# TABLE OF CONTENTS

## I. Nursing Programs Overview

1. Mission................................................................................................................... 5
2. Purpose .................................................................................................................. 5
3. Philosophy ............................................................................................................ 5
4. Nursing Education ............................................................................................... 5-6
5. Nursing Scholarship Definition ........................................................................... 6
6. Nursing Program’s Conceptual Framework/ Roles of the Nurse ..................... 7-9
7. Nursing Department Organizational Chart: ADN and LPN ......................... 11
8. ADN Behavioral Objectives Level I ................................................................. 12
9. ADN Behavioral Objectives Level II ................................................................. 14
10. ADN Educational/Graduate Objectives ......................................................... 15
11. ADN Program Outcomes ................................................................................ 16
12. Associate in Science Degree Nursing Programs ........................................... 16
   A. Generic Program ......................................................................................... 16
   B. Transition Program .................................................................................. 16

## II. Student Policies

1. HIRRE Policy ..................................................................................................... 18
2. Criminal Background Checks ........................................................................... 19
3. Health Clearance .............................................................................................. 19
4. Drug Screen ...................................................................................................... 20
5. Insurance Coverage ......................................................................................... 20
6. Attendance ........................................................................................................ 20
7. Testing/Examination ......................................................................................... 21
8. Academic Dishonesty ....................................................................................... 22
9. Guidelines for Written Assignments ............................................................ 23
10. ATI Testing ...................................................................................................... 24
12. Uniform Requirements: Clinical and Observational ...................................... 26
13. Grooming ........................................................................................................ 27
14. Student Evaluation .......................................................................................... 27
15. Laboratory Evaluation Procedures .............................................................. 27
16. Clinical Simulation Experiences .................................................................... 28
17. Clinical Evaluation Procedures ..................................................................... 28
18. Clinical Misconduct ....................................................................................... 29
19. Required Clinical Paperwork ....................................................................... 29
20. Progression in the Program ........................................................................... 29
21. SUCCESS Program ....................................................................................... 30
22. Re-Admission to Limited Access Program ............................................... 30
23. Re-entry into Practicum ................................................................................ 31
24. Graduation ....................................................................................................... 31
25. Conduct and Faculty Student Interactions ................................................... 31
26. Dismissal from the Nursing Program ............................................................ 31
27. Transfer Procedures for Nursing Programs ................................................ 31
28. College Services ............................................................................................ 32
29. Student Employment ...................................................................................... 32

## III. Occupational Safety Guidelines

1. Infection Control Policies .................................................................................. 34
2. HIV - Hepatitis Policy ...................................................................................... 34
3. Personal Protective Equipment PPE .............................................................. 35

Revised 01.2016
This Student Handbook is designed to provide you with information about PHSC’s Generic and Transitional Nursing Programs. It is to be used in conjunction with the PHSC College Catalog and the nursing course syllabus for each course. Every effort is made to keep the information in this Handbook current. However, policy and procedural changes may be made at any time. Therefore, please check with your clinical instructor each semester. It is your responsibility to keep up to date. Any portion of the Nursing Programs Handbook may be revised at any time by action of the Nursing Department. Such revision shall be binding on all parties.

Accreditations

Accreditation Commission for Education in Nursing (ACEN)
Pasco-Hernando State College Associate in Science Degree in Nursing Program is fully approved by the Florida Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN) 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326.

Southern Association of Colleges and Schools Commission on Colleges
Pasco-Hernando State College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate and Baccalaureate Degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Pasco-Hernando State College.
Section I
Nursing Programs Overview
Nursing Program’s Mission
The Nursing Programs at Pasco-Hernando State College (PHSC) serve to support and assist in implementing the philosophy and objectives of the college through the Associate Degree Nursing Programs, the Technical Certificate Practical Nursing Program, and continuing education for licensed nurses. Members of the nursing faculty recognize their responsibilities to support diverse learning experiences which guide students in attaining academic success and cultural growth, to build and expand their knowledge and skills to promote their own personal and professional development and to participate in community activities in a global society.

Purpose
The Associate Degree Nursing Program will:
1. Prepare an educated entry level practitioner who provides safe, competent nursing care to clients experiencing defined health needs with predictable outcomes in a variety of nurse practice settings.
2. Provide a foundation for future education in nursing and lifelong learning.
3. Foster a commitment to the art and science of nursing.
4. Provide opportunities for cultural enrichment and for personal and professional development.

Nursing Philosophy
The PHSC nursing faculty believes that nursing is an art and a science with its own unique body of knowledge. This body of knowledge is derived from the scientific and/or theoretical principles of the arts, nursing and the physical, biological, social and behavioral sciences.

The nursing faculty believes that the core concepts of nursing are the person, health, environment, and nursing. We believe that each person is a unique and holistic individual with dynamic basic health needs which are critical to physiological and psychological integrity. The person, as a client, is a consumer of health care. We believe that health is a dynamic state in which a person adapts to changes in his/her internal and external environments to maintain physical, emotional, intellectual, social and spiritual well-being. We believe that the environment consists of all internal and external factors that influence the person. These factors include but are not limited to physical, bio psychosocial, and cultural surroundings. We believe that nursing is the interactive, holistic process whereby a client is assisted to attain and maintain an optimal level of health within a nurse practice setting. A client is a person, family, or community. A nurse practice setting is anywhere the physical and/or psychosocial relationship of nursing care is established.

The nursing faculty believes that nursing process provides the framework for analysis of the practice of nursing and helps to incorporate the ability of the nurse to function in identified, interactive roles. Nursing roles are defined as: provider of care, communicator, teacher, manager and member of profession. The nursing faculty further believes that nursing education provides the pre-requisite knowledge and environment for: nursing students to develop practice and evaluate critical thinking and clinical judgment based on their scope of practice relative to their licensure status.

Nursing Education
The nursing faculty believes that nursing education is a dynamic interactive process that utilizes theoretical instruction and clinical practice in a curriculum developed by nursing faculty. Opportunities are provided for students to progressively apply the nursing process to client care across the lifespan in a variety of nurse practice settings. Learning experiences reflect the unifying curriculum concepts within the cognitive, psychomotor and affective domains of learning.

The nursing faculty believes that learning is a lifelong process that proceeds at varying rates and one in which new information and experiences are incorporated into and become a part of each individual's cognitive framework. New information and experiences are incorporated into an individual's cognitive framework more readily when presented from simple to complex and from common (more frequently occurring) to uncommon (less frequently occurring). Learning is demonstrated by changes in attitudes and behavior. Motivation for these changes must take place within the learner and is facilitated by the teaching-learning process that leads to self-discovery.
The nursing faculty believes that the expanded use of information technology has allowed for additional learning opportunities for nursing students in the classroom, clinical/lab, clinical simulation and clinical settings. Utilizing enhanced technologies in both the classroom and learning management system allows for students to incorporate different learning methods/strategies leading to improved outcomes. The nursing faculty encourages students to utilize evidenced based practice as a methodology to build on one’s knowledge base and to help improve client health outcomes.

The nursing faculty believes that the evaluation of teaching and of learning is ongoing formative and summative processes. We believe that self-evaluation and instructional evaluation are integral parts of education. Instructional evaluation is predicated on the responsibility of nursing faculty to maintain expertise in their respective areas such as teaching, service, clinical practice and/or scholarship. Curriculum evaluation is based on established philosophy and objectives, outcome achievement, and regulatory/accredited agency guidelines that are reviewed annually by nursing faculty. Opportunities for student contribution are provided. Faculty, students and a Nursing Advisory Committee participate in review of Nursing Program outcomes.

The nursing faculty further believes that associate degree nurses are prepared to provide client services in a variety of nurse practice settings and administer care to clients experiencing defined health needs with predictable outcomes. Practical Nurses assist with client care under the supervision of the Registered Nurse and within the limits set in their scope of practice. The nursing faculty believes that the Practical Nursing program is the entry level into the practice of nursing.

The nursing faculty further believes that the Associate Degree Program in Nursing (ADN) prepares students for initial licensure as a registered nurse and that it spans a period of at least two years in an academic setting. The location of the ADN Program and the Technical Certificate Practical Nursing Program within the community college setting is appropriate to acquire the necessary body of knowledge for individuals to take their places in the community as educated productive citizens prepared for competent technical and practical nursing practice. This setting provides educational opportunities without regard to race, color, age, religion, marital status, sex, disability or national origin.

This philosophy statement, as developed by PHSC nursing faculty, is in agreement with the standards set forth by the Florida State Board of Nursing, the Florida Department of Education, and with the criteria established by the Accreditation Commission for Education in Nursing (ACEN).

