORDINATORS	EXTENSION	E-MAIL ADDRESSES
Dr. Martha Ruder, DNP, RN, Coordinator of Nursing & Professor, Nursing	850-913-3314*	mruder@gulfcoast.edu
Debbie Brzuska, MSN, RN, CNE Assistant Coordinator of Gulf Franklin Campus Nursing Programs	850-913-3317*	dbrzuska@gulfcoast.edu
FACULTY	EXTENSION	E-MAIL ADDRESSES
Jenny Collier, MSN, RN, CNL, PCCN Associate Professor, Nursing	5838	jcollier@gulfcoast.edu
Donna Darling, MSN, RN - Remediator - Laboratory / Simulation Coordinator & Assistant Professor	5830	ddarling@gulfcoast.edu
Nancy Gibson, MSN, RN,CNE Assistant Professor, Nursing	5841	ngibson2@gulfcoast.edu
Glenda Hannah, MSN, RN Associate Professor, Nursing	5843	ghannah@gulfcoast.edu
Scot Kirkland, MSN, RN Assistant Professor, Nursing	6102	skirkland@gulfcoast.edu
Jerrie Kirksey, MSN, RN Professor, Nursing	5833	jkirksey@gulfcoast.edu
Rebecca Leach, MSN, RN Assistant Professor, Nursing	5840	rleach@gulfcoast.edu
Keri Matheus, MSN,RN,ARNP Assistant Professor, Nursing	3238	kmatheus@gulfcoast.edu
April Page, MSN, ARNP FNP-C Assistant Professor, Nursing	5817	apage4@gulfcoast.edu
Shelly Thornton, MSN, RN,CNL Assistant Professor, Nursing	5834	sthornto3@gulfcoast.edu
NURSING SUPPORT STAFF	EXTENSION	E-MAIL ADDRESS
Toshi Oswalt, Sr. Administrative Assistant-Nursing- main campus	850-872-3829*	toswalt@gulfcoast.edu
Ryan Walding, Sr. Administrative Assistant-Nursing @ Gulf Franklin Center	850-227-9670 EXT 5522	jwalding@gulfcoast.edu

1.1 HEALTH SCIENCES SUPPORT STAFF:

SUPPORT STAFF	EXTENSION	E-MAIL ADDRESSES
Laura Justice, Chair, Health Sciences Division	850-872-3828*	ljustice@gulfcoast.edu
Craig Wise, Assistant Coordinator for Health Sciences Admissions	850-913-3311*	swise@gulfcoast.edu
Darby Brown, Sr. Administrative Assistant for Health Sciences	850-872-3827*	dbrown@gulfcoast.edu

1.1 ADDITIONAL INFORMATION:

DIVISIONS	DIVISION NUMBERS
Gulf Coast State College	1-800-311-3685 or 850-769-1551

Health Sciences Division Fax Number	850-747-3246

1.1 SELECTED GCSC SUPPORT SERVICES ALSO AVAILABLE TO ASSIST YOU:

LOCATION	EXTENSION
Career Center / Job Placement Center- SUE, Room 54	850-872-3855*
Counseling Center –SUE	850-872-4861*
Center for Advising and Success, SUW 1st floor	
Financial Aid & Veteran Affairs –Enrollment Services Bldg.	850-872-3845*
Disability Support Services	850-872-3834*
TRIO Student Support Services-SUW-88,89,90B & 90C	850-769-1551 ext. 5813
Writing & Reading Learning Center-Rosenwald Bldg.	850-769-1551 ext. 1022
Mathematics Tutorial Lab -SUW, Room 266	850-769-1551 ext. 2916
Testing Center	850-769-1551 ext. 3533
Retention and Diversity Services, SUE, Lobby Area	769-1551 Extension 2925 or 3565

*Can be dialed as a direct extension. The last four digits are the extension.

1.2   DIVISION OF HEALTH SCIENCES MISSION STATEMENT:

The mission of the Division of Health Sciences is to maintain high levels of academic and clinical standards while providing the medical community with effective and highly motivated health professionals.   This goal is achieved by meeting the myriad needs of students through supportive academic advising, counseling, and innovative instructional techniques.

1.3   ASSOCIATE DEGREE NURSING PROGRAM PHILOSOPHY:

The philosophy of the Department of Nursing is congruent with the mission, vision, and values of the College as we hold students and the welfare of the community of central importance. Faculty believes that nursing education is a means by which students are prepared for competent nursing practice at multiple educational levels, increasing in complexity and levels of responsibility and reflecting differentiated practice. The Department of Nursing philosophy serves as the foundation for the LPN, ADN, and BSN programs.

Nursing is both an art and an applied science that is based on a unique body of knowledge derived from the biological, psychosocial and behavioral sciences. The nursing faculty supports the American Nurses Association definition of nursing as, "the protection, promotion and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations." (ANA, 2010). Nursing practice is operationalized through use of the nursing process, application of critical reasoning and evidence-based practice to design and implement plans of patient-centered care. Professional standards guide nursing practice and nurses are accountable for their judgment and actions.

Each person has physical, psychological, spiritual and cultural needs that must be met to function as individuals in society. Persons may be categorized as individuals, families, groups, and or populations. Persons are perceived as unique in ethnic, cultural and social backgrounds (human diversity) and reflect unique perspectives, needs and self-determined health goals.

Health is a dynamic state viewed on a continuum of wellness and illness. The meaning of health is different for each person and is a manifestation of individual and group adaptive responses to the environment. The goal of nursing is to promote, maintain, and restore optimum health in individuals, families, groups and communities throughout the life span and to promote death with dignity.

Environment is viewed as the conditions or social systems that interact and affect health status and care provision to persons. It encompasses the social, economic, political, and legal context of the individual, the practice setting, and the health care system.

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[1]American Nurses Association (2010) *Nursing Scope and Standards of Practice,* 2nd Edition. Silver Spring, M.D. https://www.nursingworld.org/nurses-books/.

Education is a partnership between faculty and students. Learning includes acquiring and generating new knowledge, skills and attitudes/values to enable the nurse to be a qualified, safe, competent practitioner. Nursing students, as adult learners, assume primary responsibility and accountability for their own learning. Faculty facilitates the student's education by guiding and providing learning opportunities to meet these components of nursing education: spirit of inquiry, evidence-based care, professional identity, practice competency, clinical reasoning, collaboration and a commitment to quality and core values. Recognizing that both the rate and style of learning differ within individuals, various learning modalities are used to facilitate the educational needs of students. Students and faculty share a personal and professional commitment to nursing education as a life-long process.

Professional values are beliefs and principles that guide one's professional and personal behavior. Faculty and students support and aspire to exemplify the National League for Nursing core values (NLN, 2010) in all aspects of educational and professional endeavors:

Consistent with the program philosophy, the ADN program faculty has embraced the NLN Education Model to provide the framework for the Associate Degree Nursing program. This model delineates four broad outcome categories applicable across all levels of nursing educational; human flourishing; nursing judgment, professional identity and spirit of inquiry. Seven core values including caring, diversity, excellence, integrity, ethics, holism and patient-centeredness are identified as foundational for competency development in nursing along with the six integrating concepts of : context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care and teamwork..

Caring and Diversity

The core of nursing practice is caring, therapeutic relations with individuals, families, and communities demonstrated by: enhancing and valuing individual differences, actively seeking to understand perspectives different from our own, and creating an environment of inclusion.

Excellence

To promote and maintain a commitment to the highest standards in: clinical practice, quality and safe care, scholarship, and life-long learning.

Integrity and Ethics

To maintain the highest moral and professional standards in all areas, characterized by: trustworthiness, openness, moral and ethical decision making, accountability, honesty, collaboration, and upholding professional standards.

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[2] National League for Nursing (2010), *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate, Programs in Nursing*, New York, NY.

Holism and Patient-Centeredness

To recognize and value the unique and holistic functioning of individuals by: recognizing the physical, psychosocial, social, spiritual and cultural contexts of each individual; establishing therapeutic relationships; empowering patients and families; respecting self-determination; and collaboration.

The following six integrating concepts describe the knowledge, understanding and skills that nurses should become familiar with as they progress through their learning:

Context and environment

Refers to the conditions or social system within which the organization's members act to achieve specific goals including; organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement and effectiveness clinical climate.

Knowledge and science

The foundations that serve the basis for nursing practice which includes: (a) understanding and integrating knowledge from a variety of disciplines outside of nursing that provide insight into the physical psychological, social, spiritual and cultural functioning of human (b) understanding and integrating knowledge from nursing science to design and implement plans of patient-centered carte for individuals, families and communities (c) understanding how all members of a discipline have responsibility for contributing to the discipline's evolving science and (d) understanding the nature of evidence-based practice.

Nursing Judgment:

Encompasses critical thinking, clinical judgment, and integration of best evidence into practice. Critical thinking involves identifying, evaluating and using evidence to guide decision making through logic and reasoning. Clinical judgment involves observing, interpreting, responding and reflecting upon the situation from the nurses knowledge and perspective.

Personal and professional development

Involves the lifelong process of learning, refining, and integrating values and behaviors consistent with the nursing profession's history, goals and codes of ethics and serves to distinguish the practice of nurses from that of other health care providers.

Quality and safety

Focuses on the degree to which heath care services are provided in a manner consistent with current professional knowledge that minimizes risk of harm to individuals, populations, and providers and increases the likelihood of desired outcomes from an individual, unit, and systems perspective.

Relationship centered care and teamwork

Centers around caring, therapeutic relationships with patients, families, and communities and in professional relationships with other member of the health care team. Respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, the capacity for grace and empowerment are integral.

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National League for Nursing (2010), *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate, Programs in Nursing*, New York, NY.

1.4 STATEMENT OF PURPOSE:

In order to meet the community's expressed needs for a large number of skilled nurses to meet the health care needs of the public, the purpose of the Gulf Coast State College Associate Degree Nursing program is to remain on the forefront of nursing practice and to assist individuals to complete the requirements for the Associate Degree in Nursing and to be eligible to apply for licensure to become employed as registered nurses.

1.5 E-LEARNING (DISTANCE EDUCATION):

Faculty define E-Learning (Distance Education) as any education process in which the majority of instruction takes place where student/s and instructor/s are not in the same place and may be separated by distance or time. Instruction may be synchronous or asynchronous or enhanced. Distance Education may employ correspondence, study, audio, video, or computer assisted instruction.

2   ASSOCIATE DEGREE NURSING PROGRAM:

2.1   EDUCATIONAL OUTCOMES:

The ADN program framework is built around the four main components and six integrating concepts of the NLN Education Model which is reflected in the course and program outcomes. Upon completion of the Associate Degree Nursing Program, the graduate will be able to demonstrate the following competency outcomes:

Human Flourishing

I. Advocate for patients and families to promote self-determination, integrity, and on-going growth as human beings.

II. Demonstrate respect for ethnic and cultural diversity in the development of therapeutic, holistic, caring relationships with patients, families and communities in professional relationships with members of the health care team.

Nursing Judgment

III. Assess and prioritize client needs (using NANDA diagnoses), integrating individual cultural variables.

IV. Demonstrate evidence-based practice and promote quality care individually by adhering to and implementing national standards and guidelines; fostering collaboration and communication with team members by using technology and current resources.

V. Establish client outcomes and plan care that focuses on prevention and alleviation of problems with a return to optimal level of wellness including principles of safety, health teaching, and current technology.

Professional Identity

VI. Implement role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context.

VII. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Spirit of Inquiry

VIII. Integrate knowledge of biological, psychosocial, and behavioral sciences, and applied mathematics.

IX. Demonstrate accountability for professional behavior and growth.

X. Demonstrate personal accountability for life-long learning and professional development that reflects professional values, integrity, creative thinking evolution of leadership responsibilities and scholarly inquiry.

2.2 CONCEPTUALIZATION OF CURRICULUM NURSING COURSES:

SEMESTER 1

NUR 1022C - Foundations of Nursing Care - (3 credits) - 1st 8 weeks

THEORY:
1. Introduction to nursing and healthcare system.
   a. Nursing role and scope.
   b. Nursing History
   c. Community Nursing
   d. Health Care System
   e. Theoretical Basis of Nursing Practice
   f. Evidence-Based Practice
2. Introduction to the nursing process/ concept map/ care planning/ critical thinking.
3. Assessment and Management of basic needs:
   a. Physiological.
      - Integument, Rest /Sleep, Nutrition, Elimination, Oxygenation, Sensory, Safety
   b. Psychosocial.
      - Culture & Ethnicity, Spiritual Health, Self-concept, Human Sexuality, Caring in Nursing, Developmental considerations, Family in context
   c. Health and Wellness.
      - Health Promotion, Stress/Adaptation, Complementary & Alternative Therapies, Exercise & Activity
4. Professional Nursing
   a. Communication skills – verbal and written
   b. Management of Patient Care.
   c. Legal & Ethical Principles.
5. Applied Math.
6. Medical Terminology

LABORATORY SKILLS:
1. Physical assessment techniques:
   a. Vital signs, Heart, lung, bowel sounds, Peripheral pulses, Breast & Testicular Exam
2. Medication Administration
   - Oral
   - Topical, sublingual, inhalant, suppositories
3. Documentation
   - Admission, Transfer, Discharge, Incidents
4. Mobility / Immobility
   - Body mechanics, Moving, Positioning, Transferring of clients, Range of motion, Feeding patients, Hygiene
5. Medical Asepsis/ Infection Prevention.
   - Handwashing, Standard precautions, Isolation techniques
6. Bowel & Bladder specimen collection, Intake & Output, Application of restraints

CLINICAL:
Skills Lab:
Will be evaluated via skill validation: Vitals signs, heart/lung/abdominal assessment; oral medication administration

2.2   CONCEPTUALIZATION OF CURRICULUM NURSING COURSES CONTINUED:

NUR 1210C – Basic Care of the Adult - (4 credits) - 2nd 8 weeks

THEORY:
1.   Foundations of Gerontological Nursing & The Aging Process
2.   Basic Fluids & Electrolytes
3.   Male and female reproductive health alterations.
4.   Reproductive Surgeries (STI's & Transgender Care)
5.   Musculoskeletal system health alterations.
6.   Alzheimer's Disease, Parkinson's Disease
7.   Loss, grief, death and dying.
8.   Normal immune function and Infection.

LABORATORY SKILLS:
1.   Teaching clients use of mobility assistive devices
2.   Utilization of frames and specialty beds
3.   Application of heat/cold treatment
4.   Clean and sterile techniques. Sterile dressing changes and aseptic dressing changes.
5.   Wound care, wound suction, dressing changes, suture and staple removal, wound specimen for culture.
6.   Irrigations (wound, PEG tubes, catheter).
7.   *Urinary catheterization, condom catheter, catheter care, catheter irrigation, continuous bladder irrigation
8.   *Medication administration (IM, Intradermal, Z-track, subcutaneous) * Skills validated in lab.
9.   Basic Oxygenation
        ▪ nasal cannulas, masks, Incentive spirometry, deep breathing, anti-embolic devices

CLINICAL:
1.   The class is divided into groups with a maximum of 12 students in each group.
2.   Each group attends one clinical day on Tuesday or Wednesday:
        a. 7:30 AM to 01:30 PM or 12:00 to 6:00PM at St Andrews Bay Skilled Nursing and Rehabilitation Center.
        b. 6:45 AM to 12:45 PM at Community Health & Rehab. Published times may vary slightly. The clinical instructor will discuss any changes in time during clinical orientation.
3.   Observational Experience: Covenant Hospice
4.   Simulation Experience
5.   Service Learning

2.2   CONCEPTUALIZATION OF CURRICULUM NURSING COURSES CONTINUED:

SEMESTER 2
Students will attend class together. The class will be divided into two lab sections.

NUR 1213C – Intermediate Adult Care - (10 credits) - 16 weeks

THEORY:
1.   Intermediate Fluids, Electrolytes, and Basic ABGs.
2.   Intermediate Endocrine
- Type I & II DM, Thyroid and Parathyroid, SIADH, Cushing's Disease, Addison's Disease
3.   Intermediate Renal
- Cystitis, Pyelonephritis, Renal calculi
4.   Peri-Op care
a. Assessment and management of Post-Op Pain, Orthopedic alterations
5.   Intermediate Cardiac-Hypertension-CHF
- Cardiac conduction, Basic Waveforms, (P,Q,R,S,T), Cardiac Perfusion,
- Introduction to Myocardial Infarction (ST Elevation, Angina) Coagulation studies (PT,PTT,INR) anticoagulation medications, Basic Rhythms (NSR,SB,ST) Basic Atrial Arrhythmias (A. Fib & Flutter)
6.   Intermediate Respiratory:
- COPD, Pneumonia, Basic ABG interpretation, Asthma, TB
7.   Intermediate GI:
- Liver, Upper /Lower GI & Biliary Complications, Obesity management, Surgical procedures
8.   Intermediate Neurological function: Introduction to CVA & Seizure Disorders
9.   Selected Sensory Alterations (Eyes, Ears)
- Age Related Macular Degeneration, Glaucoma, Diabetic Retinopathy, Otitis Media, Otitis Externa, Conductive vs. Sensorineural hearing loss, Migraines & Tension Headache.
10.   Mid curricular HESI Specialty Exam.

