

NIAGARA COUNTY COMMUNITY COLLEGE

NURSING PROGRAM

NURSING STUDENT HANDBOOK

Fall 2023

**Policies contained in this handbook are subject to change.
Consult current NUR packets and Brightspace for updates.**

NAME: _____

2023 Nursing Student Handbook

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NIAGARA COUNTY COMMUNITY COLLEGE

Nursing Program

INTRODUCTION

The Nursing Student handbook has been compiled by the nursing faculty at Niagara County Community College. The Handbook is intended to provide nursing students with convenient access to the student policies and important information related to the Nursing Program. Students are held accountable for knowing and understanding the policies in the Nursing Student Handbook and the consequences of failure to comply with these policies. All nursing students will sign that they have received a Nursing Student Handbook upon entry into the Nursing Program. Students are responsible for maintaining their copy of the Nursing Student Handbook for the duration of their education at Niagara County Community College and to comply with the policies. The Nursing Student Handbook can also be found online in the Learning Management System for each clinical nursing course. Updates, changes, or additions to this handbook will be distributed electronically and students notified of the change or addition. The NCCC Student Rights and Responsibilities Handbook contains additional criteria for student behavior.

PROGRAM AND COURSE MANAGEMENT

The Nursing Program is administered by the Assistant Vice President of Academic Affairs for Nursing, Physical and Allied Health. All full-time faculty post Office Hours for students to make an appointment for consultation, assistance, exam review. Each course has a Course Coordinator who is responsible for management of each NUR course.

The Course and Clinical Coordinator have the right to change clinical rotations, site placement, time, day, and members in clinical groups as needed.

Nursing Program – 2023-2024

Position	Name	Office	Phone
Assistant VP of Academic Affairs-Nursing, Physical & Allied Health	Dr. Diane Pytlik-Flammia	C-166	614-5940
Area office Secretaries	Leslie and Alicia	C-166	614-5940
NUR 111 Coordinator	Mrs. K. Klettke	C-170	614-5956
NUR 112 Coordinator	Mrs. A. Holler	C-183	614-5946
NUR 211 Coordinator	Mrs. B. Strassburg	C-179	614-6803
NUR 212 Coordinator	Dr. J. Woodworth	C-176	614-5938
LPN Coordinator	Mr. C. Damelio	C-139	
Full Time Faculty	Ms. K. Matson	C-182	
	Dr. O. Cox	C-178	
	Mr. K. Kavanagh	C-177	
Full Time Lab Faculty	Mrs. B. Lawton-O'Brien	C-174	614-5947
	Ms. S. Roth	C-167	
Full Time Technical Assistants			
Lab			
Sim Lab	Mr. C. Damelio	C-139	
Clinical Coordinator	Ms. M. Zych	C-181	614-5948
Tutors Freshmen	Ms. L. Garlapo	C-149	614-5934
Sophomores	Ms. A. Saunders	C-149	614-5949
Lab	Mrs. D. Puchalski	C-148	

NCCC Mission

The mission of Niagara County Community College is to provide a teaching and learning environment dedicated to excellence. Niagara County Community College is committed to maintaining the hallmarks of student centeredness, accessibility, comprehensiveness, collegiality, community partnership, and lifelong learning.

Our college nurtures and empowers its students in ways that recognize and value our common humanity as well as the richness of our diversity. NCCC offers high-quality academic programs leading to degrees and certificates which are supported by outstanding student services. NCCC provides a variety of cultural, social, and international experiences, as well as community education and workforce development that supports economic development that positively impacts the quality of life. The College operates through a collegial model of shared governance and is accountable to meet the highest standards of professionalism and integrity.

NCCC Vision

Niagara County Community College will be a leader in providing a dynamic, high-quality educational environment responsive to current and emerging needs of our students and community.

Nursing Program Mission Statement

The mission of the nursing program at Niagara County Community College is to educate individuals who will provide safe, patient-centered, holistic nursing care in today's diverse health care environment. Upon completion of the program, graduates are expected to demonstrate caring behaviors, utilize clinical reasoning, utilize technology, maintain professional integrity with a spirit of inquiry for lifelong learning.

Nursing Program Philosophy

The department of nursing education subscribes to the concepts included in the College and SUNY Mission Statements. Nurse faculty participates in annual professional development in order to promote professional identity and maintain relevance, rigor, and currency of the nursing program. Nursing is a caring profession whose role is to apply evidence-based practice to assist patients as they strive towards optimum health or palliation when health is no longer attainable. Nursing requires the ability to utilize nursing judgment, assessment, scientific basis, and clinical reasoning to formulate / implement the nursing process in delivery of care utilizing concept centered care. The patient is viewed as: an individual, family, group, community, or society. Patient centeredness is the focus of nursing care in the health promotion of human flourishing. Caring arises from the nursing approach of reverence and respect for the dignity of others, incorporating cultural values, beliefs, and lifestyles while upholding the highest integrity, honesty, and ethics as a professional nurse. Nursing works collaboratively with the interprofessional health team within the health care environment. The nurse identifies the health care environment as a culturally diverse setting with delivery of care to individuals, families, communities and society in acute care, long-term, and community-based settings.

Nursing education is where the faculty strives to meet the needs of diverse student populations with student centeredness as the priority. Teaching is the application of incremental and concept application with clinical experiences correlated to concepts taught. Learning is a shared responsibility between the student and instructor that result in growth in the students' knowledge, understanding, application, and analysis of nursing concepts with the inspired spirit of inquiry for lifelong learning.

Registered Nursing Program Accreditation

The NCCC Registered Nursing Program is fully accredited by New York State Department of Education and the Accreditation Commission for Education in Nursing (ACEN). You may contact the organization at:

Accreditation Commission for Education in Nursing, Inc.
3343 Peachtree Road NE, Suite 850 | Atlanta, GA 30326
P. 404.975.5000 | F. 404.975.5020 | www.acenursing.org

RN END OF PROGRAM

STUDENT LEARNING OUTCOMES

1. Develop competent nursing judgment by utilization and prioritization of nursing knowledge and information/technology to provide holistic (biophysical, psychological, socio-cultural, spiritual) patient-centered care across the life span.
2. Provide patient-centered care with sensitivity and respect for the diversity of human experience.
3. Collaborate professionally and effectively with nursing, interprofessional team members, patient, family and/or community members fostering shared decision making to achieve quality patient care.
4. Implement psychomotor skills safely and demonstrate role specific nurse competency to provide safe, quality care.
5. Provide health teaching utilizing concepts of teaching/learning to promote decision making and human flourishing of the patient, family and/or community members.
6. Demonstrate integrity and accountability while practicing within the ethical, legal, and regulatory frameworks of nursing. Utilize information/ technology to enhance safety and support decision making.
7. Integrate best practices based on evidence with clinical expertise and research in the delivery of optimal health care.
8. Commit to personal and professional growth incorporating a spirit of inquiry, patient satisfaction and quality improvement.

Practical Nursing Program Accreditation

The NCCC Practical Nursing Program is fully accredited by New York State Department of Education. You may contact the organization at:

The State Education Department, Division of Professional Education

89 Washington Avenue, 2nd Floor, West Wing, Albany, NY 12234

P. 518-486-2967 | www.op.nysed.gov

PN END OF PROGRAM

STUDENT LEARNING OUTCOMES

1. Apply basic principles from the biological and behavioral sciences and nursing theory to determine nursing actions for individuals and their families in a variety of health care settings and participate as a mid-level member of a nursing team assigned to complete patient data gathering, planning, implementation, and evaluation of nursing care to assist clients of all ages to meet their functional needs.
 2. Demonstrate concern for sociocultural and spiritual values when interacting with clients and health team members in a variety of settings
 3. Use effective communication skills with clients, family members, and health team members
 4. Safely implement evidence-based psychomotor skills within the LPN scope of practice
 5. Reinforce health education for individuals, families, and peers within the LPN scope of practice
 6. Display responsibility and accountability for his/her nursing care utilizing ethical and legal principles within the LPN scope of practice.
 7. Follow best practices based on evidence in the delivery of health care within the scope of practice
 8. Select appropriate goals for continued self-growth and vocational mobility to achieve his/her full potential.
-

ACADEMIC INTEGRITY CONTRACTS –GUIDELINES FOR USE

An Academic Integrity contract will be initiated by the Course Coordinator when a student:

- Fails to follow established standards of nursing practice as written in the New York State Office of the Professions publication. Examples include but are not limited to:
 - Failing to maintain a record for each patient that accurately reflects the evaluation and treatment of the patient (Errors in documentation, false documentation or failing to document in patient chart)
 - Revealing of personally identifiable facts, data or information obtained in a professional capacity without the prior consent of the patient (HIPAA violation)
 - Performing a skill, the student is not competent to perform or is not allowed to perform without proper supervision (giving meds without instructor, skills not passed in lab, performing skills without instructor present)
 - Performing a treatment for a patient not ordered by the physician and not within the scope of nursing
 - Failing to wear an identifying badge
 - Failing to use scientifically accepted infection control practices
 - Willful or grossly negligent failure to comply with provisions of Federal, State, or local laws, rules or regulation governing the practice of the profession (standards of practice, medication regulations, controlled substances.)
- Fails to notify an instructor of an absence to a clinical experience
- Breaches the NCCC Academic Integrity Policy as in the Students' Rights and Responsibilities
 - Any episode of cheating –copying another students' work for clinical or class or during an exam
 - Disruption of classroom or clinical activities
 - Harassment of fellow students or faculty
 - Stealing, lying to a faculty member
 - Use of, or under the influence of, alcohol or drugs in the college environment or clinical agency.
- Breaches the ANA Code of Ethics for Nurses or NSNA Code of Conduct for Nursing Students

The description of the issue will be detailed as to the episode, the reason for the contract and the consequences of the action. All Academic Contracts will contain the following:

This contract serves to notify you of the serious regard the faculty have for these instances of unethical behavior. Your Clinical Performance Tool will be marked to reflect the unethical nature of this work.

If there is a further instance of violation of the Nurse Practice Act or Academic Integrity Policy, you will be graded as unsatisfactory for the rotation in which it occurs. Subsequent episodes will result in failure of the nursing course.

I have read and understand the above.

If the student violates the policy again, the following is an example of the wording:

Since this is a second instance of violation of the ANA Code of Ethics and Academic Integrity Policy, you will be graded as unsatisfactory for the current rotation. Another violation of Academic Integrity will result in failure of the nursing course.

Dependent on the seriousness of the breach of ethics, integrity, professionalism, and standards of practice, the Academic Integrity contract may be used when reviewing academic history for readmission to the program (if applicable) or when letters of reference are requested for employment or further education.

APPLYING FOR A LICENSE IN NURSING

General Requirements

The practice of nursing or use of "Registered Professional Nurse" (RN) or "Licensed Practical Nurse" (LPN) titles within New York State Requires licensure.

To be licensed as a registered professional nurse in New York State you must:

- be of good moral character
- be at least eighteen years of age
- meet education requirements
- complete coursework or training in the identification and report of child abuse
- meet examination requirements

To be licensed as a licensed practical nurse in New York State you must:

- be of good moral character
- be at least seventeen years of age
- be a high school graduate or the equivalent
- meet education requirements
- meet examination requirements

The specific requirements for licensure are contained in **Title 8, Article 139, Sections 6905 and 6906 of New York State Education Law and Part 64 of the Regulations of the Commissioner of Education**. The Law and Regulations are available on the web site at www.op.nysed.gov/nurse.htm. Copies of the relevant sections of NYS Education Law and the Commissioner's Regulations are available by e-mailing opforms@mail.nysed.gov or calling 518-474-3817 ext. 320. The New York State Office of Professional Discipline determines whether a person is eligible for licensure as a Registered Professional Nurse or Licensed Practical Nurse related to legal incidences. The contact number in the Buffalo region is (716)842-6550.

The questions below will also be asked when you apply for a license to practice nursing. If you answer yes to any question, you may not be eligible to be licensed as a Registered Nursing. At the time of application, you will need to include copies of any court records (conviction records), and if you possess one, a copy of the "Certificate of Relief from Disabilities" or your "Certificate of Good Conduct."

Any falsification or omission of data may result in dismissal from the program, or disciplinary action.

All nursing students in a clinical component must complete a survey on Brightspace. The results will be kept in a confidential file in the Nursing and Allied Health area files. While a student at NCCC, if a clinical agency restricts persons, including students, from working in their agency with issues on a background check such as those listed on the application for nursing licensure below, you will be required to change clinical locations. If no appropriate clinical placement can be arranged for you to meet the requirements of the program, you will need to withdraw from the nursing program.

QUESTION	YES	NO
Have you ever been found guilty after trial or pleaded guilty, no contest or nolo contendere to a crime (felony or misdemeanor) in any court?		
Are any criminal charges pending against you in any court?		
Has any licensing or disciplinary authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender, or suspended, placed on probation, refused to renew a professional license or certificate held by you or previously, or ever fined, censured, reprimanded, or otherwise disciplined you?		
Are charges pending for you in any jurisdiction for any sort of professional misconduct?		
Has any hospital or licensed care facility restricted or terminated your professional training, employment, or privileges; or have you ever voluntarily or involuntarily resigned or withdrawn from such association to avoid imposition of such measures?		

Contact the Assistant Vice President of Academic Affairs for Nursing and Allied Health for further information about issues that affect your potential for licensure.

ASSIGNMENTS

Lecture, college laboratory and clinical laboratory have various required assignments which include textbook readings, journal articles, audio-visual, computer programs, HESI exams and written work. Assignments are specified in each unit of study in the course packet or as announced in lecture or on the computerized course management system. Common to all levels:

1. Mastery in the Medication Calculation Administration Test (MCAT): The MCAT is required for satisfactory completion of the course. See MCAT Policy.
2. Satisfactory Therapeutic Analysis Worksheet demonstrating use of therapeutic communication skills will be required. See course specific packet for assignment requirements.
3. Evidence Based Practice (EBP) assignments. EBP assignments will be required in each course. This assignment will help the student to understand the research basis behind the science of nursing utilizing published research-based literature.
4. Developmental Expectation Sheets: Erikson's NUR 112 – Expectation sheets are required for Erikson's Developmental Stages 1 during the maternity rotation. NUR 211 Erikson's Stages 2, 3, and 4 in the Pediatric Rotation.
5. Completion of Independent Studies (Family Planning and Assertiveness) in NUR 112.
6. A standardized testing service will be utilized throughout all courses. Students must purchase this service from the bookstore. Assigned testing must be accomplished on-line as required each semester. Broadband service will be more efficient than "dial-up", but not essential.
 - An NCLEX review course will be available following *graduation* to assist in preparation for the NCLEX-RN exam (aka the "Boards").
7. Daily clinical assignments: Students must complete all required assignments to pass the clinical component. These requirements must be met prior to end of each rotation.
 - Non-completion prevents end of rotation evaluation and progression to the next rotation.
 - Students are prohibited from utilizing agency resources anticipated to be completed prior to arrival (i.e.: printing of TCP, printing of bib card article)
8. Portfolio submission in NUR 212 with examples of written work from past four semesters. See Portfolio
9. A completed course evaluation (access through Brightspace) is required prior to the final examination.
10. Students who do not complete all required components (exams, assignments, HESI tests/programs, skill competency demonstration or any other required item) of a Nursing course or the Nursing Program prior to grade submission at the end of the semester will receive an "F" grade for the course.
 - If a student feels that their circumstances meet the criteria for an Incomplete ("I") grade as described in the NCCC College Catalog, the student must make arrangements with the Course Coordinator for the "I" grade and subsequent completion of course work prior to the final week of instruction and prior to the final exam.
 - Students cannot progress to the next Nursing course with an "F" grade or an "I" grade.

ATTENDANCE POLICIES

Lecture:

Each student is expected to attend his/her assigned lecture time and is required to sign the attendance sheet that will be circulated during each lecture and recorded on the roster. Refer to the Academic Policy in the NCCC College Catalogue regarding attendance.

*If the death of an immediate family member occurs during the school year, please notify the course coordinator and Assistant Vice President of Academic Affairs, Nursing, Physical and Allied Health immediately.

College Laboratory:

Attendance is expected and will be recorded for each lab. Students who have a lab on a holiday will sign up and attend another scheduled lab for the specific skill. All skill evaluations must be attended as scheduled.

Clinical Laboratory:

The purpose of this policy is to consider and reconcile clinical absences of nursing students enrolled in NUR 100, 101, 111, 112, 113, 114, 211, and 212. Nurse faculty will meet as necessary to discuss students' clinical absences in their respective course.