Faculty Workshop, Pasco-Hernando Community College, April, 1981.
Faculty Review and Revision May 1993, January 1994.
Faculty Review and Revision, 1999/2000
Faculty Review and Revision, 2004/2005
Faculty Review and Revision 2012/2013
Faculty Review and Revision 2014
Faculty Review and Revision 2015

Nursing Scholarship
To ensure an academically rigorous and structured approach to nursing education, the nursing faculty has adopted the following definition of nursing scholarship, which is reflected in the nursing curriculum.

Definition of Nursing Scholarship
The efforts whereby an individual or group of individuals applies learned knowledge in order to promote professional growth of a discipline. The efforts (activities) include but are not limited to: clinical practice, writing for professional journals; participating in review/edition/writing of textbooks; attendance at conferences to engage in critical thinking/learning activities; participating in community, national and international associations, and participating in research development of educational engagement/mentoring activities to improve learning outcomes.
Furthermore, the Nursing Faculty believes that it is imperative to provide learning opportunities for both faculty and students to participate in the pursuit of nursing scholarship activities so as to improve both student and professional outcomes.

Nursing Faculty Meeting, May, 2010
Faculty Review September, 2013
Faculty Review 2014
Faculty Review 2015

Nursing Program’s Conceptual Framework
The unifying concepts for the nursing program at PHSC are the basic health needs, roles of the nurse and nursing process. These concepts, as defined by this faculty are

<table>
<thead>
<tr>
<th>Basic Health Needs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oxygenation</strong></td>
<td>Is the need to maintain normal circulatory and respiratory functions as indicated by established physiological factors</td>
</tr>
<tr>
<td><strong>Nutrition</strong></td>
<td>Is the need to ingest and metabolize foods and fluids in order to build and restore tissues and to promote balance of fluids and electrolytes within the body</td>
</tr>
<tr>
<td><strong>Elimination</strong></td>
<td>Is the need to discard products of metabolism that are no longer useful to the body</td>
</tr>
<tr>
<td><strong>Mobility</strong></td>
<td>Is the need for movement within the environment to perform activities of living and to maneuver safely at an optimum level for the person</td>
</tr>
<tr>
<td><strong>Comfort/Safety</strong></td>
<td>Is the need to maintain a positive image, and an environment that is conducive to adequate rest and sleep patterns, and to manage stress and pain</td>
</tr>
<tr>
<td><strong>Security</strong></td>
<td>Is the need to function in an environment that provides for protection against disease and assaults or insults to the person</td>
</tr>
</tbody>
</table>

**Roles of the Nurse**
The roles of the associate degree (AD) nurse in assisting client(s) to meet basic health needs are identified as follows:

**Provider of Care:** As provider of care, the AD nurse utilizes therapeutic nursing interventions, critical thinking and interactive skills to provide individualized client care, characterized by caring, clinical competence and accountability.

**Communicator:** As a communicator, the AD nurse demonstrates cultural awareness, individual respect and unconditional regard for the client and the client’s choices. This is accomplished through the use of verbal and non-verbal interactive skills that support a therapeutic environment of caring, compassion and trust. The nurse collaborates with the client, significant others, colleagues and other members of the health care team utilizing effective
verbal and written skills, group process, and information technologies and/or media production. Collaboration results in a team effort to meet client needs and promote positive outcomes.

**Teacher:** As a teacher, the AD nurse utilizes teaching and learning principles to provide health care education in collaboration with the client, significant others, and members of the health care team. Teaching facilitates informed decision making and supports self-care activities. Teaching assists the client to achieve positive outcomes.

**Manager of Care:** As a manager of care, the AD nurse utilizes physical, financial and technological resources to meet client needs and support organizational outcomes. This is accomplished through planned organization, delegation, collaboration and evaluation skills in support of the client experiencing defined health needs with predictable outcomes. The nurse collaborates with the client, significant others and members of the health care team, in order to assist the client transition within and across health care settings and to access resources in a cost effective manner.

**Member of Profession:** As a member of the profession, the AD nurse demonstrates a commitment to caring, professional growth, continuous learning and self-development; and practices within the legal and ethical parameters of nursing based on standard of care and scope of practice.

**Nursing Process**

The nursing process provides an operational framework for the nurse to insure safe, effective care. The nurse utilizes critical thinking to effectively implement the nursing process and provide the basis for appropriate clinical decision making. Critical thinking is the use of reasoning in the analysis, synthesis and evaluation of client data and other information. Clinical decisions are judgments made resulting in therapeutic nursing interventions to increase the effectiveness of care and mobilize resources to attain positive client outcomes. The following table differentiates the role of the ADN and the LPN in each component of the nursing process.

<table>
<thead>
<tr>
<th>Process Component</th>
<th>LPN</th>
<th>ADN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Collects pertinent data/information to be used in initial and ongoing observations for patients.</td>
<td>Assesses pertinent data/information to formulate a plan of care for patients and/or a group of patients.</td>
</tr>
<tr>
<td>Nursing Diagnosis</td>
<td>Assists with, performs, supports, and contributes in the formulation of patient nursing diagnosis.</td>
<td>Formulates and prioritizes nursing diagnoses</td>
</tr>
<tr>
<td>Planning</td>
<td>Performs interventions, supports, and contributes to the plan of care for the patient.</td>
<td>Manages, implements, supports, and contributes to the plan of care for the patient. Determines and prioritizes care outcomes. Implements therapeutic and preventive nursing treatment.</td>
</tr>
<tr>
<td>Implementation</td>
<td>Performs activities related to plan of care.</td>
<td>Performs or delegates activities to be performed related to the plan of care.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Observes and reports outcomes and assists with the revision to the patient’s plan of care through collaboration with the RN and other healthcare members.</td>
<td>Decides on the effectiveness of care and modifies the plan of care based on the change in the patient condition and clinical judgment.</td>
</tr>
</tbody>
</table>
Furthermore, the nursing faculty has defined major curriculum threads that are addressed throughout the nursing programs. The major curriculum threads are:

<table>
<thead>
<tr>
<th>Curriculum Thread</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth and Development</td>
<td>are the individualized orderly, anticipated, dynamic processes beginning with conception and continuing to death</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>is the study of the source, properties, uses, action and effects of any oral, parenteral, or topical substance used to alleviate symptoms of and treat or control a disease process or aid recovery from an injury.</td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>is the study of altered function of body organs and systems. Actual or potential pathophysiologic change indicates the need for nursing assessment, diagnosis, planning, implementation and evaluation.</td>
</tr>
<tr>
<td>Nutrition</td>
<td>includes the processes involved in the taking in of nutrients in order to maintain and improve optimal body functioning and maintenance of health. These include metabolic processes such as but not limited to ingestion, digestion, absorption, assimilation and excretion.</td>
</tr>
<tr>
<td>Cultural Awareness/Gender Diversity</td>
<td>includes the recognition of and respect for the effects of a person’s values, beliefs, attitudes, customs, lifestyle and gender on health care and health care related choices.</td>
</tr>
<tr>
<td>Health Promotion</td>
<td>is the provision of knowledge and resources necessary to enable the client to maintain or to enhance a present level of health.</td>
</tr>
</tbody>
</table>

Faculty Review and Revision, March – April, 1999
Faculty Review and Revision, May, 2000
Faculty Review and Revision, May, 2004/2005
Faculty Review and Revision, September, 2013
Faculty Review and Revision, 2014
Faculty Review 2015
**Nursing Department Organizational Chart: ADN and LPN**

The chart below depicts the organizational structure of the Nursing Department: ADN and LPN programs. As programs are run on multiple campuses, there is a distribution of available services based on course offerings. The Associate Dean of Nursing serves to oversee ADN and LPN programs and performs faculty evaluations for full time and adjunct faculty in addition to handling administrative issues relative to these nursing programs. The Associate Dean is responsible for providing direction and decision making relative to student issues. The Associate Dean of Nursing reports to the Dean of Health Occupations.

The Clinical Records Specialist reports to the Associate Dean and is responsible for coordination of all student and faculty files and clinical paperwork required by clinical agencies, helps to coordinate clinical placement for students along with working with faculty regarding clinical site issues.

For each nursing course combination (with the exception of NUR 2820 Role & Scope), a full time faculty member maintains a role as the Course Primary Faculty. This full time faculty member is responsible for coordination of the specific course ensuring consistency across campuses. In addition, the Course Primary Faculty serves as the initial point of contact should there be a student issue that requires additional consideration. The Course Primary Faculty notifies the Associate Dean of Nursing in terms of chain of command. If an issue arises in a remote campus related to the Nursing Program Policies and Procedures or Nursing Curriculum, the Associate Dean for Nursing or Dean of Health Occupations should be notified. For other student issues that arise at a remote campus, the Associate Dean or Provost for that campus should be notified.

Nursing faculty consists of both full time and adjunct members. Distribution of faculty is based on campus and course offerings. Lab facilitators contribute to clinical simulation labs and nursing skills labs. Distributions of lab facilitators are based on campus assignment. Staff assistants are present on North, West and Porter campus at the present time.