LABORATORY SKILLS:
1.   Eye and ear assessments, medications instillation and ear irrigation.
2.   Ostomy care and appliances, Administration of enemas.
3.   Performance of neurological and head to toe assessments.
4.   Nasogastric tube management, PEG tube management, lopez valve, tube feedings, and medications administration, insertion and management
5.   IV pumps (Alaris), IV fluids, IV solution compatibilities, calculating drip rates, IV intake, IV insertion and management, (change of IV bag and tubing, D/C infusion, IV lock and flush/care).
6.   Orthopedics-ace bandages, slings, cast care, traction
7.   Cardiac Monitoring: Application of telemetry leads
8.   Simulation experience
9.   Documentation
10.   Insulin s.q.- flexpens, glucometer

CLINICAL:
1. One 9.5 hour (6:30 AM to 4:30 PM) clinical shift on Wednesday or Thursday for all students. Students will rotate thru the following units: 2 South (GCRMC), 3rd Floor Nuero (BMCSH) and 4th Floor Ortho/Surg (BMCSH). Published times may vary slightly. The clinical instructor will discuss any changes in time during clinical orientation. Each group of students rotates out to: GI lab at Northwest Florida GI Center & HealthSouth Emerald Coast Rehabilitation.
2. Begin IM, SQ. & IV PB medication administration this semester.
3. Venipuncture
4. Perform procedures and skills as checked off in lab.
5. Service Learning

2.2   CONCEPTUALIZATION OF CURRICULUM NURSING COURSES CONTINUED:

SEMESTER 3

This class is divided into 3 groups. Each group rotates through the following 3 courses:

NUR 2420C - Maternal-Infant Nursing - (4 credits) – 5 ½ weeks

THEORY:
1.   Pregnancy:
      a.   Conception and fetal development.
      b.   Physical and psychologic changes.
      c.   Antepartal assessment.
      d.   The expectant family.
      e.   Maternal nutrition.
      f.   Pregnancy at risk.
2.   Birth:
      a.   Processes and stages at birth.
      b.   Intrapartal assessment and intrapartal family at risk.
      c.   Obstetric procedures.
3.   Newborn:
      a.   Normal newborn.
      b.   Newborn nutrition.
      c.   Newborn at risk.
4.   Post-partum:
      a.   Adaptation and assessment.
      b.   Postpartal family.
      c.   Postpartal family at risk.
5.   Selected women's health concepts.

LABORATORY SKILLS:
1.   Pregnancy: Leopold's Maneuvers, fundal height measurement, fetal heart tones, EDC
2.   Birth (Intrapartum): Basic fetal heart monitoring & periodic changes
3.   Postpartum: fundus & lochia assessment, peri-care & sitz bath
4.   The Newborn: Cephalo-caudal newborn assessment, gestational age assessment oropharyngeal suctioning; bulb syringe, bottle & breast feeding, holding, bathing & diapering, circumcision care.
5.   Maternal / Infant simulation scenarios.
6.   Documentation

CLINICAL:
1.   Tuesdays or Wednesdays; GCRMC -6:30 AM -7:00PM (12 hour shifts). The clinical instructor will discuss any changes in time during clinical orientation.
2.   GCMC or BMC: L/D, Nursery, NICU, Post-partum with a prenatal & labor & delivery simulation lab experience.
3.   Weekend LPN-to-ADN Program – Saturday or Sunday from 6:30 AM to 7:00 PM
4.   Service Learning

2.2   **CONCEPTUALIZATION OF CURRICULUM NURSING COURSES CONTINUED:**

NUR 2310C - Nursing Care of the Child - (4 credits) – 5 ½ weeks

THEORY:
1. Orientation to Family Centered Nursing Care of the Child: Pediatric assessment and theoretical approach to growth and development – infant through adolescent.
2. Nurse's Role in the Care of the Ill and Injured Child: Hospital, Community Setting, and Home.
3. The Child with a Life-Threatening Illness or Injury.
4. Pain Assessment and Management.
5. Alterations in Fluid and Electrolyte Balance.
6. Alterations in Immune Function.
7. Infectious and Communicable Diseases.
8. Alterations in Hematologic Function.
9. Alterations in Respiratory Function.
10. Alterations in Cardiovascular Function
11. Alterations in Cellular Growth.
12. Alterations in Gastrointestinal Function.
13. Alterations in Genitourinary Function.
14. Alterations in Eye, Ear, Nose and Throat Function.
15. Alternations in Neurologic Function.
16. Alterations in Musculoskeletal Function.
17. Alterations in Endocrine Function.
18. Alteration in Skin Integrity.
19. Other alterations to child health.

LABORATORY SKILLS:
1. Pediatric medication administration, dosage calculation, and medication administration techniques including: injections, oral; IV, topical, otological and ophthalmic solutions, IV and syringe pumps.
2. Specimen collection: stool, urine, RSV, throat.
3. Infant scale.
4. Pediatric simulation scenarios.
5. Documentation.

CLINICAL:
Tuesdays and Wednesdays 6:30 AM - 12:30 PM or 11:30 AM - 5:30 PM. Published times may vary slightly. The clinical instructor will discuss any changes in time during clinical orientation.
   a. Clinical experiences will include both acute care (GCMC pediatric floor and   GCMC pediatric ED) and community settings (daycare centers, pediatrician's office and school health)
   b. Weekend LPN-to-ADN Program – Saturday or Sunday from 6:30 AM to 7:00 PM
   c. Service Learning

2.2   **CONCEPTUALIZATION OF CURRICULUM NURSING COURSES CONTINUED:**

NUR 2520C - Psychiatric Mental Health Nursing - (4 credits) – 5 ½ weeks

THEORY:
1. Introduction to Psychiatric Mental Health Nursing
2. Theories of Personality Development
3. Therapeutic Communication Techniques and Management
4. Relationship Development in the Psychiatric Arena
5. Ethical and Legal Issues
6. Psychopharmacology
7. Therapeutic Groups
8. Mood Disorders
9. Anxiety Disorders
10. Somatoform and Sleep Disorders
11. Schizophrenia/Psychotic Disorders
12. Alzheimer's and Dementia
13. Personality Disorders
14. Suicide and Self-Injurious Behaviors
15. Substance Related Disorders
16. Cultural / Spiritual
17. Eating Disorders
18. Violence and Abuse
19. Community Mental Health threaded throughout the program
20. Service Learning
21. Fitne Management Modules

LABORATORY SKILLS:
1. Therapeutic communication skills
2. Documentation

CLINICAL:
1. Tuesdays and Wednesdays from 6:30 AM to 12:30 PM or 1:00 PM to 7:00 PM.
2. All attend at Emerald Coast Behavioral Hospital, Adult, Adolescent Behavioral & ICU units and resiliency units for Psychiatric Mental Health Patients. Students may also attend other psychiatric clinical facilities. Published times may vary slightly. The clinical instructor will discuss any changes in time during clinical orientation.
3. Weekend LPN-to-ADN Program – Saturday or Sunday from 6:30 AM to 7:00 PM
4. Service Learning

SEMESTER 4

<u>**NUR 2214C – Advanced Adult Care - (11 credits) - 16 weeks**</u>

1. Advanced Alteration in Nutrition and Metabolism.
    a. Complications of Diabetes (DKA, HHNK)
    b. Endocrine Interventions including surgeries
    c. DI/SIADH

    2. Advanced Alteration in the Integumentary System.
        a. Burns.

    3. Advanced Alteration in Oxygenation.
        a. Exacerbation of Respiratory Function
        b. Acute Respiratory Failure and Advanced Respiratory Concepts
        c. Exacerbation of Cardiac Function, advanced concepts
        d. Cardiovascular interventions including surgeries

    4. Advanced Alteration in Elimination.
        a. Acute Kidney Injury, Renal Failure, Dialysis, Renal Transplants

    5. Advanced Topics
        a. Neoplasia
        b. Autoimmune disorders
        c. AIDS
        d. Genomics
        e. Stroke
        f. Neurological Emergencies
        g. Sepsis/MODS/shock

    6. Critical Care Nursing.
    7. Emergency Nursing.
    8. Community Nursing.

LABORATORY SKILLS:
1. Transfusion Therapy, Albumin, Packed Cells, and Platelets.
2. Sputum collection, Oropharyngeal Suctioning, Tracheostomy suctioning and care.
3. Oxygen Therapy: Ventilated patient
4. Advanced rhythm recognition and management, ventricular and lethal
5. 12 lead EKG
6. Abnormal lung and heart sounds.
7. IV push medications and management of Central Venous Catheter and Arterial Line Management.
8. Chest tube management and airway insertion.
9. ABG interpretation and management.
10. Specialty drip rate calculation.
11. Overview of code management.
12. Hemodynamic monitoring.

CLINICAL:
1. Wednesdays or Thursdays 9.5 hour shifts 6:30am to 4:30 pm. Published times may vary slightly. The clinical instructor will discuss any changes in time during clinical orientation.
2. The class is divided into clinical groups, not to exceed 12 students in each group.
    a. All students may rotate to an ICU, ER and cardiac catheterization lab.

       b. Focuses on critical thinking, high level assessment skills, case management, team leader role, charge nurse role and RN roles and skills.
1. Weekend LPN-to-ADN Program – Saturday from 6:30 AM to 7:00 PM

Practicum:
During the last 3 weeks of the course students will participate in preceptorship experience. Hours will vary from 8 to 12 hour shifts, day or nights. Students will be assigned locations/units in advance.

The students will participate in the HESI comprehensive exam as the course's final exam. It will be given at the start and end of the preceptorship. The nursing curriculum plan requires completion of a comprehensive exam by all nursing students. The faculty has chosen to use the HESI Comprehensive Exit Examination as a measure of preparedness for the NCLEX. This test consists of approximately 160 questions. Students have five hours to complete and review the exam. It is administered by computer and provides students the opportunity to test in circumstances similar to the NCLEX. Results are provided immediately upon completion of the exam. Students will receive a percentile, a conversion score, and a 3 digit exam score outlining their individual performance and guidance for remediation, re-testing and for NCLEX preparation.

Grading:
o Comprehensive HESI final exam: The student will have two opportunities within the course to achieve a minimum score of 900 on the HESI comprehensive exam. Each student will receive a printed report summarizing individual exam results.
o Students who do not achieve the minimum score will be required to sign a written remediation contract and will have 3 weeks to fulfill the contract.
o If the student fails to complete the remediation prior to the 2nd exam date the student will receive a "0" for the 2nd exam. The first conversion score and "0" will be averaged together for the final exam grade.
o If the student does not achieve a 900 on the first attempt and has fulfilled the remediation contract and does not make a 900 on the second attempt, the two conversion scores will be averaged for the final exam grade.
o If the student does not achieve a 900 on the first attempt and has fulfilled the remediation contract and **does** make a 900 or higher on the second attempt, the **HIGHER** conversion score will be used for the final exam grade.
o If the student achieves a 900 or higher on the first attempt, the student will have the opportunity to take the 2nd HESI exam if they wish. The higher of the 2 conversion scores will be used for the final exam grade.

2.3   MISCELLANOUS COURSE INFORMATION:
A. A new class begins each semester.
B. The 1st semester class starting in the fall has a summer off between semesters 2 and 3.
C. The 1st semester class starting in the spring will have a summer off between semesters 1 and 2 and between semesters 3 and 4.
D. LPN articulation students usually enter into the second year, semester 3.
E. One theory (classroom) 50 minutes per week for 15 weeks equals one college credit hour.
F. Two lab/clinical hours per week for 15 weeks equal one college credit hour.

2.4   **HESI SPECIALTY AND COMPREHENSIVE EXAM INFORMATION:**

HESI Testing and Remediation Policy:
> To assist nursing students with preparation for the NCLEX State Board Exam, the GCSC ADN nursing program utilizes an Evolve HESI testing series. This exam package consists of three specialty exams which will be administered at the end of semester one, two and during the third semester in the Psychiatric Mental Health Nursing course. A comprehensive exit exam is administered at the end of the fourth semester. In addition to practice with the NCLEX-type computerized exam process, this series offers students many opportunities to evaluate their learning throughout the program. HESI exams are divided into concept areas equivalent to those on the NCLEX licensure exam. Each nursing student will be assigned an Evolve site. The site offers students individualized remediation after each exam and the opportunity to continue learning throughout the program. Students gain access to practice questions that can be completed throughout the program, their exam results, and sources to assist with learning outcomes post-exam.

HESI Specialty Exams: Fundamentals, Mid-Curricular, and Psychiatric Nursing

> 1. HESI specialty exams will be utilized as exams within the course in which they are completed. In any course utilizing the HESI as a course exam, the HESI exam will be calculated as a percentage of the overall course grade (see course LAGS for details).
> 2. Students will have the opportunity to take a practice exam for each HESI specialty exam experience. These exams are intended to offer the student an opportunity to evaluate their learning within the course prior to the final exam.
> 3. Students scoring less that the recommended three digit benchmark score must meet with the program's remediator to discuss an individualized remediation plan which delineates the required remediation hours / activities.
> 4. Remediation hours and activity will be monitored within Evolve to verify the required hours and activity details.

HESI Comprehensive Exit Exam (Cumulative exam over all coursework completed within the nursing program and related disciplines)

> 1. The HESI exit exam will be completed within NUR 2214C- Advanced Adult Care as the course's final exam. It will be given at the start and end of the preceptorship (the last three weeks of the course)
> 2. The student will have two opportunities within the course to achieve a minimum score of 900 on the HESI comprehensive exam. Each student will receive a printed report summarizing individual exam results.
> 3. Students who do not achieve the minimum score will be required to sign a written remediation contract and will have 3 weeks to fulfill the contract.
> 4. If the student fails to complete the remediation prior to the 2nd exam date the student will receive a "0" for the 2nd. The first conversion score and "0" will be averaged together for the final exam grade.
> 5. If the student does not achieve a 900 on the first attempt and has fulfilled the remediation contract and does not make a 900 on the second attempt, the two conversion scores will be averaged for the final exam grade.
> 6. If the student does not achieve a 900 on the first attempt and has fulfilled the remediation contract and **does** make a 900 on the second attempt, the **HIGHER** conversion score will be used for the final exam grade.

7. If the student achieves a 900 or higher on the first attempt, the student will have the opportunity to take the 2nd HESI exam if they wish. The higher of the 2 conversion scores will be used for the final exam grade.

2.5 **NCLEX REVIEW RESOURCES:**
Students are encouraged to prepare for the Exit Exam by utilizing NCLEX review resources throughout all semesters. (Library resources are available at the reserve desk under the course number NUR 2214C). A list of available resources is posted on Canvas at Nursing Central.

2.6 **PREPARATION FOR GRADUATION / APPLICATION FOR THE NCLEX-RN**
A. It is imperative for students as they prepare for graduation and the NCLEX-RN to have their record at Gulf Coast State College in order. This means NO outstanding fees, unpaid parking tickets or incomplete grades. If any business office restriction is placed on your transcript, your licensure application cannot be processed. Students <u>must</u> apply for graduation by the deadline date in order to receive their nursing degree. (See College Catalog for graduation deadline date). Advisors will electronically submit graduation evaluations to Enrollment Services at GCSC. Students must verify they are processed and pay the required fees by the published deadline. Students will be notified by their advisor via Canvas when the forms are completed.
B. During the last semester in the program, students will receive information and an application for R.N. licensure in the state of Florida. If a student plans to seek initial licensure in a state other than Florida, he/she contact the state's Board of Nursing to obtain application information. Addresses for boards in other states are posted on the Practicum bulletin board. **The phone number for the Florida Board of Nursing is (850) 245-4125.**
C. The cost for original application in Florida is <u>approximately $110.00</u> and the NCLEX-RN exam fee is <u>$200.00</u>. (These fees are subject to change with very short notice). An additional fee for the live scan fingerprint service provider will be required for the background screening process. The applicant will pay the fee directly to the Livescan service provider.
D. Even if you are applying for Florida licensure, you may take the NCLEX-RN at any designated testing center in the United States. Students can find a list of all testing center locations at pearsonvue.com/nclex.

2.7 **GUIDELINES FOR STUDENTS WITH ARREST RECORDS:**
A. All applications to the Florida Board of Nursing (FBON) which indicate an arrest record by the candidate are individually reviewed by the FBON. It may be necessary for the applicant to appear before the Board at a regularly scheduled meeting.
B. **The FBON will not accept calls from nursing students with arrest records to determine if you are eligible for licensure. The determination can only be made after graduation, when your application and all supporting documentation is received and reviewed by the Board.**

<u>Please read the following information carefully</u>**: Any student who has been found guilty of, regardless of adjudication, or entered a plea of nolo contendere, or guilty to, any offense under the provision of 456.0635 (see below) may be** <u>disqualified</u> **from admission to any Health Sciences program. In addition to these specific convictions, there are other crimes which may disqualify applicants from entering into the Health Sciences programs and/or clinical rotations. The statute listed below can also be found online at: http://www.leg.state.fl.us/**

456.0635   Health care fraud; disqualification for license, certificate, or registration.—
(1)   Health care fraud in the practice of a health care profession is prohibited.
(2)   Each board within the jurisdiction of the department, or the department if there is no board, shall refuse to admit a candidate to any examination and refuse to issue a license, certificate, or registration to any applicant if the candidate or applicant or any principal, officer, agent, managing employee, or affiliated person of the applicant:
(a)   Has been convicted of, or entered a plea of guilty or nolo contendere to, regardless of adjudication, a felony under chapter 409, chapter 817, or chapter 893, or a similar felony offense committed in another state or jurisdiction, unless

the candidate or applicant has successfully completed a drug court program for that felony and provides proof that the plea has been withdrawn or the charges have been dismissed. Any such conviction or plea shall exclude the applicant or candidate from licensure, examination, certification, or registration unless the sentence and any subsequent period of probation for such conviction or plea ended:

1.   For felonies of the first or second degree, more than 15 years before the date of application.

2.   For felonies of the third degree, more than 10 years before the date of application, except for felonies of the third degree under s. 893.13(6)(a).

3.   For felonies of the third degree under s. 893.13(6) (a), more than 5 years before the date of application;

(b)   Has been convicted of, or entered a plea of guilty or nolo contendere to, regardless of adjudication, a felony under 21 U.S.C. ss. 801-970, or 42 U.S.C. ss. 1395-1396, unless the sentence and any subsequent period of probation for such conviction or plea ended more than 15 years before the date of the application;

(c)   Has been terminated for cause from the Florida Medicaid program pursuant to s. 409.913, unless the candidate or applicant has been in good standing with the Florida Medicaid program for the most recent 5 years;

(d)   Has been terminated for cause, pursuant to the appeals procedures established by the state, from any other state Medicaid program, unless the candidate or applicant has been in good standing with a state Medicaid program for the most recent 5 years and the termination occurred at least 20 years before the date of the application; or

(e)   Is currently listed on the United States Department of Health and Human Services Office of Inspector General's List of Excluded Individuals and Entities.

2.8 Fingerprinting and Background Checks/ Drug Screening:

A.   All applicants are required to undergo an initial urinalysis drug screening along with a fingerprinting/back ground check through the Florida Department of Law Enforcement and FBI. Depending on clinical agency policy, students may be required to undergo an annual drug screen and or FDLE background check.

