Nursing Student Handbook

Effective 14 August 2017
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INTRODUCTION

The faculty of the Nursing Program at Carroll Community College welcomes you to the beginning of your career in nursing. We believe our requirements for admission to the Program are high. You were selected for this Program because you possess the academic ability that is necessary to be successful in your career choice.

This handbook has been prepared to help you adjust to life as a nursing student. While there are many rules and regulations for you to learn and follow, we believe the policies will facilitate smoother progress for everyone. The Program will require many long hours of study and preparation on your part. There are many services and faculty available to assist you during this Program. Congratulations on your admission to the Program and welcome!
MISSION STATEMENT AND PHILOSOPHY

Mission Statement

In accordance with the mission statement of Carroll Community College, the mission of the Nursing Department is to serve the community by educating future nursing professionals in the core values of: caring, diversity, ethics, excellence, holism, integrity, and patient-centered care. In carrying out this mission, faculty members continually strive to exemplify these values to gain the support of the community and to prepare successful nurses.

Philosophy

We, the faculty of the Carroll Community College Nursing Program, believe that nursing education should be outcome driven and concept based.

We further believe that:

Nursing is a unique practice profession that is both an art and a science. The art of nursing emphasizes the meaning of relationships with creative and innovative approaches to patient-centered care. The science of nursing incorporates nursing theory and concepts from humanitarian, behavioral, social and natural sciences. Students must be prepared to enter a diverse nursing workforce with the knowledge of their professional identity and the ability to use competent nursing judgment with a spirit of inquiry.

Nursing education is a dynamic and interactive process in which measurable behaviors change as students gain the knowledge, skills and abilities to care for others. An environment of mutual respect, trust, and collaboration enhances learning. Each student must be responsible for and actively involved in their learning process. The faculty guide and direct the learning process which is influenced by caring, mentoring, and modeling professional attributes. Students and faculty should demonstrate a spirit of inquiry, based on evidence-based practice and instillation of the value of lifelong learning.

The seven core values which are implicit in our nursing practice and provide the foundation for our Program include:

Caring: The nursing profession is grounded in a culture of caring. Our commitment to promoting health, affecting healing, and providing hope to the whole person affords the nurse an opportunity to demonstrate the core caring behaviors of concern, compassion, and empathy, to those who are vulnerable.

Diversity: Each individual brings forth a unique set of beliefs, values, and opinions. These differences must be upheld and embraced to provide culturally competent care. The nurse supports inclusion and consideration for all persons.


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Ethics: The moral values and professional conduct inherent to nursing are taught and practiced enabling students to distinguish between right and wrong while acting as moral agents and advocates in caring for patients. Ethics in nursing integrates knowledge, compassion, and respect for all persons.

Holism: In order to heal, nurses must consider each patient as a complex and dynamic individual with physical, psychological, socio-cultural, spiritual, and developmental characteristics which will influence their health and healing processes.

Excellence: The Program encourages a culture of excellence. We believe the role of the nurse is to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care.

Patient-Centered Care: The Program emphasizes the uniqueness of each patient and advocates both respect and understanding of these differences. The patient-centered approach embraces these differences in a holistic view aimed at promoting optimal health. The patient, family and related community are supported and collaborated with for health promotion and healthcare decision making.

Integrity: The Nursing Program promotes a culture of integrity within the school and during clinical experiences. Open communication, ethical decision making, respect for patients and peers, and accepting accountability for one’s actions are minimum expectations of all students and faculty.
OUTCOMES

Associate Degree Curricular Outcomes (SLO):
Upon completion of the Associate Degree Program, the student will:
1. Use the nursing process to optimize client health.
2. Assimilate into the profession of nursing.
3. Provide patient-centered care.

Practical Nursing Curricular Outcomes (SLO):
1. Contribute to the nursing process as part of the healthcare team.
2. Assimilate into the profession of practical nursing.
3. Provide patient-centered care.

General Education Goals (GE):
1. Students will communicate effectively in writing and in speech, and interpret the written and oral expression of others.
2. Students will practice analytical and evaluative thinking with a view toward continuous improvement.
3. Students will apply mathematical and scientific concepts and theories to identify and analyze problem solving situations.
4. Students will research, create, and communicate information through appropriate technology or media.
5. Students will explore and appreciate the creative processes that shape the human experience.
6. Students will acknowledge and comprehend the beliefs, behaviors, and values of diverse populations within a global environment.
7. Students will recognize and engage in personal and social behaviors responsible for the wellness of self and community.

Program Outcomes:
1. NCLEX-RN Results
2. Program Completion
3. Graduate Program Satisfaction
4. Employer Satisfaction
5. Job Placement
ACADEMIC POLICIES

Carroll Community College’s Nursing Program reserves the right to modify, change or delete any or all of the administrative and educational polices or curriculum, in whole or in part as deemed necessary by the College.

Alpha Delta Nu (Alpha Alpha Chapter)

Alpha Delta Nu is the nursing honor society for associate degree nursing; it is nationally sponsored by the Organization for Associate Degree Nursing. Carroll Community College is the Alpha Alpha Chapter. The organization recognizes the academic excellence of students in the study of Associate Degree nursing and encourages the pursuit of advanced degrees and lifelong learning. Students are required to have a 3.0 GPA in prior courses, a minimum grade of B in all clinical nursing classes, be in good academic standing, and complete a Capstone project. Membership is by invitation only. Students are inducted into the honor society in their final term.

Attendance

Clinical

Attendance is mandatory for the campus skill laboratories, seminar days, clinical experiences (including Clinical Simulation Experiences [CSE], post-conferences, and debriefings), and exams. In the event of an absence, the student is responsible for notifying (either through voicemail, email or direct discussion) the course coordinator prior to the class and for make-up arrangements.

Examinations

Exams must be completed on the assigned date. Students unable to take the exam on the assigned date must notify course faculty PRIOR to the examination. The exam must be taken within 72 hours of the missed examination. Students who fail to take the alternate exam within the specified time will have ten (10) points deducted from the exam score. Students who take more than one late exam during the semester will have 10 points deducted from those exams. Extenuating circumstances will be considered on an individual basis by the Program Director. If you arrive on campus after the exam has begun, 5 points will be deducted from the grade earned.

Absences for campus skill laboratories, simulation, clinical, and exams are excused in only four circumstances: illness of student or dependent, death in the immediate family, court order, or recognized religious holiday. Written documentation for the absence will be required for a clinical absence (i.e. a note from a healthcare provider, a subpoena). Extenuating circumstances must be discussed with the Program Director in advance. Only excused absences may be made up. Clinical make-up days are subject to the availability of the faculty and clinical agencies and will be scheduled only by the Course
ACADEMIC POLICIES

Coordinator or the Program Director. Excused clinical absences that are made-up count toward the total clinical attendance.