Attendance at all clinical laboratories is required and an integral part of the Nursing Program. However, it is the nursing student's professional responsibility to not attend clinical when ill in an effort to protect vulnerable patients and adhere to agency policies. Each clinical day, specific objectives are emphasized. As a result of clinical absences, students miss completing objectives and participating in clinical experiences. Important points:

1. Each clinical day that is missed by a student, whether on campus or in an off-campus agency, will be considered an absence. **An absence will be counted regardless of reason.** This will include any time missed (as examples) due to personal illness or issues; family illness or issues; transportation issues; lack of health record completion, BLS course completion, lab skill completion, or annual flu vaccination; failure to submit required written work for previous rotation; and/or participation in other College events. In case of death of an immediate family member- see Bereavement Policy. Active Military duties will be honored with valid copies of orders and alternative clinical time scheduled. Military orders should be submitted to the course coordinator and the clinical coordinator prior to absence. NCCC athletic participation will be honored on a case-by-case basis. Athletic documentation will be required from the coach.
2. The clinical component of nursing courses (NUR 100, 101, 111, 112, 113, 114, 211, and 212) will be assigned a point value to be included in the expected grade points for the semester. NUR 100, 101, 111, 112, 113 and 114 will have six (6) points assigned to the clinical component. NUR 211 and 212 will have nine (9) points assigned to the clinical component. A student will earn all course clinical points for perfect attendance. Clinical points will be calculated at the end of the semester.
 - One clinical shift/day is equal to 6.5 hours. Therefore, a 12.5-hour day is the equivalent of 2 shifts/clinical days.
3. More than two (2) clinical shift absences in NUR 100, 101 111, 112, 113, 114 or three (3) clinical shift absences in NUR 211 and 212 are considered excessive and will result in failure of the course.
4. **If a student is absent, it is the responsibility of the student to see the Course Coordinator on the next class day (Tuesday or Thursday) after the absence to discuss the reason for the absence and any repercussions. Failure to meet with Course Coordinator on the next class day (Tuesday or Thursday) will result in student being unable to attend clinical until they have met with Course Coordinator regarding absence and any time missed will be counted as a clinical absence.**

5. It is the students' professional responsibility to notify the clinical instructor, clinical coordinator, and course coordinator of an absence. Students who must be absent from clinical must also call the clinical facility PRIOR to the scheduled clinical time. Be sure to give your name, the instructor's name, and all necessary information. Failure to notify the Clinical Instructor prior to the clinical start time violates the Student Code of Conduct as stated in the NCCC Student Rights and Responsibilities Handbook and may be grounds for dismissal from the course.
6. **Missed clinical time:** Missed time is defined by NCCC Nursing Program as any time missed by a student from the clinical and/or simulation lab setting that is less than a complete day (absence). This time missed could be due to tardiness (late arrival to the clinical site) and/or leaving early (for any reason). Missing clinical time impedes the learning process and should be minimized as much as possible. It is anticipated that missed time would be no greater than 30 minutes.
 - Absences are attributed to a student missing large components of clinical time where learning objectives are not met due to missed time by the student.
 - The qualification of whether the instance constitutes missed time versus an absence shall be decided by the Level Planning faculty after consideration of:
 - a) amount of time missed
 - b) objectives for the portion of the clinical missed
 - c) reason for missed time
 - d) elements of the clinical shift that were missed by the student will be identified to make a determination of the categorization
7. **If a student has two instances of missed clinical time due to tardiness to clinical or leaving the clinical facility early, the student is responsible for keeping track that another episode of missed time will be considered a clinical absence.** Each subsequent occurrence of tardiness equals a clinical absence. This does not alter the total number of clinical absences permitted in each course.
8. All students must be prepared to perform the skills in the clinical area that have been learned and competency tested in the college lab. Students must give the satisfactory skill competency ticket to the clinical instructor at the beginning of the clinical day to perform the skill. Failure to be prepared to perform the skill due to unsatisfactory performance in the college laboratory skill competency test or lack of a satisfactory skill ticket by the NP (not prepared) date for the skill will result in dismissal from the clinical area and the student will be charged an absence. NP dates for each skill will be posted.

ATTENDANCE POLICY (CLINICAL) RELATED TO SUBMISSION OF HEALTH RECORDS AND CPR CERTIFICATION

Health Records and CPR/BLS certification must be complete by the deadline established for each Course:

1. Students may attend clinical orientation day if CPR is not complete but may not attend any patient care/contact time/days. Students on 12-hour shifts must leave the agency and accrue an absence when the group begins patient care.
2. Student may attend clinical orientation day without complete health records, but they must be restricted to public, non-patient areas (cafeteria, conference room). No student may be involved in patient care/contact without health clearance. Students on 12-hour shifts must leave the agency and accrue an absence when the group begins patient care.
3. Failure to meet the deadline/due date (as listed below) for submission of "clearance for clinical" slip from the Wellness Center or notification by the Wellness Center that the student has health clearance will result in exclusion from the clinical area (resulting in clinical absence).

4. Students will accumulate one point per day (Monday – Friday) for each day their health record or CPR/BLS card is late. If both items are late, two points per day will be accumulated. These points will be deducted from the total course points at the end of the semester.
5. Health records and CPR/BLS that expire during the semester will result in the same point reduction if validation of compliance is not submitted prior to the expiration of the record.
6. Validation of Annual Seasonal Influenza Vaccine must be received by the date specified (determined annually) or the student will not be able to attend clinical, accruing an absence and loss of attendance points.

Due Dates for complete Physical and Health Records:

NUR 100 and 111	Friday by 4:00 PM of the third week of the semester
NUR 101 and 112	Friday by 4:00 PM of the second week of the semester
NUR 113, 114, 211 and 212	As per faculty or by Thursday at 4 pm on the first week of semester.

Due Date for submission of Annual Seasonal Influenza (flu) vaccination validation:

All courses- October 1 – unless notified by the NYS Department of Health or clinical agencies of different date. A student may not be allowed to attend clinical after that date without receiving an annual influenza vaccination.

Student Name: _____



NIAGARA COUNTY COMMUNITY COLLEGE

Nursing Program

Application for Appeal

Clinical Point Adjustment Due to Extenuating Circumstances

If ***an absence*** of clinical (as defined as a 6.5-hour shift) occurred due to extenuating circumstances, a student may file this application for appeal with the current course coordinator. This application must be completed and turned in to the course coordinator within **2 weeks** of the clinical absence. The application along with any supporting documentation will be reviewed and taken into consideration in the event that the student has not earned the amount of points needed to be successful in the current semester. The appeal process will be finalized by the grade entry date at the end of the semester

Please read all the information included on this page, sign, and date at the bottom.

Grounds for Appeal:

- You were hospitalized
- Death of a close family member or friend (death of immediate family is covered under the bereavement policy in the student handbook)
- Sent home from clinical by Instructor due to illness

Instructor's name: _____

- Other
-

Date of Missed Clinical: _____

- Only one appeal for one 6.5-hour shift absence will be considered per semester, for a total of 3 points
- Appeals will only be considered in the event of a potential failure of the semester
- Absence due to attending events will not be considered.
- Any supporting documentation must be included with this application
- No student can exceed the maximum number of missed clinical days as outlined in the student handbook

Please include any additional information you'd like to be considered with your appeal:

Student Signature

Date

Course Coordinator Signature

Date

BASIC LIFE SUPPORT (BLS) / CPR CERTIFICATION

All students in a nursing course attending clinical must have a current certification for BLS/CPR. The certification must be presented to and validated by nurse faculty by the deadline established in each course.

- Basic Life Support: BLS for the Professional Rescuer can include American Heart Association or CPR for the Health Care Provider. American Red Cross must consist of resuscitation (one-man, two-man, infant) and Airway Management, use of an AED.
- Failure to meet the deadline for submission of valid BLS will result in exclusion from the clinical area (resulting in clinical absence).
- Students will accumulate one (1) point per day (Monday-Friday) that their validation of BLS is late. These points will be deducted from the final course points at the end of the semester.
 - a. NUR 100 and 111 deadline is Friday of the 3rd week of the semester.
 - b. NUR 101 and 112 deadline is the Friday of the 2nd week of the semester.
 - c. NUR 113, 114, 211 and 212 deadline is as per faculty or by 4 pm on Thursday the first week of semester.
- BLS certification that expires during the semester is also subject to the above regulation. Acceptable verification must be submitted prior to the end of the expiring month to attend clinical.
- The following are ACCEPTABLE COURSES for the Nursing program. A demonstration to a certified instructor **MUST** be completed.
 - a. American Heart Association: Basic Life support (BLS for the Health Care Provider)
 - b. American Red Cross: CPR/AED for the Professional Rescuer
 - c. Canadian Red Cross: Level HCP for the Health Care Professional
 - d. National Safety Council: Basic Life Support (BLS for the Health Care Provider)
- The following courses or certifications are NOT ACCEPTABLE:
 - a. American Heart Association: Heart Saver, CPR, CPR & AED, First Aid, First Aid with CPR/AED, Pediatric First Aid, workplace CPR, Airway Management (standalone course), Family and Friends CPR, ACLS Certification
 - b. American Red Cross: First Aid/CPR/AED, Community CPR, Hands-only CPR, Emergency Medical Response
 - c. Canadian Red Cross: Level A, B, or C, (professional rescuers refers to police, fire, lifeguards)
 - d. National Safety Council: First Aid/CPR/AED
 - e. Any on-line only course such as American CPR/AED Association, American CPR Care Association, American Academy of CPR and First Aid, Inc., CPR TODAY
 - f. Any course that does not have a demonstration with a certified instructor

BEREAVEMENT POLICY FOR STUDENTS

If a student experiences the loss through death of an immediate family member, time shall be granted for absence from class, lab, or clinical. The immediate family of a student shall include brother, sister, spouse, child, stepchild, father, mother, grandparent, parent-in-law, or persons living in the same household as members of the immediate family. Duration time shall not exceed four (4) consecutive days from the date of occurrence and shall be decided by the Nursing Faculty /Assistant Vice President of Academic Affairs, Nursing and Allied Health on an individual basis, following the request by the student for such leave. The time missed will not be counted toward "excessive" absence time leading to dismissal from the Program, or subject to loss of points for clinical absence, however students are responsible for content in class and meeting the class, lab, and clinical requirements for the course. Laboratory skill competency testing will be rescheduled. Exam issues will be discussed on a case-by-case basis. Students must contact the course coordinator and provide documentation of the death (i.e., copy of death notice)

BODY CAMERA

Body cameras may be used to videotape nursing skill evaluations. The videos will be used by faculty only for clarification and confirmation that the student has met the critical elements as outlined according to the skills evaluation sheets.

BODY FLUID CONTAMINATION

In the event of a body fluid contamination, such as a finger stick injury or blood splash, the student must IMMEDIATELY wash the area of contamination with soap and water. If splashed in the eye, it must be washed with copious amounts of water. The student must notify the clinical instructor immediately. The student is responsible for the cost of medical care to prevent HIV or other infection and/or incident occurred may be necessary to review treatment options. This may include but not be restricted to an emergency room visit, consultation with your primary health care provider, lab work and treatment. Treatment could include medication which is very costly. The decision to begin treatment must be made within a couple of hours after an incident. Since some insurance policies will not cover this treatment, it would be wise to clarify with your insurance company regarding the extent of your coverage prior to your first clinical day. In some cases, you may wish to purchase additional coverage.

The instructor will notify the Assistant Vice President of Academic Affairs, Nursing and Allied Health if a student sustains a personal injury/exposure during the clinical session.

BOMB THREAT AT THE CLINICAL AGENCY

In the case of a bomb threat while at the clinical agency, the instructor and students will report to the charge nurse for assignment/direction. Students and instructor will be expected to attend to duties as assigned by the charge nurse (within the student's educational level).

At the end of the assigned clinical shift, students and instructor will report to the charge nurse. If the charge nurse relieves the instructor and students of duties, they may leave the facility. Patients will be reassigned to the primary nurse and necessary documentation will be completed by the student and the prior to leaving the facility.

Once the bomb threat is cleared and the shift assigned is completed, the instructor and students will be dismissed.

CLINICAL DOCUMENTATION

Students in the RN program at NCCC will use the following format to document the instructor's supervision.

- Student full name, SN, NCCC under the supervision of Faculty name, RN Instructor.
- Ex.: Sarah Brown, SN, NCCC under the supervision of Nancy Teach, RN Instructor.
- Adjustments may be made when documenting on electronic medical records, as per agency policy.

CLINICAL ORIENTATION MATERIALS

All students in a clinical course must access the clinical orientation materials posted in Brightspace or online as directed by the clinical agency prior to the beginning of patient care. Tests as assigned must be completed and documentation submitted as required by the clinical agencies.

CLINICAL PERFORMANCE TOOL

A clinical performance tool identifies specific areas and behaviors that will be evaluated. A student's performance in the clinical area is documented in this tool after each clinical week (formative evaluation).

- Formative evaluation of the student's clinical performance:
 - a. provides weekly feedback to the student
- Summative evaluation of the student's clinical performance:
 - a. Provided at the final faculty/student evaluation conference.
 - b. Summarizes the student's performance throughout the semester.
 - c. A summative (final) clinical evaluation is given at the end of the semester. Students sign up for the final clinical evaluation conference with their clinical instructor.
- Performance is judged on the basis of Satisfactory (S), Needs Improvement (N), Unsatisfactory (U) as formative weekly evaluation and Pass (P)/Fail (F) at the end of the semester summative evaluation.
- Students review their clinical evaluation tool on a regular basis to identify areas and behaviors that are satisfactory and areas that need improvement.
- Periodic evaluation consisting of a written evaluation and conference concerning each student's clinical performance will be made at the end of each rotation. Additional student faculty conferences may be scheduled as needed.
- Specialty clinical rotations, specifically Community Based Nursing (NUR 211, NUR 212), pediatrics (NUR 211), psychiatric nursing (NUR 212) and maternity (NUR 112) are considered separate but equivalent rotations to all other medical surgical rotations. Students are required to successfully meet clinical objectives and rotations to earn a satisfactory (S) evaluation.
- A summative failing evaluation will result in an "F" course grade. The student will not progress with an "F".

GUIDELINES FOR CLINICAL PERFORMANCE TOOL FOR ALL NUR COURSES WITH A CLINICAL COMPONENT

(All underlined words are defined in the Glossary)

Documentation in Tool

A. Format

1. Bold print headings reflect the course outcomes. If the student was successful in achieving the behaviors as stated in the section, an "S" is entered for that behavior for that day. If they are not successful or need improvement, a U or N is entered for each behavior the student attempted.
2. The students will have opportunity to view their tools on a regular basis. Weekly is recommended
3. If new information is presented that would influence the weekly mark, an addendum should be dated, added to the tool, and discussed with the student.

4. During every semester, the student will have formative and summative evaluation of each Student Learning Outcome.

5. Slashed box indicates two separate experiences, either the same day or week.

B. Grading

All faculty use professional judgment to consider variables in each situation when evaluating students' performance.

1. Instructors are encouraged to make notes in the comment column or the back of the appropriate page to aid in clarification. All comments are dated.

2. No "U" will stand alone; cross referencing will be done with other related outcomes. Student learning outcome recording "Nursing Process" may be an exception to this statement.

3. Periodic evaluation is completed by the instructor at the end of each rotation in applicable courses using the formative grades of S or U only.

4. A final summative grade (only P or F) is earned at the completion of the course. Input from the clinical instructors from each rotation may be taken into consideration.

5. Cognitive, affective, and psychomotor behaviors are evaluated as identified in the evaluation tool.

6. Learning outcomes must be met whenever a psychomotor skill is performed. If any one of these learning outcomes is missing, a "U" is earned. An "N" (or NI) is earned if the student lacks dexterity, confidence or needs assistance.

7. Two (2) consecutive "N's", especially in the terminal 1/3 of the semester/rotation warrants a "U" when there is not improvement in a specific behavior.

8. A summative "F" is earned after looking at patterns of behavior, especially during the terminal portion of the semester or last 1/3 of the semester when a specified learning experience is not able to be repeated, behaviors changed, or further evaluations made. Undesirable behavior patterns will undergo scrutiny by faculty to avert possible barriers to learning and unsafe practice.

9. A "P" must be earned as a summative grade in each student learning outcome in order to pass the clinical component of the course.

10. The student will fail the course if opportunities no longer exist to repeat experiences necessary to meet course outcomes.

C. Criteria for Formative Grading

1. A Satisfactory grade (S) indicates that the student independently meets the criteria identified in the evaluation tool.

2. An unsatisfactory grade (U) is earned in the evaluation tool when a student placed a patient/family in physical and/or emotional jeopardy or otherwise does not meet criteria identified in the evaluation tool.

Examples of behaviors to warrant U grade for each Student Learning Outcome:

Knowledge and Science

1. When the written assessment and planning is not complete or comprehensive.
2. When implementation and/or evaluation is inappropriate for safe patient care.
3. When levels of Growth and Development are not identified and/or implications incorporated into patient care thereby not recognizing the uniqueness of the individual.
4. When nursing practice does not incorporate cultural, spiritual, socio-economic considerations.