B.   **IF THE APPLICANT COMMITS A FELONY OR MISDEMEANOR AFTER THE APPLICATION HAS BEEN SUBMITTED, THE APPLICANT MUST NOTIFY THE COORDINATOR OF NURSING AND THE BOARD OF NURSING.**

C.   Applicants to Gulf Coast State College's Health Science programs must be free of offenses that would disqualify one for employment in a health care or community health care agency. This policy is the result of requirements by clinical agencies which must comply with state and federal regulations. Each applicant must be screened through the Florida Department of Law Enforcement (FDLE) and comparable checks from state(s) of prior residence. Other state and federal screenings that are required by the clinical agencies will be used in the nursing program.

D.   An exemption from disqualification can only be sought through a college appeal process. Students should make their request for appeal in writing to the Division of Health Sciences – Chair of Health Sciences: 5230 West U.S. Highway 98, Panama City Florida 32401-1058.

E.   **While enrolled in Gulf Coast State College Health Sciences Program/s, the student is also responsible for notifying the appropriate coordinator in the health sciences division of any arrests, regardless of adjudication, that occur after acceptance and during enrollment in that program.**

F.   **FAILURE TO PROMPTLY NOTIFY THE APPROPRIATE COORDINATOR SHALL BE GROUNDS FOR DISMISSAL FROM THE HEALTH SCIENCES PROGRAM ENROLLED**. **After admission into the program, the student must continue to remain free of convictions or if convicted and plead nolo contendere; the student may be subject to dismissal from the health sciences program enrolled.**

G.   **Satisfactory Drug Screen: Applicants may undergo an annual 10 panel urine drug screen with satisfactory results, per clinical agency requirements.**

2.9   SUPPORT / GENERAL EDUCATION COURSE REQUIREMENTS WITHIN THE CURRICULUM:

2.9.1   PLAN FOR GENERIC AND LPN-to-ADN (TRADITIONAL AND WEEKEND) STUDENTS:

Pre-Requisite Courses - Must be successfully completed prior to NUR 1022C: Foundations of Nursing Practice		
Course Number	**Course Name**	**Grade Maintained**
BSC 2085	Human Anatomy and Physiology I	C or higher – GPA 2.0
BSC 2085L	Human Anatomy and Physiology I Lab	C or higher – GPA 2.0
Math Course with prefix: MAC, MGF, or STA		C or higher – GPA 2.0
Note: Requires GPA for admission into the nursing program will be 2.5 or greater		

Courses that may be taken prior to entering OR during the nursing program.		
Course Number	**Course Name**	**Completion Time**
NUR 1142	Introduction to Pharmacology	During Term I
DEP 2004	Developmental Psychology	Before entering Term II
HUN 1201	Principles of Nutrition	Before entering Term II
BSC 2086	Human Anatomy and Physiology II	Before entering Term II
BSC 2086L	Human Anatomy and Physiology II Lab	Before entering Term II

Note: Students in the LPN-to-ADN Transition (Traditional or Weekend) track must complete the <u>above</u> courses <u>prior</u> to entering the 3rd term of the nursing program.

Courses that may be taken prior to entering OR during the nursing program.		
MCB 2004	Microbiology	Before entering Term IV
MCB 2004L	Microbiology Lab	Before entering Term IV

Courses that may be taken prior to entering OR during the nursing program.		
PSY 2012	General Psychology	By the end of Term IV
Elective	Humanities I, II, or III – 3 Credit Hours of Elective Required	By the end of Term IV
ENC 1101	English Composition I	By the end of Term IV

*** *<u>All courses must be completed with a C or higher GPA 2.0</u> for continuation in the nursing program. (This includes all courses taken each semester).*

2.10 GULF COAST STATE COLLEGE ASSOCIATE DEGREE NURSING (RN-AS):

SUGGESTED CURRICULUM PLAN

Begin

Required Prerequisites - Before entering the program:	
BSC 2085 A & P 1	3 cr.
BSC 2085L A & P 1 Lab	1 cr.
College Level Math with	3 cr.
prefix MAC, MGF, or STA	7 cr.

Suggested for completion prior to entering nursing curriculum:	
BSC 2086 A & P II	3 cr.
(Before entering Term II)	
BSC 2086L A & P II	1 cr.
(Before entering Term II)	
ENC 1101 English (or Semester 2)	3 cr.
	7cr.

Semester 1

NUR 1022C Foundations of Nursing Care	3 cr.
NUR 1142 Pharmacology	2 cr.
NUR1210C Basic Care of the Adult	4 cr.
DEP 2004 Developmental Psychology	3 cr.
(Before entering Term II)	
HUN 1201 Nutrition	3 cr.
(Before entering Term II)	15 cr.

Semester 2

NUR 1213C Intermediate Adult Care	10 cr.
ENC 1101 English	3 cr.
(By the End of Term IV)	13 cr.

Semester 3

NUR 2310C Nursing of Child	4 cr.
NUR 2420C Mat-Infant Nursing	4 cr.
NUR 2520C Psych. M.H. Nursing	4 cr.
MCB 2004 & 2004L Microbiology	4 cr.
(Before entering Term IV)	16 cr.

Semester 4

NUR 2214C Advanced Adult Care	11 cr.
Elective from Humanities I, II, III	3 cr.
(By the End of Term IV)	
PSY 2012 General Psychology	3 cr.
(By the End of Term IV)	17 cr.

Graduation:
Associate in Science in Nursing
Degree with total of 72 Credits

2.10.1 STUDENT LEARNING OUTCOMES – GENERAL EDUCATION CORE OUTCOMES FOR ASSOCIATE DEGREE STUDENTS

The following General Education Core outcomes should be met in the 15 credits required of all Associate in Arts (AA), Associate in Science (AS), and Applied Associate in Science (AAS).

Communication. Students will be able to:
1. Demonstrate control of grammar and the standard rules of written English.
2. Write effective essays.
3. Demonstrate the ability to access interpret, and evaluate information (Information Literacy).
   a. **See Student Learning Objectives Coordinated with Program Outcomes:**
      i. V. Outcome: Students will be able to establish client outcomes and plan care that focuses on prevention and alleviation of problems with a return to optimal level of wellness including principles of safety, health teaching, and current technology**.**

Cultural Appreciation. Students will be able to:
1. Describe the cultural forces affecting the traditional of visual art, theatre, or music.
   a. **See Student Learning Objectives Coordinated with Program Outcomes:**
      i. **Outcome II:** Students will be able to demonstrate respect for ethnic and cultural diversity in the development of therapeutic, holistic, caring relationships with patients, families and communities in professional relationships with members of the health care team.

Critical Thinking. Student will be able to:
1. Analyze complex situations, solve problems, and assess actions.
   a. **See Student Learning Objectives Coordinated with Program Outcomes:**
      i. **Outcome III:** Students will be able to assess and prioritize client needs (using NANDA diagnoses), integrating individual cultural variables

Collaboration. Students will be able to:
1. Describe their roles as members of a broader community.
2. Demonstrate the ability to work effectively as a group member.
   a. **See Student Learning Objectives Coordinated with Program Outcomes:**
      I. **Outcome IV:** Students will be able to demonstrate evidence-based practice and promote quality care individually by adhering to and implementing national standards and guidelines; fostering collaboration and communication with team members by using technology and current resources.
      ii. **Outcome XI.** : Students will be able to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care

2.11 STUDENT LEARNING OBJECTIVES COORDINATED WITH PROGRAM OUTCOMES:

HUMAN FLOURISHING: Promotion of human dignity, integrity, self-determination and personal growth of patient, oneself, and members of the heath care team (National League for Nursing, 2010).

Integrating Concept: Relationship-Centered Care

I. OUTCOME: Advocate for patients and families to promote self-determination, integrity, and on-going growth as human beings.

Foundations of Nursing Practice Semester I		Basic Care of the Adult Semester I		Intermediate Care of the Adult Semester II	
A	Recognize the role of the nurse as a patient advocate	A	Identify developmental and mental status to promote patient advocacy.	A	Implement the role of the nurse as the patient's advocate.
B.	Define informed consent.	B	Develop and promote patient advocacy skills.	B	Define informed consent upholding patient rights.
C.		C	Define informed consent upholding patient rights.	C	Uphold the "Patient Bill of Rights."
D.		D	Uphold "Nursing Home Patient Bill of Rights."	D	Promote client advocacy; accept patient's emotion and respond to distress of patients and families.
		E	Identify and use community resources for the promotion of care and function.		
		F	Participate in care plan conference.		

Maternal-Infant Nursing Semester III		Nursing Care of the Child Semester III		Psychiatric-Mental Health Nursing Semester III		Advanced Care of the Adult Semester IV	
A	Identify issues related to pregnancy, labor and birth that require decision-making by the patient	A	Promote patient advocacy by informing parents about health care services available in the hospital and community.	A	Promote client advocacy by providing information about agency policies for safety, special precautions and least restrictive treatment alternatives in the psychiatric setting.	A	Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes.
B	Explain choices and promote client autonomy in making informed decision.	B	Provide therapeutic care using interventions that eliminate or minimize the psychological and physical distress experienced by children and their families in the health care system.	B	Involve client and significant others in plan of care.	B	Involve patient and family in plan of care.
C	Uphold "Pregnant Patient Bill of Rights."	C	Uphold "Patient Bill of Rights."	C	Uphold "Bill of Rights for Psychiatric Patients."	C	Uphold "Patient Bill of Rights."

HUMAN FLOURISHING: Promotion of human dignity, integrity, self-determination and personal growth of patient, oneself, and members of the heath care team (National League for Nursing, 2010).

Integrating Concept: **Relationship Centered Care**

II. OUTCOME: Demonstrate respect for ethnic and cultural diversity in the development of therapeutic, holistic, caring relationships with patients, families and communities in professional relationships with members of the health care team.

	Foundations of Nursing Practice **Semester I**		**Basic Care of the Adult** **Semester I**		**Intermediate Care of the Adult** **Semester II**
A	Describe self-awareness and respect for the dignity, diversity and uniqueness of others in establishing therapeutic relationships.	A	Summarize patient, family and community values, preferences, and needs from clinical interview process, implementation of plan of care and evaluation of nursing care.	A	Determine individual patient, family and community values, preferences and needs in establishing therapeutic relationships and in planning, implementation and evaluation of compassionate, coordinated health care.
B	Recognize personal beliefs, values and biases**.**	B	Demonstrate respect for the patient's dignity and uniqueness.	B	Demonstrate respect for the patient's dignity and uniqueness.
C	Identify and utilize interpersonal skills in the communication process	C	Use therapeutic interactions in the communication process with patients and members of the health care team.	C	Demonstrate effective communication skills with patients, families and members of the health care team
D	Define effective interpersonal interactions.	D	Use respect and sensitivity for diverse, older adult patients, recognizing preferences, values and needs in providing compassionate nursing care.	D	Demonstrate cultural awareness in the provision of health care services, during the planning, implementation and evaluation of coordinated health care.

STUDENT LEARNING OBJECTIVES COORDINATED WITH PROGRAM OUTCOMES CONTINUED:

HUMAN FLOURISHING: Promotion of human dignity, integrity, self-determination and personal growth of patient, oneself, and members of the heath care team (National League for Nursing, 2010).

Integrating Concept: **Relationship Centered Care**

II. OUTCOME: Demonstrate respect for ethnic and cultural diversity in the development of therapeutic, holistic, caring relationships with patients, families and communities in professional relationships with members of the health care team.

Maternal-Infant Nursing Semester III		**Nursing Care of the Child Semester III**		**Psychiatric-Mental Health Nursing Semester III**		**Advanced Care of the Adult Semester IV**	
A	Demonstrate self-awareness and respect for the dignity, diversity and uniqueness of others in establishing therapeutic relationships.	A	Demonstrate self-awareness and respect for the dignity, diversity and uniqueness of others in establishing therapeutic relationships with child and families	A	Demonstrate self-awareness and respect for the dignity, diversity and uniqueness of others in establishing therapeutic relationships with clients experiencing alterations mental health status	A	Combine individual patient, family and community values, preferences and needs in establishing therapeutic relationships and in planning, implementation and evaluation of compassionate and coordinated health care.
B	Examine awareness of personal beliefs, values and biases**.**	B	Examine awareness of personal beliefs, values and biases**.**	B	Examine awareness of personal beliefs, values and biases**.**	B	Evaluate cultural awareness and personal beliefs, values and biases during professional relationships with other members of the health care team
C	Demonstrate effective communication skills in implementing nursing care to the child-bearing family.	**C**	Demonstrate effective communication skills with children of all ages, families, and members of the health care team.	C	Demonstrate effective communication skills with psychiatric clients, significant others and members of the health care team.	C	Promotes effective communication skills with patients, families and members of the health care team; accepts patient's emotions and responds to distress in patient and self.

NURSING JUDGMENT: Make judgments in practice, substantiated with evidence, that integrate nurse science in the provision of safe, quality care and promote the health of patients within a family and community context						
Integrating Concept: Knowledge & Science						
III. OUTCOME: Assess and prioritize client needs (using NANDA diagnoses), integrating individual cultural variables.						

	Foundations of Nursing Practice Semester I			**Basic Care of the Adult Semester I**			**Intermediate Care of the Adult Semester II**
A	Describe a systematic format to gather information and classify data in patient need and developmental task categories	A		Complete systematic assessments of patient's basic needs including psychological, psychosocial, cultural, cognitive, functional and environmental variables.	A		Complete a systematic, head to toe assessment of patient's needs including psychological, psychosocial, cultural, cognitive, functional and environmental variables.
B	Identify factors that contribute to a patient's client's health / illness state according to Maslow's hierarchy.	B		Identify normal and abnormal assessment findings.	B		Compare patient's assessment data noting deviations from normal.
C	Discuss the role of the professional nurse in the care of patients of various cultures.	C		Select nursing diagnoses based on assessment of patient's basic needs, the growth/aging process and cognitive and teaching-learning needs.	C		Select nursing diagnoses based on assessment of patient's basic needs, the growth/aging process, and cognitive and teaching-learning needs.
D	Prioritize nursing diagnoses according to Maslow's Theory**.**	D		Prioritize nursing diagnoses according to Maslow's Theory.	D		Prioritize nursing diagnoses according to Maslow's Theory and assessment of patient's basic needs, the growth/ aging process, cognitive and teaching-learning needs
E	Describe and demonstrate collection of assessment data in the simulated lab.						

STUDENT LEARNING OBJECTIVES COORDINATED WITH PROGRAM OUTCOMES CONTINUED:

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NURSING JUDGMENT: Make judgments in practice, substantiated with evidence, that integrate nurse science in the provision of safe, quality care and promote the health of patients within a family and community context
Integrating Concept: Knowledge & Science
III OUTCOME: Assess and prioritize client needs (using NANDA diagnoses), integrating individual cultural variables

Maternal-Infant Nursing Semester III			Nursing Care of the Child Semester III			Psychiatric-Mental Health Nursing Semester III		Advanced Care of the Adult Semester IV	
A		Execute systematic assessments of newborn, maternity and postpartal patients identifying information needed to promote a normal pregnancy/ outcome and fetal/infant well-being.	A	1	Complete assessments of children and parents for knowledge deficits or learning needs	A	Complete psychosocial, mental status and nursing assessments of selected psychiatric clients.	A	Complete systematic and focused assessments of patients' needs including psychological, psychosocial, cultural, cognitive functional, and environmental variables.
				2	Discuss ways in which the societal and cultural background of the family affects children, their health, and their relationships.				
B		Outline normal and abnormal antepartal and intrapartal surveillance data	B		Identify normal and abnormal assessment findings	B	Identify normal and abnormal assessment findings	B	Analyze and compare patient's assessment data noting deviations from normal.
C		Recognize selected fetal heart rate and labor patterns on fetal monitors	C		Identify nursing diagnoses that describes the responses of the child and family to illness or injury.	C	Prioritize needs of selected clients of all ages to provide holistic care in the psychiatric setting	C	Select and prioritize nursing diagnosis based on needs assessment incorporating cultural variables for patients with multi-system alterations.
D		Produce appropriate nursing diagnoses derived from healthy & high risk mothers and infants.							
E		Examine patient learning needs and implement most effective teaching approach.							

STUDENT LEARNING OBJECTIVES COORDINATED WITH PROGRAM OUTCOMES CONTINUED:

NURSING JUDGMENT: Make judgments in practice, substantiated with evidence, that integrate nurse science in the provision of safe, quality care and promote the health of patients within a family and community context.
Integrating Concept::Knowledge & Science
IV. OUTCOME: Establish client outcomes and plan care that focuses on prevention and alleviation of problems with a return to optimal level of wellness including principles of safety, health teaching, and current technology.

Foundations of Nursing Practice Semester I		Basic Care of the Adult Semester I		Intermediate Care of the Adult Semester II	
A	Discuss health promotion strategies for each basic need category	A	Recognize and determine appropriate and realistic outcomes for nursing interventions.	A	Formulate measurable and realistic outcomes
B	Define and provide examples of each step of the nursing process	B	Describe care using standardized interventions for identified nursing problems that address unique needs of older adults.	B	Individualize an adult plan of care as appropriate for individual patient and families
		C	State basic rationale for nursing interventions.	C	Construct teaching plan as appropriate for selected situation for individual patients and families
		D	Identify economic and health care issues as they relate to the planning of care for older adults		
		E	Communicate plan of care to other health care team members to achieve continuity of care.		

Maternal-Infant Nursing Semester III		Nursing Care of the Child Semester III		Psychiatric-Mental Health Nursing Semester III		Advanced Care of the Adult Semester IV	
A	Develop a plan of care for selected child-bearing families with focus on primary prevention and /or for families experiencing complication of the child-bearing process.	A	Develop a plan of care that incorporates knowledge of the child's age-related reactions to illness and hospitalization.	A	Demonstrate measureable expected outcomes on process recording and nursing care plan	A	Propose outcomes for clients with multi-system alterations
						B	Formulate care plan for identified nursing diagnoses of clients with multi-system alterations

STUDENT LEARNING OBJECTIVES COORDINATED WITH PROGRAM OUTCOMES CONTINUED:

NURSING JUDGMENT: **Make judgments in practice, substantiated with evidence, that integrate nurse science in the provision of safe, quality care and promote the health of patients within a family and community context.**
Integrating Concept: **Quality and Safety**
V. OUTCOME: Demonstrate evidence-based practice and promote quality care individually by adhering to and implementing national standards and guidelines; fostering collaboration and communication with team members by using technology and current resources.