Students whose health status changes during the Program must notify the Program Director and provide written documentation (using the Confidential Student Health Form found on Blackboard under Nursing Central) from their healthcare providers with each visit that they are able to participate/continue in clinical.

Blackboard

Blackboard Accounts are established for each student for each nursing course. The blackboard site is located at http://carrollcc.blackboard.com. Supplemental materials (announcements, handouts, web sites & discussions) will be available ONLY through Blackboard.

Cardiopulmonary Resuscitation

All students must submit proof of current CPR certificate for health care providers (BLS-American Heart Association – Health Care Provider). American Heart Association certification is REQUIRED. BLS must be kept current throughout the Nursing Program. Students are not permitted to attend any clinical experiences until certification is current.

Classroom Behavior Expectations

The faculty believes students are here to learn and faculty is here to teach. In order to accomplish these goals in the most desirable learning environment, the following expectations have been developed:

1. Students are to be present in the classroom at the scheduled starting time.
2. Students must be prepared for class.
3. Breaks are regularly scheduled; therefore, students are expected to remain in the classroom during the entire class session.
4. Students are expected to remain quiet during class and will raise their hand if they wish to speak. Personal agendas will not be addressed during class time.

These standards are the minimum standards for classroom behavior in the Nursing Program. Anyone who cannot meet these expectations and whose classroom behavior is interfering with the learning of the group can expect the following to result:

1\textsuperscript{st} offense Student will be told to leave the classroom and will receive a verbal warning.

2\textsuperscript{nd} offense Student will be told to leave the classroom and will be placed on Probation. (This will serve as a written warning).
3rd offense  Student may be dismissed from the Program.

Clinical Grading/Clinical Progression Policy

A pass/fail criterion is used for clinical grading. Criteria for clinical grading are described in the syllabus for each course. The student must pass both theory and clinical to receive a passing grade for the course. Grading processes for the theory component are described on page 17 of this handbook.

Behaviors for the clinical component are evaluated according to the following criteria on a tool specific for each nursing course:

S = Satisfactory
N = Needs improvement
U = Unsatisfactory

Students must satisfactorily complete each semester/course of the Program before progressing to the next semester. Safe practice is considered the minimum criterion for lab/clinical achievement.

Progress in the clinical component of nursing courses is determined by informal and formal evaluations. Informal evaluations are ongoing throughout the semester. Weekly and summative clinical evaluation tools are documented summations of the student’s performance and are formal evaluations of clinical behaviors for the term period indicated.

Clinical achievement is documented through faculty evaluation of student performance compared to pre-established criteria for each clinical course. A student cannot successfully complete the course with an unsatisfactory clinical evaluation. The clinical instructor will advise the student of his/her progress during clinical experiences. Conferences are held at intervals described in each course syllabus to discuss the student’s reflection and the instructor’s perception of the student’s progress.

Each course clinical evaluation tool identifies critical behaviors. A student who receives one “unsatisfactory” or two “needs improvements” in a critical behavior or two “unsatisfactory” or four “needs improvements” in a non-critical behavior on the clinical evaluation tool will be given a clinical performance improvement plan and may be placed on probation. Two “needs improvement” will be the equivalent of an “unsatisfactory” for the purposes of the actions described above.

The Program Director/Course Coordinator, clinical instructor and student will collaboratively develop a clinical performance improvement plan for students placed on probation. Clinical probation is in effect until successful completion of the RN Associate Degree and/or PN Certificate Programs.
ACADEMIC POLICIES

Each clinical instructor will compile a written final clinical evaluation that includes a student self-evaluation. The student must sign the evaluation form indicating that the evaluation has been read. Students always have the opportunity to make written comments relating to their evaluation.

Clinical Probation Policy

The student is provided guidance and recommendations on ways to improve performance and placed on probation until successful completion of the RN Associate Degree and/or PN Certificate Programs.

Unsafe clinical performance denoted in the first year evaluation tool will follow the following course of action:

1st offense The instructor conducting the evaluation will counsel the student and record the situation on the clinical evaluation tool. A clinical performance improvement plan could be developed.

2nd offense Probationary process is initiated. The Program Director/Course Coordinator, clinical instructor and student will collaboratively develop a clinical performance improvement plan.

3rd offense The student will be dismissed from the Program.

Unsafe clinical performance denoted in the second year evaluation tool will follow the following course of action:

1st offense Probationary process is initiated. The Program Director/Course Coordinator, clinical instructor and student will collaboratively develop a clinical performance improvement plan.

2nd offense The student will be dismissed from the Program.

During the probation period, the student is closely observed and must demonstrate competency. Failure to demonstrate competency of clinical behaviors will result in failure of the clinical component of the course and thus receive a failure for the course.

Exceptions to the above apply to circumstances in which the welfare of a client is placed in jeopardy due to unsafe practices by the student. In this situation the student may be immediately dismissed from the Program. Probation and clinical issues will be tracked by the faculty during successive semesters to identify patterns that could lead to unsafe clinical practice.
ACADEMIC POLICIES

Code of Ethics and Professional Integrity

Professional Integrity

The Faculty expects all students to conduct their academic and clinical work with the highest standards of the healthcare professional. Students must submit only their own work for credit. Students must neither give nor receive assistance on examinations and/or assignments. Violations of these standards of Academic Integrity will result in appropriate disciplinary action such as a failing grade on an assignment, failure in the course, probation, or dismissal from the Program.

It is expected that all students will uphold these principles of responsibility, honesty and integrity in all facets of their education including not only classroom and clinical work but also all associated work and interactions with all faculty and administrators. All Allied Health Students are required to sign a copy of the following Code of Ethics to be kept in the student’s file.

Code of Ethics

The Code of Ethics pertains to all aspects of an Allied Health Student’s life—to small things as well as more important ones. The Code of Ethics is the principle method for upholding standards of habitual honesty and integrity not only in each Allied Health Student, but also in each Allied Health graduate so that the individual will be honorable and trustworthy under all circumstances. Since strength of character is valued highly by the Carroll Community College Allied Health Programs, anyone who compromises the Code of Ethics is not meeting the expectations of the student body and faculty. As a community, we agree to assume responsibility for supporting the Code of Ethics by not tolerating violations in ourselves and in others.

Academic – The student agrees to:

1. Exhibit self-restraint by not copying from other answer sheets during exams or quizzes.
2. Abstain from plagiarizing references and other students’ work.
3. Refuse to take part in violation of the above by either giving or receiving work, test questions, and/or answers to test questions.
4. Seek guidance from instructor when confronted by uncertainty in assignments and/or class work.

Clinical – The student agrees to:
ACADEMIC POLICIES

1. Complete all care required per assignment or promptly report the inability to do so.
2. Provide care in accordance with hospital and school policies.
3. Respect confidentiality in regard to the client, physician, and co-worker.
4. Accept responsibility for attendance in the clinical area.
5. Promptly report all errors.
6. Seek instructor’s guidance when confronted by difficulties or new procedures.