Relationship Centered Care

1. Addressing a patient inappropriately
2. Stating value judgments relative to a patient
3. Ignores patient during care or performance of a skill
4. Does not incorporate patient wishes in care planning or interaction.

Teamwork

1. Ignores obvious cues and opportunities to intervene with anxious patients/families.
2. When communication shows a disrespect for human dignity and uniqueness.
3. When information is omitted that is vital for continuity of safe patient care
4. Inappropriate use of staff members, inter disciplinary team.

Quality and Safety

1. When learning outcomes of a skill are not met.
2. Places the patient/family in physical or emotional jeopardy, i.e.:
 - a. Leaves side rails down when indicated
 - b. Fails to identify patient prior to procedures/medication administration
 - c. Cuts the toenails of a diabetic patient.
 - d. States, "I've never done this before" in front of a patient.
 - d. Does not utilize universal precautions/infection control/isolation measures.

Health Teaching

1. When appropriate instructions are omitted which would compromise the convalescent period.
2. For providing inaccurate or faulty information for patient/family follow up care and health promotion.
3. When there is little value placed on the need for health teaching as demonstrated by behaviors observed.

Context and Environmental

1. When the student does not follow the:
 - a. Agency policy and procedure.
 - b. Legal definitions of professional nursing practice in New York State.
 - c. ANA standards of practice
2. Violates confidentiality/HIPAA
3. Acts in an unprofessional manner based on New York State misconduct behavior.

Accountability

1. Does not integrate best practices based on evidence.
2. Does not complete assignments in a timely manner.
3. Is not accountable for their actions.

Personal and Professional Growth

1. Is not responsible and accountable for behavior.
2. Does not provide patient with measures to meet needs. Failure to assess patient satisfaction throughout shift.

3. Does not internalize identified areas of weakness to effect change in behavior.
3. A needs improvement grade (N/I or N) is earned when student behaviors do not jeopardize the patient/family in any way, but there is room for betterment, needs assistance and guidance to meet requirements.
4. Blank - not observed.
5. Not prepared (NP) is earned when a student is unprepared for clinical assignment.
6. An evaluation pending (EP) is earned when absenteeism precludes the faculty from making an informed judgment about an appropriate grade.

Glossary of Terms Used for Clinical Performance and Evaluation

Formative Evaluation - can only occur when there is an opportunity for change of behavior following feedback. Formative evaluation is a growth process.

Summative Evaluation - occurs at the conclusion of specified learning experiences when there is no opportunity for behaviors to change or further evaluations made. This occurs at the end of each semester.

Periodic Evaluation - formal conference between faculty member and individual student at the completion of each rotation.

Consistency - little variation in behavior/performance; in conformity with behaviors delineated in evaluation tool/standards of nursing practice.

Pattern of Behavior - behaviors that are repetitious (more than twice), demonstrating movement in a certain direction. This may be positive or negative.

Terminal Behavior - behavior that occurs during the last 1/3 of the semester and/or when a specific learning experience is not able to be repeated, behaviors changed, or further evaluation made.

Emotional Jeopardy - the student creates an environment of uneasiness, apprehension or worry for the patient and/or family.

Satisfactory (S) - independently meets the criteria identified in the evaluation tool. Earned as a formative grade.

Unsatisfactory (U) - does not meet the criteria identified in the evaluation tool. Earned as a formative grade.

Needs Improvement (NI or N) - when student behaviors do not jeopardize the patient/family in any way but there is room for betterment; needs assistance and/or guidance to meet requirements. Earned as a formative grade.

Not Prepared (NP) - unprepared for clinical assignment such as college laboratory skills not completed on time, lack of theoretical preparation or MCAT not passed within given time frame.

Evaluation Pending (EP) - occurs when there has been inadequate opportunity to fully evaluate and determine a grade prior to the end of the rotation.

Philosophy of evaluation

The faculty of Nursing Program believe evaluation is a dynamic ongoing process which involves both formative and summative evaluation.

The faculty of Nursing Program believes that when learning occurs the student demonstrates observable changes in behavior which reflects the ability to think critically. The evaluation process will measure those behavioral changes in the cognitive, psychomotor, and affective areas of nursing practice.

Faculty perceive regular formative evaluation as an opportunity to stimulate growth through the identification of strengths and areas for improvement. Summative evaluation is a final determination which reflects the achievement of course outcomes.

Niagara County Community College Nursing Program

Civility Policy

Scope: This policy applies to students enrolled in the nursing program at NCCC.

Justification: A career as an RN requires frequent work with patients, vulnerable populations, confidential medical records and/or proprietary information and data. In preparation for this requirement, RN students will be required to adhere to a common set of ethical standards and principles that promote professionalism and civility.

Civility Explanation: Civility is defined as courteous behavior, kind words and politeness; it is a demonstration of respect for others, reciprocity (treating others as we wish to be treated) and behaviors that create a positive setting in which to learn.

Ethical Behavior: Ethical behavior is defined as behavior that is in accordance with the accepted principles of right and wrong that govern the conduct of a profession.

I, _____, a student in the nursing program at Niagara County Community College, affirm to:

1. Be a model of civil and ethical behavior in the classroom, lab, clinical, on campus, and during all interactions with fellow students, faculty, staff and clinical affiliates.
2. Realize that incivility in the classroom takes an emotional, educational and economic toll on learners and instructors alike.
3. Arrive on time to class, lab and clinical. (In emergency circumstances, late arrivals to C161 or C163 should use the second floor door to enter).
4. Shut my cell phone off before arriving to class, clinical and lab. No texting or scrolling during class, lab, clinical.

5. Realize that conversing with another student during lecture, lab, or clinical pre/post conference is disruptive to the learning environment and will refrain from doing so.
6. Realize that the instructor must maintain control of the classroom, lab, or clinical setting at all times and that unprofessional behavior as defined by my instructor will not be ignored.
7. Address all faculty, staff, and college administrators by their title and surname (i.e. Mrs., Ms., Mr. etc.).
8. Realize that course communications will occur in many instances by email/Brightspace and that I will be expected to keep current on course information posted/sent.
9. Make, keep, and be on time to appointments with faculty when necessary.
10. Follow the dress code, maintaining a professional appearance in the clinical and simulation lab settings.
11. Follow the no smoking policy of the NCCC campus, clinical and CBN sites.
12. Maintain appropriate tone and volume when communicating with others. Use assertive, not aggressive communication skills. Use polite language (such as please and thank you). Refrain from using profanity. Not monopolize conversations, giving others an opportunity to speak and express their views.
13. Maintain appropriate nonverbal behavior (no eye rolling, no sitting sideways or on the floor, putting head down on desk etc.)
14. Avoid audible yawning during formal faculty instruction.
15. Respect my fellow classmates, NCCC faculty and staff, and the personnel and policy of any clinical facility where I am a guest by avoiding unprofessional, rude, or offensive behavior.
16. Engage in professional use of email and other written communication.
17. Value and respect the differences in others and reject discrimination and prejudice.
18. Protect confidentiality of fellow students and patients. Confidential information should not be shared for any reason and to share this information is considered a serious breach of ethics. Patient information must only be shared within the confines of appropriate clinical practice and in accordance with HIPAA regulations.
19. Attribute work and ideas appropriately and refrain from plagiarism.
20. Use social media appropriately and without causing harm or ill feelings to others.
21. Accept constructive criticism as follows: be attentive and listen before responding; and provide counter comments that are free of a defensive attitude.

22. Respect physical property in the classroom, lab, on campus and in the clinical setting.

23. Utilize appropriate channels of communication and follow the chain of command if questions or concerns arise.

24. Realize that in addition to the learning of theoretical concepts, development of professional behaviors is a key component in this program. Academic integrity and professional conduct are expected of all NCCC nursing program students.

**Niagara County Community College
Nursing Program**

I _____ (print name) have read,
understand and agree to comply with the NCCC Nursing Program Civility Policy. Furthermore, I
understand that not complying with this policy in any way can result in disciplinary action, up to
and including removal from the Nursing program

Signature _____

Date _____

COLLEGE LABORATORY POLICIES

1. Students are expected to attend campus laboratory periods where skills will be demonstrated. If the scheduled lab falls on a holiday or day closed due to inclement weather, students must sign-up and attend another lab/ evaluation day during that skill week.
2. Lab bags (purchased in the bookstore must be used for laboratory class, practice, and skill evaluation. The supplies needed for skill evaluations are contained in the lab bags.
 - Purchasing a Lab bag specific to the course is a requirement.
 - If missing supplies or need to exchange glove size, student is to see the Lab Technical Assistant before the end of September (fall semester) / January (spring semester) **must bring lab bag with you.**
 - Students without supplies will not be able to demonstrate the skill. The grade for such a missed session will be "U".
3. College laboratories are available for additional practice of skills. Students are expected to practice skills independently during their free time. Students are expected to log in on the computer whenever they are in lab for **practice**.
4. Students are expected to attend evaluations as scheduled. Student will sign up the week prior during lab class for the first skill evaluation. If a student is absent from class, it is their responsibility to sign up for skill evaluation. Second and third skill evaluations will be scheduled by appointment.
5. If an unforeseen circumstance occurs, a student may postpone one skill evaluation appointment per semester. Further cancellations will result in a "U" for the evaluation appointment –regardless of reason.
 - Students must email their lab instructor at least 1 hour prior to the time of the evaluation or the student will be marked as 'no-show'. Students are considered a "no-show" if they do not notify lab faculty to cancel and will receive a U for the evaluation.
 - A student more than ten (10) minutes late for a skill evaluation appointment will be considered a 'no-call, no-show' and will receive a U for the evaluation and loss of the point for that evaluation.
 - Students who miss a scheduled skill evaluation appointment will receive a U for the skill evaluation and must sign up on the re-evaluation appointment sheet within one week.
 - If the student does not sign up for their first lab evaluation and is not evaluated on the first week they will lose a point and forfeit the first evaluation. If the student signs up on the second week and is successful they will receive one point. If the student does not sign up for lab evaluation on the second week and therefore is not evaluated on the second week, they will lose another point and forfeit the second evaluation as well. If the student is finally evaluated on week three, they will be evaluated as a third evaluation.
6. A student who is a "no-show" for the college lab evaluation appointment will be in danger of failing the course.
7. Students will be allotted 30 minutes to complete skill evaluations, unless otherwise specified.
8. Learning Objectives and Learning Outcomes of required skills are provided to help the student prepare for skill performance and evaluation. **(Note: not a step by step; refer to skill demonstration and add as needed)**

9. The skill must be learned, practiced, and successfully carried out in the laboratory before it may be performed in the clinical area.
10. To earn a satisfactory (S) grade in a nursing skill evaluation, the student must perform the skill meeting all the learning outcomes for that skill evaluation.
11. Students who pass a skill in the college lab on their first attempt will receive two (2) points. Students will receive one (1) point for passing a skill on their second attempt. These points are part of the total points offered for each course. No points will be earned on the third attempt to pass a skill.
12. It is expected that each student will be successful in passing the skill evaluation of a new skill on the first attempt. However, if the student did not follow all the critical elements of the skill performance, a "U" will be earned. **(Any discussion of an unsuccessful evaluation must be addressed prior to the next skill evaluation, see policy below)**
 - After notification by the laboratory faculty that a "U" was earned, the student must sign up for a re-evaluation on the specified sheet for an appointment within one week.
 - If a student is not successful during the allotted 2 skill evaluations, a written contract outlining criteria for successful completion of the evaluation will be established with your lab instructor. This criterion will include the opportunity for a scheduled practice time with the Technical Assistant prior to the remaining final skill evaluation (total of 3). Student must see the lab Technical Assistant to schedule practice session by the next campus day before 2 pm or practice session will be forfeited. If the student fails to attend the scheduled practice time, the opportunity will be forfeited.
 - Student will be evaluated by at least one faculty member with a body camera during 3rd skill evaluations.
 - Failure to pass the required skill evaluation after 3 attempts will result in failure of the course.
13. **Any discussion of an unsuccessful evaluation must be addressed prior to the next skill evaluation.**
Body camera review:
 - Student will fill out the dynamic form (located in lab module in course LMS), "Skill Lab Video Review Request" within one week from evaluation and prior to their next evaluation for the same skill.
 - Student will submit the form by choosing their lab instructor's name.
 - The form must be fully filled out for review consideration. If the form is not filled out fully, the video will not be reviewed.
 - Lab instructor will review the skill lab video and any documentation the evaluator filled out and speak with the evaluator, if necessary, prior to faculty decision. The student and evaluator will be contacted with the results.
14. Upon successful performance of each skill evaluation, the student will be given a skill ticket which must be given to the clinical instructor on the next clinical day. Once the "Golden ticket" is given to the clinical instructor, the skill can be performed in clinical.
15. Students must successfully complete each skill by the specified date, or the student will earn a "Not Prepared" (NP) for that skill in the clinical laboratory.
 - Failure to be prepared to perform the skill due to unsatisfactory performance in the college laboratory evaluation or lack of a satisfactory skill ticket by the NP (not prepared) date for the skill will result in dismissal from the clinical area and the student will be charged an absence.
 - A student who is "NP" for a skill cannot attend clinical until the skill is successfully demonstrated.
 - Earning a "Not Prepared" (NP) for the required nursing skill will result in the student receiving "NP" and "U's" in all related areas in the clinical performance tool until this skill has been successfully completed in the college laboratory.
 - No points will be earned for a skill completed in the first or second skill evaluation after the NP date.

16. All required skills must be satisfactorily performed in the college laboratory by an assigned date to pass a *clinical* nursing course.
 17. If during the semester a student's clinical performance of a previously learned skill is unsatisfactory, the student will be required to return to the college laboratory for further practice and skill evaluation.
 - If a student is not successful during the skill re-evaluation, a written contract outlining criteria for successful completion of the skill evaluation will be established.
 - Failure to pass the required skill evaluation after 2 attempts will result in failure of the course.
 18. Patterns of behavior, including lateness, absences, and lack of preparation for skill evaluations will be noted on your college laboratory evaluation sheet.
 19. Clinical uniforms of any type (student or work) are not allowed in any nursing labs except as noted for Sim Lab and CBN clinical days. Students are expected to change into clean clothing before entering any lab. Evidence based practice and infection control practices support changing of uniforms or scrubs after any patient contact.
 20. No food, drinks, or children allowed in the lab. No non-nursing student is allowed in the lab.
 21. Please keep the lab and practice labs clean and picked up. If you use something please put it away, clean up any spills, be sure needles and sharps are disposed of properly.
 22. **KEEP ELECTRICAL EQUIPMENT PLUGGED IN AT ALL TIMES. THIS INCLUDES WOW'S, PYXIS, IV PUMPS, MECHANICAL LIFTS, ETC.**
 23. No audio or video taping or picture taking is allowed in any lab.
 24. **Notice:** medications in the lab are not the stated drug on the label and are for demonstration purposes only.
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COMPLAINTS

It is the policy of the Nursing Program as part of the Nursing, Physical, and Allied Health Area, its faculty, and staff to be responsive to concerns of individuals who are associated with its programs and its students. Any individual with a complaint regarding the Nursing Program, the Nursing, Physical, and Allied Health Area including, but not limited to Nursing, Physical, and Allied Health Area courses, academic programs, policies and procedures, faculty and staff should follow the following protocol:

1. The individual must first speak with a faculty member, then course coordinator and lastly, the Assistant Vice President of Academic Affairs for Nursing, Physical, and Allied Health to discuss the issue (informal complaint). If not resolved;
2. The individual may submit a written formal complaint on the Nursing, Physical, and Allied Health Area complaint form ([Complaint Form Link](#)) and meet with the Assistant Vice President of Academic Affairs for Nursing, Physical, and Allied Health who will respond to and/or discuss the situation with the student(s). If not resolved;

3. The individual may contact the Office of the Vice President of Academic Affairs to further discuss the issue. If unresolved, the student may file a formal Academic Grievance as noted in the Student Rights and Responsibilities Handbook.

COMPUTERIZED COURSE MANAGEMENT SYSTEM (I.E.: BRIGHTSPACE)

All courses will use the College's Learning Management Portal. Courses that each student is registered for will be populated in Brightspace at the beginning of the semester. You will be required to log into the computerized course management system from the NCCC Website (www.niagaracc.suny.edu – Brightspace Learn) with your TWolves user code and personal password to view course requirements, access announcements, access learning materials, submit assignments and evaluations, view your grades, and to communicate with your instructor. You can access the computerized course management system from anywhere as long as you have a computer and Internet connection that meets the technical requirements. If you don't have a personal computer at home, you can use one of the open access computer labs at NCCC. All students are responsible for information posted on the computerized course management system and should review announcements, assignments, and email on a regular basis.