Foundations of Nursing Practice Semester I	Basic Care of the Adult Semester I	Intermediate Care of the Adult Semester II

A	Recognize and define national standards and guidelines that delineate the role and scope of nursing practice across all levels and settings.	A	Utilize nursing care according to an established plan which includes principles of safety, health teaching and use of technologies that contribute to safety.	A	Implement nursing care according to an established plan which includes principles of safety, health teaching and use of technologies that contribute to safety.
B	Identify evidence-based health promotion and disease prevention strategies	B	Describe evidence-based health promotion and disease prevention strategies	B	Implement evidence-based health promotion and disease prevention strategies during nursing care
C	Recognize and discuss potential risk factors for errors (e.g., short cuts, unapproved abbreviations)	C	Minimize risk of harm to patients and health care providers through system effectiveness and individual performance.	C	Minimize risk of harm to patients and health care providers through system effectiveness and individual performance.
D	Provide a rationale for judgments used in the provision of safe, quality care and or decisions that promote the health of patients.	D	Provide a rationale for judgments used in the provision of safe, quality care and or decisions that promote the health of patients.	D	Demonstrate sound judgments in the provision of safe, quality care and in decisions that promote the health of patients.
E.	Identify and adhere to patient safety practices in simulated lab setting (i.e., checking name band and use of 2 patient identifiers, maintaining safe patient environment, keeping side rails raised).	E	Identify and adhere to patient safety practices per clinical agency policy (i.e., checking name band and use of two patient identifiers, timely reporting of changes in patient condition, maintaining safe pt. environment).	E	Identify and adhere to patient safety practices per clinical agency policy (i.e., checking name band and use of two patient identifiers, timely reporting of changes in patient condition, maintaining safe pt. environment).
F	Administer medication to assigned patients according to the "six rights".	F	Administer medication to the assigned patients according to the "six rights".	F	Administer medications to the assigned patients according to the "six rights".
G	Recognize the reporting process is transparent and report errors and near misses that compromise patient safety and contribute to errors	G	Recognize the reporting process is transparent and report errors and near misses that compromise patient safety and contribute to errors.	G	Recognize the reporting process is transparent and report errors and near misses that compromise patient safety and contribute to errors.

STUDENT LEARNING OBJECTIVES COORDINATED WITH PROGRAM OUTCOMES CONTINUED:

NURSING JUDGMENT: Make judgments in practice, substantiated with evidence, that integrate nurse science in the provision of safe, quality care and promote the health of patients within a family and community context.
Integrating Concept: **Quality and Safety**
V. OUTCOME: Demonstrate evidence-based practice and promote quality care individually by adhering to and implementing national standards and guidelines; fostering collaboration and communication with team members by using technology and current resources.

Maternal-Infant Nursing Semester III	Nursing Care of the Child Semester III	Psychiatric-Mental Health Nursing Semester III	Advanced Care of the Adult Semester IV

A		Recognize and define national standards and guidelines that delineate the role and scope of nursing practice across all roles in the maternity setting.	A		Recognize and define national standards and guidelines that delineate the role and scope of nursing practice across all roles in the pediatric setting.	A		Recognize and define national standards and guidelines that delineate the role and scope of nursing practice across all roles in the psychiatric mental health setting.	A		Critique nursing care according to an established plan which utilizes national standards and guidelines that delineate the role and scope of nursing practice.
B		Identify evidence-based health promotion and disease prevention strategies in the maternity setting.	B		Describe evidence-based health promotion and disease prevention strategies in the pediatric setting.	B		Describe evidence-based health promotion and disease prevention strategies in the psychiatric mental health setting.	B		Monitor evidence based health promotion and disease prevention strategies during nursing care.
C		Minimize risk of harm to patients and health care providers through system effectiveness and individual performance in the maternity setting	C		Minimize risk of harm to patients and health care providers through system effectiveness and individual performance in the pediatric setting	C		Minimize risk of harm to patients and health care providers through system effectiveness and individual performance in the psychiatric mental health setting	C		Minimize risk of harm to patients and health care providers through system effectiveness and reflection of individual performance.
D		Identify and adhere to patient safety practices in per clinical agency policy in maternity setting (i.e., checking name band and use of 2 patient identifiers, maintaining safe patient and infant environment, protecting infant from abduction)..	D		Identify and adhere to patient safety practices per clinical agency policy (i.e., checking name band and use of two patient identifiers, timely reporting of changes in patient condition, maintaining safe pt. environment, utilizing guardrails safety features of IV pumps).	D		Identify and adhere to patient safety practices per clinical agency policy (i.e., checking name band and use of two patient identifiers, timely reporting of changes in patient condition., maintaining safe pt. environment, maintain integrity of locked doors on unit).	D		Examine and reports judgements used in the provision of safe, quality care and in decisions that promote the health of patients.

E		Administer medication to maternity clients and infants according to the "six rights".	E		Administer medication to pediatric clients according to the "six rights".	E		Administer medications to psychiatric clients according to the "six rights".	E		Identify and adhere to patient safety practices per clinical agency policy (i.e., checking name band and use of two patient identifiers, timely reporting of changes in patient condition, maintaining safe patient environment, utilizing guardrails, and safety features of IV pumps).
F		Recognize the reporting process is transparent and reports errors and near misses in the maternity setting	F		Recognize the reporting process is transparent and reports errors and near misses in the pediatric setting.	F		Recognize the reporting process is transparent and reports errors and near misses in the psychiatric mental health setting.	F		Administer medications to patients according to the "six rights".
									G		Recognizes and report errors and near misses that compromise patient safety and contribute to errors.

STUDENT LEARNING OBJECTIVES COORDINATED WITH PROGRAM OUTCOMES CONTINUED:

PROFESSIONAL IDENTITY: Internalization of core values and perspectives integral to the art and science of nursing.
Integrating Concept: Context and Environment
VI. Outcome: Implement role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context.

Foundations of Nursing Practice Semester I	Basic Care of the Adult Semester I	Intermediate Care of the Adult Semester II

A		Identify ethical/legal issues and trends.	A		Adhere to legal and ethical principles in relation to standards of practice	A		Analyze and adhere to legal and ethical principles in relation to standards of practice
B		Respect others during clinical activities; does not talk while others are talking, does not text or use cell phone, does not engage in inappropriate use of electronic resources	B		Respect others during clinical activities; does not talk while others are talking, does not text or use cell phone, does not engage in inappropriate use of electronic resources	B		Respect others during clinical activities; does not talk while others are talking, does not text or use cell phone, does not engage in inappropriate use electronic resources
C		Document care accurately according to legal standards.	C		Document care completely and accurately according to legal standards using electronic and /or written health records.	C		Document care completely and accurately according to legal standards using electronic and /or written health records.
D		Recognize methods to maintain and protect client's confidentiality verbally and uphold HIPAA regulations	D		Protect and maintain clients confidentiality; in written and verbal format and upholds HIPAA regulations according to agency policies.	D		Protect and maintain clients confidentiality; in written and verbal format and uphold HIPAA regulations according to agency policies.
E.		Identify technologies that contribute to patient and health care provider safety	E		Utilize and apply technologies that contribute to patient and health care provider safety	E		Utilize and apply technologies that contribute to patient and health care provider safety
F		Implement nursing care according to an established plan which includes applying principles of safety, health teaching and use of technologies that contribute to safety	F		Implement nursing care according to an established plan which includes applying principles of safety, health teaching and use of technologies that contribute to safety.	F		Implement nursing care according to an established plan which includes applying principles of safety, health teaching and use of technologies that contribute to safety.
G		Safely perform psychomotor skills designated for this course and for prior courses.	G		Safely perform psychomotor skills designated for this course and for prior courses.	G		Safely perform psychomotor skills designated for this course and for prior courses.
H		Identify evidence-based health promotion and disease prevention strategies.	H		Use evidence-based health promotion and disease prevention strategies.	H		Apply evidence-based health promotion and disease prevention strategies.

STUDENT LEARNING OBJECTIVES COORDINATED WITH PROGRAM OUTCOMES CONTINUED:

PROFESSIONAL IDENTITY: Internalization of core values and perspectives integral to the art and science of nursing.							
Integrating Concept: Context and Environment							
VI. Outcome: Implement the role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context.							
Maternal-Infant Nursing Semester III		**Nursing Care of the Child Semester III**		**Psychiatric-Mental Health Nursing Semester III**		**Advanced Care of the Adult Semester IV**	
A	Identify ethical/legal issues and trends	A	Identify ethical/legal issues and trends	A	Identify ethical/legal issues and trends	A	Analyze and adhere to legal and ethical principles in relation to standards of practice
B	Adhere to legal and ethical principles in relation to standards of practice	B	Adhere to legal and ethical principles in relation to standards of practice	B	Adhere to legal and ethical principles in relation to standards of practice	B	Respect others during clinical activities; does not talk while others are talking, does not text or use cell phone, no inappropriate use of computers
C	Document care completely and accurately according to legal standards using electronic and / or written health records.	C	Document care completely and accurately according to legal standards, using electronic and / or written health records.	C	Document care completely and accurately according to legal standards using electronic and / or written health records.	C	Document care completely and accurately according to legal standards using electronic and / or written health record.

D	Respect others during clinical activities; does not talk while others are talking, does not text or use cell phone, no inappropriate use of computers	D	Respect others during clinical activities; does not talk while others are talking, does not text or use cell phone, no inappropriate use of computers	D	Respect others during clinical activities; does not talk while others are talking, does not text or use cell phone, no inappropriate use of computers	D	Protect and maintain clients confidentiality; in written and verbal format and upholds HIPAA regulations according to agency policies.
E	Protect and maintain client confidentiality; in written and verbal format and upholds HIPAA regulations according to agency policies.	E	Protect and maintain client confidentiality; in written and verbal format and upholds HIPAA regulations according to agency policies	E	Protect and maintain client confidentiality; in written and verbal format and upholds HIPAA regulations according to agency policies.	E	Utilize and apply technologies that contribute to patient and health care provider safety.
F	Implement nursing care according to an established plan which includes applying principles of safety, health teaching and use of technologies that contribute to safety	F	Implement nursing care according to an established plan which includes applying principles of safety, health teaching and use of technologies that contribute to safety.		Implement nursing care according to an established plan which includes applying principles of safety, health teaching and use of technologies that contribute to safety.	F	Implement nursing care according to an established plan which includes applying principles of safety, health teaching and use of technologies that contribute to safety.
G	Safely perform psychomotor skills designated for this course and for prior courses.	G	Safely perform psychomotor skills designated for this course and for prior courses.	G	Safely perform psychomotor skills designated for this course and for prior courses.	G	Safely perform psychomotor skills designated for this course and for prior courses.
H	Apply evidence-based health promotion and disease prevention strategies in the maternity setting.	H	Apply evidence-based health promotion and disease prevention strategies in the pediatric setting.	H	Apply evidence-based health promotion and disease prevention strategies in the psychiatric mental health care setting.	H	Apply evidence-based health promotion and disease prevention strategies.

STUDENT LEARNING OBJECTIVES COORDINATED WITH PROGRAM OUTCOMES CONTINUED:

SPIRIT OF INQUIRY: Examine evidence that underlies clinical nursing practice to question underlying assumptions, and offer new insights to improve quality care for patients, families, and communities.						
Integrating Concept: Knowledge and Science						
VII OUTCOME: Integrate knowledge of biological, psychosocial, and behavioral sciences, & applied mathematics.						
Foundations of Nursing Practice Semester I			**Basic Care of the Adult Semester I**			**Intermediate Care of the Adult Semester II**	
A	Identify the basis for nursing actions, considering research, evidence, tradition, and patient preferences	A		Integrate knowledge of basic scientific principles, applied mathematics, and nursing concepts when applying nursing interventions and standards of care to the adult and older adult patients	A		Integrate knowledge of basic scientific principles, applied mathematics, and nursing concepts when applying nursing interventions and standards of care to the patients in the acute care setting
B	List normal parameters of basic biopsychosocial needs	B		Identify pathophysiologic and / or psychosocial factors contributing to the client's state of disequilibrium.	B		Analyze biopsychosocial factors contributing to the client's health /illness state, with focus on:
C	Demonstrate basic nursing math competency		1	Identify demographics and characteristics of the older adult population		1	alterations in fluid, electrolyte and acid base balance
D	Explain the philosophy, outcomes, and conceptual framework of the nursing program		2	Discuss different theories of aging		2	alterations in nutrition and metabolism; ingestion and absorption problems.
			3	Compare pathophysiology with healthy aging		3	Alterations in elimination; intestinal problems
		C.		Demonstrate basic nursing math competency		4	Alterations in selected sensory/perceptual problems: neurologic, eye and ear
		D		Explain rationale for pharmaceutical plan of care	C		Demonstrate nursing math competency
						1	Compute accurate drug doses, including calculations for primary and secondary IV infusions.
					D		Explain rationale for pharmaceutical plan of care

STUDENT LEARNING OBJECTIVES COORDINATED WITH PROGRAM OUTCOMES CONTINUED:

SPIRIT OF INQUIRY

Integrating Concept: Knowledge and Science

VII. OUTCOME: Integrate knowledge of biological, psychosocial, and behavioral sciences, & applied mathematics.

Maternal-Infant Nursing Semester III			Nursing Care of the Child Semester III			Psychiatric-Mental Health Nursing Semester III			Advanced Care of the Adult Semester IV		
A		Explain physiologic and psychologic changes occurring in a woman during the antepartum, intrapartum, and postpartum periods.	A		Demonstrate understanding of a child's physical and emotional growth and development from birth to adolescence.	A		Utilize biopsychosocial theories to explain physiologic ad psychologic basis for health problems of the mental health client with selected health problems.	A		Explain biopsychosocial rationale for nursing care of clients with multi-system alterations.
B	1	Correlate behavioral changes to the physical changes of a client in the labor and delivery process	B		Utilize broad knowledge base in anatomy and physiology, pathophysiology, and developmental psychology to explain physiologic and psychologic basis for health problems	B		Demonstrate knowledge of the diagnostic criteria and procedures pertinent to the treatment of psychiatric clients.	B		Analyze data noting deviations from normal of clients with multi-system alterations.
									C		Employ age appropriate, culturally sensitive care.
	2	Explain changes in reactivity and physical status during the first few hours/days of a neonate's life	C		Demonstrate pediatric math competency.	C		Demonstrate basic math competency.	D		Demonstrate basic math competency.
C		Demonstrate basic math competency		1	Calculate safe weight-based 24-hour and divided dosage range (mg/kg).	D		Explain rationale for pharmaceutical plan of care		1	Compute accurate drug dosages, including calculations for specialty intravenous drips
	1	Convert lbs. to kg, Centigrade to Fahrenheit etc.									
	2	Calculate safe weight-based 24-hour and divided dosage range (mg/kg)	D		Explain rationale for pharmaceutical plan of care				E		Explain rationale for pharmaceutical plan of care
D		Explain rationale for pharmaceutical plan of care									

SPIRIT OF INQUIRY

Integrating Concept: Personal & Professional Development

VIII. OUTCOME: Demonstrate accountability for professional behavior and growth.

	Foundations of Nursing Practice Semester I		Basic Care of the Adult Semester I		Intermediate Care of the Adult Semester II
A	Adhere to college, departmental and institutional policies	A	Adhere to college, departmental and institutional policies	A	Adhere to college, departmental and institutional policies
B	Identify qualities depicting accountability of the professional nurse	B	Adhere to professional standards of conduct.	B	Adhere to professional standards of conduct.
C	Demonstrate professional appearance; adheres to required dress code.	C	Demonstrate professional appearance; adheres to required dress code.	C	Demonstrate professional appearance; adheres to required dress code.
D	Complete and submit all written requirements on time as scheduled.	D	Completes and submits all written requirements on time as scheduled.	D	Complete and submit all written requirements on time as scheduled
E	Participate in clinical activities as scheduled, arrives on time and is prepared for the daily assignment.	E	Participates in clinical activities as scheduled, arrives on time and is prepared for the daily assignment	E	Participate in clinical activities as scheduled, arrives on time and is prepared for the daily assignment
F	Perform technical skills designated for this course in the simulated campus lab according to stated criteria.	F	Discuss data collected in preparation to care for the client	F	Discuss data collected in preparation to care for the client.
G	Demonstrate ability to apply theoretical knowledge base to clinical practice.	G	Relate theoretical knowledge base appropriately to clinical experiences.	G	Demonstrate congruence between theoretical preparation and clinical application.
H	Demonstrate accountability for nursing judgments and actions; accept responsibility for one's own actions and attitudes	H	Demonstrate accountability for nursing judgments and actions; accept responsibility for one's own actions and attitudes.	H	Demonstrate accountability for nursing judgments and actions; accept responsibility for one's own actions and attitudes.
I	Review own performance	I	Review own performance	I	Review own performance

	SPIRIT OF INQUIRY: Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patient families and communities

Integrating Concept: Personal & Professional Development

IX. OUTCOME: Demonstrate accountability for professional behavior and growth.

	Maternal-Infant Nursing Semester III		Nursing Care of the Child Semester III		Psychiatric-Mental Health Nursing Semester III		Advanced Care of the Adult Semester IV
A	Adhere to college, departmental and institutional policies.	A	Adhere to college, departmental and institutional policies	A	Adhere to college, departmental and institutional policies.	A	Adhere to college, departmental and institutional policies.
B	Adhere to professional standards of conduct.	B	Adhere to professional standards of conduct.	B	Adhere to professional standards of conduct.	B	Adhere to professional standards of conduct
C	Demonstrate professional appearance; adheres to required dress code.	C	Demonstrate professional appearance; adheres to required dress code.	C	Demonstrate professional appearance; adheres to required dress code.	C	Demonstrate professional appearance; adheres to required dress code.
D	Complete and submit all written requirements on time as scheduled.	D	Complete and submits all written requirements on time as scheduled.	D	Complete and submit all written requirements on time as scheduled.	D	Complete and submits all written requirements on time as scheduled.
E	Participate in clinical activities as scheduled, arrives on time and is prepared for the daily assignment	E	Participate in clinical activities as scheduled, arrives on time and is prepared for the daily assignment	E	Participate in clinical activities as scheduled, arrives on time and is prepared for the daily assignment	E	Participate in clinical activities as scheduled, arrives on time and is prepared for the daily assignment
F	Demonstrate ability to apply theoretical knowledge base to clinical practice.	F	Relate theoretical knowledge base appropriately to clinical experiences.	F	Demonstrate congruence between theoretical preparation and clinical application.	F	Discuss data collected in preparation to care for the client.
G	Demonstrate accountability for nursing judgments and actions; accepts responsibility for one's own actions and attitudes	G	Demonstrate accountability for nursing judgments and actions; accepts responsibility for one's own actions and attitudes.	G	Demonstrate accountability for nursing judgments and actions; accepts responsibility for one's own actions and attitudes.	G	Demonstrates congruence between theoretical preparation and clinical preparation.
H.	Engage in service learning.	H	Engage in service learning.	H	Engage in service learning.	H	Demonstrates accountability for nursing judgements and actions; accepts responsibility for one's own actions and attitudes.