Personal – The student agrees to:

1. Respect the rights of other students and instructors.
2. Abide by the policies of the College and clinical agencies.
3. Act with honesty, integrity and respect in all dealings with students, faculty, College administration and clients.

Other Responsibilities

1. Students are responsible for their own actions. Students are expected to seek faculty or staff guidance and input if they need help performing an assigned function.
2. Students are expected to be adequately prepared to care for assigned clients.
3. Students must attend an orientation to the clinical area.
4. Students must immediately report any unexpected changes in client status to the appropriate individual.

Code of Integrity

Carroll Community College has adopted a Code of Integrity to foster and promote a sense of respect and consideration of others, and to uphold certain standards of academic honesty and social conduct (see College Catalog). All credit students and continuing education students, as deemed appropriate, must sign a pledge to uphold the Code of Integrity at Carroll Community College. The pledge reads: “I pledge on my personal honor to uphold and abide by the Code of Integrity as long as I am enrolled at Carroll Community College.” An instructor may ask that all major academic work submitted by students have an additional pledge that reads: “I pledge that this work is entirely my own and I have neither given nor received any unauthorized help in its completion.” The instructor may authorize students to sign an abbreviated pledge for certain work that is submitted. This abbreviated pledge, which symbolically represents the complete pledge, shall read: “Academic Honesty Pledge.” Although students may
ACADEMIC POLICIES

refuse to sign a pledge, this refusal does not absolve students from abiding by the Code of Integrity.

A student found cheating will be given a grade of zero for the exam. This will result in course failure and the student will not be permitted to continue or return to the Nursing Program.

Course Completion

All course work must be completed and submitted by the designated due date. Noncompliance may result in a zero grade for the work. Clinical courses must be completed before a student can progress to the next clinical nursing course.

Course Structure

Classes are designed to employ a variety of teaching techniques. In order to maximize learning, required readings and assignments should be done prior to a classroom presentation of a unit. Instructional methods and materials include: Lecture, discussion, post conferences, audio-visual materials, active-learning strategies, simulated laboratory experience, and clinical laboratory experience.

Criminal Background Checks and Drug Screening

After acceptance but prior to participating in the Program, students must complete a criminal background check and a urine drug screening through the vendor selected by the College. The clinical facility to which a student is assigned will make a determination about whether a student is permitted to participate at that facility based on the vendor’s findings. If a student is prohibited from participating at a clinical facility based on a positive criminal background or drug screening, one additional attempt will be made to place the student. If the student is prohibited from participating at the second clinical site, the student will be unable to continue in the Program.

Death in Family

Should a death occur in a student’s immediate family, the student will be granted up to three days off. Immediate family is defined as the student’s spouse, parent or guardian, child, brother, sister, grandparent, grandchild, and the parents of the student’s spouse. The student must notify the Program Director that he/she wishes time off due to a death in the family. Students are expected to make up missed work.
ACADEMIC POLICIES

Disaster Plan for Students and Faculty

Student safety is a priority. This plan describes the procedures to be followed by the faculty of the Nursing Program while in the clinical setting with students and by the students in independent clinical experiences (Service Learning, public schools, practicums or community health programs) during a declared disaster. These disasters include, but are not limited to, fire, bomb threats or biohazard disasters within the clinical settings; bioterrorism, mass casualty, and weather-related disasters.

Neither faculty nor students are employees of the institutions utilized for student clinical experiences. Neither faculty nor students are trained to assist in the event of a disaster. Therefore, faculty and students must follow these guidelines:

Clinical sites with CCC faculty supervision

1. Students will not be required to remain at clinical sites. Faculty and students will immediately relinquish all client care responsibilities. Students are to give a thorough report to the staff nurse and then meet with their faculty at a designated area. At this point, it is the responsibility of the faculty to safely remove students from the clinical site, if possible.

2. If the facility is forced into a “lock-down” status or it is not possible to leave the facility, students and faculty are to be treated as visitors to the institution. No assignments will be given to the faculty or students.

Clinical sites with no CCC faculty supervision

1. In the event that a student is completing Service Learning hours or in a facility for independent/observational experience at the time that a disaster is declared, that student immediately relinquishes all client care responsibilities. The student must give a thorough report to the supervising RN and then promptly leave the facility.

2. If the facility in which a student is completing independent/observational clinical hours is forced into a “lock-down” status, the student immediately relinquishes all client care responsibilities. The student must give a thorough report to the supervising RN. At this point the student is to be treated as a visitor to the facility and follow the instructions given by the person in charge until such a time that the student may leave the facility.
Dosage Calculation Proficiency Exam

All students must pass with a 95% the Dosage Calculation Proficiency Exam prior to the start of each semester. A student may attempt to reach proficiency four (4) times for the second term; four (4) times for the LPN to RN Transition class; three (3) times for the PN summer; and two (2) times each for the 3rd and 4th terms within the designated time frame. Students may be placed on probation prior to the last attempt. Failure to reach mastery will result in the student not being able to continue into the semester.

Dress Code

The uniform is the official symbol of the Carroll Community College Nursing Program and should be worn with pride and respect.

It is the responsibility of each student to maintain the complete official student uniform. Any student who fails to meet the following standards may be sent home from the clinical agency and time lost will be considered an unexcused absence.

When uniforms are required, the nursing student must wear the official school uniform. The uniform and lab coat are to be neat, clean, and well fitting. When obtaining clinical assignments, students are to dress professionally with a white laboratory coat and name badge over street clothes. In specialty settings (such as the OR, Pediatrics, Maternal Health and Mental Health), the uniform may vary. Uniforms should only be worn for school or clinical activities.

Uniform for women – white scrub top, blue pants, white socks or hose, white shoes

Uniform for men – white scrub top, blue pants, white shoes, white socks

White closed leather supportive uniform shoes or leather sneakers are acceptable. Shoes must be kept clean and polished; shoelaces must be kept clean. Shoes must be secure on the feet with toes enclosed and a minimum of a strap securing the heel for psychiatric facilities. Canvas sneakers or athletic shoes with colors are not acceptable.

For mental health and community settings, the dress code is: blue polo style shirt with the Carroll Nursing Program emblem, khaki or black colored pants. No jeans or jean-style pants.

Hair should be clean, arranged in a controlled manner and secured so as not to interfere with nursing activities. Ponytails of any length are not acceptable. Hair ribbons, bows and other hair accessories are not acceptable. Hair clips must blend in with the color of the hair. Beards and mustaches must be trimmed and neat. Hair coverings, such as but not limited to, scarves and hats are not permitted in any clinical setting. This includes community, mental health, and simulation.
ACADEMIC POLICIES

Jewelry and extended or artificial/gel fingernails may compromise the safety of the client and/or student and are therefore unacceptable. Nail polish in good repair with no evidence of chipping is acceptable. Wedding bands, watches and one pair of post earrings are permitted. No other jewelry is permitted (bracelets, necklaces, rings, etc.) No body piercing is permitted (exclusive of one-post earring).