DRESS CODE ALL NUR COURSES

- Uniform** NCCC Nursing Program student uniform is required and must be purchased from the NCCC Barnes and Nobles bookstore
Clean, pressed, well fitting.
Uniform is only to be worn for clinical assignment at the health care agency or when attending on campus CBN clinical days or Simulation Lab clinical days.
It is not to be worn on campus or in public for any other reason.
Plain white socks or white or flesh colored stockings
Plain navy blue short sleeved or long sleeved shirt, purchased from the book store **ONLY** may be worn underneath uniform top.
No knit pants, elastic cuffs or stirrups are permitted, only the NCCC uniform pants are permitted.
- Hygiene** Cleanliness, good personal hygiene
- Name Tags** Left Side – A plain badge holder for college picture ID will be required. Badge must be hooked to uniform or pinned. No adornments or character badge holders.
- Lab Coat** Plain white lab jacket may be worn before or after patient care. No cover jacket is to be worn during patient care. No sweaters or sweatshirts are permitted during clinical hours
- Shoes** Any all-white closed leather clinical shoe. No mesh sneaker.
Shoes should be clean and well maintained.
Faculty recommends that clinical shoes be worn at the agency only. Not to and from the agency.
- Hair** Clean, well groomed, contained so that it is not on the face and a possible contaminant -no fancy hair adornments. Devices to hold hair must be plain, neutral color with no logos. Hair color must be one color that is naturally occurring. NO unusual hair colors.
Males-clean shaven or neatly trimmed beard or mustache

Style – neat and professional and conservative

Skin Any visible tattoos on neck and/or arms from the wrist up must be covered. If a t-shirt with sleeves is used to cover tattoos, it must be navy blue and purchased in the NCCC book store. Covering must not interfere with hand washing or asepsis. Minimal make-up is allowed, no false eyelashes.

Nails Short, clean, no polish (even clear)
No artificial nails

Jewelry No jewelry, except a plain wedding band and a wrist watch. No smart watches, fitness trackers or wrist accessories are permitted.

Earrings – one small post earring in each ear. (No hoops)

Piercings – No facial, tongue or visible body piercing jewelry. All facial and tongue piercings must be removed prior to entering the clinical area.

Cell Phones Not on person during patient care. In off position in hospital and during class or lab
No electronic devices to be allowed in clinical without prior approval from a clinical instructor.

Perfume/Aftershave/ Gum Chewing NONE

Stethoscopes Carried in pocket. **Not** worn around the neck

Equipment Watch with second hand (No Smart watches allowed or fitness trackers)
Bandage scissors
Hemostat
Pen light
Blood pressure cuff
Stethoscope
Goggles
No clipboards

GUIDELINES FOR CLEANING EQUIPMENT:

STETHOSCOPES: EARPIECE: alcohol between different users

- DIAPHRAGM - alcohol wipe following each patient contact
- DIAPHRAGM & TUBING should be wiped down with alcohol at start and end of each shift
- SCISSORS & HEMOSTATS: wash debris off with warm soap and water ASAP. Do not allow to dry, wipe with alcohol. Boil at home 20 minutes.

Smoking: No smoking while in uniform at the clinical agency or while at school for the clinical simulation day, even during lunch break. Smokers please be aware the lingering odor or cigarette smoke may be offensive to patients. No vaping.

STUDENTS ARE NOT TO WEAR SCRUBS OR A WORK UNIFORM TO LECTURE ON CAMPUS AT ANY TIME.

DRESS CODE – SPECIFIC TO RELIGIOUS/CULTURAL REQUIREMENTS

If a nursing student is required by his/her religion/culture to be attired in a different manner than the stated dress code, the following alterations must be followed. It is anticipated that these modifications support the student traditions of the religion/culture when on campus and in his/her daily life.

- Uniform** NCCC Nursing Program student uniform top is required.
Plain navy-blue long-sleeved tee shirt may be worn underneath uniform top if required to cover arms. Principles of asepsis must be able to be followed with proper handwashing to include the wrists.
Skirt –if required- navy blue color straight. Length to be at the middle of the knee or longer.
- Hair** If a head covering is required –it must be of a washable material, plain, solid neutral color (White, black, tan, or navy). For safety and hygiene, the covering must be contained so as not to be a contaminant, must not be loosely fitting as to be in danger of being caught in equipment, or need to be moved out of the way during patient care.

***Any other religious requests at clinical must be submitted at the beginning of the semester through the following link, [Religious Accommodation Request Form](#)**

DRUG AND ALCOHOL POLICY

Niagara County Community College is committed to the elimination of drug and alcohol abuse for its students and employees. The unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in and on Niagara County Community College owned or controlled property. Any NCCC student determined to have violated this policy may be subject to disciplinary action up to and including removal. No student will report to work under the influence of illegal drugs. Violation of these rules by a student will be reason for mandatory evaluation/treatment for a substance abuse disorder or for disciplinary action up to and including removal.

The use of alcohol while on Niagara County Community College owned or controlled grounds is absolutely prohibited except when authorized by the College for approved College functions. (Student Rights and Responsibility Handout)

Additional Nursing Student Policy:

In addition, students must report to all class, clinical or lab experiences in fit condition, physically and mentally. Observations noted that indicate intoxication may include, but are not limited to:

- A. inappropriate physical appearance
- B. altered speech
- C. uneven gait
- D. uncommon changes in behavior
- E. lack of judgment
- F. decreased performance
- G. smell of intoxicants on breath
- H. inappropriate actions
- I. chronic absenteeism or patterns of absence/tardiness
- J. accidents during class, college lab or clinical lab
- K. impaired memory or attention

When a faculty member has reason to believe that a student is under the influence of chemical intoxicants, is impaired and/or unable to perform duties, the student will be relieved of class/clinical/lab related duties/activities and will leave the class, clinical or lab site. Arrangements for safe transportation will be made by the student and/or faculty/supervisor. This may include calling security or local law enforcement

officials. The student will receive an Academic Integrity Contract for "failure to comply with regulations governing the practice of the profession," be referred the Vice President of Student Services and other resources, such a counseling, as appropriate.

Any costs incurred related to any incident will be the students' responsibility. All incidents will remain confidential and will be confined to a "need to know" basis. If a student refuses to comply with this nursing division policy, the student may be administratively removed from the program.

ELECTRONIC RECORDING DEVICES USE

Nurse Faculty recognizes that recording lecture material for review at a later time can be a helpful learning tool. This material is used by students to fill in material missed during note taking. The permission to use any recording device during a teaching session must be obtained from the individual instructor prior to the start of each session. Recording devices should be placed on the desk in full view of the instructor. Students should be aware that recording an individual without their knowledge or permission is illegal and charges can be brought forward. This includes taking of unauthorized photos.

NO electronic devices may be used during testing or exam reviews. This includes "smart glasses" and "smart pens".

Exam reviews may never be recorded or transmitted in any way, including electronically, by cell phone, or by manually writing during the review.

No portion of a clinical session in a clinical facility may be recorded since this may be a breach of patient confidentiality.

No electronic devices including "smart glasses" to be allowed in clinical without prior approval from a clinical instructor.

No unauthorized taking of photographs or filming of individuals and lecture presentations by students is allowed, whether including by camera or cell phone camera or "smart glasses". No video recording of faculty, class, clinical or lab by students is allowed

Video recording by faculty will be a component of the simulation lab experience.

ETHICS GUIDELINES

Nursing students are expected to uphold all policies and standards of the Nurse Practice Act as listed in the New York State Office of the Professions (www.op.nysed.gov), the NCCC Students' Rights and Responsibilities (www.niagaracc.suny.edu/studentlife), the ANA Code of Ethics for Nurses (<http://nursingworld.org>), the NSNA Student Code of Conduct and the requirements listed in the NUR course packet –Information Sheet.

- If a student violates the principles of one or more of the above documents, the Course Coordinator will initiate an Academic Integrity Contract detailing the violation and consequences; which will include at a minimum- unsatisfactory notations (U) in the Evaluation Tool for the appropriate areas related to the issue and may include failure of the rotation the student is currently in; and failure of the course.
- All Academic Integrity Contracts are sent to the Assistant Vice President of Academic Affairs.

Cheating: Whereby non-permissible written, visual, or oral assistance (including work obtained from other students' work: i.e., NPWs, TCPs, TCTs, Health Teaching Plans) is utilized on examinations, course assignments or projects.

- The unauthorized possession or use of exam or course related materials shall also constitute cheating.
- **Please note:** Accessing/handling a cell phone during an exam, exam review or skill competency demonstration will be considered cheating.

Plagiarism: Whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

Any concern regarding cheating and/or plagiarism shall be handled through the Academic Grievance policy. Further information can also be obtained in the NCCC Students' Rights and Responsibilities Handbook section of the college website (www.niagaracc.suny.edu/studentlife).

Theft

College Property: The nursing program has a responsibility to protect the physical and financial resources of the college and maintains a zero-tolerance policy against theft.

- The nursing program will take disciplinary measures against any student or person who commits any action of theft from the classroom, lab, or clinical setting.
- According to the NCCC Student Rights and Responsibilities Handbook, the incident will be documented, and the individual may face termination or expulsion.
- In the event of an allegation of theft or fraud the nursing faculty and staff will notify security/local law enforcement and the Vice-President of Student Services.

Personal Property: Students are advised to avoid bringing valuable items to clinical facilities. NCCC or clinical instructors will not be responsible for items lost or stolen.

Work Hours: NYSED caution to nurses: "Working more than 16 hours in a 24-hour period is a willful disregard for patient safety and will constitute '**Unprofessional Conduct**'. Students are cautioned that if working and coming to clinical or completing a clinical day and going to a job is more than 16 hours, they could place their patient in danger and could be in violation of the guidelines of the New York State Office of the Professions (www.op.nysed.gov).

National Student Nurses' Association, Inc. Code of Academic and Clinical Conduct

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate, and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001.

Retrieved 6/4/12 from <http://www.nsna.org/Publication/AcademicClinicalConduct.aspx>

EXAM POLICIES

All exams administered in the Nursing Program will be subject to the following:

1. Students must be present for all exams.
 - a. If an emergency occurs, a student may be absent for one exam. The student must call the course coordinator, prior to the start of the exam.
 - b. There will be no make-up exams for missed periodic exams.
 - c. The student who misses a periodic exam will be given a 0 (zero) for that exam. This will most likely constitute the "lowest grade" exam to be dropped that will be factored into the final grade. (See Grading)
 - d. Any subsequent periodic exams missed will result in a 0 (zero) grade which will be counted in the grade total.
 - e. No student may miss the FINAL EXAM.

2. Any student suspected of cheating during an exam will receive a zero grade for the exam and is subject to dismissal from the Nursing program.
3. Exams will be distributed in the exam room while students are not in the room. Students will enter the exam room in an orderly manner with faculty presence and instructions as to where to sit. Students should fill in all seats with exam papers as directed by faculty.
4. Cell phones, personal electronic tablets, PDA, electronic message devices must be in the off position during exams. Checking a phone or other electronic device during an exam will be considered a form of cheating. The use of a simple, basic calculator is allowed for use during exams, unless otherwise specified. However, cell phones or any other electronic device cannot be substituted for basic calculator use.
5. All students must place backpacks and personal items along sidewalls of lecture hall or along front wall of regular classroom. (For security reasons, students should keep purses on floor next to their seat).
6. No personal papers, pens, calculators, or books may be with the student during the exam. Pencils should be plain, #2 pencils for computer sheets. Calculators will be provided by faculty. If Highlighters are used – the faculty must approve.
7. Students wearing hats with brims must remove their headgear during the exam. Faculty may request that students remove bulky outer gear, scarves.
8. Students must place their names on the question paper and the Accuscan[®] Answer sheet provided by the faculty. (Exception for NUR 105- no Accuscan[®] is used.)
9. All math calculation must be shown on the back of the Accuscan[®] Answer sheet for credit to be given. In the case of NUR 105- all math must be shown for credit to be given. Answers must be written as directed on the NUR 105 exam paper.
10. Only answers recorded on the Accuscan[®] Answer Sheet will be accepted for grading purposes. (Exception for NUR 105- no Accuscan[®] is used.)
11. Faculty will not answer questions related to exam content during or following an exam. If a student has a question requiring faculty assistance, the student must raise their hand and wait for a faculty member to come to the student.
12. Faculty will circulate in the exam room observing students during the exam.
13. Students may not leave the exam room and return except in an emergency. If a student is ill during a test, the faculty will escort the student to the lavatory and back to the exam room or to the Wellness Center.
14. When ready to submit the exam, the student should remain seated and raise their hand and wait to be acknowledged by the faculty. Faculty will acknowledge the student to get up and bring their papers to the front of the room.
15. Students are not to engage in conversation or discussion with the faculty when submitting test papers.
16. Students are to leave the testing area immediately.
17. Exam grades will be withheld at the discretion of faculty, from any student that has outstanding course or clinical requirements.
18. No “smart glasses” or “smart pens” may be worn/utilized during testing or exam reviews.

Special Circumstances:

1. In the case of an interruption of an exam by a fire alarm or other emergency, students are to leave their exam papers on the desk and exit the building as directed by the policies of the college. The exam will be rescheduled.
2. Students who have a documented disability and receive special testing accommodations will take the exam at the same time as the students in class in the area designated by Accessibility Services Office with the same rules as all students. Students will be proctored, and time allotted according to the accommodations. Students must present documentation verifying accommodations from the Accessibility Services Coordinator to the Nursing Course Coordinator at the beginning of each semester for each course and for each exam as noted by the ASC policies.

EXAM REVIEW

Faculty believe that students gain important knowledge when they review their unit/content exams on a regular basis and ask questions of the faculty member.

- An individual exam review session may be scheduled with the full-time lecture content instructor following each content exam. The purpose of these reviews will be to clarify content in preparation for the final comprehensive examination.
 - Exams may be reviewed for 2 weeks following the grade release.
 - Final examinations will not be reviewed in any "NUR" course.
-

FIVE YEAR COURSE POLICY

If a student has taken any course with a NUR or BIO prefix 5 or more years before enrolling in a subsequent NUR or BIO course, the Assistant Vice President of Academic Affairs for Nursing and Allied Health shall have the right to request that the NUR/BIO course(s) be repeated. General Pharmacology (PHA 250 or equivalent transfer course) must be within 5 years.

FLU VACCINE POLICY

All nursing students and faculty must receive the Seasonal Flu Vaccine annually to continue in a clinical area after October 1 of each year or as directed by the New York State Health Department or clinical agencies. Failure to comply will prohibit attendance in the clinical area. All students and faculty must submit documentation of receiving the vaccine(s) which includes the date of administration, site of immunization, type of vaccine, dose, manufacturer, expiration date and lot number of the vaccine, reactions, if any, vaccine information statement given, and the name of the person administering the vaccine. This information is contained on the receipt given with the vaccine. This documentation must be submitted to the appropriate faculty member appointed in the course (NOT the Wellness Center). Upon submission of validation, a FLU 20XX sticker will be given for placement on the clinical badge. You submit validation to the Nursing Program by October 1st (or date specified by faculty) in order to remain in the clinical component of the course. Any student who is new to NUR 101, NUR 112, and NUR 212 (returning student) will also need to bring documentation of immunization with the vaccine(s) prior to the first clinical day for the spring semester.

Student Influenza Declination Policy: Students must provide written documentation from a medical provider noting the contraindication to the student receiving the influenza vaccine. Upon submission of this documentation to the nursing faculty, the student is required to sign the NCCC Nursing Program Influenza Declination form and wear a mask at all times during the clinical days.

GRADING

1. Each course has three components: Theory, college laboratory, and clinical laboratory. In order to be successful in this course, a student must earn at least a "C" grade in theory, Pass (P) the skills satisfactorily within the allotted attempts in the college laboratory and earn a Pass (P) grade in the clinical laboratory.
 - A final grade of "F" will be earned if a student is not successful in each component of the course.
 - Failure in any one of the components will result in an "F" grade.
 2. If a student fails the clinical or lab component of a clinical nursing course prior to the end of the course, the student will not be permitted to continue to attend or participate in any of the course components (lecture, lab or clinical). Termination of the student participation in course activities will be effective on the day they receive notification of the failure.
 3. Nursing courses may not be taken for "S" or "U" grade.
 - With the exception of NUR 111 LPN PASS students and NUR elective courses.
 4. A minimum grade of 70% of the total adjusted points available is necessary to earn a passing grade of "C". (Exception: NUR 105 minimum grade is 80 %.)
 - The letter grade will be based on:
 - a. The score of periodic exams (the periodic exam with the lowest grade will be dropped and not computed into the final grade).
 - b. The number of lab points earned.
 - c. The number of simulation points earned (NUR 211/212 only)
 - d. The number of clinical points earned
 - e. The grade on the comprehensive final exam.
 - f. The deduction of any penalty points for health records/BLS submission.
 - g. Points for pre-NCLEX predictor exam (NUR 212 only)
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CLINICAL ROTATION GRADING

Failure of one component of a clinical nursing course

If a student fails the clinical or laboratory component of a clinical nursing course prior to the end of the course, the student will not be permitted to continue to attend or participate in any of the course components (lecture, lab, clinical). Termination of student participation in course activities will be effective on the day they receive notification of the failure.