STUDENT LEARNING OBJECTIVES COORDINATED WITH PROGRAM OUTCOMES CONTINUED:

SPIRIT OF INQUIRY: Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patient families and communities
Integrating Concept:: Personal and Professional Development: The "lifelong process of learning, refining, integrating values an behaviors that (a) are consistent with the professions history, goals, and code of ethics; (b) serve to distinguish the practice of nurses from other health care providers; (c) give nurses the courage needed to continuously improve the care of patients, families, and communities and to ensure the profession's ongoing viability". (NLN, p. 23).
Outcome IX: Demonstrate personal accountability for life-long learning and professional development that reflects professional values, integrity, creative thinking evolution of leadership responsibilities and scholarly inquiry.

	Foundations of Nursing Semester I		Basic Care of the Adult Semester I		Intermediate Care of the Adult Semester II
A	Seek opportunities to expand knowledge base and clinical skills.	A	Seek opportunities to expand knowledge base and clinical skills	A	Seek opportunities to expand knowledge base and clinical skills.
B	Identify and discuss non-linear problem solving	B	Engage in non-linear problem solving (e.g. brainstorming, examination of multiple alternative possibilities)	B	Engage in non-linear problem solving (e g, brainstorming, examination of multiple alternative possibilities)
C	Differentiate between leadership and management	C	Differentiate between leadership and management; show willingness to assume leadership role when needed	C	Observe and analyze differences between leadership and management and demonstrate willingness to assume leadership role when needed
D	Describe leadership strategies of situation monitoring, cross monitoring, methods of providing mutual support and effective feedback.	D	Utilize leadership strategies of situation monitoring, cross monitoring, methods of providing mutual support and effective feedback.	D	Utilize leadership strategies of situation monitoring, cross monitoring, methods of providing mutual support and effective feedback.
E	Identify decision making skills; particularly in context of uncertainty and ambiguity.	E	Use decision making skills; particularly in context of uncertainty and ambiguity.	E	Apply decision making skills; particularly in context of uncertainty and ambiguity.
F	Demonstrate flexibility by accepting multiple right answers in patient care and other professional situations.	F	Demonstrate flexibility by accepting multiple right answers in patient care and other professional situations; is accepting of uncertainty and ambiguity.	F	Demonstrate flexibility by accepting multiple right answers in patient care and other professional situations; is accepting of uncertainty and ambiguity.
G	Identify tools for conflict management.	G	Employ tools for conflict management; apply leadership skills.	G	Employ tools for conflict management; apply leadership skills.
H	Engage in service learning.	H	Engage in service learning.	H	Engage in service learning.

STUDENT LEARNING OBJECTIVES COORDINATED WITH PROGRAM OUTCOMES CONTINUED:

SPIRIT OF INQUIRY: Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patient families and communities.	
Integrating Concept:: **Personal and Professional Development:** The "lifelong process of learning, refining, integrating values an behaviors that (a) are consistent with the professions history, goals, and code of ethics; (b) serve to distinguish the practice of nurses from other health care providers; (c) give nurses the courage needed to continuously improve the care of patients, families, and communities and to ensure the profession's ongoing viability". (NLN, p. 23).	
IX. Outcome: Demonstrate personal accountability for life-long learning and professional development that reflects professional values, integrity, creative thinking evolution of leadership responsibilities and scholarly inquiry.	

Maternal-Infant Nursing **Semester III**	**Nursing Care of the Child** **Semester III**	**Psychiatric-Mental Health Nursing** **Semester III**	**Advanced Care of the Adult** **Semester IV**

A	Seek opportunities to expand knowledge base and clinical skills in the perinatal environment.	A	Seek opportunities to expand pediatric knowledge base and clinical skills in the acute care and community environment.	A	Seek opportunities to expand knowledge base and clinical skills.in the psychiatric mental health environment.	A	Seek opportunities to expand knowledge base and clinical skills in the acute care and intensive care environment.
B	Engage in non-linear problem solving (e. g, brainstorming, examination of multiple alternative possibilities) in the perinatal environment.	B	Engage in non-linear problem solving (e., brainstorming, examination of multiple alternative possibilities) during the care of children and their families.	B	Engage in non-linear problem solving (e. g, brainstorming, examination of multiple alternative possibilities) in the psychiatric mental health environment	B	Engage in non-linear problem solving (e. g, brainstorming, examination of multiple alternative possibilities) in the acute and intensive care environment
C	Differentiate between leadership and management	C	Differentiate between leadership and management.	C	Differentiate between leadership and management.	C	Differentiate between leadership and management.
D	Utilize leadership strategies e.g., situation monitoring, cross monitoring, providing mutual support and effective feedback.	D	Utilize leadership strategies of situation monitoring, cross monitoring, methods of providing mutual support and effective feedback.	D	Utilize leadership strategies of situation monitoring, cross monitoring, methods of providing mutual support and effective feedback.	D	Utilize leadership strategies of situation monitoring, cross monitoring, methods of providing mutual support and effective feedback.
E	Identify decision making skills; particularly in context of uncertainty and ambiguity	E	Use decision making skills; particularly in context of uncertainty and ambiguity	E	Apply decision making skills; particularly in context of uncertainty and ambiguity	E	Apply and analyze decision making skills; particularly in context of uncertainty and ambiguity
F	Accept multiple right answers in patient care and other professional situations; is accepting of uncertainty and ambiguity.	F	Accept multiple right answers in patient care and other professional situations; is accepting of uncertainty and ambiguity.	F	Accept multiple right answers in patient care and other professional situations; is accepting of uncertainty and ambiguity.	F	Accept multiple right answers in patient care and other professional situations; is accepting of uncertainty and ambiguity.
G	Employ tools for conflict management when appropriate.	G	Employ tools for conflict management; apply leadership skills.	G	Employ tools for conflict management; apply leadership skills.	G	Employ tools for conflict management; apply leadership skills.
H.	Engage in service learning	H	Engage in service learning	H	Engage in service learning	H	Engage in service learning

STUDENT LEARNING OBJECTIVES COORDINATED WITH PROGRAM OUTCOMES CONTINUED:

PROFESSIONAL IDENTITY: Internalization of core values and perspectives that are integral to the art and science of nursing.						
Integrating Concept: Teamwork and Collaboration.
X. OUTCOME: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Foundations of Nursing Practice Semester I			Basic Care of the Adult Semester I			Intermediate Care of the Adult Semester II
A		Describe own strengths, limitations and values, as a functioning member of the healthcare team.	A		Describe own strengths, limitations and values, as a functioning member of the healthcare team	A		Analyze own strengths, limitations and values, as a functioning member of the healthcare team
B		Initiate requests for help in skills lab setting when appropriate.	B		Initiate requests for help when appropriate to the situation	B		Initiate requests for help when appropriate to the situation
C		Differentiate between assisting, delegating, supervision, and evaluation of care provided by others.	C		Assist, delegate, supervise, and evaluate the care provided by others	C		Assist, delegate, supervise, and evaluate the care provided by others
D		Identify accurate and effective communication	D		Communicate findings in a timely accurate and effective manner to instructor and other members of the health care team	D		Communicate findings in a timely accurate and effective manner to instructor and other members of the health care team
E		Identify communication and documentation practices which minimize risks associated with handoffs among providers and across transitions in care.	E		Adhere to communication and documentation practices that minimize risk associated with handoffs among providers and across transitions in care.	E		Adhere to communication and documentation practices that minimize risk associated with handoffs among providers and across transitions in care.
				1	Utilize SBAR format or agency specific guidelines		1	Utilize SBAR format or agency specific guidelines

STUDENT LEARNING OBJECTIVES COORDINATED WITH PROGRAM OUTCOMES CONTINUED:

PROFESSIONAL IDENTITY: Internalization of core values and perspectives that are integral to the art and science of nursing.		
Integrating Concept: Personal & Professional Development		
X. OUTCOME: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.		

	Maternal-Infant Nursing Semester III		**Nursing Care of the Child Semester III**		**Psychiatric-Mental Health Nursing Semester III**		**Advanced Care of the Adult Semester IV**
A	Describe own strengths, limitations and values, as a functioning member of the healthcare team	A	Describe own strengths, limitations and values, as a functioning member of the healthcare team	A	Describe own strengths, limitations and values, as a functioning member of the healthcare team	A	Describe own strengths, limitations and values, as a functioning member of the healthcare team
B	Initiate requests for help when appropriate to the situation	B	Initiate requests for help when appropriate to the situation	B	Initiate requests for help when appropriate to the situation	B	Initiate requests for help when appropriate to the situation
C	Assist, delegate, supervise, and evaluate the care provided by others	C	Assist, delegate, supervise, and evaluate the care provided by others	C	Assist, delegate, supervise, and evaluate the care provided by others	C	Assist, delegate, supervise, and evaluate the care provided by others
D	Communicate findings in a timely accurate and effective manner to instructor and other members of the health care team.	D	Communicate findings in a timely accurate and effective manner to instructor and other members of the health care team.	D	Communicate findings in a timely accurate and effective manner to instructor and other members of the health care team.	D	Communicate findings in a timely accurate and effective manner to instructor and other members of the health care team.
E	Adhere to communication and documentation practices that minimize risk associated with handoffs among providers and across transitions in care.	E	Adhere to communication and documentation practices that minimize risk associated with handoffs among providers and across transitions in care.	E	Adhere to communication and documentation practices that minimize risk associated with handoffs among providers and across transitions in care.	E	Adhere to communication and documentation practices that minimize risk associated with handoffs among providers and across transitions in care.
	1 Utilize SBAR format or agency specific guidelines.		1 Utilize SBAR format or agency specific guidelines.		1 Utilize SBAR format or agency specific guidelines.		1 Utilize SBAR format or agency specific guidelines.
							2 Utilizes "call out", "read back", and "check back" practices when appropriate.
F	Participate in the implementation of the interdisciplinary plan in collaboration with other health	F	Participate in the implementation of the interdisciplinary plan in collaboration with other health	F	Participate in the implementation of the interdisciplinary plan in	F	Assist with the plan and implementation of the interdisciplinary plan in collaboration with other health care team members.

	care team members.			care team members.			collaboration with other health care team members.		

2.12   SKILLS LAB PERFORMANCE TESTING AND EVALUATION:
Selected clinical performance testing experiences are conducted across the nursing curriculum in the campus lab environment. The performance test items vary with each testing experience and reflect the content/skills the student should have mastered during that particular portion of the curriculum. The **Learning Activity Guide (LAG)** will specifically outline testing criteria for each course.

A.   **Rationale:**
  1.   **Clarification of the role of faculty**: In competency-based education, faculty members assume the role of transfer agents--creating conditions where expertise is transferred to novices. The responsibility of the transfer agent is to:
    a.   Describe what it means to be competent.
    b.   Create and maintain an instructional environment in which students are prepared to perform competently.
    c.   Design evaluative exercises to determine when students are, in fact, capable of competent performance.
  2.   **Facilitation of instructional accountability**: We can anticipate certain results from a program of learning utilizing competency based performance criteria. The participant in such a program should demonstrate:
    a.   Increased levels of competency.
    b.   Increased awareness of what the instruction is to provide.
    c.   Increased awareness of their performance levels.
    d.   Increased accuracy of self-evaluation.
B.   **Role of Instructor / Evaluator During Validation:**
  1.   The primary role of the evaluator is objective observation.
  2.   No assistance may be provided to the student performer. Show and tell, coaching, excusing, and helping are all explicitly forbidden.
  3.   The evaluator will remain silent during the performance situation. The evaluator will not give non-verbal cues such as facial expressions and body movements.
  4.   For process evaluation, the evaluator will remain with the student and observe all behaviors.
  5.   If clear violation of a critical element occurs, the evaluator will discontinue the performance.
C.   **Role of Student / Performer During Validation:**
  1.   Attendance for clinical performance testing is mandatory. The student must arrive at the designated time.
  2.   The student should perform as though the evaluator were not present.
  3.   The student should not attempt to engage the evaluator in conversation or regard the evaluator as an assistant.
  4.   All critical elements must be performed as specified.
  5.   The student may be requested to supply a lab partner for the testing experience to assume the role of the patient.
  6.   The student should be prepared to self-evaluate his/her performance.
  7.   Students must achieve a satisfactory evaluation on all campus labs before a passing grade for the course can be awarded. Students who fail to achieve a passing grade for a laboratory performance during the first attempt may attempt a second time. Students who fail to achieve a passing grade for the second attempt will be dismissed.
D.   **Role of Individual Assuming Role of the Patient:**
  1.   The individual should perform as though the evaluator were not present.
  2.   The individual should not attempt to engage the evaluator in conversation or regard the evaluator as an assistant.
  3.   No information regarding the task performance may be provided to the student/performer. This includes verbal information and non-verbal cues such as facial expressions and body movements.

E. **Critical Elements Criteria:** Performance criteria identify the critical elements of the various nursing tasks. Critical elements are those aspects of care essential to protect and promote the patient's well-being. The elements are identified as critical because the omission or unsatisfactory performance of any one of them indicates the student's failure to competently administer safe and effective care to the patient. The student must demonstrate competency in all performance criteria. They are subdivided into three overriding areas of concern.
  1. **Physical Jeopardy** - Any act or inaction on the part of the student, which threatens the patient's physical well-being.
  2. **Emotional Jeopardy** - Any act or inaction on the part of the student, which threatens the patient's emotional well-being.
  3. **Asepsis** - The prevention of the introduction and/or transfer of organisms.
F. **Accommodation for Individual Differences:** Allowances are made, with certain time limitations, for a student to progress to a satisfactory competency level at their own rate. If a student fails to perform satisfactorily on an initial testing experience, they will be provided with additional supervised lab practice and an opportunity to repeat the test.

3   GENERAL ADN PROGRAM INFORMATION:

3.1   FINANCIAL AID / SCHOLARSHIPS:
The Financial Aid office is available to assist you in meeting your financial needs. Please refer to the current Gulf Coast State College Student Handbook, the Gulf Coast State College Financial Aid Handbook, and Health Sciences building bulletin boards for additional information. There are a number of academic and/or need-based GCSC Foundation scholarships earmarked specifically for nursing students. Scholarships may also become available mid-year. **PLEASE DO NOT HESITATE TO APPLY** and check bulletin board located outside the Administrative Assistant's office.

3.2   EMPLOYMENT:
The faculty wants all of our students to be successful. Success in the program can often be related to prudent planning of work schedules. If you have questions or concerns regarding your work schedule, please discuss them with your faculty advisor or your course instructor. The following general guidelines are offered to assist your planning:
A. Class, clinical labs, campus labs, preparation and study time consume about 40 hours per week.
B. Full-time employment is discouraged. (Twenty hours per week is the maximum workload that is recommended).
C. Students should not be employed within 8 hours preceding a clinical experience in an assigned health care agency.

3.3   HEALTH RECORD:
A current, complete physical examination form, indicative of a satisfactory health state, must be on file in the Health Sciences Division office while enrolled in the program. **Any student who has a change in Health Status MUST be medically cleared before returning to the program**. In addition, an annual TB / Mantoux skin test or documentation of allergy or being a positive tester must be submitted (the old Tine TB test is not acceptable). **Students are responsible to know when their Annual TB / Mantoux skin test has expired and to have documentation of an up to date test in the student file PRIOR TO the next expiration date. Student with pending test results will not be allowed to attend clinic and may be dismissed from the course.** Hepatitis B vaccination is strongly encouraged but optional. Students will not be allowed to start clinicals or continue in clinicals without these up to date forms.

3.4   HEALTH INSURANCE:
Students are strongly encouraged to maintain health insurance coverage while enrolled in the program. Health care costs associated with a student's enrollment in the nursing program are the financial responsibility of the student.

3.5   **HOW TO IMPLEMENT ACCIDENTAL INJURY COVERAGE:**
Should an accident occur during a clinical affiliation, the student must report this to the instructor immediately and complete the GCSC FCC Accident-Incident Form, which is available in Health Science Senior Administrative Assistant's office in HS 200, within 24 hours of the occurrence.

3.6   **LIABILITY (MALPRACTICE) AND ACCIDENTAL INJURY INSURANCE:**

Each student must have liability and accidental injury insurance while enrolled in the program. When you pay fees for courses with clinical labs, the insurance fee is also paid. ***Students must carry their insurance card with them at all times on campus and at clinical sites*** Since fees are subject to change, please consult the current Gulf Coast State College catalog. Readmission or Advanced Placement student must see the Senior Administrative Assistant of Health Sciences (HS 200) to obtain insurance form/s. Liability limits to coverage are $1,000,000 per incident for an individual student and $3,000,000 aggregate per incident for a group of students. The basic plan for Accidental Injury Coverage provides the following:

The Basic Plan for Accidental Injury Coverage Covers the Following

Description	Coverage
Accidental Medical Insurance: Includes treatment as a result of exposure to a contagious and/or infectious disease including, but not limited to hepatitis, HIV, Meningococcal meningitis, TB. The policy would not include influenza, pneumonia or common colds.	$15,000
Dental: Resulting from an accident	$1,000
Deductible	None
Travel with a group under the direct supervision of insured.	Yes
Accidental Death or Dismemberment (AD&D)	$25,000

This coverage is designed to cover the students injured as a **direct result of working in the clinical setting**. It is not designed to cover accidents while walking/traveling to class or sitting in a classroom. It would extend to slips or falls in clinical settings or injury due to lifting patients or equipment but most importantly, it would cover treatment for exposure to disease as stated above.