Tattoos with offensive symbols or language must be covered while in the clinical area. If unsure, please check with the Program Director.

Perfume/Cologne or perfumed body/hair products may not be worn while in uniform.

Clinical facilities have the right to require students to adhere to their dress code and may ask students to leave the facility due to an unprofessional appearance. This will result in a clinical absence.

Carroll Community College picture ID and clinical facility badge must be worn at all times in the clinical facility. Gum shall not be chewed while in the clinical area. Personal phones must be on silent.

Dual Enrollment

The Nursing Program participates with several colleges in a dual enrollment option called the Associate to Bachelor’s degree (ATB). Students must meet admission requirements of both schools and remain in good standing during the Associate degree Nursing Program to remain in the ATB program.

Early Alert and Intervention Programs

In accordance with the Early Alert Intervention Program, faculty members submit Academic Early Alerts through WebAdvisor when students are performing poorly in their courses. Academic Early Alerts are submitted after the second exam however, depending on a student’s progress, there is no limit on the number of alerts that a faculty member can submit. Appropriate referrals to the Academic Center and/or the Advising and Transfer Center are made in an effort to correct the issue impacting the student’s performance.

As part of the College’s intervention program, academic advisors assist students who are on academic probation to develop an individual strategy for academic improvement. In an attempt to meet these goals, students on College-wide probation are required to meet with their assigned advisor at least once per term until they return to good academic standing.
Exam Review Post Test

A review will be held following each exam. Every student will be given their exam booklet and the Student Test Report. Students will not be given their penciled answer form. There are no additional opportunities for students to review the exam for areas that need to be improved. Faculty advisors will review exam-taking strategies for questions, but not content. Students will not have an opportunity to review exams prior to the final exam in any nursing course.

Students may review their final exam booklet and Student Test Report.

The purpose of exam review is to provide students with the opportunity to review their answers as a learning opportunity. It is not intended for students to challenge faculty about the quality of any question, or to debate answers to questions. Only questions that the majority of students answered incorrectly (more than or equal to 50%) will be reviewed. If students have additional questions about content they need to contact by email the faculty member that taught the material. If a student is not in agreement with the correctly graded response, the student must provide in writing a rationale for a different response. Sources, from the required textbook list, are required. This response must be submitted by email to the Course Coordinator within seven (7) days after the exam has been reviewed.

Students may not copy (either written or picture) any part or whole of an exam. Cell phones must be turned off and be unavailable during exam review. All student materials must be unavailable. No changes to exam items will be made during the review.

Failure, Withdraw, and Re-admission

Failure
Failure in a course may occur for any of the following reasons:

- Failure in theory and/or clinical.
- Inability to maintain the minimum number of points stated on the course syllabus.
- Absence from clinical without instructor notification.
- Leaving the clinical facility without instructor’s permission or knowledge.
- Unethical conduct.
- Disciplinary action involving charges of misconduct and/or violation of the Code of Ethics or the Carroll Community College Code of Integrity.
- Failure to pay financial obligations to the College or Program within reasonable period of time.
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Students are not permitted to withdraw from a clinical course after receiving a failure.

Students will be personally counseled by the instructor and informed of the reason for failure. This counseling will be documented, signed by student, faculty member, and Program Director and placed in the student’s file.

In cases involving charges of violation of the Code of Ethics or the Carroll Community College Code of Integrity, the Program Director will meet with the student to discuss informally the situation before any decision regarding dismissal is made.

If failure/withdrawal from the program becomes necessary for any reason, students are requested to write a letter of resignation to the Program Director. An exit interview with the Program Director is recommended to assist the student in decision-making. (See Grading criteria).

Dosage/Medication Validation
If students:
- Are unable to score 95% on the Dosage Calculation Proficiency Exam prior to the start of each semester and/or
- Failed the medication validation prior to term two, three or four after three attempts,

they may not continue in the program and will be dropped from their enrolled nursing courses. They may apply to return the following semester. There is no guarantee for readmission.

Withdraw
If a student withdraws from a nursing course or courses, it will be noted whether the student is passing or failing the course(s) at the time of withdrawal. If the student is failing at the time of withdrawal, it will be considered a course failure by the Nursing Department.

Re-admission
There is no guarantee for readmission. Students wishing to return to the Associate Degree (RN) Program or the Practical Nursing (LPN) Certificate Program must indicate their choice when requesting readmission. Students who wish to apply for readmission to the Program are subject to the following stipulations:
- The student has two (2) years to return if they previously withdrew or failed a clinical course. If more than two years have elapsed, the student must seek admission as if they were a new student.
- Students seeking readmission must submit a letter stating their intentions (and choice of program) to the Program Director by February 15 for the fall semester and October 1 for the spring semester.
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Readmission is subject to availability of space in the program. Priority for readmission is given according to the following list:

- Withdrawal for non-academic reasons, Carroll County resident.
- Withdrawal for non-academic reasons, non-Carroll County resident.
- Those failing to receive a grade of “C” or better in one course.

Students are eligible for the Practical Nursing (LPN) Certificate Program if they have successfully completed NURS 131, 132, 133, and 140.

Behavioral actions could prohibit your return.

_Ineligible to return_

- A student who failed the medication validation prior to term two, three or four after three attempts and has failed a nursing course is ineligible for re-entry into the Nursing Program.
- A student who failed, or withdrew failing from two nursing courses is ineligible for re-entry into the Nursing Program.
- A student who failed the medication validation prior to term two, three or four after three attempts on two separate semesters is ineligible for re-entry into the Nursing Program.

A student who does not receive a grade of “C” or better or has been unable to pass the medication validation prior to term two, three or four may ONLY repeat one nursing course.

_Grading Criteria_

A numerical system is used for the course grade. A grade of “C” or better is required for all courses in the Nursing Program. Total points are converted to a percentage with a corresponding letter grade as follows:

- A  90.00-100
- B+  87.00-89.99
- B   80.00-86.99
- C+  78.00-79.99
- C   75.00-77.99
- D   70.00-74.99
- F   69 and below

Each course has its own formula for grade computation that is described in its syllabus. In all courses, students must achieve a minimum number of points listed on each course syllabus. If a student withdraws (drops) from a nursing course and is not
ACADEMIC POLICIES

meeting the clinical objectives at the time of withdrawal, or has a failing average for the theory component, it is considered a course failure.