With regard to a nursing student issue of concern, the chain of command is as follows: (1) Course faculty, (2) Course Primary Faculty, (3) Clinical Coordinator and (4) Associate Dean of Nursing. To make an appointment with the Clinical Coordinator and/or Associate Dean, please contact the Staff Assistant on West campus.
Pasco-Hernando State College
Nursing Department Organizational Chart - ADN and LPN

Associate Dean of Nursing

- Clinical Coordinator
- Generic Track*
- Transition Track*
- Practical Nursing Track*

- *Campus Specific
- *Course Primary Faculty
- *Course Nursing Faculty

Staff Assistants – North, West & Porter Campus

Lab Facilitators – West, East/North & Porter Campus

West Campus: Generic Days, Transition Days, Practical Nursing Days and Practical Nursing Evenings

East Campus: Generic Days

North Campus: Transition Days and Practical Nursing Days

Porter Campus: Generic Days, Transition Evenings, Practical Nursing Evening

Subject to change dependent upon enrollment, sponsorship and needs assessment – January 2014
ADN - LEVEL I

BEHAVIORAL OBJECTIVES & STUDENT LEARNING OBJECTIVES

Provider of Care: As provider of care during the first year of the ADN Program, the student
1. Applies basic concepts of human growth and development, nutrition, pharmacology, pathophysiology, cultural awareness/gender diversity and health promotion to therapeutically intervene with clients having the more frequently occurring illnesses.
2. Demonstrates assessment and reassessment skills to provide nursing care.
3. Utilizes critical thinking, evidenced based practice and beginning clinical judgment to implement the nursing process in the provision of safe, basic nursing care for adult clients experiencing common alterations with oxygenation, nutrition and hydration, elimination, comfort and safety, security and mobility.
4. Utilizes safety procedures in a variety of nurse practice settings to maintain a safe physical and psychosocial environment for the client and other members of the health care team.
5. Uses standards of nursing practice to perform and evaluate client care.

Provider of Care Student Learning Objective: Level 1
1. Time Management of total care for three patients by end of Level 1.
2. Safely administer all assigned medications for two patients by end of Level 1
3. 100% proficiency of math dosage calculation test within three attempts by end of level 1
4. Proficiency (75%) demonstrated in Cephalocaudal assessment skill evaluation with the addition of cranial nerves, JVD, and full cardiac assessment.
5. Testing of Basic Knowledge related to Provider of Care Role shows a proficiency of 75% minimum on Tests at the completion of Level 1.
6. Completes Care Plans at a minimum of 75% proficiency by the end of level 1.
7. Obtains a Level two on Proctored Fundamentals ATI within two attempts and/or completion of remediation.

Communicator: As communicator during the first year of the ADN Program, the student
1. Utilizes effective therapeutic interaction skills with clients, families and other members of the health care team to attain positive care outcomes.
2. Report and document assessments, interventions and progress toward client outcomes.
3. Communicates relevant, accurate and complete information in a concise and clear manner.
4. Utilizes basic skills in information technology to support and communicate the planning and provision of care.
5. Utilizes appropriate channels of communication.

Communicator Student Learning Objectives: Level 1
1. Application of Basic Knowledge related to Communication by end of Level 1 by:
   a. Attaining a minimum proficiency of 75% for final test scores
   b. Attaining a minimum proficiency of 75% on Support Group Project
2. Proficiently Coordinates and communicates with student team members as a Nursing Care Coordinator (NCC) by end of Level 1.
3. Collaborates as NCC with the patient, family and health care team proficiently as a NCC by end of Level 1.
4. Utilized available technology effectively for data collection and documentation of nursing care, assessments and medication administration as allowed by facilities by completion of Level 1.
5. Utilized Cerner Electronic Health Record System efficiently as utilized within Level 1.
Teacher: As teacher during the first year of the ADN Program, the student
1. Assesses adult clients' learning needs, readiness to learn and barriers to learning.
2. Provides the client and significant support person(s) information needed to achieve identified learning outcomes and make health care choices based on evidenced based practice.
3. Implements a teaching plan in meeting the needs of adult clients with more frequently occurring illnesses.
4. Evaluates client learning based on established outcomes.
5. Modifies teaching plans based on evaluation of progress toward achievement of learner outcomes.

Teacher Student Learning Objectives: Level 1
1. Demonstrates basic teaching principles by consistently and accurately formulating and implementing comprehensive patient teaching plans by the end of level 1.
2. Assesses accurately patients' learning needs and accurately develops a teaching plan on all care plans at a proficiency level of 75% or greater, and at least 100% proficiency on two care plans by the end of Level 1.
3. Attains a grade of 75% or greater for final test scores.
4. Demonstrates a grade of 75% or greater on Teaching Presentation to client/family member by end of level 1.
5. Clinical Conference: Proficiency rating of 75% or greater is attained by Level 1.

Manager of Care: As manager of care during the first year of the ADN Program, the student
1. Assesses adult clients' health promotion needs.
2. Organizes the nursing care for 2 adult clients experiencing the more frequently occurring illnesses.
3. Participates as a member of the interdisciplinary health care team to assist clients to achieve health outcomes.
4. Participate as a member of the interdisciplinary health care team to meet organizational outcomes.

Manager or Care Student Learning Objectives: Level 1
1. Prioritizes and completes with direction basic patient care for two assigned patients by shifts' end by the completion of level 1.

Member of Profession: As member of profession during the first year of the ADN Program, the student
1. Demonstrates a commitment to professional growth.
2. Practices within the framework of the nursing profession's legal and ethical parameters based on standard of care and scope of practice.
3. Demonstrates self-evaluation skills.
4. Maintains professional boundaries in the nurse-client relationship.
5. Protects confidential information according to HIPPA policies.

Member of Profession Student Learning Objectives: Level 1
1. Practices within the ethical, legal and regulatory framework within the scope of nursing practice with cultural and global considerations on a fundamental level with minimal instructor guidance by the end of Level 1.
2. Scores a minimum of 75% for final test scores.
3. Attains a grade of 75% or greater on Values Assessment Project.
ADN - LEVEL II

Behavioral Objectives

Provider of Care: As provider of care during the second year of the ADN Program, the student
1. Applies expanded concepts of human growth and development, nutrition, pharmacology, pathophysiology, cultural awareness/gender diversity, and health promotion in caring for clients with less frequently occurring or complex illnesses in a variety of nurse practice settings.
2. Demonstrates expanded, integrated assessment and reassessment skills to provide nursing care.
3. Utilizes critical thinking, evidenced based practice and clinical judgment to implement the nursing process in the provision of safe and effective nursing care to achieve positive outcomes for clients experiencing complex alterations in oxygenation, nutrition and hydration, comfort and safety, security and mobility.
4. Work cooperatively with others to achieve client and organizational outcomes.

Provider of Care Student Learning Objective: Level II
1. Time Management of total care for all patients for practicum assignment by end of level II.
2. Safely administer all assigned medications for all patients for practicum assignment by end of level II.
3. 100% proficiency of math dosage calculations throughout practicum by end of level II.
4. Proficiently completes initial physical assessment of patient within five minutes by end of level II.
5. Attains a Satisfactory final evaluation of Practicum Performance by completion of level II.
6. Final Grade of 75% or greater.

Communicator: As communicator during the second year of the ADN Program, the student
1. Utilizes collaborative and therapeutic communication skills with clients, significant support person(s) and the health care team to meet client’s needs and promote positive outcomes.
2. Accurately describes assessment and reassessment data in response to therapeutic nursing interventions through effective verbal, written skills and electronic health record documentation.

Communicator Student Learning Objectives: Level II
1. Proficiently participates in ongoing complex interactive processes which forms professional relationships on a consistent basis by completion level II.
2. Utilizes therapeutic communication skills in communicating with client significant support persons, instructor, staff and other health care team members consistently and proficiently by end of level II.
3. Independently Prepares and gives accurate and complete shift report to next shift consistently by end of level II.
4. Utilizes available technology effectively as allowed by facility for data collection and documentation of nursing care, assessments and medication administration for all assigned patients by completion of level II.

Teacher: As teacher during the second year of the ADN Program, the student in collaboration with other health care providers utilizes teaching and learning principles in formulating teaching plans that are relevant to client’s significant support person(s) level of development, knowledge and learning needs.
1. Develops and implements a teaching plan for a group of clients based on a needs assessment.
2. Incorporates information technology methods to deliver information to designated client groups in the community setting.

Teacher Student Learning Objectives: Level II
1. Demonstrated advanced teaching principles by accurately formulating and implementing a comprehensive teaching plan for patients and the community based on needs assessment for an identified group, incorporating Evidence Based Practice, HP 2020 and Health literacy concepts at a proficiency level of 75% or greater.
2. Satisfactory Preceptor Evaluation.
Manager of Care: As manager of care during the second year of the ADN Program, the student incorporates management and collaborative skills to provide nursing care for a group of clients experiencing complex alterations in basic needs to achieve positive client outcomes.