3.7   **HEALTH SCIENCES NURSING - CAMPUS LABS:**
Please respect the rights of others: Refrain from loud talking and unnecessary noise, which may disturb others using these areas. No eating/drinking permitted in these areas.
A.   **Computer Room (Library - Room 311, HS 118, 208 & 211)**
1.   There are computers linked to the GCSC network and the Internet in the multimedia room. They are for the use of Health Sciences students and contain the nursing programs CAI's.
2.   If you have a problem with the computer equipment, notify the help desk (extension 3303). Computer services will attend to the problem as timely as possible, depending on their schedule.
3.   If there is a question or concern with the software programs, notify the appropriate faculty for that course or the nursing coordinator.

B.   **Nursing Campus Labs (Health Sciences Nursing Labs)**
1.   Supplies and equipment may not be removed from the lab.
2.   Handle all equipment and mannequins carefully. Seek help from the coordinator of nursing or the laboratory coordinator if a piece of equipment does not work.
3.   When you are finished with a piece of equipment, be sure it is turned off and unplugged.
4.   Make sure the materials you have used have been returned to the appropriate place and turn off the lights.

5. Campus lab schedules may be posted on the bulletin boards in nursing labs. The Nursing faculty encourages students to make use of "open" lab hours for additional practice of skills.

3.8 **CHILDREN ON CAMPUS**:
Children are prohibited in nursing classrooms or laboratory at any time for liability reasons. Access to the nursing classrooms and laboratories is authorized only by nursing faculty or the coordinator of the nursing department.

3.9 **STUDENT COMMUNICATION:**
The administrative bulletin boards for the nursing program are located inside HS211 and outside the Administrative Assistant's office, HS229. **It is essential that you check the bulletin board and the Course Management System which are the major form of communication for the nursing program.** Additional announcements and notices of interest to nursing students are posted on class/lab bulletin boards and the NSA bulletin board located in the student lounge (HS 215) on the second floor of the Health Science building. Weekend students attending classes at the Gulf Franklin Center are encouraged to see the bulletin board located in building D-101.

3.10 **WITHDRAWAL FROM NURSING COGNATE (SUPPORT) COURSES:**
Students must complete designated pre-requisites for each nursing course prior to enrolling in that course. If a student desires withdrawal from a support course in the sequence of pre-requisites, they must see their nursing advisor before they withdraw from that course. Failure to do so could result in ineligibility to continue in the nursing sequence in the program.

3.11 **HEALTH CARE PROVIDER CPR CERTIFICATION:**
Students are required to maintain current CPR certification while enrolled in the nursing program. This can be from the American Heart Association: CPR for the Healthcare Provider, or from the Red Cross: CPR for the Professional Rescuer. **No others will be accepted without prior approval. Students who fail to maintain CURRENT CPR card while in clinical may be dismissed from the nursing program in accordance with the Board of Nursing Requirements.**

3.12 **COLLEGE COMPUTER LABS:**
Selected nursing courses may require the student to use the college computer lab to meet specific requirements. These computer programs are located in the Library and in the nursing classes and labs. Refer to individual course LAG's for additional information and directions.

3.13 **COMMUNICATING STUDENT CONCERNS:**
A. Group concerns should be addressed via the Faculty-Student Liaison Committee.
B. Refer to GCSC Student Handbook for channels of communication for individual concerns.

3.14 **STUDENT ACADEMIC GRIEVANCE PROCEDURE**
College grievance policies are outlined in the Gulf Coast State College Student Handbook for each academic year. Please refer to your GCSC Student Handbook.

3.15 **NURSING STUDENTS' ASSOCIATION (NSA):**
A. This association is a constituent of the National Student Nurses Association, the world's largest independent organization for nursing students. This is your pre-professional organization that serves as your voice in issues that affect nursing education and health care. Through resolutions and interaction with legislative and other policy-making bodies, students have input into their future and into the future care of their patients. Active participation in NSA provides opportunities to practice leadership skills and assists the individual in becoming a vital contributor to the profession of nursing. Information about GCSC chapter of FNSA (activities, meeting schedules, etc.) is posted on Nursing Central.

3.16 FACULTY / STUDENT LIAISON COMMITTEE:

    A. **Membership:**

        1. Nursing Coordinator and/or Assistant Coordinator and 1 faculty member from each semester

        2. One nursing student and one alternate from each term or course: selected in September of each academic year. Representatives from the first semester class that begins in January are selected at that time. Students are elected by their respective classes and serve a one academic year term but may also serve more than one term. Representatives also serve as members of the Nursing Advisory Committee and are expected to attend committee meetings once each semester.

        3. The alternate will attend if the representative of the class is unable to be present.

    B. **Purpose:**

    The purpose of the committee is to provide a forum, which enhances the communication and rapport between faculty and students. It also provides an opportunity to address student/s group/s questions or concerns about policies, procedures or activities related to the nursing program.

    C. **Schedule of Meetings:**

    The faculty / students liaison committee meets once each semester. Specific dates are posted on the administrative bulletin board. Additional meetings may be called if the need arises. Your class representatives may choose to schedule a class meeting to obtain information about issues students wish to be brought before the committee or you may address your individual representatives informally.

    D. **Record of Meeting:**

    Minutes are taken at each meeting with copies posted on administrative bulletin board. Information regarding any follow-up action and schedule of next meeting is posted.

3.17 NURSING ADVISORY COMMITTEE:

    A. This committee is composed of representatives from the clinical sites, students, faculty, Coordinator, Assistant Coordinator, Health Sciences Admissions, Continuing Education, and Health Sciences Division Chair. The purpose of the committee is to provide a forum for communication related to curricular and workplace issues and needs.

    B. Class representatives from the Student Faculty Liaison Committee will also serve as members of the Nursing Advisory Committee.

3.18 NURSING DEPARTMENT PINNING CEREMONY:

    A. A pinning ceremony is held for each graduating class. The fall and spring ceremonies are scheduled the latter part of final exam week. Students will have an opportunity to provide input for planning the ceremony such as benediction, invocation, motto, music, and etc. Please refer to Nursing Central via the CANVAS website for further information. Students may order Nursing School Pins from an independent company of their choice or may order an official Gulf Coast College Nursing Pin.

    B. The uniform dress code for pinning is a white uniform (top and pants) without patch.

    C.   Program must be planned in conjunction with faculty.

3.19 NURSING DEPARTMENT AWARDS:

Graduates will receive individual awards which will be announced at the fall and spring pinning ceremonies. Students are selected from each graduating class for the following possible awards:

    A. **Scholastic Achievement:** This award is given to the graduate who achieves the highest grade point average calculated on all nursing curriculum courses for each program.

    B. **Outstanding Nursing Student:** This award is given to the graduate who demonstrates a high degree of clinical expertise and professionalism.

    C. **LPN/ADN Articulation Outstanding Nursing Student Traditional Program:** This award may be given to the graduating LPN articulation student who demonstrates a high degree of clinical expertise and professionalism. OR

D.   **LPN/ADN Articulation Outstanding Nursing Student Weekend Program:** This award may be given to the graduating LPN weekend articulation student who demonstrates a high degree of clinical expertise and professionalism.

E.   **Leadership Award:** This award is given to the graduate who has exhibited outstanding leadership skills for their class, the program and the profession.

F.   **LPN/ADN Articulation Leadership Award.** This award is given to the graduate who has exhibited outstanding leadership skills for their class, the program and the profession.

4.00   <u>ADN NURSING PROGRAM POLICIES</u>:

4.00.1 STUDENT <u>CODE OF CONDUCT</u>:

All students attending Gulf Coast State College nursing program are required to adhere to the student code of conduct outlined in the GCSC Student Handbook. In addition:

A.   Students admitted to the Gulf Coast State College Associate Degree Nursing Program are expected to have the qualities of honesty and integrity.

B.   A student may be dismissed from the ADN Program for reasons other than academic performance. Each nursing student represents Gulf Coast State College, the ADN Program, and the nursing profession. The conduct of nursing students should be highly ethical as defined by the American Nurses Association (ANA) Code of Ethics.

C.   Personal accountability and integrity are expected to be demonstrated in professional judgments and behaviors fulfilling program requirements.

D.   Faculty believe adherence to the Florida Nurse Practice Act and Professional Critical Behaviors are necessary for all nursing students throughout the nursing program.

E.   The Gulf Coast State College Nursing Program **reserves the right to dismiss a student from the nursing program for unprofessional, unethical, egregious or unsafe behaviors. The student may be removed from the classroom, laboratory, clinical and/or program until appropriate investigation has been conducted and concluded.** Students will be unable to attend classroom lecture, laboratory or clinical during the time of the investigation.

F.   In the event of an arrest on a felony or misdemeanor charge during the program, the student is required to immediately notify (within 24 hours or the first business day following the arrest or charge) the program coordinator. If the student fails to do so, the student will be subject to immediate dismissal from the program.

4.00.2 PROFESSIONAL CRITICAL BEHAVIORS:

The Student Code of Conduct **involves but is not limited to the follow areas:**

A.   Academic or Clinical Dishonesty

B.   Plagiarism, Copyright Infringement and/or Cheating

C.   Falsification of Documentation

D.   Fabrication, Falsification or False Accusations made against faculty, administration or other students. (Refer to the GCSC Student Handbook for additional information).

E.   Intoxication or being under the influence of drugs or alcohol

F.   Disruptive or disorderly conduct, such as disregard for right of faculty and peers, threatening behaviors in any medium of communication, and sexual harassment. (Refer to the GCSC Student Handbook for additional information).

G.   Violation of any Gulf Coast State College or Gulf Coast State College ADN Program Policies.

H.   Failing to adhere to the ADN Program dress code outlined in this handbook for pre-clinical and clinical assignments.

I.   Inappropriate communication or breach of confidentiality which may include: inappropriate language and terms or demonstrating lack of respect for others, spreading or perpetuating false rumors. This includes improperly addressing others and using inappropriate names or titles in any form of communication (i.e. e-mails, blogs, web spaces, face book, cell phones and all other forms of social media).

J.   Discussing exam questions with other students outside of scheduled test review sessions.

K. The CANVAS Website is the only official communication that should be used among students. Social media websites are not considered official communication.

L. Inability to resolve conflicts appropriately and failure to follow appropriate lines of communication and chain of command. This involves initial discussion with the course and/ or clinical instructor. If unresolved, the student should then meet with the program coordinator. If the issue is still unresolved, the student should seek an appointment with the Health Sciences Division Chair.

M. Unsafe, ineffective nursing care including inappropriate judgment when making decisions; improperly using and caring for equipment; and using incorrect techniques and precautions when delivering care.

N. Failure to adhere to the policies and protocols of GCSC, ADN Program, affiliating agencies, the Florida Nursing Practice Act and legal mandates of society.

O. Acts of retaliation against faculty, administration or other students. (Refer to the GCSC Student Handbook for additional information).

P. Failure to adhere to the GCSC Student Code of Conduct outlined in the GCSC Student Handbook may be cause for Progressive Disciplinary Action/Dismissal.

An unsatisfactory in one or more professional critical behaviors may result in course failure and/or dismissal from the nursing program. This includes any settings such as clinical site, agency site, campus setting (class, lab, testing center, parking lot). Any violation in the "Student Code of Conduct" or "Professional Critical Behaviors" may result in the students' automatic dismissal. The student may not be eligible for readmission.

4.1   ATTENDANCE, ABSENCE, AND PROGRESSIVE TARDY POLICY:

A. Students should attend all scheduled experiences and be punctual in doing so. Attendance at the Health Sciences orientation is mandatory and provides education requirements according to Florida Board of Nursing statutes.

B. **Three (3) classroom tardies constitute a classroom absence**.

C. **Three (3) clinical tardies constitute one clinical absence**

D. **Cumulative & Progressive Disciplinary Action for Tardies:**
   1. Tardies accumulate and will follow you from course to course.
   2. At the time of the first tardy, a verbal warning will be issued to the student.
   3. At the time of the second tardy, a counseling form will be issued to the student.
   4. At the time of the third tardy, a disciplinary action form will be issued.
   5. A student who receives **THREE (3)** disciplinary forms related to tardiness **throughout the entire program may be dismissed** from the nursing program on the **THIRD** occurrence of a disciplinary action form.
   6. **Tardies are cumulative across all 4 semesters of the nursing program.**
   7. Tardies are acquired in any combination. Examples: 2 class tardies and 1 clinical tardy-the student would have received a verbal warning on the first classroom tardy, a counseling form for the 2nd class tardy and a disciplinary action form on the day of the 1st clinical tardy. **Three tardies in any combination will result in a disciplinary action form.**

E. **Laboratory Experience Attendance**:
   In view of the nature of the Associate Degree Nursing Program and the difficulties in making up laboratory experiences, **attendance is mandatory and vital.**
   1. **Campus Labs**: All arrangements for missed campus lab experiences should be made with appropriate lab instructor as soon as possible after the missed experience and if another campus lab is available.
   2. **Clinical Labs**: **Except in case of emergency or personal illness,** the student is expected to be present for all clinical experiences.
      a. **Students need to refer to individual LAG (Learning Activity Guide) regarding Clinical Attendance Policy for each course.**

b. Refer to course Learning Activity Guide for clinical make-up experience if available.

c. A final course grade will not be awarded until all absences are satisfied.

d. If unable to report for clinical assignment, it is the student's responsibility to notify the clinical agency and/or the appropriate clinical instructor according to the policy of the course (refer to individual course syllabus). Students who are absent must notify the clinical agency <u>before the start of the clinical experience</u>. Students who fail to contact the clinical agency are considered "<u>No Call / No Show</u>" and a "Disciplinary Action Form" will be completed. A student can be dismissed from the nursing program for a "<u>No Call / No Show</u>." (Refer to course Learning Activity Guides.)

e. **Students who are tardy to clinical setting may be dismissed for entire clinical day and receive 1 clinical absence.**

f. Students are not to leave their assigned clinical areas during clinical labs unless the instructor is notified.

g. Students may be scheduled for some clinical rotations at times other than mornings. **Students must be prepared to be assigned to any clinical schedule**. Students will be given sufficient notice.

h. Students need to establish an emergency contact person and phone number (other than the college) for day care staff, etc. to call if needed while you are at clinical.

i. **Faculty reserves the right to remove students from clinical lab and or dismiss them for reasons such as lack of preparation, <u>unsafe practice</u>, illness, inappropriate behavior, improper dress, or tardiness**.

F. <u>General Attendance Policy:</u> Students who exceed 1/8 of the time for course and clinical will be dismissed from the nursing course and program. Refer to Course LAG for breakdown of time per individual nursing course

G. <u>Illness of Clinical Faculty Member:</u> If the clinical instructor is ill, students must report to the college and see either the Coordinator of Nursing or the Senior Administrative Assistant for alternative clinical assignment/s.

H. <u>Service Learning Policy:</u> Service Learning is "a teaching method and education experience that helps students learn and develop through active participation in thoughtful, organized service experiences that involve students in community services that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community". The ADN faculty support and encourage Service Learning to facilitate community engagement across the curriculum. All students must submit documentation confirming completion of a minimum of 3 service learning hours each semester. Service hours must relate to the course in which the student is enrolled. Service learning hours must be approved by the course instructor in advance. Failure to complete the minimum required service learning hours may result in the student's inability to meet clinical objectives and may place the student in jeopardy of clinical failure.

"Service Learning." Gulf Coast State College.
https://www.gulfcoast.edu/current-students/coop/servicelearning/index.html. Web. 12 July 2016.

4.2 <u>**REASONABLE ACCOMMODATION / DISABILITY SUPPORT SERVICES POLICY:**</u>

Any student who feels they need an accommodation based on the impact of a disability should contact the Office of Disability Support Services at 872-3834 or go to Student Union East (SUE) building room 59 to request and register for services. *Prior to receiving accommodations, you must register with Disability Support Services. Appropriate academic accommodations will be determined based on the documented needs of the student. For information regarding the registration process, email sar@gulfcoast.edu or call 850-769-1551, Ext. 6071.* The Office of Sudent Accessibility Resources will coordinate reasonable accommodations for all students with documented disabilities. It is the students' responsibility to request services and accommodations.

To ensure that accommodations are available at the beginning of classes; be sure to make contact with the office of Disability Support Services prior to the beginning of classes or as soon as possible in the semester. An Accommodation Plan/Letter outlining classroom and testing accommodations will be developed by the Office of Disability Support Services and provided to each student to take to the instructors each semester. Students with disabilities must be able to perform all essential functions (including time sensitive tasks or functions) in the clinical or laboratory setting with or without accommodations.

Note: Nursing staff need 5 business days' notification/preparation time prior to the first test request. Nursing faculty members may only be on campus 2 days per week.

4.3   TAPING POLICY:
Refer to individual course syllabi.

4.4   DOSAGE SAFETY EXAM/S AND CALCULATOR USAGE POLICY:
Students are permitted to use simple calculators in computing dosage problems in clinical areas. During math validation exams, calculators will be provided. Students must show all calculations.

Dosage Safety Exams are given once per semester. The exams are designed to ensure patient safety for dosage calculations for medication administration. Students are required to meet the standards outlined below to protect the public against medication calculation errors.
A.   Students must achieve a **90%** or greater on the first and second dosage safety exam. Students **not achieving 90%** on the first exam must take a second dosage safety exam and attain a minimum score of **90%.**
B.   Failure to successfully pass the dosage safety exam on the 2nd attempt will result in the grade of "F" for that course and dismissal. Please refer to course syllabus for further details.

4.5   ELECTRONIC DEVICES POLICY:
Cell phone and smartwatches (Apple, Pebble, Samsung, Sony, Tag, etc…) are not permitted during class, campus labs, clinical rotations, or in clinical areas. This includes text messaging. Phones are not permitted in the exam setting. Cell phones or tablets use is not permitted in the clinical area unless the device is placed in "airplane mode and used for educational purposes. Students should be aware of public perception and refrain from use of an electronic device in hallways and nurse's stations.

4.6   COLLEGE LIBRARY INFORMATION POLICY:
When researching journal articles, books, etc., be sure to look closely at copyright dates. We strongly encourage you to not use any sources greater than five years old.