Graduate Behaviors

Professional Behaviors

1. Practice within the ethical, legal and regulatory framework of nursing, and the standards of professional nursing practice.
2. Report unsafe practices of healthcare providers using appropriate channels of communication.
3. Demonstrate accountability for nursing care given by self and/or delegated to others.
4. Use standards of nursing practice to perform and evaluate client care.
5. Advocate for client rights.
7. Practice within the parameters of individual knowledge and experience.
8. Describe political processes as they affect agency specific healthcare.
9. Participate as a member of professional organizations.
10. Serve as a positive role model within healthcare settings and the community at large.
11. Recognize the impact of economic, political, social and demographic forces on the delivery of healthcare.
13. Develop and implement a plan to meet self-learning needs.
14. Delineate and maintain appropriate professional boundaries in the nurse-client relationship.

Communication

1. Use therapeutic communication skills when interacting with clients and significant support persons.
2. Communicate relevant, accurate, and complete information in a concise and clear manner.
4. Protect confidential information.
5. Use information technology to support and communicate the planning and provision of client care.
6. Use appropriate channels of communication to achieve positive client outcomes.

Assessment

1. Assess the interaction patterns of the individual client or significant support persons.
2. Assess the impact of developmental, emotional, cultural, religious and spiritual influences on the client’s health status.
3. Assess the client’s health status by completing a health history and performing a physical, cognitive, psychosocial and functional assessment.
4. Assess client and significant support persons for learning strengths, capabilities, barriers and educational needs.
4. Assess the client’s response to actual or potential health problems.
5. Assess the client’s response to interventions.
6. Assess the client for change in health status and identified needs.
7. Assess the client’s ability to access available community resources.
8. Assess the environment of factors that may impact the client’s health status.
9. Assess the strengths, resources, and needs of clients within the context of their community.

Clinical Decision Making

1. Make clinical judgments and management decisions to ensure accurate and safe care.
2. Analyze and use assessment and reassessment data to plan care.
3. Evaluate the effectiveness of care provided in meeting client outcomes.
4. Modify client care as indicated by the evaluation of outcomes.
5. Participate in problem identification and data collection for research, quality control or improvement processes to meet client outcomes.
6. Use evidence-based information, collected electronically or through other means, to support clinical decision-making.

Teaching and Learning

1. Develop an individualized teaching plan based on assessed needs.
2. Provide the client and significant support persons with the information to make choices regarding health.
3. Teach the client and significant support persons the information and skills needed to achieve desired learning outcomes.
4. Evaluate the progress of the client and significant support persons toward achievement of identified learning outcomes.
5. Modify the teaching plan based on evaluation of progress toward meeting identified learning outcomes.
6. Provide assistive personnel with relevant instruction to support achievement of client outcomes.

Collaboration

1. Coordinate the decision making process with the client, significant support person and other members of the healthcare team.
2. Work cooperatively with others to achieve client and organizational outcomes.
3. Collaborate with the client, significant support person, and other members of the healthcare team to evaluate progress toward achievement of outcomes.
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4. Interact creatively and openly with others to solve problems to achieve client goals and outcomes.

5. Collaborate to bring about fair solutions that balance differing needs and values, and motivations for the purpose of achieving positive client outcomes.

Managing Care

1. Prioritize client care.
2. Coordinate the implementation of an individualized plan of care for client and significant support person.
3. Facilitate the continuity of care within and across healthcare settings.
4. Delegate aspects of client care to qualified assistive personnel.
5. Supervise and evaluate the activities of assistive personnel.
6. Adapt the provision of client care to changing healthcare settings and management systems.
7. Assist the client and significant support person to access available resources and services.
8. Implement nursing strategies to provide cost efficient care.
9. Demonstrate competency with current technologies.

Group Exams

Group exams are given following the individual exams in selected courses and for selected exams. Students are randomly assigned to groups of 3 to 5 students and will have 45 minutes to complete the same exam using one Scantron sheet for the group. The purpose of group exams is for student collaboration in small groups for discussion and clarification of knowledge about test content. Students must pass the course on the basis of individual exam scores only (see syllabi for specific point totals). Group exam points will be accrued over the course of the semester and added to the final point total of those who achieve the minimum passing score in the course.

HESI Examination

Student fees will cover the cost of the HESI examination in all terms.

Practical Nursing students will be required to take the HESI Exit Exam – PN Comprehensive Exam at the end of the PN summer. RN nursing students will be required to take the HESI Exit Exam – RN Exam at the end of the Program. Additional achievement exams will be administered in all nursing courses.

The cost of the re-takes of the HESI Exit Exam – RN at the end of NURS 242 is the responsibility of the student.
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Inclement Weather Policy

In the event of inclement weather, cancellation or delays in on-campus classes and laboratories will be announced on local radio and television stations as listed by the College each semester. In addition, the E2Campus notification system will be used. Please sign up for the E2Campus notification system. It will be our method of communicating in inclement weather. http://www.carrollcc.edu/alerts.

The rules are as follows:
College closed – No Clinical - this includes Practicum placements.

College opening from normal time until 0930 – On time for clinical. However, the decision is typically not made until 0600 so wait until the decision is announced before leaving. Get to clinical as soon as you can get there safely. If it is impractical for you to get to clinical safely, notify your clinical instructor.

College opening anytime between 0931 & 1200 – Clinical cancelled; Please check on Blackboard to see what’s happening. There may be an activity scheduled that you need to attend.

Class – Classes will begin after the College opens; there will be an announcement made on Blackboard as to the start time for class. DO NOT come on campus prior to the College opening.

Please make sure that you stay tuned to Blackboard. It may be our only method of communication.

Lateness

If, for any reason, a student finds that he/she will be late for a clinical experience, the clinical instructor must be notified as soon as possible. If the lateness exceeds an hour from the beginning of the shift report, the student’s assignment may be reassigned at the discretion of the instructor and staff. This will result in a clinical absence.

Management of the Impaired Allied Health Student

Standard

It is the standard of Carroll Community College Allied Health Programs to ensure the delivery of safe care in accord with program outcomes. Students enrolled in the Allied Health Program are expected to be physically and mentally safe to function in the clinical setting, and to participate appropriately in classroom and laboratory activities. Fatigue is a leading cause of Allied Health errors. Therefore, students should not work the eight hours prior to the required clinical session.
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Definitions
1. Impaired Allied Health Student
   - The impaired Allied Health Student is the one who is not capable of delivering safe, competent care in a clinical setting, or who is not capable of participating in an appropriate way in classroom or laboratory activities. Impairment may be physical or mental in nature. Evidence of such impairment may include, but is not limited to, the following:
     - Physical condition(s) which render the student unable to provide safe, competent care or safely participate in classroom or laboratory activities. Examples include illness or sleep deprivation.
     - Failure to use therapeutic or constructive verbal or nonverbal communication with clients, agency staff, faculty or peers.
     - Demonstration of thought disturbance or impaired cognitive judgments.
     - Use of alcohol and/or other chemical agents that cause drowsiness, affect cognitive ability or judgment, and cause changes in behavior.

2. Chemical Agent
   - Any substance obtained via prescription from a health care provider, as an over the counter drug, or by other means.