1. Incorporates delegation skills (supervision and evaluation) in the clinical setting to help plan care for a group of clients.
2. Uses organizational skills to improve health outcomes for a group of clients based on delivery of care.
3. Utilizes evidenced based practice to improve health outcomes for clients in various clinical settings.

**Manager or Care Student Learning Objectives: Level II**

1. As NCC independently prioritizes care of all team members assigned by end of level II.
2. Satisfactory preceptor evaluation
3. Score a level 2 on proctored leadership in two attempts and or completes remediation if below a level 2

Member of Profession: As member of profession during the second year of the ADN Program, the student

1. Participates as an interdisciplinary member of the health care team.
2. Demonstrates a commitment to continuous learning and self-development.
3. Practices within the framework of professional, legal and ethical parameters based on standard of care and scope of practice.

**Member of Profession Student Learning Objectives: Level I**

1. Practices within the ethical, legal and regulatory framework within the scope of nursing practice with cultural and global considerations on an advanced level by the end of Level II.
2. Satisfactory Practicum Objectives formulated
3. Satisfactory Preceptor Evaluation

ADN - Educational/Graduate Objectives

**Provider of Care:** As provider of care, the graduate AD nurse uses critical thinking skills to:

1. Apply the nursing process for clinical decision making
2. Provide safe competent care to clients across the life span with well-defined health needs.
3. Collaborate to bring about fair solutions that balance differing needs, values and motivations for the purpose of achieving positive client outcomes.

**Communicator:** As communicator, the graduate AD nurse utilizes:

1. A variety of interactive skills with clients and health team members to promote positive client outcomes.
2. Documents care based on required elements used for patient charting within the designated electronic health record
3. Complies with HIPPA guidelines relative to patient information in clinical settings to maintain safe clinical practice

**Teacher:** As teacher, the graduate AD nurse assists clients' to:

1. Identify primary, secondary and tertiary health promotion aspects related to client learning needs.
2. Develop and utilize health promotion measures so as to improve health outcomes
3. Provide teaching materials to clients that are based on evidenced based practice.

**Manager of Care:** As manager of care, the graduate AD nurse demonstrates:

1. Critical thinking skills, clinical decision making and clinical judgment to prioritize care
2. Supervisory skills to delegate nursing care to appropriate team members
3. Management skills to efficiently use time and resources
4. Practice within the parameters of individual knowledge experience
**Member of Profession:** As member of profession, the graduate AD nurse

1. Practices within the legal and ethical parameters of the nursing profession based on standard of care and scope of practice.
2. Uses resources and constructive feedback for continuous learning and self-development.
3. Serves as an advocate for nursing, clients, and other health care providers.
4. Demonstrates employability skills.
5. Serves as a positive role model within healthcare settings and the community at large.

**ADN Program Outcomes**

Based on ACEN accreditation standards, the ADN nursing program utilizes components relative to program evaluation that reflect ACEN accreditation standards, identified Program Outcomes and Student Learning Outcomes. Components for identified program outcomes include but are not limited to: critical thinking, communication skills, and therapeutic nursing interventions. Components for required program outcomes are: Performance on NCLEX Examination, Program Completion, Program Satisfaction (Graduate and Employer) and Job Placement.

**Associate In Science Degree Nursing Programs**

**ADN Generic Program**

The Generic Program consists of a four (4) semester track that is designed for the student who has no previous nursing education. See current year’s Catalog and Student Handbook.

**ADN Transition Program**

The Transition Program provides an accelerated program track for entry into the ADN Program for individuals who are either licensed as a LPN or as a Paramedic. If the student is a LPN, the program length is two (2) semesters. If the student is a Paramedic, the program length is three (3) semesters. Upon acceptance, transition students receive advanced placement based on previous paramedic or nursing education and current Florida licensure in their field. See current year’s Catalog and Student Handbook.

Graduates of each of the program tracks are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in accordance with the regulations set for the Florida Nurse Practice Act.
Section II

Student Policies
PASCO-HERNANDO STATE COLLEGE

Code of Academic and Clinical Integrity
Honesty Integrity Respect Responsibility and Ethics (HIRRE)

PHSC nursing students strive for HIRRE nursing accountability

You have chosen to enter one of the most trusted professions in the world. Studies have shown that both in the United States and other areas of the world, people have a trust and faith in nurses that far surpasses most other professions. With this honor also comes an incredible responsibility to conduct yourself in a manner that is deserving of this trust. This responsibility does not begin at graduation; it begins upon admission into the nursing program.

You have an obligation to report students that are violating the HIRRE principles.

As a PHSC nursing student, you are expected to conduct yourself with honesty and integrity in both the academic and clinical settings.

- Academic honesty and integrity involves refraining from lying, cheating, plagiarizing, sharing or copying exam or test questions and/or doing anything to gain an unfair academic advantage. Honesty and integrity also includes reporting unethical behavior that is being conducted by other students.
- Clinical honesty and integrity involves refraining from falsifying information (such as vital signs and intake and output records), seeking out your clinical instructor if you have made a mistake, and only documenting care that was provided.

As a PHSC nursing student, you will demonstrate respect for your instructors, peers, and patients.

- Respect for your instructors includes calling them by their last names, refraining from talking when the instructor is speaking, and raising your hand if you have a question in class.
- In class, respect for your peers includes refraining from talking when another student is speaking, refraining from making comments when another student has a question, and never making fun of other students.
- In clinical, respect for your patient includes refraining from talking down to your patients, maintaining an appropriate provider/patient relationship, and treating your patients as you would want to be treated.

As a PHSC nursing student, you will demonstrate responsibility for your actions.

- Academic responsibility includes handing assignments in on time and not representing the work of another as your own. You should never give your paper work to another student taking the same course, and should not accept paperwork or guidance from other students regarding exams or assignments.
- Clinically, responsibility refers to the execution of duties associated with the student nurse’s particular role, depending upon where you are in the program. Clinical responsibility involves arriving on time to your clinical agencies, remaining there the entire time even if you are at an observational site and your instructor is not present, and informing your instructor if changes in the assignment occur. Failure to perform these acts can be considered patient abandonment.
- Inappropriate use of social media is not permitted and can result in HIPPA violations.

As a PHSC nursing student, you will demonstrate ethics in your conduct. Ethics involve the following principles:

- Non-maleficence- not inflicting harm; the duty to do no harm to others
- Beneficence- benefiting others by doing good; the duty to do good, not harm to others
- Justice- involves treating others fairly
- Fidelity- faithfulness, means that student nurses keep the promises they make to their patients, peers, and instructors, and involves the duty to be true and loyal to others
If you wish to anonymously report a violation of these principles, please obtain a Student Situation Report form and place it in the HIRRE drop box on your campus.
Consequences for violations of these principles will depend upon the severity of the infraction. Specific information regarding cheating and plagiarism can be found in the student handbook. Violations may result in disciplinary procedures.

**Criminal Background Checks**
Although not a requirement for admission, each student after admission to a nursing program must obtain a criminal background and level two background check with fingerprints. Any student whose level two background check indicates a history of a charge (excluding traffic offenses) must be able to obtain AHCA eligibility. This is required to ensure the ability to provide clinical rotations within the hospital and facilities that we utilize for clinical rotations. The clinical agency has the right to deny a student access to their facility, which may result in the student's inability to both satisfy the course clinical objectives and complete the nursing program.

All students are required by the college (at their own expense) to obtain a Criminal Background and level two background check with fingerprints from the company Certified Background (www.certifiedbackground.com) a minimum of once a year. Students are to initially submit two (2) paper copies to the Nursing Programs office at the time of program orientation and sign the “Consent for Release for Criminal Background Check” form so that information can be released to the student’s assigned clinical agency.

In addition, students are required to provide an updated background check, two (2) paper copies, after their first year in any nursing program, or if any changes occur during the program, to the Nursing Programs office.

A more in-depth Level 2 background check (AHCA Eligibility) may be required of select clinical agencies for all students. It is the student’s responsibility to obtain this additional background check (as directed by faculty). The Level 2 background check results are reported directly to the nursing office.

**Health Clearance**
Upon admission to the Health Programs, a current complete physical examination is required utilizing the Health Programs Physical Examination Report (SAR-40) provided for that purpose. Students cannot enter the clinical setting until this requirement has been satisfied. The health records are reviewed by the Associate Dean of Nursing and/or the Clinical Coordinator and are retained in the student records in that office.

Upon entry into the second year a Student Health Record Up-date (SAR-41) is required, utilizing the form provided for that purpose. Students cannot enter the clinical setting until this requirement has been satisfied.