4.7   CLINICAL PRACTICE / ACCOUNTABILITY POLICY:
Refer to Course Syllabus and/or LAG for Specific Course Guidelines.
A.   GCSC and the ADN Program are obligated morally and legally to protect the safety and security of clients entrusted to our care. Therefore, in order to function in the clinical setting and to gain entrance into the next course, students **must demonstrate evidence of mastery of certain skills and competencies** that will be reflected on the course Clinical Evaluation Tool.
B.   Students are expected to follow policies of the clinical agency and to **maintain confidentiality of client and agency information. Any student found breaching confidentially will be automatically dismissed from the nursing program.**
C.   **Any student found in violation of the HIPAA (Health Insurance Portability and Accountability Act) will be dismissed from the nursing program and legal action can be sought by the clinical agency where the violation occurs.**

D. Students must arrive at the clinical site with **preparation appropriate to the level of experience**. Students must seek appropriate assistance before implementing new procedures (based on course policy/guidelines). **Unprepared students will be required to leave the clinical area and can be dismissed from the nursing program (See Safe Practice Policy)**.

E. **Students found falsifying documentation or misrepresenting themselves or Gulf Coast State College in any way may be dismissed from the nursing program.**

4.8   SAFE PRACTICE POLICY:
A. If a student's performance in a clinical nursing course is determined to be **unsafe** with **actual or potential detriment to patients' safety**, the student may be **dismissed from the course or the nursing program** and receive a grade of "F" for the course. The nursing program reserves the right to remove a student from the clinical setting to protect patient safety.

4.9   ACCIDENT / INCIDENT POLICY:

Accidents (injury to yourself or others) and incidents (Example: medication error) must be reported on the appropriate clinical site and college forms. Your safety and the safety of your patients is our first concern. All accidents or incidents are to be immediately reported to your instructor or preceptor. It is your responsibility to report the event to the Preceptor and to immediately complete a clinical report form. If you are involved in any kind of accident or incident at the clinical site, the **Clinical Instructor and Nursing Coordinator** should be notified immediately. Also, see our policy regarding contact with bodily fluids. If you are injured, you may be treated by your own private physician or in the hospital emergency department. You are responsible for seeking treatment and completing required reports.

A. Should an accident occur during a clinical affiliation, the student must report this to the instructor immediately and complete the **GCSC - FCC Accident-Incident Form.** The Accident-Incident and Claim Forms are available in the Health Sciences Division Senior Administrative Assistants' office. The student must complete either/both forms within 24 hours of occurrence. Accident-Incident Forms need to be turned into the nursing coordinators office once complete. Students must also, complete the Accident/Incident report required by the institution.

B. Students are reminded that they are only covered by student insurance DURING the clinical rotation and NOT TO AND FROM the clinical or community agency.

4.10   UNIFORM RULES AND REGULATIONS POLICY:
To be appropriately attired is a part of preparation for the clinical experience. Dress codes are enforced for the purpose of safety, infection control, and professionalism.

A.   Wearing the Uniform:
    1.   Complete uniform to be worn in clinical laboratory unless otherwise stated.
    2.   Dress codes for community-based lab experiences (See LAG's).
    3.   Pre-Clinical Attire: Students are required to be dressed in professional attire with a buttoned lab coat, nursing program badge and professional clothing (NO flip-flops, open toed shoes, blue jeans, spandex, shorts, leggings, bare midriffs, low cut blouses or short skirts).

B.   **Classroom and Campus Lab Uniform:**
    1.   Must wear a solid color Royal Blue Scrub Top in any style and Royal Blue Scrub Pants in any style to all classroom lectures and classroom labs.
    2.   Students may wear any type of closed toe shoes (i.e tennis shoes, clogs, etc.)
    3.   Tattoos may be uncovered during class lectures and class labs.

C.   Standard of Dress:
    1.   Impeccable hygiene.
    2.   Uniform clean and pressed each day.
    3.   Black duty shoes that are leather, leather-like or vinyl with clean laces, black socks. Students

are allowed to wear appropriate open backed black shoes to clinical. Pant length will <u>not</u> <u>touch the floor</u>.

D.   **Uniform Consists of:**
1. <u>Designated Uniform</u>. The student uniform consists of a specially designated white uniform top with RN Program patch sleeve inserts (GCSC should be on left sleeve and Nursing Student on right sleeve), purchased from an online vendor and a specified blue uniform pant which can be purchased locally or through the online vendor. <u>All About Uniform's and More or Harrison Uniforms</u> also have the appropriate uniform pant and Lab Coast selection. If needed, a plain white shirt may be worn with a rounded or v-shaped neck under the student uniform top.
2. Black hose/socks and solid Black duty or non-porous athletic shoes with black non-skid sole.
3. <u>Designated white lab jacket with an ADN Nursing GCSC insignia patch on the left shoulder</u> The ADN Nursing GCSC Insignia patch should be purchased at the GCSC bookstore. Retractable badge holder with no logo (available at either uniform store).
4. **Pre-Clinical Lab Jacket**. A designated white laboratory jacket with an <u>ADN Nursing GCSC insignia patch on the left shoulder is</u> to be worn (closed) over appropriate street clothing when in the hospital other than scheduled clinical labs; i.e., obtaining assignments. Lab jacket should be neatly pressed and clean.

E.   Required Accessories:
1. School Photo I.D.
2. Bandage Scissors & Small Hemostat.
3. Watch with Second Hand.
4. Ballpoint Pen.
5. Stethoscope.
6. Non-LED Penlight & Clipboard
7. Small Calculator.

F.   **Optional Accessory**: Waist Pouch or Accessory Belt, **<u>White Only</u>**.

G.   **School Photo I.D.** - Worn on lab jacket as well as uniform.

H.   **Hair** - When in uniform, hair must be clean, neat, professional, conservatively styled, and pulled back away from the face. This applies to both men and women. Beards and mustaches should be clean and neatly trimmed. No extreme hair colors are permitted at any time.

I.   **Jewelry:**
1. Earrings may be worn **<u>only</u>** if they meet the following criteria:
   a. For pierced ears and plain in design.
   b. One earring to each lobe (traditional location, i.e. center of lobe).
   c. Yellow gold, white gold coloring, stone or pearl.
   d. No larger than 5 mm (3/16 in.) post style that do not dangle.
   e. No ear cuffs. No visible gauges; only flesh colored gauges are permitted.
   f. No otherwise visible piercings are allowed
2. No necklaces or bracelets.
3. Nose studs or nose rings are not allowed in campus lab or clinical.
4. Tongue studs or tongue rings are prohibited in clinical areas.
5. Students may wear wedding bands only (no stones) medic alert symbols, and plain barrettes, clips or hair bands to hold hair.

J.   **Makeup and Nails:** Makeup to be used in moderation. Fingernails should be short to prevent injury to patient and no polish, acrylic, artificial or gel nails may be worn.

K.   **Tattoos** - Cannot be visible when in the clinical areas.

L.   **Colognes & Perfumes –** All colognes and perfumes are prohibited at all times.

M.   **Gum** - No gum chewing on duty.

N.   **Wearing Uniform in Public Areas other than Clinical** - If student is in a public place following clinical, (i.e. mall, grocery store), Gulf Coast State College name tag should be removed.

O. **Standard of Conduct while in Uniform** – There is no smoking or electronic vapors allowed during clinical 15 minute breaks or during clinical hours.

4.11 GRADING POLICY:

The general grading policy is outlined in the current Gulf Coast State College Catalog (See Academic Regulations). Nursing grading and examination policies are published in the Learning Activity Guides for each course. The grading scale is:

Letter Grade	Percent Score	Pass / Fail Score
A	100 - 90	Passing Score
B	89 - 80	Passing Score
C	79 - 70	**Minimum Passing Score**
D	69 - 60	Failing Score
F	59 or Below	Failing Score

A. Grades will be posted on Canvas (Refer to Course Syllabus).
B. Students who are absent for a written exam must take the exam no later than the first day they return to campus. Please refer to LAG for additional information.
C. Alternate exams may be used for make-up testing experiences.
D. Test grading and test review policies are published in each course LAG.

4.12 EVALUATION OF WRITTEN OR ELECTRONIC ASSIGNMENT POLICY:

A. All written and electronic assignments must be submitted on time.
B. If an assignment is unsatisfactory, it will be returned to the student. The student may be given the opportunity (see LAG or assignment rubric) to correct deficiencies and if allowed, will re-submit the assignment by the date designated by the instructor.
C. A student **must achieve satisfactory evaluation on all assignments** before a passing grade for the course can be awarded.

4.13 EVALUATION IN CLINICAL AND LAB AREAS POLICY:

A. Students are evaluated in the clinical lab area in conjunction with the course/clinical objectives and guidelines of individual nursing courses. A copy of the course/clinical evaluation tool is located in the LAG of each nursing course with a clinical lab. The behaviors identified in the clinical evaluation tools are measured by one or more of the following methods:
   1. Demonstration in clinical lab area.
   2. Documentation in Written Material:
      a. Client's record.
      b. Nursing assessments and care plans.
      c. Other materials as appropriate.
   3. Verbal reports in clinical setting, participation in pre and post conferences.
   4. Communication with instructor and other members of the health team.
B. Clinical performance will be evaluated according to the clinical objectives outlined for each course, using an evaluation instrument completed by the instructor, (exception, evaluation instrument completed by the preceptor/s during NUR 2214C). Students must demonstrate a satisfactory clinical performance (based on outcome measures) to pass the course. If a student does not achieve a satisfactory in all written and clinical requirements, a student will receive an "F" for the nursing course.
C. Students demonstrating unsatisfactory clinical performance may not progress to the next clinical course. If two or more clinical courses are taken during the same semester, unsatisfactory clinical performance in either course will constitute rationale for dismissal.
D. Final Evaluation Conferences are scheduled at the end of clinical course. Additional conferences may be conducted in the clinical area or on campus at the discretion of the instructor or student.

4.14 RETENTION AND PROGRESSION POLICY:

A. The nursing curriculum is sequential in nature. Students **must complete designated prerequisites** for each nursing course prior to enrolling in that course.

B.   The student must **maintain a "C" or better** in nursing cognate courses within the curriculum. (Please refer to Graduation Requirements and to Course Syllabi for additional course requirements.) A "C" or better must be earned in each nursing course before proceeding to the next nursing course.

C.   **Students who fail to maintain minimum curriculum standards, are academically unsuccessful in, or fail to complete course requirements or designated pre-requisites in ANY nursing course will be dismissed from the nursing program.** The student may appeal course dismissal /grade. Refer to GCSC Student Handbook for the Administrative Appeal Process.

D.   Students who are **academically succeeding** but **withdraw** from the nursing program must apply for re-admission if they are eligible. Refer to the **READMISSION** process.

E.   **Students may be readmitted to the program only once**. (The only exception to this will be in the case of extreme extenuating circumstances as determined by the nursing faculty, i.e.: serious illness or death of immediate family member or serious illness / accident of the student). **Extenuating circumstance must be documented at the time of withdraw and/or readmission to the nursing program to be considered extenuating**. **Students who apply to and enter the program from any other nursing program are considered a readmit to the Gulf Coast Nursing Program and therefore are held to the same standards and restrictions as students from GCSC.**

F.   Application for readmission **must** occur within one year, (excluding military service). Students will be notified of the readmission decision by letter. **READMISSION INTO THE NURSING PROGRAM IS NOT GUARANTEED. Students are reminded that space in the nursing program is limited.**

G.   **Nursing courses may be repeated only one time.** Students who fail to obtain a minimum grade of "C" for two nursing course/s OR students who fail to obtain a minimum grade of "C" in the second attempt will be dismissed from the nursing program and will not be eligible for readmission.

H.   **Nursing Dosage Safety Competence.** After completion of NUR 1022C – Foundations of Nursing Practice – a continual validation of dosage safety competence will be required once each semester **in all of the remaining semesters of the program (1-4).** Refer to each course's Learning Activity Guide, (LAG) for specific requirements. Failure to maintain dosage safety competence will result in failure of the course and dismissal from the program.

I.   Students must be **prepared for each clinical assignment** as instructed. **If unprepared,** the student may be removed from the clinical area or dismissed from the nursing program for that experience, as a potential detriment to the patient exists. **If removed,** the student will be counseled per the Progressive Disciplinary Action procedure and the **day will count as a clinical absence.** (Refer to Progressive Disciplinary Action / Dismissal).

J.   Student will receive a **Satisfactory / Unsatisfactory** for each outcome in the clinical portion of each course. The clinical performance must be satisfactory to receive a passing course grade. If the clinical is satisfactory, the student receives a course grade based on academic performance:
Satisfactory Clinical Evaluation - Students must receive final ratings of satisfactory for all outcomes on the clinical performance evaluation in order to receive a passing grade for the course.
Unsatisfactory Clinical Evaluation – Nursing faculty have the responsibility to evaluate each student's ability to provide safe care. Students having difficulty with clinical skills will be referred for remediation. Students who are not progressing satisfactorily and/or meeting requirements for clinical labs may be counseled, remediated, or dismissed from the nursing program. If a student's performance in a clinical nursing course is determined to be **unsafe** *with* **actual or potential detriment to patients' safety**, *the student will be* **dismissed from the course.** *A grade of "F" will be recorded for the course. (Refer to Safe Practice Policy and Progressive Disciplinary Action and Dismissal).* **An unsatisfactory rating in clinical lab will result in an "F" grade for the course.**

K.   If a nursing course is to be repeated, **all classroom, lab and clinical components are repeated**.

4.15 DISCIPLINARY ACTION POLICY:
Disciplinary Action is a procedure that identifies a student has been assessed to be performing below the passing rate or at risk as identified in the course syllabus and / or LAG (includes classroom, campus lab, and clinical evaluations).
- A. **Purpose:**
  1. To identify students with "at risk" or "below passing" issues for the course.
  2. To facilitate and assist the student in meeting course or clinical objectives & outcomes
  3. Use of the disciplinary action forms can be progressive in nature, or used in a single serious incident and may result in dismissal from the nursing program.
- B. **Policy:**
  1. The instructor will initiate a **Clinical Disciplinary Action Form or a Class and Campus Lab Disciplinary Action Form (See Addendum)** when the student has been assessed to be performing below the passing rate as identified in the course syllabus and/or LAG.
- C. **Procedure:**
  1. The instructor will initiate a Classroom/Campus Lab Disciplinary Action Form or a Clinical Disciplinary Action Form once that student has been assessed to be performing below the passing satisfactory performance as identified in the course syllabus and/or LAG.
  2. If program dismissal is recommended: The faculty member reviews the concerns with the Program Coordinator.
  3. Students wanting to review the dismissal are referred to the "Clinical Appeals Process"

4.16 DISMISSAL POLICIES - JURISDICTION:
- A. Dismissal is the termination of the student's enrollment in the nursing program. This may be due to a single serious incident or the final step in the Disciplinary Action Procedure. Students dismissed from a nursing course will receive a grade of "F" for the course.
- B. According to the GCSC Student Handbook regarding Jurisdiction – The Student Code of Conduct is applicable in all matters of student discipline, and any disciplinary action imposed upon a student shall be in accordance with this code, unless the disciplinary action was imposed according to a separate college policy which the student accepted as a condition to participation in a particular course or program.
- C. Faculty members shall have the authority to take such actions as may be necessary to maintain order and proper conduct in the classroom. This is to insure the cooperation of students in the accomplishment of the objectives of the course. Disciplinary action, including dismissal from the college, may be imposed on a student for failure to abide by rules of conduct contained herein. The form of disciplinary action imposed will determine whether and under what conditions a violator may continue as a student at the college. Practices in disciplinary causes may vary in formality according to the severity of the case. The president's designated representative in disciplinary matters, the Vice President of Student Support and Enrollment Management has the responsibility of establishing, reviewing, and enforcing student disciplinary regulations and procedures.

4.16.1 CLINICAL DISMISSAL POLICY:
- A. Determination of clinical competence is the responsibility of the clinical faculty member who is academically and experientially qualified. Adherence to the Florida Board of Nursing Rules and Regulations, Florida Nurse Practice Act, the ANA Code of Ethics and the Professional Critical Behaviors are necessary for all nursing students to assure patient/client comfort and safety.
- B. In the appeals process, decisions regarding dismissal or readmission will be made only by nursing program coordinator and/or designee. It is essential that decisions regarding appeals are determined by nurses who are academically and experientially qualified.

4.16.2 CLINICAL APPEALS PROCESS:

The following procedure <u>must be followed by the student</u> to initiate the appeals process when appealing a decision for clinical dismissal:
1. After the dismissal has occurred, the student will schedule an additional meeting with the clinical faculty member.
2. Request a meeting with the program coordinator or designee after the meeting with your clinical faculty member should you desire further appeal.
3. Request a joint meeting with clinical faculty member and program coordinator or designee. The program coordinator or designee to preside: (providing an opportunity to hear both sides in considerable detail), the meeting must be held at a reasonable time and manner. The student/s is permitted to question witnesses in certain circumstances. The student may be allowed the right to counsel/advisor and the student shall speak and act on his or her own behalf.
4. The student will be notified in writing of the decision by the program coordinator or designee regarding the outcome of the appeal.
5. If additional appeals are requested by the student for due process, the student needs to refer to the GCSC Student Handbook under the "Student Academic Grievance Procedure" policy.

4.17 **READMISSION POLICY:**

Due to the nature of limited access programs, student may be ranked for readmission based on space availability. Application for readmission **must** occur within one year (year = the following 2 semesters (excluding summer) from the term they exited (excluding military service).

A. Students who are **academically successful** but **withdraw** from the nursing program must apply for re-admission if they are eligible.
B. Students who **withdraw from** or are **academically unsuccessful** in any nursing course will **NOT** be allowed to progress within the same semester and must apply for re-admission.
C. Students dismissed **because of failing to complete designated pre and co-requisite sequencing in ANY nursing course** must apply for re-admission.
D. **Students may be <u>readmitted</u> to the program <u>only once</u>**. (The only exception to this will be in the case of extreme extenuating circumstances as determined by the nursing faculty, i.e.: <u>serious illness or death of immediate family member or serious illness / accident of the student</u>). **Extenuating circumstance must be documented at the time of withdrawal and/or readmission to the nursing program to be considered extenuating**.
E. **Students Seeking Readmission Should**:
   i. Complete a **Readmission Application Form** that must be submitted and returned to their ADVISOR <u>no later than the **END OF THE TERM FACULTY MEETING THE SEMESTER BEFORE**</u> the student desires program readmission
   ii. Make an appointment with their advisor, as soon as possible, for discussion and for development of an academic plan.
      1. Student must have a cumulative GPA of 2.0 or higher to be considered for readmission.
      2. Students who **fail to submit** the Readmission Application Form in the appropriate time frame <u>will not be considered for readmission</u>.
      3. Students **will not** be considered for readmission to the nursing program <u>until the following semester</u>.
      4. Faculty members review each application that meets the readmission criteria. **<u>READMISSION INTO THE NURSING PROGRAM IS NOT GUARANTEED.</u> Students are reminded that space in the nursing program is limited.**
      5. Students will be notified of the readmission decision by letter.
F. When students are re-admitted, they **MUST** meet the graduation and curriculum requirements (as designated in the college catalog) of the new class they are joining.
G. Depending on the individual situation, an applicant **may be required to revalidate current program competence** in selected skills, i.e., sterile procedure, dosage safety, medication administration, care planning process, etc.