Responsibilities

Allied Health faculty shall:
1. Speak with the student who is suspected of impairment and document findings.
2. Remove the student from the instructional area if it is deemed advisable.
3. Inform the Coordinator/Program Director immediately regarding the student’s removal from the clinical area, classroom, or laboratory.
4. Determine, in conjunction with the Coordinator/Director, the need for the student to complete an immediate drug screen.

Coordinator/Director shall:
1. Report the student’s removal from the clinical area, classroom, or laboratory to the Vice President of Academic & Student Affairs/Allied Health Division Chair or Health & Human Services, Management, and Financial & Professional Business Services in Continuing Education & Training.
2. Initiate an investigation which may include laboratory studies, if indicated.
3. Determine the student’s continued standing in the Allied Health Program pending the results from the investigation and discussion and recommendations from the Vice President of Academic & Student Affairs/Allied Health Division Chair or Health & Human Services, Management, and Financial & Professional Business Services in Continuing Education & Training.

Allied Health students shall:
1. Maintain their personal health and well-being in so far as it is possible.
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2. Seek help independently for an acknowledge impairment that may affect their ability to meet Program standards.
3. Agree to drug and/or alcohol testing if indicated or requested. The testing is at the student’s expense. Acknowledge that continuance/readmission to the Program is determined by result of tests.

Procedure

1. If an Allied Health faculty member has reasonable cause to suspect a student of being impaired, the faculty member will immediately remove the student from the instructional area and document findings.
2. In conjunction with another Allied Health faculty member or agency representative, the faculty member will speak with the student to review the faculty member’s observations and the necessity to remove the student from the instructional area.
3. The faculty member will immediately notify the Coordinator/Director who will then notify the Vice President of Academic & Student Affairs/Allied Health Division Chair or Health & Human Services, Management, and Financial & Professional Business Services in Continuing Education & Training.
4. At the time that the Allied Health faculty member notifies the Coordinator/Director a determination will be made as to whether the student must complete an immediate drug screen.
5. The Coordinator/Director will meet with the faculty member and student as soon as possible, but no later than 48 hours after the student was removed from the clinical area.
6. When the Coordinator/Director has completed a review of the case, the Coordinator/Director will then make a decision regarding the student’s standing in the program. This decision may consist of dismissal, suspension, or remaining in the Allied Health Program.
7. If the student remains or is readmitted to the Program, the student must meet with the Coordinator/Director to determine an agreement which outlines the conditions necessary for the student to be able to progress in the Program. The student will be required to sign the agreement.
8. Students who disagree with the Coordinator/Director’s decision regarding the student’s standing in the Program may appeal the decision according to the Student Grievance Procedure outlined in the current Student Handbook.
9. Behaviors that provide reasonable cause to suspect a recurrence of the impairment may lead to termination of the student from the Program.

Math Policy

It is recommended that all work be shown when completing math questions. Calculators are permitted during the Dosage Calculation Proficiency Exam.
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Medication Validation

For the following courses: NURS 140, NURS 233, NURS 242, and students who transfer from an outside nursing program, successful completion of a medication validation is a pre-requisite. Students must achieve a passing score on the medication validation rubric, including critical behavior points. Each student will have a maximum of three attempts to achieve the passing score. If the student does not achieve a passing score, they will not continue in the Nursing Program and must re-apply for the next semester. First attempt fee is $30, second attempt fee is $60, and third attempt fee is $60.

Pinning Awards Practical Nursing Program

1. Carroll Hospital Center Clinical Excellence Award – This award is presented to the student who has shown the qualities of maturity, empathy, consideration and sensitivity to clients’ needs, and who has excelled in clinical practice.

2. Achievement Award – This award is presented to the student who demonstrates genuine concern for clients and their families, who constantly seeks to improve clinical and theoretical knowledge, who evidences maturity, and who has a commitment to nursing.

3. Janice Fischer, a previous faculty member, created The William J. Yerkes Nursing Award in memory of her father. This award is presented to the student that demonstrates in all settings, both academically and clinically, the all-around best effort.

4. Springfield Hospital Highest Scholastic Average – A special award is presented to the student who has maintained the highest scholastic average in the clinical nursing courses and who has maintained satisfactory clinical performance.

Students who have completed six or more credits, who have a quality point average of 3.5 or greater and who have not been subject to any academic action are eligible to be named to the Dean’s List and/or receive an award at Pinning.

Pinning Awards Associate Degree Nursing Program

1. Highest Scholastic Average – A special award is presented to the student who has maintained the highest scholastic average in the clinical nursing courses and who has maintained satisfactory clinical performance.

2. Janice Fischer, a previous faculty member, created The William J. Yerkes Nursing Award in memory of her father. This award is presented to the student that demonstrates in all settings, both academically and clinically, the all-around best effort.
ACADEMIC POLICIES

3. Carroll Hospital Center Outstanding Clinical Merit – This award is presented to the student who best typifies the ideal clinical, academic and behavioral characteristics of a new graduate from our Associate Degree Program.

4. Graduates with Distinction – This is awarded to students who have demonstrated leadership contributions to the school of nursing, to the community, and to their fellow students.

5. The Helen Pappalardo Graduate Scholar - This award is presented to a member of the Associate Degree graduating class who has demonstrated a sincere interest in advanced professional education.

6. Director’s Scholarship Award - This scholarship is presented to a member of the Associate Degree graduating class who has demonstrated a sincere interest in advanced professional education.

Students who have completed six or more credits, who have a quality point average of 3.5 or greater and who have not been subject to any academic action are eligible to be named to the Dean’s List and/or receive an award at Pinning.

Privacy

The privacy rights of all clients is of utmost importance in all Allied Health Programs. Each student is expected to abide by the privacy policies of the institution with whom they do their clinical work as well as the federal government’s HIPAA regulations.

What is HIPAA?

HIPAA is the Health Insurance Portability and Accountability Act, a Federal law. The purpose is to improve the efficiency and effectiveness of the health care system by standardizing the electronic exchange of administrative and financial data, provide security requirements for transmitted information, and to protect the privacy of identifiable health information.

What are the standards?
The standards under HIPAA address Administrative Simplification, Privacy and Security in addition to portability of health care coverage:

Administrative simplification
- Standard electronic transactions
- Standardize medical data code sets

Privacy
- Limits the release of health care information and gives clients rights to their medical records
- Requires providers to safeguard healthcare information
- Protects against unauthorized use and disclosure of medical information

Security
- Expect health care entities to have verifiable security
- Protect against unauthorized use and disclosures of the information
- Address physical safeguards of work station, access and network controls
ACADEMIC POLICIES

- Address technical security such as encryption, authentication and audit controls

**How does HIPAA impact health care providers**
- Providers need to be knowledgeable and understand the federal legislation
- Providers need to make sure clearinghouses are HIPAA compliant
- Providers must know that a standard medical code set is required, but electronic claim submission is not mandatory

Adapted from MD DHMH HIPAA FACT SHEET

**Students may not photocopy any part of a client’s medical record. This is a violation and may be subject to dismissal from the program. No part of a client medical record can be removed from the clinical site. This includes any document with patient identifiers such as but not limited to handoff sheets, assessment forms, or report forms.**

**Professional Behavior**

Students are expected to behave in a professional manner at all times. This includes the classroom, clinical environment, or anytime the student is wearing the school uniform and/or nametag. Inappropriate behavior in any instructional setting could result in the student being asked to leave the area. Inappropriate or unprofessional behavior in the clinical environment will result in “Unsatisfactory” in all categories for the day.