In instances of major illness, surgery, accident, or an infectious disease, students will be asked by faculty (or if needed the Clinical Coordinator and/or the Associate Dean of Nursing) to submit a physician's statement of release prior to reentering campus and/or clinical settings. A repeat physical exam may be required. Failure to provide faculty of any health concerns places the client, staff and other students in jeopardy.

Since some clinical practice settings or assignments may be contraindicated during pregnancy, the student needs to advise the clinical faculty of the pregnancy. Reasonable accommodations will be made so that the student can meet required course outcomes.

**Immunization Tracker**
Students are required to provide health information records to the Medical Records Document Tracker via the www.certifiedbackground.com website Students may upload, mail, or fax the information to the company. The student is responsible to insure that any updates to the health records are accurate and current.
Drug/Alcohol Screen Policy
Upon admission to the nursing programs, current (within the last three (3) months), negative drug/alcohol screens are required. Student may be required to repeat the drug/alcohol screens per clinical agency request.

Students cannot enter specific clinical settings until the requirement is satisfied. The drug/alcohol screens are reviewed by the Associate Dean, Nursing Programs or an approved designee and may be utilized by the clinical agency to determine student clearance for clinical placement. Failure to submit drug/alcohol screens or positive results may prevent progression in the program.

Insurance Coverage
The College does require Health Program students to purchase liability/malpractice insurance for clinical assignments. The required liability insurance fee is incorporated annually into tuition fees, fee subject to change.

The College does not carry health or accident insurance for students or family members. In the event of an accidental needle stick or unprotected exposure to blood or body fluids, the student should immediately report the incident to their clinical instructor and is advised to seek advice from their healthcare provider regarding treatment and follow-up. Neither the college nor the clinical agency will pay for any treatment rendered as a result of accidents or injuries that occur while on clinical assignment, however, students will purchase, through the college, accident insurance to cover clinical accidents and injuries only. The insurance cost for accidents and injury in the clinical setting is $8.00 per year.

Disability Statement
Pasco-Hernando State College provides reasonable accommodations for students with disabilities in compliance with Title II of the Americans with Disabilities Act of 1990. A student who is in need of one or more accommodations for a disability must make a request either verbally or in writing to the Coordinator of Disabilities Services. In the event that a request is made directly to an instructor or other staff member, the instructor or staff member must refer the student to the Coordinator of Disabilities Services. The student must self-identify the disability by completing the Self Identification and Authorization Form for Students with Disabilities (SDS-1) as well as provide documentation of the disability that complies with the PHSC published Guidelines for Documentation of a Disability. Confidentiality is strictly maintained for any records provided to the Office of Disabilities Services related to the student’s disability. Under the law, PHSC is allowed to request documentation that reflects the current functioning of the student.

Attendance
Theory and/or Lab
Students are expected to attend all class, laboratory, and clinical sessions and to be on time. Any absences from class and laboratory sessions are to be reported by phone to the faculty to which assigned, prior to the class or laboratory time. It is the student’s responsibility to obtain any information provided on the day of absence including handouts, directions, class notes, etc. from class members. It is the responsibility of the student to make an appointment to see the faculty responsible for the class to clarify any questions. Nursing students must be in compliance with required college policies related to attendance verification for courses.

Clinical Absences and Tardiness
Student’s arriving late for clinical will be advised by the faculty or preceptor regarding his/her ability to complete the clinical activity. Any absences from or tardiness for clinical sessions are to be reported by phone to the clinical instructor or clinical facility prior to the start of the clinical day/activity. Phone numbers for clinical agencies will be provided. Students are expected to be present for all clinical days. Students may not miss more than 10% of the number of clinical days rounded to the next whole number with a documented and verifiable reason approved and accepted by their instructor with the approval of the Associate Dean of Nursing. For a course that has 10 Clinical days or less, the student may not miss more than 1 clinical day. For any course having more than 10 clinical days the student may not miss more than 2 clinical days. Limited exceptions to the clinical absence policy may be made on an individual
basis by clinical faculty in consultation with the Associate Dean of Nursing and only with proper documentation to validate the need for an absence.

Unapproved absences from clinical will receive a grade of “0” for the clinical day. Leaving a clinical site earlier than the scheduled departure time (with approval) will result in a “0” grade for the day and count as a clinical absence. Faculty may require the students to submit additional assignments to enhance student learning. However these additional assignments will not replace the “0” grade for the day or impact the 10% rule; i.e., the absence(s) will still count. Absences from clinical that are documented/verifiable and approved by the clinical instructor and the Associate Dean of Nursing will not receive a performance grade on the day of the absence and their performance proficiency will be calculated based on the days in attendance (including any “0” grade for a day with an unexcused absence). Nursing students must be in compliance with required college policies related to attendance verification for courses. There is no make-up for missed clinical days. Students are required to stay at the clinical site unless authorized to leave by faculty.

Exceeding the number of maximum missed days with or without approval of valid and documented reasons will result in a grade of “F” with an immediate dismissal from the course. The student if eligible will need to repeat the course.

Testing/Examination – Generic and Transition ADN - Programs
1. All required learning activities are subject to examination.
2. Quizzes may be administered in clinical pre/post conferences to evaluate specific competencies identified in the Clinical Grading Rubrics.
3. Scheduled and/or unscheduled quizzes may be given in nursing courses.
4. Skills competency examinations may be administered in the campus laboratory. (See course lab policy.)
5. Books, papers, any electronic devices, cell phones, smart phones, smart watches and/or any Wi-Fi, or internet accessible devices are not allowed during examinations or exam review sessions.
6. With regard to paper/pencil tests: The student must ensure that scanner answer sheets are completed correctly. Incomplete erasures and/or stray pencil marks are detected by the electronic equipment used to process answer sheets, which can result in inaccurate scoring. The student must submit the answer sheet(s) and examination booklet to the proctor at the conclusion of the exam period. With regard to computer tests: The student must submit the answer grid prior to leaving the testing room.
7. Students should exit the testing site quietly. No re-entry is allowed until all students have completed the exam.
8. The method and scheduling of test review is at the nursing faculty’s discretion.
9. In the event of an unexpected situation that is beyond the student’s control (serious illness, accident, death of an immediate family member, etc.), the student must notify the appropriate faculty to request an excused absence at least 15 minutes prior to the exam. (Individual circumstances will be handled on a case to case basis).
   a. Absence calls received after the start of the exam will result in a five (5) point grade reduction
   b. Documentation of the inability of the student to be present for the exam is required for a make-up exam to be scheduled. The student will be given an alternate test format as a make-up exam.
   c. Failure to complete the make-up exam at the scheduled time will result in a grade of zero for that exam.
10. Students must notify nursing faculty if they are going to be tardy:
    a. No student will be admitted to the testing site after the first student completes the exam and leaves the testing site.
    b. If upon arriving late, entry is granted, the original test time remains, and the student(s) will only be allotted the remaining test time to complete the test.
    c. Excessive bathroom breaks (frequency or excessive length of time outside of testing room) will result in a zero grade for the exam.
    d. Tardiness or a student causing a disruption in the testing environment will result in a five (5) point deduction.
11. Students are expected to complete any make-up exam immediately upon return to class/clinical activities unless faculty grants an extension. If the student’s make-up exam is placed in The Learning Center (TLC), the...
student must bring pencils, scanner sheet(s) and photo identification and comply with TLC Policy and Protocols. Test(s) must be completed in the designated time frame.

12. The specific objectives to be attained by the student and the method of calculating the final course grade is written in each course syllabus. Students are responsible for reading each course syllabus to apprise themselves of the particular objectives and grading system for each course.

13. **All tests are time-limited.**

14. Minutes per question:
   - 1 minute per multiple choice, multiple response, fill/in, true/false
   - 2 minutes per math calculation
   - 1 hour for dosage exams (20 questions maximum)
   - Math Mastery Exams and Essay exams are determined by the Instructor

15. **Multiple response questions included on any exam must include all correct responses to receive credit for the question. No Partial Credit will be given.**

16. All bags, books, personal belongings, including all electronic devices, cell phones, Smart Phones, watch phones and/or other Wi-Fi accessible devices need to be placed at the front or side of the testing room and may not be accessed during the test or test reviews. All cell phones need to be turned off.

17. The use of any electronic device, cell phone, smart phone or other Wi-Fi accessible devices during the testing or test review period is strictly prohibited. If a student accesses any of the aforementioned devices during a test the student’s test will immediately be stopped, and the student will receive a zero grade for the test.

18. Any observed cheating will lead to the student(s) observed to be cheating, immediately having their test stopped, be removed from the testing area, and receive a zero grade for that test. A formal disciplinary write-up will be placed in the student file. If a student has more than one observed and documented cheating incident while in the nursing program, the student will receive an F for the course he/she presently is in, and will be dismissed from the program without eligibility for reenrollment into the nursing program.