Failure of a clinical rotation

If a student does not meet the criteria for completion of a clinical rotation, the grade earned will be Unsatisfactory (U). Faculty will review the student learning outcome achievement for the clinical rotation noted in the student's Clinical Performance Tool with appropriate faculty prior to assigning the grade. Failure to complete required written assignments as directed prior to the end of the rotation will cause the student to earn a U for the rotation. The student may not attend the next clinical rotation until all required assignments are submitted and graded as satisfactory. Absences will accrue.

Failure of 2 clinical rotations

Students who earn an unsatisfactory (U) clinical evaluation in any 2 clinical rotations in the same course will fail the course.

Failure of terminal rotation

A failure during the terminal third of the semester may result in failure of the course regardless of performance earlier in the semester.

Failure of Specialty rotations

Specialty rotations of Community Based Nursing (CBN), pediatrics, maternity, and psychiatric nursing are separate but equivalent rotations to all med-surg rotations and students must successfully meet clinical objectives in rotations to earn a satisfactory evaluation

Each specialty rotation is graded as "Satisfactory" or "Unsatisfactory" as a separate rotation.

"Unsatisfactory" completion of the specialty rotations (Psychiatric, Pediatric, CBN, or Maternity) alone will not result in failure of the entire course.

"C" GRADE REQUIREMENT

A minimum of a "C" is required for all Nursing students in the following courses:

All NUR courses

Anatomy and Physiology I (BIO 213) – lab and lecture

Anatomy and Physiology II (BIO 214) – lab and lecture

Microbiology (BIO 221)

General Pharmacology (PHA 250)

GRADING- NON-CLINICAL COURSES OR ELECTIVE CLINICAL COURSES:

NUR 105 Medication Simulation: The letter grade earned by the student is based on the total number of points accumulated from five quizzes (lowest grade dropped) and a comprehensive final exam. A minimum of 80% of the total adjusted points available is necessary to earn a passing grade of "C". NUR 105 final grade will be based on a percent scale.

NUR 130 and NUR 231 Clinical Course: Evaluation will be accomplished within the framework of college policies; the letter grade will be Satisfactory (S) and Unsatisfactory (U). This grade will be given at the conclusion of the course. These grades will not affect the student's progression into the next sequential nursing course. The grade will be determined by assessment of daily care provided, development of nursing care plans, self-evaluation based on student reaching own pre-stated clinical objectives, participation in pre- and post-conferences, evaluation form at the end of the course for student reactions to clinical experience and faculty guidance.

NUR 132 Nursing Success: The letter grade earned by the student will be based on attendance, completion of journals, and completion of all assignments.

NUR 213 Nursing Perspectives: The letter grade earned by the student is based on the accumulated points from the projects (Cover letter and resume, group project) and the exams. A minimum of 70% of the total points available is necessary to earn a passing grade of "C".

NUR 232 Intra-operative Nursing Clinical Practicum: Evaluation will be accomplished within the framework of college policies; the letter grade will be Satisfactory (S) and Unsatisfactory (U). This grade will be given upon completion of the course. These grades will not affect the student's progression into the next

sequential nursing course. The grade will be based on assessment of daily care provided, development of daily nursing care plans, for assigned surgical patients, to be reviewed verbally by preceptor and submitted to instructor, self-evaluation based on student reaching own pre-stated clinical objectives, participation in conferences, completion of evaluation form at the end of the course for student reactions to clinical experience and faculty guidance.

HEALTH REQUIREMENTS FOR CLINICAL COURSES

All health requirements must be met and on file in the NCCC Wellness Center Office (C-122) and “clearance for clinical” obtained by the deadline established for each course.

- Failure to meet the deadline for submission of “clearance for clinical” slips from the Wellness Center to the Nursing Faculty will result in exclusion from the clinical area (resulting in clinical absence).
- Students will accumulate one (1) point per day (Monday – Friday) that their “clearance for clinical” is late. These points will be deducted from the final course points at the end of the semester.

Physical Requirements for Clinical Rotations

In addition to the requirements of the New York State Public Health Laws, ALL NURSING students have the following requirements:

- Physical – must be on the NCCC Physician’s Physical for Clinical Rotations form (good for 1 year).
 - a. **PLEASE NOTE: Your Health Care Provider must qualify you to attend clinical with no restriction.**
 - b. The goal of the Niagara County Community College Nursing program is to produce a nurse proficient at providing patient care. Students are required to work with all developmental levels including infants through the elderly.
 - c. Upon physical examination the health care provider must be specific when noting any abnormal physical findings or anything which may interfere with a student’s ability to be successful in the Nursing program. A consultation by a specialist in the area of concern is required when an abnormality is noted.
 - d. **In order to meet the objectives of the Nursing program, certain essential activities are required which include:**
 - Ambulate independently with ability to propel wheelchairs, stretchers, etc., alone. During independent ambulation the center of gravity must be maintained when meeting opposing forces as in lifting, supporting and/or transferring a patient.
 - Lift, move, position and manipulate the body and body regions in order to provide patient care and patient support during care.
 - Reach, manipulate and operate mechanisms such as Hoyer lift, ultrasound, electrical stimulation equipment and exercise equipment.
 - Have manual dexterity which would allow palpation of anatomical structures and operate equipment used for therapeutic modalities.
 - Have 20/20 vision with or without corrective lenses; distinguish colors.
 - Communicate orally with or without adaptive devices.
 - Hear and accurately interpret words and sounds with or without an adaptive device.
 - Accurately and efficiently interpret and communicate orally and in writing.
 - Stand for lengthy periods of physical activity including moving quickly and, at times, continuously.
 - Differentiate odors.
 - Perceive tactile stimulation.
 - Tell direction—right and left.
 - Respond to signals, alarms and other displays indicating emergency action needed.
 - Demonstrate ability to analyze, calculate and measure data.
 - Perform effectively under stress.

- **The health record must include the following:**

At the conclusion of the physical exam, please review and sign the following:

"I have performed the medical evaluation and found to the best of my knowledge, her/him to be free from physical, mental, or emotional impairments including habituation or addiction to depressants, stimulants, narcotics, alcohol or other behavior altering substances which might interfere with the performance of her/his duties or would impose a potential risk to patients or personnel."

Proof of immunity to Measles, Mumps, Rubella, and Varicella is required for all students regardless of age or disease history. Titer results, proof of two vaccinations are acceptable to meet this requirement. (Note: A copy of the titer result must be submitted with the physical form.)

- Proof of Diphtheria Tetanus (NOT Tetanus Toxoid) within the last 10 years. (Tdap is requested as a onetime update, rather than TD, if not already received)

Tetanus/Diphtheria: Required every 10 years. Date____ Please specify Td or Tdap_____

TB screening

- Proof of a two-step tuberculosis skin testing (TST) is required with the initial physical. The second TST is to be given 7-21 days after the first one (It is not acceptable if given before SEVEN days) The TST is then updated on an annual basis. The date given, date read, and the result in mm are required. A chest x-ray and/or a physician's statement indicating no signs or symptoms of Tuberculosis disease are required for a positive skin test. (No further TST's are to be done after a positive skin test)

1. Does the student have signs or symptoms of active TB disease: No__ Yes__ If NO, proceed to question 2 – If Yes, proceed with additional evaluation to exclude active TB disease including tuberculin skin testing, chest x-ray and sputum evaluation (as indicated).

4. A history of BCG vaccination does not preclude testing of a member of a high-risk group. History of BCG vaccine _____ If yes, what year? _____

5. Tuberculin Skin Testing (TST)- Tow Step Procedure Required (MUST be 7-21 days apart)

6. Chest x-ray (required if tuberculin skin test is positive)

7. Treatment Plan if indicated

Chicken Pox (Varicella) Disease History: No_ Yes_ Date _____

AND Date of Varicella Titer _____ results _____

(Copy of report required - Attach report)

Treatment plan if indicated: _____

- Hepatitis B vaccination is STRONGLY recommended. Please review the Hepatitis Vaccine Information sheet so that you make an informed decision regarding this important immunization.
- If your health status changes during the program (i.e. surgery, pregnancy, injury, etc.) You must submit a medical clearance that states you may "attend clinical with NO restrictions".
- All students must complete and submit a Meningitis Response Form.

STUDENTS WILL BE GIVEN CLEARANCE FOR CLINICAL ROTATIONS BY ONE OF THE REGISTERED NURSES IN THE WELLNESS CENTER AFTER ALL REQUIREMENTS HAVE BEEN SATISFIED.

ALL STUDENTS AND FACULTY MUST RECEIVE THE SEASONAL FLU VACCINE BY OCTOBER 1ST OR BY A DATE DETERMINED BY THE FACULTY OR CLINICAL AGENCY TO CONTINUE TO ATTEND CLINICAL. SEE FLU VACCINE POLICY.

HIPAA REGULATIONS

HIPAA – Health Insurance Portability and Accountability Act

Introduction

- **HIPAA was instituted to:**

- ✓ ensure security and privacy of individual health information
- ✓ provide health coverage for people changing jobs
- ✓ reduce administrative costs in the healthcare system
- ✓ provide uniform standards for electronic health information transactions
- ✓ provide measures to combat fraud and abuse in health insurance and health care delivery

Background – Congress saw a need to protect health information, especially as more electronic data was being shared between doctors, labs, etc. The number of people who had access to medical information increased - on average 150 people for each person's medical records.

HIPAA will:

- Ensure that basic privacy expectations are now standard. Everyone will protect health information to comply with federal minimum standards
- Standardize security procedures for all data
- Provide more efficient systems for sharing electronic health information.
- Improve communication and enhance consumer service for the coordination of health care benefits

HIPAA mandates that employees who handle protected health information and work in covered programs receive training on the basics of HIPAA provisions.

WHO IS COVERED? These are called COVERED ENTITIES:

Health Plans – insurance companies, HMO's, Medicare, Medicaid

Health Care Clearinghouses – billing services or transcription services

Health Care Providers – physicians, dentists, pharmacists, hospitals, nursing homes, etc. and their employees in contact with health information.

WHAT IS COVERED? This is called PROTECTED HEALTH INFORMATION (PHI)

PHI is information that:

- Relates to past, present, or future physical or mental health or condition, payments, and provisions about healthcare.
- Identifies a person in a personal way
- Provides a reasonable basis to be used to identify the individual
- Is created or received by a Covered Entity.

PHI can be any oral or recorded information

<i>Types of PHI</i>	<i>Where it might be found</i>	<i>Who may have access</i>
Medical records	Forms	Healthcare providers
Billing information	Spoken communication	Billing people
Medical insurance forms	E-mails	Clergy
Prescriptions	Faxes	Food Service workers
Patient charts	White boards (pt. names)	Researchers
	Computer monitors	Security people
		Information technology

HIPAA AT WORK

PRIVACY STANDARDS:

- Restrictions: Covered Entity does not have to release
 - Psychotherapy notes
 - Chance of harm to self or others
 - Legal proceedings – court order to gain access if there is an impending legal action
 - Inmates – if jeopardizes the inmate or other inmates
 - Minors – limited access
 - Victims of domestic violence, abuse, neglect – access denied to potential abusers
 - Deceased individuals – executor or person acting on behalf of deceased
 - Incapacitated individuals – depends on circumstances

USE AND DISCLOSURE OF PHI

Three rules for sharing of information

- Should only be shared with agencies who have a need for the information
- Only the degree of information required should be released with certain exemptions for treatment
- NYS requires release of information consent by individual – oral or written

JOB SPECIFIC METHODS TO SAFEGUARD PHI:

- Patient access to records / denial of access-- nurses often need to begin the process of patient seeing their records. Check with hospital policy. The patient must petition the records through appropriate channels, within a specific time– they are not just handed over. Nurses must safeguard the privacy of information at all times.
- Right to amend records - if patient thinks there are errors in chart – he/she can challenge and/or add refuting information – within policy stated
- Permitted uses and disclosures- Individuals have the right to know where PHI has been disclosed
- Permissive not mandatory
- Minimum PHI disclosure necessary- covered entities can not divulge more information than required. (i.e., if an immunization record is requested, the entire history is not sent).
- Incidental use and disclosure if employees of a covered agency are talking about a patient in a private location when beginning and a person walks in or by them, the disclosure would be incidental, not purposeful. Also included are sign-in sheets in offices, being overheard by others though intended to be private, such as a phone call when no one was in the area when begun.
- Confidential Communications- An individual can request that information be directed to a specific source – such as a work phone instead of home, or PO Box instead of address.
- Coverage for whistleblower activities- covered entity is not held in violation if information needs to be released to an agency as required by law – public health law, abuse situations, illegal drugs in a blood test (newborns, child, esp.)
- Treatment, payment, and health care operations
- PHI to family members, spouses, friends- covered entity must have patient's permission either oral or written; or that the patient's family would need to know – such as after surgery. Can be selective – family member has pneumonia but NOT that he is HIV +
- Averting a Serious Threat to health and safety- the covered agency can release info if it believes it is necessary to prevent or lessen a serious and imminent threat to the person, family, or contacts – i.e., meningitis, criminal activity, emergency personnel
- Use of PHI in abuse, neglect, domestic violence
- De-identifying PHI - agencies must take action to remove name, address, DOB, other dates, SS #, phone numbers, e-mail, etc., if data needs to be shared for research or statistical analysis – a

hospital may release that they have 3 cases from an accident without releasing names, ages, gender, etc.

- Verification requirements- Covered agency must identify anyone the PHI is being given to through accurate identification – legal authority, ID badge, license
- Personal Representatives
- Deceased individuals PHI
- Personal security responsibilities
- Notice of privacy practices
- Safeguards
- Privacy official
- Documentation/ accounting for disclosures

Specifics for nurses:

- Password protection for all computers with PHI
- No names on boards, worksheets, paperwork in public (NCCC student paperwork to include patient initials only)
- Cover all MARS if on med cart, close all computer screens
- Small names on charts not easily read by visitors
- No use of 'whiteboards', Brightspaces in view of visitors
- No talking about patients, cases, etc., ANYWHERE other than as needed
- Release info on a need-to-know basis
- Lock doors to offices, file cabinets, computer disks.

Shred papers with PHI when printed in excess or error or discarding

INCOMPLETE COURSE/PROGRAM REQUIREMENTS

Students who do not complete all required components (exams, assignments, standardized tests/programs (HESI), lab skill competency testing, or any other required item) of a Nursing course or the Nursing Program prior to grade submission at the end of the semester will receive an "F" grade for the course. If the student feels that their circumstances meet the criteria for an Incomplete ("I") grade as described in the NCCC College Catalog, the student must make arrangements with the Course Coordinator or the Assistant Vice President of Academic Affairs for Nursing and Allied Health for the "I" grade and subsequent completion of course work prior to the final week of instruction and the final exam.

Students cannot progress to the next nursing course with an "F" grade or an "I" grade.

INFECTION CONTROL AND BARRIER PRECAUTIONS

The Nursing Program of Niagara County Community College is committed to ensuring that the students meet the established requirements (Chapter 786) of the Public Health and Education Laws of 1992 which mandate that certain health professionals licensed in New York State receive training regarding infection control standards and barrier precautions by completion of the nursing program and every four (4) years thereafter. Therefore, all RN nursing students must receive training as part of their basic course work in order to take the NCLEX. Practicing Registered Nurses must attend such training every four (4) years to qualify for re-licensure.

Course work on Infection Control and Barrier Precautions offered within NCCC's Nursing Curriculum is appropriate to the Registered Nurses professional practice and adheres to the core curriculum of the New York State Infection Control Syllabus which consists of six (6) core elements.

Six Core Elements

Element I – Healthcare professionals have the responsibility to adhere to scientifically accepted principles and practices of infection control in all healthcare settings and to oversee and monitor those medical and ancillary personnel for whom the professional is responsible.

Learning Objectives: At the conclusion of course work or training on this element, the learner will be able to:

- Recognize the benefit to patients and healthcare workers of adhering to scientifically accepted principles and practices of infection prevention and control
- Recognize the professional's responsibility to adhere to scientifically accepted infection prevention and control practices in all healthcare settings and the consequences of failing to comply.
- Recognize the professional's responsibility to monitor infection prevention and control practices of those medical and ancillary personnel for whom he or she is responsible and intervene as necessary to assure compliance and safety.

Element I content is taught in NUR 100 and 111.

Element II - Modes and mechanisms of transmission of pathogenic organisms in the healthcare setting and strategies for prevention and control.

Learning Objectives: Upon completion of course work or training on this element, the learner will be able to:

- Describe how pathogenic organisms are spread in healthcare settings.
- Identify the factors which influence the outcome of an exposure to pathogenic organisms in healthcare settings.
- List strategies for preventing transmission of pathogenic organisms.
- Describe how infection control concepts are applied in professional practice.

Element II content is taught in NUR 100, 101, 111 and 112.