**Appointments**

- Although faculty doors are always open to you, we cannot always be available at the moment you decide to drop by. Please call or email for an appointment.
- There is no such thing as “a quick question”. Even though your intentions may be good, one question generally leads to another and when you “pop in” to ask your quick question, you are interrupting the instructor’s concentration and taking up time that is needed for lesson planning, grading, etc. Multiply your quick question by 100 classmates who also have quick questions and you can see how much of the instructors’ time is consumed.
- If something urgent comes up and you must come by the office without an appointment, please stop at the front desk and ask one of the secretaries to call us to see if we can meet with you. Do not just wander back to the office.
- Unless you are invited into one of our offices, please leave the reception area using the reception door. Do not wander through the hall to the back door. That door is not for general use.
- If you are dropping off assignments, please give them to one of the secretaries and your assignment will be placed in the appropriate mailbox. You do not need to see us personally for that. If there is a time limit for turning in the assignment, the secretary will be happy to time and date receipt of the paper before placing it in the mailbox.

**Email**

- Always sign your name to an email message. We don’t see a listing for “sexybabe@yahoo.com” on our class roster.
ACADEMIC POLICIES

- Check for spelling and grammar before sending your message. Your message is a reflection of you.
- If you are asking for an appointment, get a confirmatory email. Don’t assume that just because you sent an email asking for a 2:00 appointment that you have an appointment.
- Check Blackboard regularly, updates may occur daily.

Program Concerns

- If you have a complaint or concern about tests, class assignments, or classroom conduct, please discuss it first with the instructor, then the Course Coordinator, and then with the Program Director if necessary. Idle gossip and complaining to the other students will not solve the problem and may, in fact, aggravate it.

General

- Pick up assignments, clinical evaluations, requested copies, etc. as soon as possible after the date you are told the materials are ready. Materials not picked up within 7 days will be thrown away and will not be reproduced.
- READ CAREFULLY any letters, guidelines, Blackboard messages, etc. that are sent to you. The information in those documents is important, and we try to cover all of the important questions that we know students will need answered.
- Keep copies of important documents that you submit to us – it is your job to keep up with your medical records, expiration dates of CPR, immunizations, references, etc.
- If you require copies of documents that have been submitted to the office – such as clinical evaluations – email the Administrative Assistant with the request. Allow 3 days for processing.

Provision of Client Care

The Faculty believes that students must provide for any patient assigned. This belief is based on a statement in the American Nurses’ Association Code for Nurses that reads: “The nurse practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.”

Social Networking Sites

The Nursing Department at Carroll Community College recognizes that social networking websites are used as a means of communication. Future employers often review these network sites when considering potential candidates for employment. No privatization measure is perfect. Information can "live on" beyond its removal from the original website and continue to circulate in other venues.
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In your professional role as a caregiver, do not:

- Present the personal health information of other individuals. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph may still allow the reader to recognize the identity of a specific individual.
- Present yourself as an official representative or spokesperson for the Carroll Community College Nursing Department.
- Utilize websites and/or electronic applications in a manner that interferes with your clinical commitments.

Individuals should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful. The actions listed below are strongly discouraged.

- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation.
- Presentation of information that may be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

Therefore, think carefully before you post any information on a website or application.

Smoking

Smoking is not permitted in College buildings or clinical facility campuses. Smoking breaks during clinical hours are strongly discouraged. This includes e-cigarettes and vaping.

Student Academic Grievance and Appeals Process

The Student Academic Grievance and Appeals Process is found in Carroll Community College’s Catalog, under Student Complaint Process. During the student complaint process, nursing students may not attend clinical and/or practicum placements.

Student Audiotaping Agreement

Students may audiotape class lectures and discussions after receiving written permission from the course faculty. The Student Audiotaping Agreement form must be completed.
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Student Health Policy

Students are encouraged to maintain personal standards of health. The student should plan routine health care. The school does not assume responsibility for any health care. Students must demonstrate: evidence of good health as verified by a physician or nurse practitioner documented on our physical examination form, demonstrated laboratory evidence of immunity for measles, mumps, rubella and varicella, proof of completion of Hepatitis B Series or a signed waiver, current immunization for tetanus, annual seasonal flu immunization, no evidence of active TB, updated annually, proof of enrollment in a hospitalization insurance plan, and completion of a criminal background check and a urine drug screening.

Student Papers

Student papers must be written at a college level. They are not conversational writings. There are no-rewrites. Submitted work will be graded within two weeks of the submission date. If assignments are turned in early, they may not be graded until two weeks after the submission date. All assignments must be submitted electronically through Turnitin on the course Blackboard site. Papers with a similarity greater than 20% will not be looked at by a faculty member. Students may re-submit papers until the due date to reduce the similarity to 20% or less. If the similarity is greater than 20% after the due date, the paper will be awarded a zero. BE AWARE - It takes Turnitin 24 (twenty-four) hours to create a similarity report. Papers turned in past the due date will have 10 points subtracted for each day late.

Student Rights and Responsibilities

Student Rights and Responsibilities are found in Carroll Community College’s Catalog.

Substance Abuse

The Nursing Program will follow the College’s policy. Carroll Community College’s substance use policy provides that the College will not tolerate the manufacture, possession, use, distribution, dispensation, or sale of controlled, dangerous substances, illegal drugs of any kind, or associated paraphernalia on any of its locations (class), within any of its facilities, or any College-sponsored or supervised activity on or off campus (clinical). The Nursing Program will confront students with suspected chemical dependency and direct them into treatment as appropriate.
Testing Policies

- No drinks will be allowed at your desk during the exam – this includes, but is not limited to, bottled water, soda or drinks in a re-usable container. Finish your drinks before entering the room.
- The answer on the Scantron is final; no adjustments will be made if the answer on the test booklet does not coincide. CAREFULLY review your Scantron markings – because that is your test grade. Purchase a #2 pencil (not mechanical) with a solid eraser for exams. It is recommended that you fill in your test booklet first and then pencil in the Scantron at the end.
- Students are expected to have their heads uncovered for exams. Hats, hoodies, scarves and other head coverings are not permitted to be worn during exams. If an accommodation is needed, the student must coordinate with the Office of Academic Affairs prior to the start of the Nursing Program.
- Exercise bands (i.e. FitBit) and smart watches (i.e. Apple watch) are prohibited during the exam.
- You will be provided with a single sheet of scrap paper that will be turned in with your exam.
- If your class size is small and there is extra room in the classroom – you may be asked to spread out in the room. There is no such thing as a lucky seat.
- No personal calculators are permitted. We will provide calculators for your use.
- Your cell phone must be turned off and placed on the desk in front of the room with the proctor.
- You cannot take your cell phone/laptop/computer/tablet/textbooks with you between your personal exam and the group exam.
- There should be no discussion about the exam between the personal exam and the group exam. Save those discussions until you are in the group exam time.