19. Any photocopying, hand copying photographic copying, keeping copies of tests, scratch paper used during a test, and/or sharing of any test information whether through electronic or verbal means, internet or social media will lead to an immediate F in the course, and dismissal from the program without eligibility for readmission into the program for all students involved.

20. Only laptop computers or desk computers provided by the school are permitted to be used during scheduled computerized testing.

Grades will only be available via myPHSC or WISE

**Academic Dishonesty**

Academic dishonesty includes, but is not limited to, the following behaviors:

1. During the prescribed period of course graded exercise,
   a. the unauthorized granting or receiving of aid
   b. consulting written materials such as notes or books
   c. looking at the exam paper, scratch papers, cheating material, or computer screen of another student
   d. verbally consult with any other student taking the same test/graded exercise

A zero grade will be given to the student(s) who is/are observed cheating. Two documented infractions of cheating within the Nursing Program will lead to immediate dismissal from the program without eligibility for reenrollment. The student will receive an F for the course.

2. photographing or copying in any media a graded exercise or exam

3. asking/having another person take an examination or complete a graded exercise in the student’s place

4. taking an examination or completing a graded exercise for another student

5. changing answers on a graded exam or assignment and attempting to gain credit for those answers

6. Stealing visual concepts, such as drawings or diagrams and presenting them as one’s own
7. Stealing, borrowing, buying, or disseminating tests, answer keys or other examination material, research papers, creative papers, speeches, etc.
8. Misrepresenting completion of clinical hours or clinical assignments
9. Submitting falsified or unverifiable documentation to support an absence, tardy or medical record and/or vaccination or CPR Certification.

Any occurrence or infractions # 2 through # 9 will lead to immediate dismissal from the program and an F in the course in which the student is enrolled.

Guidelines for Written Assignments
2. Scientific, scholarly health-related journals are acceptable references/sources of information. Textbooks are acceptable in some instances. Journal articles may not date more than five (5) years. Students should check with the faculty if in doubt regarding a source.
3. Written papers must include a title page indicating title, author, course, faculty member and date as follows:

_______________________
TITLE OF ASSIGNMENT
by
Student’s Name
Course Title
Faculty’s Name
Date
H_____I_____R_____R_____E_____

4. Written assignments are to be submitted in a protective, pocketed folder.
5. The original written document is submitted to faculty. Students are to retain a copy.
6. Students should ensure that written assignments are proofread before submission. If done carefully, this process nearly always results in identifying mistakes that could result in grade reduction.
7. Written assignments/papers relate many things to faculty about a student, so do your best. Remember that faculty feedback is meant to be constructive and to enhance your learning and improve future assignments.
8. Late assignments/papers may be given a point reduction or may not be accepted by faculty and a grade of zero (0) issued for the assignment. Check your nursing course syllabus for course policy.

STUDENTS ARE HELD ACCOUNTABLE FOR THE POLICIES REGARDING ACADEMIC DISHONESTY AS OUTLINED IN THE COLLEGE’S CATALOG AND STUDENT HANDBOOK.

PHSC’S POLICY ON ACADEMIC DISHONESTY INCLUDES CHEATING AND PLAGIARISM.

CHEATING IS DEFINED AS THE GIVING OR TAKING OF INFORMATION OR MATERIAL WITH THE PURPOSE OF WRONGFULLY AIDING ONESELF OR ANOTHER PERSON IN ACADEMIC WORK THAT IS TO BE CONSIDERED IN DETERMINING A GRADE. Any form of cheating on an exam/quiz will result in a grade of zero (0) and may result in a failing grade in the course. Check your nursing course syllabus for course policy.

Examples of cheating include: eyes wandering onto another’s exam/Scantron; papers with notes for reference during test; tape recording and open discussion of exam with another during test break (bathroom, in corridor). Refer to current PHSC Catalog/Handbook regarding Academic Dishonesty.

PLAGIARISM, OR LITERARY THEFT, IS DEFINED AS APPROPRIATING THE LITERARY COMPOSITION OF ANOTHER PERSON, INCLUDING PARTS, PASSAGES, OR LANGUAGE OF THAT WRITING, AND PASSING OFF THE APPROPRIATED MATERIAL AS ONE’S OWN. PLAGIARISM IS THE FAILURE TO GIVE PROPER CREDIT OR CITATION TO ONE’S SOURCE(S)
OF INFORMATION. IT INCLUDES THE FAILURE TO USE CONVENTIONAL METHODS OF DOCUMENTATION FOR MATERIAL QUOTED OR PARAPHRASED. ADDITIONALLY, PLAGIARISM INCLUDES ALLOWING SOMEONE ELSE TO COMPOSE OR REWRITE AN ASSIGNMENT FOR A STUDENT.

Examples of plagiarism include: the copying in total or in part of someone else's work without the benefit of quotation marks and author; failure to identify references used (e.g. Internet resources; personal interview and article/text), two or more students collaborating on a graded assignment that is NOT a group project. Refer to current PH SC Catalog/Handbook regarding Academic Dishonesty.

Any form of plagiarism will result in a grade of zero (0) on the assignment and may result in a failing grade in the course. Check your nursing course syllabus for course policy.

Assessment Technologies Institute (ATI) Testing Process

Overview
All nursing students will be required to demonstrate mastery of curriculum content by utilizing the Comprehensive Assessment Review Package provided by Assessment Technologies Institute. Specific courses will require the student to meet minimum expectations by completing assigned proctored/non-proctored exams to successfully complete the course. Each course will provide the student with a list of ATI test requirements and specific due dates for submissions.

Practice Exams
Two practice exams must be completed and turned in by the scheduled due date listed in your course syllabus. All students must complete and attain a proficiency score of 75% on both practice exams by the scheduled due date noted in the syllabi. Rationales will be turned on after the scheduled due date. All students must complete and attain a proficiency score of 75% on both practice tests prior to the Proctored Exam to be eligible to take the Proctored Exam. All practice tests can be taken an unlimited amount of time. Noting your deficiencies and learning the concepts rather than just memorizing the answers will afford you a better opportunity for scoring well on the Proctored Exams.

Proctored Exams
Proctored exams will be given according to the schedules specific to each program below. The student is required to perform at a minimum proficiency score of Level 2. Those achieving Proficiency Level 1 or below on the proctored exam will be required to remediate. A student will have two attempts to obtain a Proficiency Level 2 on all Proctored Exams. Each retesting will be a Proctored ATI Exam. In the event that a different version is not available, an exam of a minimum of 90 NCLEX–style questions related to the same content area will be devised and given. A passing score of 75% on the comprehensive predictor is a passing requirement for NUR 2261 and a prerequisite to progressing on to NUR 2714. A student will have three attempts to obtain this proficiency level.

Non-Proctored Exams
Non-proctored exams will be used as a remediation tool and as required assessment tests. Whether assigned as a remediation tool per the proctored exam results, or as a required assignment, students must achieve a minimum competency level on the non-proctored exams. The minimum competency level for the RN student (generic and transition) is a 75%. If the student does not meet the established benchmark, then an additional test may be required to verify competency. If upon taking the additional test, the student does not meet the benchmark, a focused review will be required as evidence of remediation.

Guidelines for Remediation
Remediation involves both the creation and submission of a Focused Review Report indicating that the student has completed the entire focused review created individually for the failed attempt of that student. Additionally, the student may be given an additional ATI practice test to take which will serve as part of the remediation process. Retesting of the second proctored exam will occur only after completion of remediation. All attempts must be completed prior to the end of term.
Focused Reviews
For students achieving Level I Proficiency or below on the assigned proctored exams, remediation is mandatory. ATI creates a focused review for each individual student using the proctored exam results. The student must then complete the focused review prior to additional scheduled testing. A transcript of the complete focused review must be submitted.

LIVE NCELX REVIEW
The Live ATI NCLEX Review Program is a Mandatory Passing Requirement of NUR 2271. Attendance is required to receive a grade for the course.