Element III – Use of engineering and work practice controls to reduce the opportunity for patient and healthcare worker exposure to potentially infectious material in all healthcare settings.

Learning Objectives: Upon completion of course work or training on this element, the learner will be able to:

- Define healthcare-associated disease transmission, engineering controls, safe injection practices, and work practice controls.
- Describe specific high-risk practices and procedures that increase the opportunity for healthcare worker and patient exposure to potentially infectious material.
- Describe specific measures to prevent transmission of blood-borne pathogens from patient to patient, healthcare worker to patient and patient to healthcare worker via contaminated injection equipment.
- Identify work practice controls designed to eliminate the transmission of blood-borne pathogens during use of sharp instruments (e.g., scalpel blades and their holders (if not disposable), lancets, lancet platforms/pens, puncture devices, injections).
- Identify where engineering or work practice controls can be utilized to prevent patient exposure to blood-borne pathogens.

Element III content is taught in NUR 100, 101, 111 and 112.

Element IV – Selection and use of barriers and/or personal protective equipment for preventing patient and healthcare worker contact with potentially infectious material.

Learning Objectives: Upon completion of course work on this element, the learner will be able to:

- Describe the circumstances that require the use of barriers and personal protective equipment to prevent patient or healthcare worker contact with potentially infectious material.
- Identify specific barriers or personal protective equipment for patient and healthcare worker protection from exposure to potentially infectious material.

Element IV content is taught in NUR 100 and 111.

Element V - Creation and maintenance of a safe environment for patient care in all healthcare settings through application of infection control principles and practices for cleaning, disinfection, and sterilization.

Learning Objectives: Upon completion of course work or training on this element, the learner will be able to:

- Define Cleaning, disinfection, and sterilization
- Differentiate between noncritical, semi--critical, and critical medical devices.
- Describe the three levels of disinfection.
- Recognize the importance of the correct application of reprocessing methods for assuring the safety and integrity of patient care equipment in preventing transmission of blood-borne pathogens.
- Recognize the professional's responsibility for maintaining a safe patient care environment in all healthcare settings.
- Recognize strategies for, and importance of, effective and appropriate pre-cleaning, chemical disinfection, and sterilization of instruments and medical devices aimed at preventing transmission of blood-borne pathogens.

Element V content is taught in NUR 100 and 111.

Element VI – Prevention and control of infectious and communicable diseases in healthcare workers.

Learning Objectives: Upon completion of course work or training on this element, the learner will be able to:

- Recognize the role of occupational health strategies in protecting healthcare workers and patients.
- Recognize non-specific disease findings that should prompt evaluation of healthcare workers.
- Identify occupational health strategies for preventing transmission of blood-borne pathogens and other communicable diseases in healthcare workers.
- Identify resources for evaluation of healthcare workers infected with HIV, HBV, and/or HCV.

Element VI content is taught in NUR 101 and 112.

UNPROFESSIONAL CONDUCT IN THE AREA OF INFECTION CONTROL

Rules of the Board of Regents
Part 29, Unprofessional Conduct

29.2 General provisions for health professions.

Unprofessional conduct shall also include, in the professions of: acupuncture, athletic training, audiology, certified dental assisting, chiropractic, creative arts therapy, dental hygiene, dentistry, dietetics/nutrition, licensed practical nursing, marriage and family therapy, massage therapy, medicine, mental health counseling, midwifery, occupational therapy, ophthalmic dispensing, optometry, pharmacy, physical therapist assistant, physical therapy, physician assistant, podiatry, psychoanalysis, psychology, registered professional nursing, respiratory therapy, respiratory therapy technician, social work, specialist assistant, occupational therapy assistant, speech-language pathology, except for cases involving those professions licensed, certified or registered pursuant to the provisions of Article 131 or 131-B of the Education Law in which a statement of charges of professional misconduct was not served on or before July 26, 1991, the effective date of Chapter 606 of the Laws of 1991:

13. Failing to use scientifically accepted infection prevention techniques appropriate to each profession for the cleaning and sterilization or disinfection of instruments, devices, materials and work surfaces, utilization of protective garb, use of covers for contamination-prone equipment and the handling of sharp instruments. Such techniques shall include but not be limited to:
 - a. wearing of appropriate protective gloves at all times when touching blood, saliva, other body fluids or secretions, mucous membranes, non-intact skin, blood-soiled items or bodily fluid-soiled items, contaminated surfaces, and sterile body areas, and during instrument cleaning and decontamination procedures.

- b. discarding gloves used following treatment of a patient and changing to new gloves if torn or damaged during treatment of a patient; washing hands and donning new gloves prior to performing services for another patient; and washing hands and other skin surfaces immediately if contaminated with blood or other body fluids.
- c. wearing of appropriate masks, gowns or aprons, and protective eyewear or chin-length plastic face shields whenever splashing or spattering of blood or other body fluids is likely to occur.
- d. sterilizing equipment and devices that enter the patient's vascular system or other normally sterile areas of the body.
- e. sterilizing equipment and devices that touch intact mucous membranes but do not penetrate the patient's body or using high-level disinfection for equipment and devices which cannot be sterilized prior to use for a patient.
- f. using appropriate agents, including but not limited to detergents for cleaning all equipment and devices prior a sterilization or disinfection.
- g. cleaning, by the use of appropriate agents, including but not limited to detergents, equipment and devices which do not touch the patient or that only touch the intact skin of the patient.
- h. maintaining equipment and devices used for sterilization according to the manufacturer's instructions.
- i. adequately monitoring the performance of all personnel, licensed or unlicensed, for whom the licensee is responsible regarding infection control techniques.
- j. placing disposable used syringes, needles, scalpel blades, and other sharp instruments in appropriate puncture-resistant containers for disposal; and placing reusable needles, scalpel blades, and other sharp instruments in appropriate puncture-resistant containers until appropriately cleaned and sterilized.
- k. maintaining appropriate ventilation devices to minimize the need for emergency mouth-to-mouth resuscitation.
- l. refraining from all direct patient care and handling of patient care equipment when the health care professional has exudative lesions or weeping dermatitis, and the condition has not been medically evaluated and determined to be safe or capable of being safely protected against in providing direct patient care or in handling patient care equipment; and
- m. placing all specimens of blood and body fluids in well-constructed containers with secure lids to prevent leaking; and cleaning any spill of blood or other body fluid with an appropriate detergent and appropriate chemical germicide.

Infection Control and Barrier Precautions Frequently Asked Questions

1. **What will happen if I am selected for audit and my documentation is incomplete or inadequate?** A reviewer will assess your documentation to determine your compliance with, or exemption from, this requirement. If you are determined to be in noncompliance, a judgment will have to be made as to whether there is clear evidence of a good faith effort to comply with the law. If there is, you may be directed to take course work from an approved provider by a given date. Absent clear evidence of good faith, noncompliance may be

deemed professional misconduct. Professional misconduct is punishable by a variety of means, including fine, censure, or suspension or revocation of the professional's license.

New York's Professional Misconduct Enforcement System Complaint Hot Line:

1-800-442-8106 or conduct@mail.nysed.gov

A range of penalties that includes censure and reprimand, fines (up to \$10,000 for each violation), suspensions and/or probationary terms may be imposed on licensees who have committed misconduct. The Board of Regents takes final action on the most serious cases of misconduct. In severe cases of misconduct, the Regents may revoke the professional's license. Information on uncontested determinations in which a licensee has been assessed a fine for committing an infraction of a minor and technical nature are available by phone: 518-474-3817, fax: 518-474-1449 or e-mail: op4info@mail.nysed.gov, or by writing to the Office of the Professions.

LATEX ALLERGY POLICY FOR NURSING, ALLIED HEALTH AND BIOLOGY LABS

Purpose: The purpose of this policy is the prevention of allergic reactions to natural rubber latex at Niagara County Community College.

Definition: Latex Allergy is a reaction to exposure to products containing natural rubber latex. Latex products are made from a milky fluid extracted from the rubber tree. Reactions may vary in intensity and can progress in severity over time.

Sources of Latex:

- Medical Supplies (gloves, tourniquets, tubing, catheters, surgical masks, other equipment)
- Office Supplies (rubber bands, erasers)
- Household Objects (carpets, balloons, pacifiers, condoms, diaphragms)

Risk Factors:

Individuals may be at increased risk for allergic reactions to latex if they have any of the risk factors listed:

- Repeated exposure to latex gloves or products such as may occur during lab and/or clinical situations.
- Tingling lips after blowing up balloons.
- Dry, itchy skin after touching rubbery items or wearing rubber gloves.
- Unexplained allergic reactions during surgery, urinary catheterization, rectal/vaginal exam.
- Multiple hospitalizations - especially surgical procedures.
- Spina bifida or myelodysplasia
- Childhood asthma
- Other allergies (e.g., multiple drug allergies, hay fever)
- History of food allergies to:

Apricots	Avocados	Bananas	Cherries	Chestnuts	Grapes
Kiwi Fruit	Mangoes	Papayas	Passion Fruit	Pears	Pineapples
Potatoes	Tropical Fruits				

Susceptible students should avoid exposure to latex products. Contact your Primary Care Provider for medical information and precautions necessary if exposure occurs. Notify the faculty in lab and clinical that you have a latex allergy. While most equipment in hospitals is latex free, the nursing and simulation labs do contain products that are latex based.

All students matriculated in the Nursing Program (NURS) must begin Nursing I (NUR 111) in their first semester of matriculated status. If students do not begin Nursing I (NUR 111) their first semester of matriculated status, they will lose matriculation and must reapply to the program. Students who step out of the nursing program sequence must change their curriculum in the Student Development office. Students must reapply to the nursing program (if eligible) to become matriculated in the Nursing Program again.

MEDICATION CALCULATIONS AND ADMINISTRATION TEST (MCAT) GUIDELINES

These general rules apply to each semester:

1. MCAT competency is required in each NUR course prior to passing medications in the clinical agencies.
2. A student may use a 4-function calculator provided by the Nursing Program while taking the MCAT to check work or answers. However, all medication calculations must be written out so that the work is shown.
3. Equivalent sheets/cards are not to be brought into the exam room.
4. Only one MCAT may be taken per day
5. Students are allowed 50 minutes for each MCAT (except in NUR 105).
6. If a student has not passed the MCAT by the NP date – they cannot go to clinical as they are considered unprepared for care/meds. As per course policies – clinical absence points will be lost. An “NP” will be placed under “med administration” and “prepared for clinical.”
All course policies regarding excessive absences are applicable.
7. NP Date for MCAT failure-
NUR 100 and 111 – Passing grade of 80% must be achieved by conclusion of NUR 105 module.
NUR 101 and 112 – NP date: end of 4th week of the semester
NUR 113 – NP date: end of Rotation 1
NUR 114 - NP date: end of Rotation 1
NUR 211/212 – NP date: end of 3rd week of semester
8. The student will be offered remediation by nurse faculty or referred to math lab as needed.
9. Each MCAT will have Four sections:
Part A – Oral medications and Conversions
Part B – Parenteral Medications – IM, SC, Insulin, and heparin
Part C – IV drip rates and IVPB
Part D – Special Medications: ordered by weight-based and mg/hr., units/hr.

Additional Course information:

NUR 100 and 111

1. All students in NUR 100 and 111 are required to take NUR 105 and pass the course with a minimum 80% grade.
2. Failure to achieve an overall grade of 80% will require the student to withdraw from the nursing program due to an inability to demonstrate proficiency in math and therefore unable to give medications in the clinical area.

3. During the first week of classes, returners to NUR 100 and 111 who have previously passed NUR 105 will be given a MCAT; 80% achievement is needed. If unsuccessful in obtaining the 80%, the student will sign a contract outlining the following: highly recommended to audit a NUR 105 class and the NUR 105 final exam will be taken with NUR 105 students. An 80% will be needed on the final exam.
4. Failure to achieve 80% on the exam will require the student to withdraw from the nursing program due to an inability to demonstrate proficiency in math and therefore unable to give medications in the clinical area.

NUR 101 and 112

1. All students are required to pass one MCAT at a competency level of 90%.
2. MCAT's are given at times posted by the faculty until the 90% is achieved.
3. The student will retake the entire test four (4) times, if unsuccessful.
4. If the student continues to get multiple sections incorrect after four MCAT's the student will only complete the parts missed.

NUR 113 and NUR 114

1. All students are required to pass MCAT 113 and 114 at a competency level of 100%.
2. MCAT's are given at times posted by the faculty until the 100% is achieved.
3. If a student is unsuccessful in only one section of the MCAT, the student repeats only that one section.
4. If a student is unsuccessful in more than one section, then the student must retake the entire exam.
5. The student will retake the entire test four (4) times, if unsuccessful.
6. If the student continues to get multiple sections incorrect after four MCAT's, the student will only complete the parts missed.
7. If a student does not pass meds for a complete clinical rotation due to never achieving a 100% score, the student will earn a "U" grade for that clinical rotation.

NUR 211

1. All students are required to pass MCAT 211 at a competency level of 100%.
2. MCAT's are given at times posted by the faculty until 100% is achieved.
3. If a student is unsuccessful in only one section of the MCAT, the student repeats only that one section.
4. If a student is unsuccessful in more than one section, then the student must retake the entire exam.
5. The student will retake the entire test four (4) times, if unsuccessful.
6. If the student continues to get multiple sections incorrect after four MCAT's, the student will only complete the parts missed.
7. If a student does not pass meds for a complete clinical rotation due to never achieving a 100% score, the student will earn a "U" grade for that clinical rotation.
8. A pediatric math dosage calculation diagnostic test will be given during the pediatric rotation.

NUR 212

1. All students are required to pass MCAT 212 at a competency of 100%.
2. MCAT's are given weekly at times posted by the faculty until 100% is achieved.
3. If a student is unsuccessful in only one section of the MCAT, the student repeats only that one section.
4. If a student is unsuccessful in more than one section, then the student must retake the entire exam.
5. The student will retake the entire test four (4) times, if unsuccessful.
6. If the student continues to get multiple sections incorrect after four MCAT's the student will only complete the parts missed.
7. If a student does not pass meds for a complete clinical rotation due to never achieving a 100% score, the student will earn a "U" grade for that clinical rotation.

DIRECTIONS -TO RETURN TO NURSING 2, 3, 4 or PRACTICAL NURSING 2, 3, 4

If you are eligible to return to the Nursing Program and wish to return for the next sequential course - You must meet current curriculum requirements for the course you are returning to with pre-requisite and co-requisite courses. Nursing (all NUR), biology and pharmacology courses must have been successfully completed within 5 years. The Repeat Nursing Policy (limit of 2 attempts for NUR & BIO courses) applies. See the NCCC website - Nursing Program for current requirements.

1. If you are not currently taking classes at NCCC, you need to re-apply to the college for re-admission, **complete the NCCC Admission Application online by March 1st for NUR 113/114, by April 1st for NUR 211, by October 1st for NUR 112, NUR 212 and NUR 101.** Retaking of Pre-admission testing may be required and transcripts from other schools may need to be resubmitted, check with the Enrollment Center. See the Admissions checklist online for other materials needed.
2. You must submit a re-admit application (**RE-ADMIT TO NURSING 2, 3, 4 or PRACTICAL NURSING 2, 3, 4**) to the Nursing, Physical and Allied Health Area Office by **March 1st for NUR 113/114, by April 1st for NUR 211, by October 1st for NUR 112, NUR 212 and NUR 101.**
3. Submit a personal letter to the Nursing, Physical and Allied Health Area Office stating your request to return and stating what methods you will employ to be successful in the course.
4. Submit Official transcripts to the Enrollment Center from any other schools with grades related to Nursing. You may need to resubmit those from previous admission times. Check with the Enrollment Center.
5. **All students must meet the following criteria to be evaluated for re-admission:**
 - a) Must meet basic criteria for entrance into nursing program- ≥ 2.00 Program GPA (exclusive of NUR grade needing repeating) at time of application to return.
 - b) Must have all pre-requisite courses met.
 - c) Must have all or most co-requisite courses completed with minimum "C" grade.
 - d) All BIO lecture and lab courses are limited to 1 repeat course for "C" grade regardless of institution.
 - e) Previous NUR & BIO & PHA courses must have been completed within 5 years. NUR courses must have been attempted a maximum of 1 time.
6. Acceptance will be based on academic history and space availability. Students will be notified after Advanced Registration is completed. A date for Advisement will be given after that time.
7. Students who are continuing NCCC students taking other courses while waiting for nursing acceptance will not receive their RAP number to register until determination of return status is complete.
8. Letters of acceptance or denial will be sent after the Nursing Appeals Committee meets and reviews and ranks all candidates.
9. After notification of re-admittance, the appropriate Course Coordinator will schedule an appointment for advisement and give the dates for skill review, evaluation of skills and medication calculation administration test. You must successfully complete the evaluations and MCAT prior to the start of the semester to remain enrolled in the course. Failure to meet all requirements as above will result in de-registration from the NUR course.
10. Schedule an appointment with the Retention Specialist/Coordinator/Success Coach prior to start of school for a success plan.
11. LPN Transition students will be ranked first.