Transition Course Information

If students are unsuccessful in the LPN to RN Transition course (NURS 203) on the first attempt, they will NOT be permitted to repeat the course. These students may apply for admission to the RN Program, and if accepted and space is available, will begin the RN Program with Nursing Concepts 2. Students may repeat NURS 131 and NURS 132 on a space available basis (see policy on course repeats).

Transfer of Credits

Students who wish to transfer from a state-approved nursing education program must meet all the admission criteria. Applications must be submitted by February 15 for the fall semester. Students should also provide proof that course content and clinical experiences are comparable to courses in the Carroll Community College’s Nursing Program. Course work must have been completed within 2 years of transferring.
Unsafe Clinical Practice

It is expected that all students participating in clinical settings are physically and mentally competent at all times in order to provide safe client care. Any faculty member may remove a student from the clinical area if a condition exists which compromises client safety such as fatigue, substance abuse, physical illness, emotional instability, or inadequate preparation for clinical.

This authority is based on the following:

1. Faculty cannot be with an individual student at all times.
2. A student may not recognize his or her limitations and may not seek help from faculty when needed.
3. Both student and faculty have legal responsibility for providing safe client care.
Career Ladder Programs - LPN to RN – Associate Degree

Graduates from Carroll Community College’s Practical Nursing program who wish to continue their education to RN:

- If the PN graduation is within one (1) year from application, the student will be exempt from the transition courses (NURS 203, NURS 131 and NURS 132).
- If the PN graduation is within two (2) years from application, the student will take the HESI exam with the potential transition students and if selected scores are less than 850, will be required to take the Transition courses (NURS 203), but will be exempt from NURS 131 and NURS 132.
- If the PN graduation is greater than two (2) years from application, the student will be required to complete the Transition courses (NURS 203), but will be exempt from NURS 131 and NURS 132.

All readmissions are on a space available basis.

Change of Address

Any change of name, address, or telephone number must be given to the Administrative Assistant and the College’s records office immediately.

Clinical Facilities

The Nursing Program cooperates with many area health care facilities in providing clinical experiences for students.

All students should be prepared to attend clinical at any facility. Additional sites are added as needed. Field trips may be arranged to additional facilities.

Clinical sites are arranged each semester subject to the availability of faculty and space at the facility.

Clinical Labs (Open Lab Policy)

The clinical nursing labs are available during scheduled open lab hours. Students must sign up prior to coming to lab so that the lab can be prepared and staffed appropriately. Students must wear their lab coat during open lab time and their uniforms during clinical simulation experiences. Some basic house rules are listed below:

1. Refrain from eating, drinking, or chewing gum in the lab area.
2. Remove shoes prior to getting in or on the beds in the lab.
3. Used beds should be remade prior to leaving the lab area.
4. Use an absorbent pad or towel to protect beds and equipment from fluids.
5. No Betadine or pens on or around the manikins.
6. Return all equipment to its original location.
7. Students need to sign in and out of the lab.
8. Sharps must be discarded in a sharps container.
9. Students should bring blue bag supplies with them to the lab.

The Nursing Lab Coordinator will post a skills lab wiki in Blackboard under Nursing Central where students can sign up to practice nursing skills. Students with a documented latex allergy must report this to the Lab Coordinator.

**Counseling and Guidance**

The faculty provides assistance on an individual basis with academic and vocational needs during office hours. Counseling is available in the Advising, Career and Transfer Center to help students increase the likelihood of academic, career, and personal success.

Each student will be assigned a nursing faculty advisor. The nursing faculty advisors are here to help you succeed in the Program.

**Library**

Carroll Community College’s Library, The Random House Learning Resource Center, is available to nursing students. The library contains professional books, journals, pamphlets, films, and Internet access. Many materials can be borrowed for use outside of the Learning Resource Center. Mandatory orientation to the LRC will be arranged.

**National Student Nurses’ Association (NSNA)**

The CCC Nursing Program is a charter member of the NSNA. On-campus meetings and activities are held monthly. Additional activities can occur off-campus. Meeting dates, times, and activities are posted under My Organizations on Blackboard, and on the NSNA bulletin board located on the second floor of N-building. The CCC chapter of NSNA is supported by campus Student Life.

NSNA members take part in semi-annual elections of officers, and recommend/participate in SNA activities that aim at fostering the professional development of nursing students. Scholarship information through NSNA is posted under Nursing Central on Blackboard.

All students interested in joining/renewing/updating membership to NSNA are required to complete a membership application annually:

- [https://nsnamembership.org](https://nsnamembership.org)
- NSNA membership (local, state and national) is included in student fees for all students enrolled in NURS 132 in the fall or summer. To ensure membership fee coverage, all first term students must submit a hard copy of the membership
ADDITIONAL INFORMATION

application to the CCC Nursing Program office, N100. Students enrolled in NURS 132 do not fill in the dues portion at the bottom third of the membership application.

- Students not enrolled in NURS 132 in the fall or summer complete the application and submit membership fee online.

Students interested in running for office of president, vice president, secretary, treasurer, or membership specialist, are encouraged to contact a current CCC chapter officer, or NSNA advisor.

Program Evaluation

At the end of each course, students are asked to evaluate the instructors, clinical agencies, and the course. The nursing program is required to conduct comprehensive program evaluations and follow-up surveys of graduates. In addition to being an essential part of the nursing process, evaluation is a professional responsibility. Students are asked to make every effort to complete all required evaluations in an objective and timely manner.

Transportation and Meals

Expenses incurred for meals and transportation to clinical or observation sites must be met by the student. Carpooling is at the student’s own risk.

Witnesses

A student may not serve as a witness to any legal document in the clinical setting, e.g. permission for surgery, wills, etc.

Students are responsible for the return of all clinical agency property such as keys and badges. Students will be billed for items not returned. Final grades may be withheld until items are returned or the bill is paid.

Purple Badges – Carroll Hospital Center

Students with clinical assignments at Carroll Hospital Center must have a purple badge that states you are a student from Carroll Community College. The process to obtain a badge is as follows:

Pay the Cashier/Business Office a refundable $15 fee. The Cashier/Business Office will issue a purple badge to the student. After the rotation is over, the student will return the badge to the Cashier/Business Office and their $15 fee will be refunded.