SEE APPENDIX FOR ATI POLICIES AND PROCEDURES AND GRADE POINT ALLOCATION

SCHEDULE OF PROCTORED EXAMS

<table>
<thead>
<tr>
<th>Course</th>
<th>Proctored Exam</th>
<th>Non-Proctored Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 1021-Fundamentals</td>
<td>Critical Thinking</td>
<td>Nutrition</td>
</tr>
<tr>
<td>NUR 1211 -Adult I</td>
<td>Fundamentals</td>
<td></td>
</tr>
<tr>
<td>NUR 2460 -Maternal Child</td>
<td>Care of Maternal Newborn Care of Children</td>
<td>Community Health</td>
</tr>
<tr>
<td>NUR 2261 -Adult II</td>
<td>Mental Health Pharmacology Adult Medical Surgical Comprehensive Predictor</td>
<td></td>
</tr>
<tr>
<td>NUR 2714 -Adult III</td>
<td>Critical Thinking Exit</td>
<td></td>
</tr>
<tr>
<td>NUR 2820- Role &amp; Scope</td>
<td>Nursing Leadership</td>
<td></td>
</tr>
</tbody>
</table>

Transition Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Proctored Exam</th>
<th>Non Proctored Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 1006-Fundamentals</td>
<td>Critical Thinking (PMT-RN only)</td>
<td></td>
</tr>
<tr>
<td>NUR 1200-Adult I</td>
<td>Fundamentals- All Critical Thinking (LPN-RN only)</td>
<td>Nutrition</td>
</tr>
<tr>
<td>NUR 2403-Maternal Child</td>
<td>Care of Maternal Newborn Care of Children</td>
<td>Community Health</td>
</tr>
<tr>
<td>NUR 2261-Adult II</td>
<td>Mental Health Pharmacology Adult Medical Surgical Comprehensive Predictor*</td>
<td></td>
</tr>
<tr>
<td>NUR 2714-Adult III</td>
<td>Critical Thinking Exit</td>
<td></td>
</tr>
<tr>
<td>NUR 2820- Role &amp; Scope</td>
<td>Nursing Leadership</td>
<td></td>
</tr>
</tbody>
</table>
Clinical Dress Code, Grooming Code, and Uniform Policies
With regard to clinical dress, students are required to wear the designated student uniform. This uniform helps not only to identify the wearer as a student from the college but also to distinguish him/her from other health care givers in clinical facilities. It is expected that the student will wear the uniform with pride as representatives of the college and will comply with the uniform policies noted below.

The complete student uniform is worn in all clinical settings unless indicated otherwise by clinical agency policy and/or the faculty. Faculty will advise students at the onset of each nursing course of the uniform policies of the clinical agencies to be used. Student uniforms are to be worn only for designated PHSC clinical experiences. The uniform should be representative of professional appearance in that it is clean and properly fitted. For observational experiences, the student may be asked to wear an optional observational experience uniform as noted below. A student uniform and/or lab coat will be considered incomplete if it is lacking the student photo ID and the PHSC patch emblem. These emblems are available in the campus bookstore. Failure to adhere to appropriate dress code will result in removal from the assigned clinical setting.

ADN Uniform Requirements

Women:  Landau Top #8129 women’s V neck tunic – white with black and gold ribbon trim. White unisex pants (no jeans).

Men:  Landau Top, #7489 V neck scrub top– white with black and gold ribbon trim. White unisex pants (no jeans). A plain white T-shirt may worn under top.

Photo ID:  First initial, last name, Ex. “PHSC RN Student”. To be obtained from the library after add/drop date.

Patch/Emblem:  A student uniform will be considered incomplete if it is lacking the student photo ID and the PHSC Patch/emblem. The patch/emblem is available in the campus bookstore.

Shoes:  White uniform shoes i.e., Nurse-Mate type shoes. **NO** sandals, tennis or platform shoes. Solid white leather athletic walking shoes are acceptable (except high tops, pumps, etc., that are sports oriented in appearance and function). Men/Women: white socks. There may be additional uniform requirements that relate to a specific agency. The Student’s expected to adhere to both the PHSC and the clinical agency uniform requirements.

Accessories:  White or navy blue sweater **NO** pullover sweaters (optional), bandage scissors, wrist watch with sweep second hand, ball point pen, small pocket size notepad, and stethoscope. Purses in the clinical area are discouraged. Waist fanny packs are **NOT** to be worn due to infection control concerns. Back/waist support belts may be worn for medical/back safety reasons, only if kept clean and in good repair.

Observational Experiences Dress Requirement
Student observational experiences **require a dress code of black polo with PHSC logo (available in the College Bookstore) and khakis slacks.**

When the student is at the clinical facility and not in uniform, professional attire is expected. Examples of clothing **NOT** to be worn are shorts, knickers, pedal pushers, harem pants, miniskirts, sweat pants, leggings, bicycle pants (Spandex), sandals, open toe shoes, clogs or sling back shoes.
Grooming
Students are expected to keep uniform neat and clean in appearance. To do otherwise may result in the student's dismissal from the clinical setting. Basic hygiene and cleanliness are expected of all students in both clinical and classroom settings. PHSC photo identification badges and any agency badges are to be visible at all times. Student may cover last name when designated by faculty.

Make-up will be subdued. Clear or natural tone nail polish may be used. Use of artificial nails (gels, acrylics, tips) is prohibited in the clinical setting: nails must be natural and of a length no longer than 1/4th of an inch. Consult faculty concerning specific requirements.

Wedding band sets and one pair small stud (non-dangling) earrings are permitted. No necklaces, other than a religious medal, or bracelets, other than Medical Alert, may be worn. When a necklace is worn, it must be under the uniform to prevent pulling and prevent being a reservoir for infection. It is recommended that only the wedding bands be worn in the clinical setting. To prevent loss and infection, no facial jewelry, i.e., nose, lip, tongue, eyebrow, etc. will be allowed. No seasonal pins may be worn without faculty permission.

Hair should be neatly groomed, clean natural color tones, controlled and kept off the collar by hair restraints that blend with the hair color and do not serve as ornamental. No bows, ribbons, scarves etc. Beards and moustaches are to be neatly trimmed.

Please be considerate of the facts that chewing gum and the odors of strong perfume, deodorant, hair spray, cologne/aftershave, coffee, cigarettes, and halitosis are offensive to other people ---especially to those who are ill. All body art, i.e., tattoos, are to be covered.

This uniform policy is not meant to be comprehensive, but to serve as guidelines for professional appearance in clinical practice. If there is a concern regarding appropriateness of appearance that is not addressed in these guidelines, the clinical instructor will determine the appropriateness.

Student Evaluation
A course grade is determined at the end of each nursing course. The course grade is derived from a letter grade in all nursing courses with the exception of NUR 2714 & NUR 2714L, which are the ending practicum courses in the ADN program and are assigned a “Pass/Fail” grade based on performance. A grade of “C” or higher is required in all nursing courses and must be achieved to progress in the program. Students must enroll concurrently in the didactic and lab/clinical course during the 1st attempt at the courses. If a failure occurs in either the didactic or lab/clinical course, students may not progress to the next course until the failed course is repeated and successfully passed with a grade of “C” or higher and must be within the allotted number of attempts per college policy. The grading scale that is used in all nursing courses (with the exception of the practicum courses) is as follows:

**ADN Nursing Classes**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>75 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 74%</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59%</td>
</tr>
</tbody>
</table>

The evaluative process for the theory course includes the use of NCLEX style testing and other course-specific assignments to achieve the required benchmark based on designated course content. The evaluative process for the lab/clinical course includes the use of NCLEX style testing to verify math mastery and medication mastery and demonstration of lab skills based on designated course content. Students who are in academic jeopardy in the Theory course will receive a Student Status Report and be enrolled in the SUCCESS program. Clinical performance is evaluated in part by using grading rubrics with established indicators based on the roles of the nurse as defined by specific course content. Clinical performance is also evaluated by student self reports related to observational experiences and clinical teaching projects based on specific course content. Midterm and final evaluations are discussed as part of clinical conferencing between student and faculty throughout the course. Student
who are not meeting established clinical/lab competencies will receive a Student Status Report and be enrolled in the SUCCESS program.

**Laboratory Evaluation Procedures**

Skills-specific evaluation tools/checklists that identify the elements critical to safe performance are used. Satisfactory performance of skills in the campus laboratory setting is required prior to implementation in the clinical setting.

The evaluative process for skill development used in the campus laboratory setting is as follows:

1. Initial instruction/demonstration (by faculty to assigned group of students)
2. Supervised student practice with completion of student peer evaluation
3. Successful completion of clinical skill performance with no more than two (2) evaluative sessions/ attempts
4. If the student performance is deemed unsuccessful upon evaluation, the student will be referred to the lab facilitator for remediation within one week’s timeframe.
5. Following the required remediation, the student will be re-evaluated by a faculty member.
6. If the student is unsatisfactory after the faculty second evaluation then the student will be referred by the faculty to the clinical coordinator for skills performance.
7. If the student is unsatisfactory after the faculty second evaluation then the student will be referred by the faculty to the clinical coordinator for evaluation of skills performance. Additional remediation may be required prior to re-evaluation for this third attempt.
8. If the Student does not satisfactorily perform the skill on this third attempt, it may result in failure of the lab section of the course which results in course failure.

**Campus Lab Policy: Student Lab Skills Kits**

Students are responsible for purchasing the required lab skills kit for each semester year. This is a program requirement. Student should present the bookstore receipt for the lab skills kit to the lab facilitators when reviewing lab pack contents. If a student comes to lab without the lab skills kit, he/she will receive an unsatisfactory for the day for lack of preparation. The student(s) may not participate in lab activities until they are prepared with a lab skills kit. Students with lab skills kits are to be told not to share their materials with other students, since they will deplete their kits. With regard to lab skill performance, students must use supplies in their respective lab kit during practice sessions. For evaluation of lab skills, students will be provided with the necessary supplies relative to skill check off. If subsequent evaluation is needed, the student will have to use their own kit supplies and/or purchase additional materials.