A Checklist for you.

Check when done	<p>For students who have passed NUR 111 and want to return to Nursing 2, 3, 4 or PN 2, 3, 4. You must meet current curriculum requirements when returning with pre-requisite and co-requisite courses. NUR, BIO and PHA courses must be within 5 years. There is a limit of 2 attempts at NUR clinical courses (Repeat policy) and BIO courses. See the current NCCC Nursing Website or Catalog.</p>
	1. Completed an NCCC APPLICATION online and have official transcripts sent by the dates above. Completed a RE-ADMIT TO NURSING 2, 3, 4 OR PN 2, 3, 4 FORM and submitted to Nursing Office by the dates above.
	2. Submitted a personal letter requesting re-admission to the nursing class/program detailing methods for success.
	3. Submitted Official Transcripts to Records from any other college if courses have been taken since leaving previous course.
	4. My Program GPA is 2.00 (exclusive of NUR course if failure) at time of application to return.
	5. All pre-requisite courses are complete (for course re-entering).
	6. All or most co-requisite courses have a minimum C grade.
	7. BIO lecture and lab courses are limited to 1 repeat course for C grade, regardless of institution.
	8. Previous NUR, BIO and PHA courses have been completed within 5 years. NUR courses have been attempted maximum of 1 time.
	<p>9. Contact the Course Coordinator for course information, date to register and skill/math competency information after notification of acceptance. Mrs. Holler – NUR 112 aholler@niagaracc.suny.edu; Mr. Damelio PN – NUR 101/113/114 cdamelio@niagaracc.suny.edu; Mrs. Strassburg – NUR 211 bstrassburg@niagaracc.suny.edu; Dr. Woodworth – NUR 212 jwoodworth@niagaracc.suny.edu</p>

Revised 4/2023

NURSING RE-ADMIT AND TRANSFER STUDENTS' SKILL/MATH COMPETENCY

Students readmitted to NUR 101, 112, 113, 114, 211 and 212 or transferring into NUR 112 must pass skill and math testing prior to the beginning of the repeat semester.

Prior to entrance, students must be tested for satisfactory performance of skills learned in the first, second and/or third semesters of the program. Each student will be tested for skill and math competence after attending a mandatory demonstration and practice session in the college laboratory. The student will be assessed as per criteria outlines in the "Skill Competency of a Previously Learned Skill". A written math calculation test will be administered. Students must score a minimum of 90% for NUR 113 and 211, and a 100% for NUR 114 and 212, or retake exams (maximum of 4 exam opportunities) until mastery is achieved.

Failure to pass the lab skill competency testing and dosage calculation test will result in deregistration of the involved student. Counseling will be done to advise the student to enroll in the previous semester course or reapply for the course at a later semester. The goal of this new placement is to help the student achieve the required skill level for entrance into the course.

The psychomotor skills to be demonstrated in the review lab are:

- Asepsis I, II, and III –Sterile dressing changes and wound packing. May include simple to complex dressings and CVP dressing changes
- Oral, parenteral, and enteral medications will include –PO, SC, IM, sites, insulin mixing, NG, or GT
- Urinary Catheterization
- For NUR 113, 114, 211, 212 - IV skills –IV drip rates, changing IV to a saline (Medlock) trap, IVPB meds, IV bolus meds (211 and 212 only), IV pumps to deliver meds or standard IV rates.
- For NUR 114 and NUR 212 – Trach care and suctioning,
- For NUR 212 – Advanced IV skills.

NURSING REPEAT POLICY

A student enrolled in any nursing curricula (RN Nursing or Practical Nursing – NUR 100, NUR 101, NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, NUR 212) and who fails a clinical nursing course (F grade), withdraws from or leaves a nursing clinical course in a failing state (W grade or repeated non-attendance), or withdraws from the college after failing a nursing course (X grade), is limited to one opportunity to repeat the incomplete or failed course. All other clinical courses must be passed on the first attempt. It should be noted that a student who changes his/her curriculum from one nursing program to another is still limited to the one course failure in any other clinical nursing course. For example, a student who fails NUR 211 in the RN Program and changes his/her curriculum to the PN Program, and who subsequently fails NUR 113 or NUR 114 is not eligible to register in any other clinical Nursing course at NCCC.

All pre-requisite Nursing courses must be successfully completed before progressing to the next sequential Nursing course.

PORTFOLIO

Students are expected to maintain a collection of clinical work each semester, called a Portfolio that will be submitted in the final semester in Nursing 212. The ability to make nursing judgments/ do critical thinking is an integral characteristic of a Registered Nurse. At NCCC portfolio development is used as a method of student self-assessment to demonstrate evidence of student growth in nursing judgment.

- Contents of the portfolio to be collected:
 - Samples of clinical work as directed each semester
 - Corrected narrative notes from each semester (nurses note)
 - Copies of Sim Lab assessment forms from each semester: one minute paper, Sim Lab feedback form; self-reflection of simulation laboratory experience with rubric
 - Review of the collected work in the portfolio will occur at the end of NUR 212. Students will have an opportunity to complete self-reflective questions that:
 - track and promote the development of professional identity
 - involve self-reflection and personal responsibility
 - demonstrate the value of improvement over time
 - Failure to submit the required paperwork will mean grades will not be posted and at the end of the nursing program (NUR 212), and the student will receive an "F" grade until all requirements are met. (See Incomplete Course/Program Requirements)
-

SIMULATION LAB EXPERIENCE

Experience in the Simulation Lab (Sim Lab) will be an adjunct to clinical utilized during NUR 101, NUR 112, NUR 211, and NUR 212. Scenarios and experiences will be leveled for each course. Students caring for the human patient simulators are expected to treat the patient, and situation, as a real individual.

Sim Lab Policies

1. **Clinical uniform:** The Sim Lab experience is considered a clinical day and the student is expected to wear full uniform, including ID badge, as per dress code.
2. **Required equipment:** stethoscope, watch with a second hand and pen. There are med/surg textbooks, med books, IV drug books, and nursing care plan books available in the Sim Lab that may be used for reference during a scenario if necessary.
3. **Confidentiality Agreement and Video Consent:** As a patron of the Simulation Lab, I understand the significance of confidentiality with the respect to information concerning simulated patients and fellow students. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality. See Course Signature Sheet in Packet.
 - a. All patient information is confidential, and any inappropriate viewing, discussion, or disclosure of this information is a violation of Nursing Division policy.
 - b. This information is privileged and confidential regardless of format: electronic, written, or observed.
 - c. I may view, use, disclose or copy information only as it relates to the performance of my educational duties. Any inappropriate viewing, discussion, or disclosure of this information is a violation of policy and may be a violation of HIPAA.
4. **Hours:** Students will be notified in the event that the hours (or day) of the Sim Lab Experience will not be the same as those at the clinical agency.

5. **Attendance:** All course policies regarding clinical (absence, missed clinical time) remain in effect. Please notify the sim lab faculty before the start time if you will be absent.
6. **Preplanning for Sim Lab Experience:** Students are expected to prepare for the Sim Lab experience as they would a clinical day so that they may actively participate during the patient simulation experience. Preplanning includes completion of required assignments and preparing for specific patient situations, using Patient Data Sheets provided for each scenario, as appropriate for each course. Any student without a hard copy of preplanning according to the course guidelines will be sent home at the simulation laboratory faculty discretion. The student will incur an absence (see attendance policy for implication of absences).
7. **Environment:** The simulation lab is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. The students directly involved in the scenario should have everyone's respect and attention. Situations simulated in the lab are to be utilized as a learning tool and not to be used for humiliation of fellow students.
8. **Sim Man Care:** No betadine or ink pens may be used near the mannequins. A 22 gauge IV or smaller must be used for IV starts.
 - a. The simulation mannequins are to be used with respect and be treated as if they were live patients.
9. You may be videotaped during simulation scenarios and the video tape will be saved in digital format and become the property of NCCC Nursing Program and may be used during debriefing sessions.

The Sim Lab Experience will consist of course specific scenarios. Scenario specific objective will be available prior to the scenario. Each scenario includes a pre-scenario conference, the scenario, and a debriefing. Student roles (for example: primary nurse, secondary nurse, med nurse, documenter, family member/friend, observer) will be determined during the pre-scenario conference. The scenario occurs in "real time", meaning that if a medication needs to be administered over 3 minutes, it is given over 3 minutes. Students are expected to treat the patient simulator as a real patient, the patient will have an ID band a chart/medical records and will respond (as appropriate for each scenario) to questions asked.

SMART WATCH POLICY DEVICE POLICY

Wearing of smart watches (i.e., Apple Watch) and smart glasses is strictly prohibited during exams, in testing areas, during exam reviews, in labs, clinical, and sim lab.

Any violation of this policy will result in disciplinary action, up to and including dismissal from the Nursing program.

SOCIAL MEDIA POLICY

Social media is defined as user generated content that is shared over the internet via technologies that promote engagement, sharing and collaboration. It includes but is not limited to social networking sites such as Facebook, Twitter, LinkedIn, YouTube, personal websites, news forums, chat rooms and blogs. It is recognized that social media is an avenue for self-expression, but nursing students must remember that they are personally responsible for the content they contribute and should use social media responsibly. Be

mindful that what you publish/post may be public for a long time and that limiting access to postings through privacy settings is not sufficient to ensure absolute privacy.

The following code of conduct guidelines regarding social/electronic media that must be adhered to:

- Be respectful. Student nurses must not use any form of social media to harass, bully, coerce, intimidate, or retaliate against any other student, college faculty or staff member, the NCCC Nursing program, clinical agency employee, or patient nor make degrading comments about the program, school, or clinical agency.
- Student nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Student nurses must not transmit by way of any electronic media any patient relationship information or image that is reasonably anticipated to violate patient rights to confidentiality or privacy or to otherwise degrade or embarrass the patient
- Student nurses must not share, post, or otherwise disseminate any information (including images) about a patient or information gained in the nurse-patient relationship with anyone.
- Student nurses must not take photos or videos of patients or of anything on clinical agency property on personal electronic devices, including mobile devices.
- Student nurses must promptly report any inappropriate postings, breach of confidentiality or privacy to the Nursing department head, or chair of Science, Health & Math Division.

Behavior related to social media must comply with all NCCC policies, clinical agency policies, discrimination and harassment policies, HIPAA policies, FERPA regulations, and standards of nursing practice.

Ultimately, you have sole responsibility for what you post or publish in any form of online social media. If your social media activity shows that you have exercised poor judgment in such activities, or if your activities violate any of the guidelines as stated in this policy, disciplinary action may be taken against you, which may include dismissal from the nursing program.

From NYSED:

Any statement made by students in person, in writing or any posting on any electronic site (i.e., email, Facebook, Twitter, YouTube, etc.) which may cause harm or injury (actual or potential harm) to another person or to the school may be grounds for dismissal from the nursing program. This can include bullying, degrading comments, and/or photos about students, faculty, or the nursing program.

STUDENT DISABILITY AND SPECIAL SUPPORT

Accessibility Services & Title IX Accommodations

The Nursing Program is committed to assisting students with qualified disabilities as appropriate to the profession and as reasonable accommodations can be arranged.

At NCCC, the Accessibility Services Office supports pregnant students and those with documented disability by providing reasonable academic adjustments and accommodations to remove barriers to academic success.

Does this Apply to Me?

- I had an IEP or 504 plan in high school.
- I have been diagnosed with a disability since graduating high school.
- I utilize adaptive equipment or communication supports.
- I have a medical condition or a mobility impairment that required adaptive equipment or an app/device to monitor my health.
- Myself pregnant or my partner is expecting a baby during the school year.

- I have a temporary disability (ex: broken arm).
- I have been hospitalized.

What Services are Available?

Each qualified student would be granted individualized accommodations based upon the barrier(s) they are experiencing during the semester. These may include accommodations in the testing setting, clinical setting, lecture setting, and/or reading/print formats.

What Documentation is Needed?

Documentation can be provided in various formats. If you had an IEP or 504 plan in high school, you can send that along with your most recent Psychoeducational Evaluation. If you are currently meeting with a mental health professional, they can write a letter. If you have a sensory, motor or physical disability, contact access@niagaracc.suny.edu to be sent the medical documentation form for your treating physician complete.

If you would like to speak to the Accessibility Services Coordinator, Caitlin Wetherwax to determine eligibility, please call (716) 614-6728, e-mail access@niagaracc.suny.edu or go to Accessibility Services, room A-167, to make an appointment.

Sincerely,

Caitlin Wetherwax, M.S. Ed. (She/Her/Hers)

Accessibility Services Coordinator

access@niagaracc.suny.edu

716-614-6728 Phone • 716-614-6819 Fax

STUDENT INJURY/ILLNESS AT THE CLINICAL SITE

All students will report any accident/injury/illness to the nursing instructor immediately. The instructor will direct the student to the appropriate department (i.e.: employee health, ER) if necessary and per agency policy. The student will be responsible for any charges incurred by treatment.

If the instructor determines that the student is unable to perform safe patient care or is potentially contagious to others, the instructor will send the student home and reassign the patient to the primary nurse. The student will document care provided prior to leaving if able. The student has the choice of seeking emergency care or calling their primary care provider. Caution will be used in allowing the student to leave and drive if unsafe. Students may be advised to seek alternate transportation. If the student is sent home at the beginning of the clinical day, the day will be a clinical absence. If the student has provided most of the care for the day prior to being sent home, designation as 'missed clinical time' will be considered. See Attendance Policy.

The instructor will notify the Course Coordinator and/or Assistant Vice President of Academic Affairs for Nursing and Allied Health of the student's illness/injury and disposition thereof.

TRANSPORTATION FOR CLINICAL EXPERIENCES (Student)

Students must have their own reliable mode of transportation to clinical experiences. Choices of clinical locations cannot be arranged according to public transportation availability.

During Community Based Nursing rotations in NUR 211 and NUR 212, students must be able to travel to community agency sites, some of which may be in areas distant from the college and may involve additional travel to individual patients' homes. Students must be prepared (full tank of gas) to drive their own vehicle when assigned to home care sites.

Parking at clinical agencies is the responsibility of the student. Students must park in areas designated or acceptable to the agency. The student is responsible for any costs associated with travel to and parking at clinical agencies.

UNSAFE CLINICAL PRACTICE

When a student is unable to provide safe nursing care at an off-campus facility, the Assistant Vice President of Academic Affairs for Nursing and Allied Health, upon recommendation from the clinical nurse faculty, will remove said student from the clinical laboratory component of the course. Unsafe practice is defined as "placing the patient in clear or present danger". The student is not eligible to return to the nursing program.

VOLUNTEER SERVICE REQUIREMENT

Two (2) hours of volunteer community service in the health care field must be completed prior to graduation. The service must be unpaid and not part of a course assignment.

WITHDRAWING FROM A NURSING COURSE

If a student decides to withdraw from a nursing course, the procedures put forth by the College must be followed. Students may elect a 'W' grade if they complete the required form in the Records Office or online by the specified date- the 10th week of the semester. If a student decides to withdraw or stop attending between the last day for a W grade and the final grade, the student can withdraw from the College and take an "X" grade for the semester by completing the form in the Records Office or online by the date specified by the college. Faculty **cannot** withdraw a student from a course ('W') or the college ('X') or assign an Incomplete ('I') grade. The student must initiate these grades. Students must be aware that an "X" grade withdraws them from all courses and negates any grades they may have received in any other courses for the semester. See the NCCC Catalog for full description of the 'W', 'X', and 'I' grades and consequences.

Students should meet with a full-time nursing faculty member to complete a Student Status Report and discuss their options. If the student's grade at the time of leaving the course represents a minimum of 70% of the total points available by that date, and the student is passing the requirements for lab and clinical, the student will be noted as 'Withdrawing -Passing'. The course will not be considered an unsuccessful attempt under the Repeat Policy. If a student's current grade at the time of leaving the course does not represent 70% of the total points available by that date, or if the student is not meeting objectives for skill performance in the lab or clinical objectives in the clinical area, the student will be noted as "Withdrawing-Failing". The course will constitute one unsuccessful attempt in the Nursing and/or Practical Nursing program. See the Nursing Repeat Policy and the Nursing Readmit Procedures for information about subsequent nursing courses.

A student who has been absent for more than the allotted clinical absence days (NUR 100, NUR 101, NUR 111, NUR 112, NUR 113, NUR 114 - 2 allotted days; NUR 211, NUR 212-3 allotted days) or stops attending class, taking exams and/or completing lab skills will be expected to withdraw from the course. If the student does not initiate a 'W' or 'X' or 'I' grade in the Records Office, the faculty will enter an "F" grade for the

student at the conclusion of the course. Faculty has the right to refuse to assign an 'I' grade depending on student circumstances and requirements of the course.