5.0   Division of Health Sciences

5.1   <u>**IMPAIRED PRACTICE POLICY**</u>**:**
(See the Drug / Alcohol Policy Reasonable Suspicion Testing Form)

A.   Gulf Coast State College is a drug free and alcohol free institution. There will be a **ZERO TOLERANCE** policy regarding students reporting to class, lab, or clinic under the influence of alcohol or drugs. Students under the supervision of medical care and taking prescribed drugs must immediately identify themselves to the faculty supervising the class, lab, or clinical assignments. Prescribed medications must not induce an unsafe mental or physical state, or impair the student's ability to meet the course requirements, act with safety, and perform competently or to demonstrate appropriate conduct when in class, lab, or clinical settings.

B.   Situations that could indicate that the student is under the influence include, but are not limited to: <u>odor of ethanol, slurred speech, disturbed gait, problems with balance, and questionable or inappropriate behavior</u>. (See Reasonable Suspicion/Drug testing Form). If suspected of being under the influence, the faculty member responsible for the class, lab, or clinical session will evaluate the circumstances and take appropriate action.

C.   In the event that a student is suspected or found to be under the influence of drugs or alcohol, the student will be immediately dismissed from the class/lab or clinical assignment pending further review.

D.   If the faculty member determines that a drug test is indicated, the student will at their expense, be required to undergo a Urine Test within <u>2 Hours</u> of the Dismissal. The student must agree to release the <u>results of said test to the Chair of Health Sciences or the Program Coordinator</u>. **Failure to agree to an immediate drug test within 2 hours, failure to obtain the test within the 2 hours, or refusal to release test results will result in immediate dismissal from the Health Sciences Program**.

E.   In the event that a student is suspected or found to be under the influence of any of the above, the student drugs or alcohol, <u>the student may be immediately dismissed from the class, lab, or clinical assignment pending further review</u>.

F.   In the event a student is suspected or found to be under the influence in any of the above settings, the student will be expected to seek an alternative method of transportation to return home. **The college assumes no responsibility for assisting the student in leaving the above sites or returning home**. Security will be called if necessary to assist the student with leaving.

G.   In the event that the test results are negative, the student must meet with the college faculty member and the program coordinator to assess the need for remediation or counseling. The decision to return the student to clinical will be based upon the recommendation of the clinical faculty member. Any missed days will be **<u>unexcused</u>** and subject to the make-up policies of the individual course or program. Failure to attend counseling sessions or to meet the remediation plan objectives within the time designated will result in immediate dismissal from the program.

H.   In the event that the test results are positive, the student will be immediately dismissed from the program with a failing grade.

5.2 Drug / Alcohol Reasonable Suspicion Testing Form

Reasonable suspicion testing will be based on observations concerning the student's appearance, behavior, and speech or body odor.

Name of Student: _____ Date: _____

Location: _____

Observer: _____ Date Observed: _____ Time: _____

Second Observer (If Available): _____

Setting: Clinical: _____ Classroom: _____ Campus Lab: _____

Put a Check Mark by the Behavior Observed:

Appearance: Confused/Disoriented: _____ Hair/Clothing: _____ Disheveled/Unkempt: _____ Wearing Sunglasses _____

Other: _____

Movement: Difficulty Walking: _____ Difficulty Grasping/Holding Objects: _____ Difficulty Sitting Down/Standing: _____

Other: _____

Motor Skills: Trembling/Shaking: _____ Restless/Agitated: _____ Slow/Exaggerated Movement: _____ Inattentive/Drowsy: _____

Other: _____

Odor on Breath/Body/Clothing: Alcohol: _____ Marijuana: _____ Just Used Mouthwash/Mints/Gum/etc. _____

Facial Appearance: Red/Flushed: _____ Sweaty: _____ Puffy: _____ Pale: _____ Runny Nose/Sores on Nostrils: _____

Other: _____

Eyes: Red/Watery: _____ Pupils Large/Small: _____ Inability to Focus: _____ Gaze is Glassy/Blank/Horizontal _____

Speech: Loud: _____ Profane: _____ Threatening/Hostile: _____ Slow/Slurred: _____ Rambling: _____ Incoherent: _____

Actions/Performance: Inappropriate Responses to Questions: _____ Improper Job/Student Performance/Insubordination _____

Other Comments: _____

Based on the above information, I have determined that reasonable suspicion exists to send the student: _____ to designated site, _____, for Drug/Alcohol Urine, Blood and/or Breathalyzer Test.

Signature: _____ Date: _____ Time: _____ Phone #: _____

Signature: _____ Date: _____ Time: _____ Phone #: _____

5.3   **DIVISION OF HEALTH SCIENCES POLICY STATEMENT ON INFECTION CONTROL:**

A.   When one elects to become a health care provider, one does so with the understanding that all types of patients will be in need of health services and should be administered to in a spirit of love, concern, and compassion. All people have a right to quality health care and to the provision of that care by people who hold no discriminatory attitudes towards certain people or illnesses. One should consider these conditions when making the decision to become a health care provider.

B.   Recognizing that the health care field is subject to certain risks, the student has a right to assistance by responsible faculty in becoming prepared to care for a high-risk patient. It is also the students' responsibility to be prepared themselves and to accept individual responsibility for protecting themselves and clients under their care. Additionally, and after consultation with the supervising faculty, students have the option to refuse situations or clients that they feel are a risk to themselves, either through exposure to the patient or if they feel unprepared to care properly for a patient.

C.   During the course of their education, the faculty will provide students with the instructions and with written policies on infection control within each department. **Attendance at scheduled HIV/AIDS class is mandatory**. A student is expected to follow current guidelines for universal precautions recommended by the Center for Disease Control (CDC) when providing direct care in a clinical setting. Supervising faculty will also evaluate each student for clinical competency and knowledge in the management of high-risk patients to ensure that a student is able to perform procedures correctly. If the evaluation indicates that a student needs more training or assistance, the faculty will provide this. Students will be continually monitored during clinical assignments and the faculty will serve as supervisors and resource personnel. **To meet OSHA requirements, students must attend orientation and receive in-service on blood borne pathogens**. The clinical agencies provide appropriate safety equipment except for protective eyewear. OSHA approved protective eyewear is available in the GCSC Bookstore as well as other vendors.

D.   **To standardize the delivery of health care to all patients and to minimize the risk of transmission of blood borne pathogens, Health Sciences students will:**

1.   Be taught basic skills in isolation techniques, injections, according to CDC specifications, and handling of body fluids in the skills laboratory before actual clinical practice of these skills on a patient.

2.   Be provided classroom instruction related to treatment, modes of transmission and prevention.

3.   Receive clinical agency orientation on specific policies for blood and body fluid precautions.

4.   **Utilize the following blood and body fluid precautions consistently on all patients:**

    a.   Gloves should be worn when touching blood and body fluids, mucous membranes or non-intact skin of patients, or when touching items or surfaces soiled with blood or body fluids including performing venipuncture and other vascular access.

    b.   Hands should be washed immediately before gloving and again after removing gloves. Hands should also be washed immediately and thoroughly when contaminated with blood or body fluids.

    c.   Gloves must be changed between each patient.

    d.   Gowns or plastic aprons, masks, and protective eyewear should be worn for any procedure likely to generate airborne droplets, result in or prone to splashing of blood or body fluids.

    e.   Used needles must not be recapped, purposely bent or broken by hand, removed from disposable syringes, or manipulated by hand. Disposable needles, syringes, scalpel blades and other sharp items should be placed in puncture resistant containers for disposal (Sharps Containers).

    f.   Soiled linen should be handled as little as possible with minimum agitation. All linen should be bagged and tied closed at the location where it was used.

    g.   Gloves are to be worn for post-delivery care of the umbilical cord and until all blood and amniotic fluids have been cleaned from the infant's skin.

    h.   When standard precautions are implemented on all patients, isolation/labeling of the patient's room, chart, or specimens is not required. Upon death, state law requires that a tag be affixed to the body of anyone known to have a blood born pathogen.

    i.   Specimens of blood and body fluids should be placed in a leak-proof container. When collecting the specimen, care should be taken to prevent contamination of the outside of the container. All containers (except blood tubes) should be placed in a zip-lock bag.

    j.   Mouthpieces **and resuscitation bags should be used in place of mouth-to-mouth resuscitation.**

    k.   **Any patient requiring the specially fitted HEPA Mask for care (Airborne Isolation, Specifically TB), shall not be cared for by a nursing student.**

    l.   The student must report other alterations in health status, such as, fractures, surgery, seizure activity, or exacerbation of chronic illness / disease, to the ADN program coordinator. Additional

documentation of fitness for practice from a healthcare provider may be required to be submitted before the student can return to the clinical setting.

    m.   <u>**Pregnant students**</u> are encouraged to <u>inform</u> the course faculty member.

    n.   **The Health Record (Physical Examination Form)** must be updated annually. **The student is responsible for <u>reporting any major health changes</u>** as well as maintaining and updating their nursing file with current **CPR and Annual TB/Mantoux** documentation. (See the administrative bulletin board for annual TB, CPR updates).

    o.   Standard precautions apply to blood, body fluid, non-intact skin, and mucus membranes. These body fluids have been associated with transmission of HIV and/or HBV. **Refer to Florida Administrative Code Biomedical Waste posted in the campus nursing lab.**

5.   An agency and college exposure report is to be completed if the student is exposed to communicable airborne pathogens, blood or body fluids through needle stick or cut, mucous membrane (splash to the eyes or mouth), or cutaneous (through skin which is chapped, abraded or has dermatitis) means. Initial care, follow-up and treatment will be recommended according to hospital/school guidelines. <u>Costs associated with initial care and follow-up are the responsibility of the student. Students should inform their clinical instructor immediately of any such incidents</u>.

6.   Students need to assess their capacity to provide safe care to patients. Conditions that may impair this capacity include acute respiratory infections, open lesions or weeping dermatitis. Students should not be engaged in direct patient care until these conditions are resolved.

    a.   **Hepatitis Vaccination:**

        i.   In accordance with Centers for Disease Control and Prevention (CDC) guidelines, nursing students must be immunized against Hepatitis B Virus and demonstrate proof of immunity <u>or</u> formally decline vaccination.

        ii.   Students who decline to be vaccinated are required to sign a formal declination waiver form.

    a.   **Adult Immunizations:**

        i.   Students are required to demonstrate proof of immunity or be immunized against other infectious diseases (CDC guidelines for adult immunizations) as part of their preparation for clinical training.

    b.   **Annual Tuberculosis Test:**

        i.   Students are required to receive a TB / Mantoux skin test and submit the results prior to the first clinical day of the semester on **an annual (yearly) basis**. TB forms are available in the Health Sciences office and contain additional information regarding those students who have tested positive for TB in the past or have an allergy. Students who fail to maintain current updates may be dismissed from the nursing program due to failure to follow Board of Nursing Requirements.

5.4   <u>DIVISION OF HEALTH SCIENCES PROTOCOL FOR NEEDLE STICK, BLOOD OR POTENTIALLY INFECTIOUS BODY FLUIDS EXPOSURE</u>:

A.   It is the policy of Gulf Coast State College that any students who sustain a needle stick or other wound resulting in exposure to blood or bodily fluids while engaged in a college sponsored educational program should receive prompt medical attention, including counseling, prophylactic drug treatment, and baseline and follow up laboratory values, as necessary. In accordance with this policy, the following procedures must be followed by students who have been exposed to blood/body fluids.

B.   Drug prophylaxis is time sensitive; therefore, the student must immediately seek help from the appropriate supervising personnel. The student and faculty member will fill out the appropriate incident reports at both the facility and Gulf Coast State College. Faculty will report the incident immediately to his/her immediate supervisor.

C.   The employee/student, notified supervisor, or faculty will initiate an incident report (FLORIDA COMMUNITY COLLEGE RISK MANAGEMENT CONSORTIUM, ACCIDENT – INCIDENT FORM), detailing the particulars of the event, completing the Worker Compensation Form (BCL- 1) and evaluating the circumstances of the accident. This form must be signed by faculty and the injured person. If the injured person declines medical treatment, this should be documented and signed by that individual. The original form will be kept in the office of the Senior Administrative Assistant of Health Sciences on the second floor of the Health Sciences Building. A copy of the original form will be placed in the student's nursing records.

1. Initial Wound Care/First Aid for exposure
   a. Express blood from puncture wound
   b. Clean wound with soap and water
   c. Flush mucous membranes with water or saline
2. It is recommended that appropriate medical follow-up be obtained.
   a. **Students** who sustain the needle stick or exposure will go to that medical facility that the incident occurred. If the student is on "off-site" then the student will go to either hospital or medical facility in Gulf/Bay County for the appropriate consultation and testing. These services will be covered by the Hartford Life Insurance Policy provided through the college. Students are issued a card at the beginning of the fall semester and/or when they begin the nursing program. They should be instructed to carry the card with him/her at all times while participating in college sponsored educational programs.
   b. **Faculty** who sustain the needle stick or exposure and the source person will go to any Medical Facility for the appropriate tests and counseling at no charge.
3. The facility director in charge at the facility where the needle stick occurred will obtain permission from source patient for blood testing by contacting the attending physician of the source patient.
   a. The student will NOT ask the source patient for permission to provide blood for testing. It is against Federal and state laws for the student to request permission of the source patient.
4. The student will be counseled and advised regarding post exposure prophylaxis, if necessary.
5. If indicated, the student will be given a starter pack of prophylactic drugs which are recommended in accordance with the current guidelines of the Center for Disease Control. The insurance provided by the college covers the cost for these drugs.
6. Baseline blood tests will be drawn on the student in accordance with the facility's policy and the CDC.
7. Re-testing occurs at three intervals:
   a. 6 weeks
   b. 12 weeks
   c. 6 months
8. See information provided in:
   a. OSHA Regulations for Management and follow-up after exposure to blood
   b. Management of persons exposed to blood.
   c. Post exposure protocol for occupational exposure to blood borne diseases
9. All procedures, testing, and results **WILL REMAIN CONFIDENTIAL.**
10. The facility and personnel involved will evaluate the root cause of the incident to discover policy changes that may help to prevent further occurrences.

6.0   Disciplinary Action Forms
See the following pages for the forms.

6.1 Clinical Lab Disciplinary Action Form
Gulf Coast State College
A.D.N. Program

Student Name: _____ Date: _____

I. Outcome measure below acceptable course passing rating:
   a. See attached copy of *Clinical Evaluation Tool*

II. Description of specific behaviors:
   a. Failure to follow course and/or college policies (specify):
   b. Failure to meet course requirements (specify):
   c. Unsuccessful skills/performance test on 1st attempt
   d. Unsuccessful validation of math competency after 1st attempt
   e. Unsuccessful passing score on Comprehensive Exit Exam (HESI) after 1st attempt
   f. Failure to adhere to the Student Code of Conduct
   g. Other:

III. Goal(s) student must achieve (circle appropriate response):
   a. Course objective/outcome measure: Student must demonstrate satisfactory passing rating of the identified course objective and/or outcome measure _____
   _____ By Date_____
   b. Specific goal: Student will _____ By Date
   _____
   c. Not applicable if final clinical rating below acceptable course passing rating.

IV. Condition(s) student must achieve (circle appropriate response):
   a. Meet with nursing program remediator by (date)_____
   b. Provide documentation of medical release to return to clinical area.
   c. Utilize Success Center for assistance with _____ By Date
   _____
   d. Attend Open Lab (campus nursing lab), before next scheduled clinical, to practice skill(s):_____
   e. See attached *Nursing Program Referral Form* (if applicable).
   f. Other (specify):
   g. Not applicable if final clinical rating below acceptable course passing rating.

V. Recommendations for failure to meet required goal(s) and/or conditions:

VI. Attach additional supporting documentation/information (if applicable):

Course: _____

Form Completed By: _____ Date: _____

Witness(s) Signature: _____ Date: _____

Student Signature (Acknowledge Receipt of this Form): _____ Date: _____

6.2 Class and Campus Lab Disciplinary Action Form
Gulf Coast State College
A.D.N. Program

Student Name: _____ Date: _____

I.   Specific behavior(s) of concern:
        a. Failure to follow course and/or college policies (specify):
        b. Failure to meet course requirements (specify):
        c. Unsuccessful skills/performance test on 1st attempt
        d. Unsuccessful validation of math competency on 1st attempt
        e. Unsuccessful passing score on Comprehensive Exit Exam (HESI) on 1st attempt
        f. Failure to adhere to the Student Code of Conduct
        g. Other:

II.   Goal(s) student <u>must achieve</u> (circle appropriate response):
        a. Student must demonstrate _____
            By Date _____
        b. Student must demonstrate _____
            By Date _____

        c. Student must demonstrate _____
            By Date _____

III.   Condition(s) student <u>must achieve</u> (circle appropriate response):
        a. Meet with nursing program remediator by date_____
        b. Utilize Success Center for assistance with _____
            By Date _____
        c. Attend Open Lab (campus nursing lab), before next scheduled campus lab or skills performance
            test to practice skill(s): _____
        d. See attached *Nursing Program Referral Form* (if applicable).

IV.   Recommendations for failure to meet required goal(s) and/or conditions:

Attach additional supporting documentation/information (if applicable):

Course: _____

Form Completed By: _____ Date: _____

Witness(s) Signature: _____ Date: _____

Student Signature (Acknowledge Receipt of this Form): _____ Date: _____