APPENDIX

Appendix A: Student Reference Form

Appendix B: Student Status Report Example

Appendix C: Variance Occurrence Worksheet Example

Appendix D: Student Success Information



FERPA: Student Information Release - Letter of Recommendation

Registration & Records Office

In compliance with the federal Family Education Rights and Privacy Act (FERPA) of 1974, Niagara County Community College will not release non-directory student information to a third party without written consent of the student. *Non-directory student information includes grades, grade point average (GPA), class schedule, and degree progress.*

This form is used to authorize the inclusion of non-directory information in a letter of recommendation. Completed forms must be submitted to the faculty member at NCCC.

Student Information:			
Name _____		Date of Birth _____	
NCCC Student ID _____	Graduation Date <i>(if applicable)</i> _____	Contact Phone _____	
Address _____	City _____	State _____	Zip _____
Person Writing Letter of Recommendation:			
Name _____		Contact Phone _____	
Student Authorization:			
By signing below, I authorize the above identified individual to include the indicated non-directory student record information in any letter of recommendation written on my behalf.			
Information allowed to include (check all that apply):			
<input type="checkbox"/> Class schedule			
<input type="checkbox"/> Class attendance			
<input type="checkbox"/> Class grade(s) and GPA			
<input type="checkbox"/> Degree progress/graduation evaluation			
<input type="checkbox"/> Academic Performance			
<input type="checkbox"/> Any and All Information			
Please EXCLUDE the following information in this letter: _____			
I DO <input type="checkbox"/> DO NOT <input type="checkbox"/> wish to review a copy of this letter of recommendation			
Date needed: ___/___/___ (please allow two weeks notice)			
Method of Delivery:			
<input type="checkbox"/> Pickup Letter by student			
<input type="checkbox"/> Mail this information to:			
o Name/Company _____			
o Address _____			
<input type="checkbox"/> Mail this information to the student address above			
Student's Signature _____		Date _____	

3/2018

**NIAGARA COUNTY COMMUNITY COLLEGE
STUDENT STATUS REPORT-NURSING**

NAME _____ ID# @ _____ DATE _____
 DESCRIPTION OF SITUATION/COMMENTS: _____
 Grades Earned: _____ Academic Status at time of this report: Passing _____ Failing _____
 Student's Academic Plan _____
 Faculty and student have reviewed: _____ in person _____ via phone _____ via mail/email

1. Nursing Re-Admit Policy Information given related to NUR/BIO courses _____ Yes _____ No _____ N/A
 Previous NUR course with W/F/X grade _____
 Review Repeat Policy: **Limit of 2 unsuccessful attempts in NUR courses** (W-in failing status/X -in failing status /F in course)
2. Student referred to Enrollment Center (A-105) for Financial Aid options _____ Yes _____ No _____ N/A
3. Student referred to Student Success Center (D-102) to change Program _____ Yes _____ No _____ N/A
4. Student referred to Student Success Center (D-102) to discuss options related to withdrawal from the college/nursing course _____ Yes _____ No _____ N/A
5. Student referred to Enrollment Center (A-105) for withdrawal deadlines and procedures _____ Yes _____ No _____ N/A

IF YOU DO NOT CHANGE YOUR MAJOR WITHIN 7 DAYS FROM LEAVING THE NURSING PROGRAM, IT WILL BE CHANGED TO LAS.

_____ **NURSING 1 (NUR 111) or NUR 100:**

By failing or withdrawing from Nursing 1 (NUR 111 or NUR 100), you must change to a different program, attend as a non-matriculated student, or officially withdraw from NCCC. See Student Success Center (D-102) for options.

If you want to return to the Nursing Program at the level of NUR 111 or NUR 100, you must apply through the Enrollment Center by February 1 and will be entered into the *Nursing Pending* category, subject to review for eligibility and ranking for the next Nursing 1 class.

_____ **NURSING 2 (NUR 112), 3 (NUR 211), 4 (NUR 212), PRACTICAL 2 (NUR 101), PRACTICAL 3 (NUR 113), PRACTICAL 4 (NUR 114):**

If you are eligible to return to the Nursing Program, you must submit an application and letter to the Nursing, Physical & Allied Health Office (B-138) stating your request to return and stating what methods you will employ to be successful in the course. A letter of reference supporting your return may be required. **Acceptance will be based on academic history and space availability. See the Repeat Policy and Five-Year Course policies in the Nursing Student Handbook or in the catalog. There is no guarantee of return.** To be considered, you must submit the online NCCC application (if no classes are taken next semester), nursing readmit application, letters; have current transcript information available before **March 1st for NUR 113/114**, before **April 1st for NUR 211**, before **October 1st for NUR 112, NUR 212 and NUR 101**, contact the appropriate Course Coordinator and schedule an appointment for review and evaluation of skills and medication calculation administration test. You must successfully complete the evaluations and MCAT prior to the start of the semester to remain enrolled in the course. Appointments will be made at the review session. Failure to meet all requirements as above will prevent readmission or result in de-registration from the course.

Withdrawing from any required Nursing course(s), changing to another major, attending non-matriculated or withdrawing from NCCC will result in loss of matriculated status in the Nursing program. I understand I must choose an option below:

- A) **WITHDRAW FROM NCCC**
 - a. Go to the Student Success Center (D102) to complete the electronic Request for College Withdrawal form. This MUST be completed in order to process your withdrawal. Failure to do so can result in issuance of failing grades that will remain on your permanent transcript.
 - b. To return to NCCC, you must reapply to NCCC as a readmit student through the Admissions office. Readmission to the program is not guaranteed and is subject to space availability.
- B) **CHANGE MAJOR**
 - a. Go to the Student Success Center (D102) to request a change in major.
 - b. If you choose to return to the Nursing program in the future, you must apply through the Student Success Center to change your major back to Nursing. Changing major is not guaranteed and is subject to space availability.
- C) **ATTEND NON-MATRICULATED (no financial aid available)**
 - a. Go to Registration & Records (A105) to apply as a non-matriculated, non-degree seeking student, or complete the application found here: <https://www.niagaracc.suny.edu/registration-records/register/>

I understand that return or re-admission to the Nursing class or program is not guaranteed and is based on academic history, space availability and admission/program criteria in place at the time of the return/readmission.

I understand the content of this Student Status Report. It is my responsibility to check any financial aid and academic implications of a Withdrawal (W), (F), or (X) grade, and to discuss withdrawal deadlines and procedures at the Enrollment Center. I can consult with a success coach in the Student Success Center (D-102) to discuss consequences of withdrawing from the college or to change to another program. I can also review the NCCC website for further information.

Student Signature _____

Faculty Signature _____

NIAGARA COUNTY COMMUNITY COLLEGE

NURSING PROGRAM

Student _____

Facility _____

Course No. _____

Instructor _____

Unit _____

Variance/Occurrence Worksheet

1. Date and time of error: _____
2. Brief description of error by student (include patient's initials and diagnosis):
3. Potential effect of error on patient:
4. How could the incident have been avoided (this information is not requested on an Agency report form):
5. Who recognized error: _____
6. Clinical instructor notified: _____ Date and time: _____
7. Is this your first Variance/Occurrence Worksheet? ____Yes ____No
8. Check one or more:

_____Wrong Medication	_____Wrong patient
_____Wrong dosage	_____Omitted med
_____Wrong time/day	_____Wrong IV solution
_____Transcription error	_____Missed or misinterpreted MD order
_____Incorrect IV flow rate	_____Other _____
_____Wrong route	
9. Reviewed by Faculty (Date): _____
10. Student Signature (Date): _____

Course Coordinator/Date

Assistant Vice President of Academic Affairs
Nursing and Allied Health Programs/Date

Student Success Information

The faculty organized the following information to help you to feel better prepared for this semester.

Lecture:

You are responsible for previously learned and concurrently learned knowledge in sciences, nursing courses and math calculations.

- The focus for classroom learning changes from normal or expected to basically healthy people who are pregnant, having a baby; or someone who requires surgery.
- The level of questions that you ask and that are asked of you will increase in complexity. You are expected to base your level of knowledge on what you have already learned. Therefore, you need to read and prepare prior to each lecture session.

Note Taking:

- If you need a review on how to take good notes refer to your NUR 100 or 111 Packet in the Study Skills section.
- The standardized testing service also has resources available regarding study and test taking skills.

College Lab:

- Students may be sent back to the lab for remediation and re-evaluation of previously learned or new skills as needed. Remember it is your responsibility to perform skills in the hospital correctly following the learning outcomes that are written for each skill.

Clinical:

- You are responsible for the preparation necessary to safely care for all patients assigned to you and to perform each skill required by your patient (as appropriate to level of completion). If you have not done skills clinically for some time, go to the lab and review them.
- You are expected to complete a head-to-toe assessment on each patient assigned to you using the assessment guide and techniques you have been taught.
- Theoretical care plans will be explained prior to the beginning of each rotation (NUR 112, 211, 212). This preparation will ensure that you are theoretically prepared to care for your patient safely each day.
- The faculty will help you with any equipment that may be unique to each agency. For example, the faculty will explain how to change tubing on an IV pump that you have never seen and that is not available in the college lab for practice. However, you are responsible for knowing the principles of IV therapy and of IV pumps after you have had this content.

HOW TO STUDY

READ THE MATERIAL IN THE PACKET, TEXTBOOK AND OTHER ASSIGNED READINGS- Students that review the required materials and other reading materials relate that they felt more confident entering an exam and were better able to recall information. Add to your packet notes when reading from the textbook.

ANSWER THE OBJECTIVES - this can be a good starting point. Don't overdo it - answer concisely. Work on several related objectives at once.

WORK FROM THE GENERAL TO THE SPECIFIC - start by discussing the general topic.

Example: What is important about communicable disease? What are the nursing measures in general for those diseases?

Move to the more specific:

Example: Communicable Diseases: How are the diseases different? What are the signs and symptoms? Given the symptoms, what would I do? What can I expect to observe if a patient has a particular disease? How do I prevent the spread of infection? What would I be expected to know/do if I were caring for this patient?

MAKE UP POTENTIAL QUESTIONS - This will help focus on what is important. When studying in a group- either the leader or group members may be responsible for making up questions to ask others. Try role-playing, this can be fun: Have one of the members act the role of the patient, explaining her symptoms, etc. Another person can act the role of the nurse, gathering data and assessing. The other members can comment on what takes place.

SOMETIMES THE CUTE OR GIMMICKY PHRASE WORKS - sometimes memory tricks (mnemonic devices) help students remember. Memorization is discouraged for the most part, but now and then cute or gimmicky phrases help memory. Example: 'ABCDE' - A and E are vowels, spread the vowels to remind you about hepatitis in the fourth semester.

ACT LIKE A NURSE - as you study, imagine what a nurse would do on the job. Visualize being in a situation and making a decision based on your knowledge and analytical thinking.

If you are not getting the grades you want, you need to change what you are doing. HOW?

1. ASSESS - assess the amount of time you study, the effort you are putting into it, the results of that effort so far. Discuss your concerns and study patterns with a nurse faculty.
2. PLAN - plan your time, plan study techniques (get help from those who know), get organized.
3. IMPLEMENT - put your new plan into action, doing whatever you have determined that needs to be done in order to change.
4. EVALUATE - after you make changes and implement them, decide if your new strategies have produced the results you want. This may mean you receive a better grade on your hourly exam. It may mean an improvement in 'clinical'. If your new plans didn't work, try making one or two changes at a time to see what works.

A GUIDE TO FORMING STUDY GROUPS

There are many reasons to form study groups - those listed below are supported by research and are a summation of the responses given by students and faculty at NCCC.

BENEFITS OF STUDY GOUPS

- moral support, encouragement from your peers, friendships
- hear different perspectives, insight from others
- talking about a topic helps you understand it, verbal feedback
- motivate you to study more
- can develop possible test questions with other members
- help relieve tension before test
- help individuals develop leadership skills
- good opportunity to do more than just study for tests - can discuss articles in a study group
- people with experience (either because of employment situations or personal knowledge) can enhance learning in the group
- study groups are good for people who like to learn with others

HOW TO FORM STUDY GROUPS - Who, What, Where, When, How

WHO?

Who are the people I should study with?

You may want to choose people who live close to you - so that travel time won't deter regular attendance

Choose people who are different from you - you are likely to find that variations in age, background, ethnic and racial groups, or work experience can add dimension to a group.

WHAT?

What size should the group be?

Students report that it becomes difficult to focus on the task if the group is too large. Probably 3-5 members is a manageable number to include in your group.

WHERE?

Where should we study?

Settle this at the beginning. Meeting in members' homes may be a pleasant setting but select a home which has few distractions.

Try meeting in study rooms in the library at NCCC, or other colleges, public library spaces, depending on the convenience of the location and the times that various institutions are open.

WHEN?

When should the group get together?

Some students believe twice a week is about right; others say every other day. But since you want to reserve enough study time for yourself, then a couple times a week should be enough.

HOW?

How do I find the people to study with?

Try forming a group with students from your lab section or your clinical group.

Try forming a group with students from other clinical settings to enhance the scope of topics.

Elicit help from an instructor. One instructor has helped students get started by having a group meeting so that students can talk with other students to find people who live close by and who appear to be compatible.

HOW TO MAKE STUDY GROUPS LAST

For a study group to last, the members must feel it is worth their precious time to stay in the group. Groups often fall apart because students do not focus on the task or do not have a plan.

TO KEEP THE GROUP GOING --

1. Agree on the rules before the first session begins.
2. Meet on a predetermined, regular basis –
 - Agree on how many days a week you will meet, where you will meet, where you will meet, how long the sessions will be
3. Rotate leadership –
 - All members should be invited to take turns leading the group. Some people may be reluctant to do this at first.
 - Later, if encouraged, perhaps everyone will take a turn.
 - This can lead to a more committed, cohesive group.
4. AGREE ON A FORMAT –
 - Decide what sort of group you want.
 - Three possibilities:
 - 1) Before meeting, everyone studies the same material. At the meeting, the group leader for the session is responsible for initiating discussion on the previously selected topics. The leader may also be expected to come with prepared questions to ask of the others.
 - 2) Before meeting, everyone studies the same material. However, each member has been assigned a section to concentrate on. At the meeting, each person presents her/his section and points out the highlights. AFTER the presenter is finished, the leader for that session may be expected to ask questions of the presenter. Or each member may be free to ask questions AFTER the presenter is finished.
 - 3) A third possibility is to come up with your own format.

HOW TO MAXIMIZE STUDY TIME IN THE GROUP

LEADER IS TIMEKEEPER - The leader of each session is responsible for keeping the session moving, for terminating discussion, which is too lengthy, for giving each member equal opportunity to talk, and for ending the session on time.

PLAN THE NEXT SESSION BEFORE LEAVING - write down your own responsibilities for the next meeting before you leave. Make sure everyone knows what will be covered during the next session.

BUILD IN TIME AT THE END FOR PERSONAL TALK - students in the nursing program often have a lot to say to each other about their lives, the program, studying, etc. MANY GROUPS ARE DOOMED BECAUSE PERSONAL DISCUSSIONS TAKE OVER. Leave a few minutes at the end of the session for comparing personal notes. This is not an insignificant goal - many groups are successful BECAUSE they offer moral support and encouragement to the members.

HAVE AN AGENDA - everyone should know what will take place during each meeting. Before the end of the session, plans will be made for what will happen at the next meeting. The leader is expected to run the session and is given complete autonomy to do so.

BE SUPPORTIVE - all members should encourage and support the other members. You know why this is important!

BE POSITIVE - negative talk is counterproductive for students in the nursing program and must be avoided.

REQUIRE 100% PARTICIPATION - all members must participate in every session. It is expected that individual studying precedes the study group meeting. If a member is unprepared, other members need to express their concern.

DECIDE WHAT TO DO IF A MEMBER IS NOT CONTRIBUTING - discuss this together when the group is being formed. It is not easy to ask a member to leave the group. Therefore, the members need to bring this issue up for early discussion.

Studying in a group may not work for you. If you want to leave a group, simply tell the others that it isn't the best method for you.

NCCC Student Rights and Responsibilities Handbook

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How your credits are calculated

Carnegie Units:

1 Lecture Credit = 1 Hour in the Classroom

1 Lab Credit = 2 Hours in the Lab

1 Clinical Credit = 2 Hours in the Clinical Setting

Example:

NUR 100, 101, 111 & NUR 112: 8 credits

4 Lecture Credits = 4 hours in the Classroom (2 hours Tuesday and 2 hours Thursday)

1 Lab Credit = 2 hours once a week in the lab

3 Clinical Credits = (3x2=6 hours) 6 hours once a week in clinical

NUR 113 & 114: 6 credits

NUR 211 & NUR 212: 10 Credits

4 Lecture Credits = 4 hours in the classroom (2 hours Tuesday and 2 hours Thursday)

Short three-week lab module included as part of lecture