**Clinical Simulation Experiences**

Students will participate in clinical simulation experiences as part of their clinical course component throughout the nursing program. In this simulation experience, students will be able to perform assessments and skills in a safe environment. Dependent on the specific nursing course, students will be able to perform in the assigned nursing roles (provider of care, communicator, and teacher, manager of care and member of profession) providing care using high-simulation manikins under the guidance of the designated faculty member and lab facilitator. Students will undergo a debriefing session following all simulation experiences and grading for simulation experiences will be based on a clinical simulation grading rubrics. **Student uniform is required for all Clinical Simulation Experiences.**

**Clinical Evaluation Procedures**

The evaluative process for the clinical component in each nursing course includes the use of clinical performance grading rubrics, course-specific evaluation tools, student-faculty conferences and the RN preceptor’s evaluation where applicable. Student-faculty conferences are scheduled at mid-term and at course-ending to formally document student progress and performance. Students complete self-evaluation prior to the scheduled conferences. Conferences are documented on the Student Status Report.

Interim student-faculty conferences are scheduled at the faculty’s discretion and/or at the student’s request to provide ongoing evaluation of student performance at any time throughout the semester. In instances where the student does not demonstrate safe clinical performance the following process is initiated:

1. Student-faculty conference in conjunction with Student Status Report.
2. Clinical Improvement plan developed in conjunction with faculty and student with a written prescription for remediation.
3. Establishment of a Performance Plan relative to the identified deficiencies and a formal signature page to indicate acceptance of clinical improvement plan based on stipulated evaluation criteria within a specified time frame.
5. If student meets competencies based on review of Performance Plan and Updated Performance Plan, then the student will satisfy the course objectives. If the student does not meet the established competencies, this will result in a clinical course failure.
6. Please refer to college catalog/handbook for additional information relative to Dismissal from Health Programs.

**Clinical Misconduct**
Within the clinical environment students are required to comply with all school and facility policies and protocols.

a. The student is expected to follow all instructions of the Clinical Instructor.

b. The student cannot perform any patient care, nursing skill or medication administration without the instructor’s knowledge, permission and/or supervision as required by the Clinical Instructor.

c. Proficiency of any clinical skill must be shown within the clinical laboratory setting and once again cleared by the instructor as proficient within the medical facility.

d. Students are not allowed to leave the facility at any time during the scheduled clinical hours.

e. If an emergency occurs and the student must leave the clinical early, the clinical instructor must be made aware, and must have given permission. In this instance, a full report of all of the student’s assigned patients must be given to the instructor and the facility’s assigned nurse/s for said patient/s.

f. Students cannot be on the unit, or in the facility, access patient charts or enter patient areas except during scheduled clinical times.

g. Wearing the PHSC uniform or student Nurse ID Badge within the facility outside of scheduled clinical hours is also prohibited.

h. Any concerns about employees or staff of the facility by a student must be brought to the attention of the Clinical Instructor to be handled. Students are not to discuss their issues or concerns they may have with the facility employee or staff.

i. The student will not engage in any unsafe behavior defined as “any practice that endangers the health or wellbeing of the patient” and practicing outside of the scope of student nurse as outlined by the PHSC Nursing Department, the Florida Board of Nursing and/or outside the facilities’ policy and procedures.

Any infraction of the above protocols will lead to an F in the course and an immediate dismissal from the program without eligibility to reenroll.

**Required Clinical Paperwork/Care Plans/Documentation**

Submission of all required Clinical Documentation, Care Plans, Logs and other paperwork noted as required in your syllabi must be completed and submitted at a 75% proficiency level for passing the Clinical Course. These items are pass/ fail items and are passing requirements of the course. If they are not submitted, or are submitted at a level below the proficiency level of 75%, you will receive a grade of “F” in the course regardless of your performance grade in the course.

Any designated required clinical paperwork that is assigned a grade and is turned in late, it will be subject to losing 5 points for each day that it is turned in late. If a paper is sufficiently late to receive a grade of “F” the assignment still needs to be turned at a 75% proficiency level to satisfy the passing requirement but the assignment will receive a grade of “0”. In instances where Care Plans can be resubmitted to meet the 75% proficiency for the passing requirement, the
grade that will be entered into the grade book and used to calculate your overall grade will be the grade received on the first submission.

Progression in the Program
Students must maintain a grade of "C" or higher in all nursing and pre and co-requisite courses, in order to continue in the program. Nursing courses must be completed in the sequence in which they are offered in the curriculum. Due to the nature of the nursing program having both theory and clinical/lab courses in a semester, based on student performance there is a possibility that additional time may be needed to complete the program if a student does not successfully pass both theory and clinical/lab courses relative to a specific semester. If a student should have to repeat an individual theory or clinical/lab course, they will have to submit a letter for re-entry. Enrollment in the course is subject to faculty approval and space availability. Students are expected to maintain theory and clinical lab competencies as they progress throughout the program. Please see Re-admission to Limited-Access Health Programs (Nursing) Procedures for Students section: Second and Subsequent Semester Repeats and/or Multiple Course Repeats if this should occur.

Additionally, students are responsible for monitoring their required general education course work. Students must complete a grad audit check prior to entry in their terminal semester in order to make sure that they have met all requirements needed for graduation.

SUCCESS Program
The purpose of the SUCCESS program is to promote student achievement in the nursing programs. Students can enter this program via the academic and/or clinical track. Academic admission criteria include a failure of one unit exam. A clinical admission criterion includes inconsistent clinical performance. A student may also request to be admitted into the SUCCESS program. If a student who meets the requirement for entry in to the SUCCESS Program refuses assistance, then a notation will be made on the SUCCESS form indicating this fact. If it proves to affect an individual's student successful performance in passing the course, this fact will rest on the individual student accountability.

An individual meeting between the student and faculty member must be scheduled to sign the contract and formalize the development of an individualized student learning plan. Remediation and compliance with follow-up is an integral part of this program. A SUCCESS discussion board will be available (in each course as needed) to any student who is enrolled in this program.

Readmission to Limited-Access/Selected Admissions Health Programs (Nursing) Procedures for Students
This procedure applies to students who fail to successfully complete a program course in the Dental Assisting, Dental Hygiene, Paramedic, Pharmacy Technician, Practical Nursing, Radiography, Registered Nursing (Generic and Transition) and Surgical Technology programs. The process for readmission to a limited-access/selected admissions health program depends upon the course the student is requesting to repeat.

Readmission to limited-access/selected admissions health programs is under review and subject to change. Students are encouraged to meet with an advisor or visit the PHSC Health Occupations page for updates.

A. First Semester Repeats
Students who fail to successfully complete one or more program courses in their first semester must reapply to the program. This is done by submitting a program application and application fee to the Admissions and Student Records Office during the posted application time frame. Students must meet all admission requirements in effect at the time of their reapplication.

B. Second and Subsequent Semester Repeats
Students who do not earn a grade of "C" or higher in a limited-access/selected admissions health program course in their second or subsequent semesters must request to repeat the course by submitting a Student Request to Repeat Health Program Course form (IIN-27). This form is submitted to the coordinator of the appropriate health program or the associate dean of nursing. Courses may be repeated only with the recommendations of the coordinator of the health program or associate dean of nursing, the dean of health occupations, and the vice president of instruction/provost, West Campus. If the
request is approved, students will be allowed to enroll in the next available course, on a space-available basis. Students must meet all program and graduation requirements in effect at the time of their readmission. In addition, students approved to repeat a course may be required to demonstrate retention of essential prerequisite knowledge and skills before being allowed to re-enter the clinical sequence of courses. Students will be notified by the program coordinator of the next available start date. Students in a two-year program will have four years to complete all program requirements for that program. Students in a one year program will have two years to complete all program requirements for that program. If students are unable to meet this requirement they will have to reapply to the program.

C. Multiple Course Repeats
This procedure applies to students who:
1. Do not earn a grade of “C” or higher in the same course twice, or
2. Do not earn a grade of “C” or higher in two different courses.

Students who do not earn a grade of “C” or higher in two health program courses, either in the same course or in a combination of courses, will not be permitted to re-enroll in that health program. Upon the recommendation of the program coordinator or associate dean of nursing, the student may be required to enroll in Strategies for Student Success (SLS 0002) prior to re-entry of the health program.

Policy for Re-entry into Practicum
Failing to successfully complete the Adult 2 NUR 2261 theory course requires that both the theory course NUR 2261 and Clinical Course NUR 2261L must be repeated as a preceptorship assignment requires a current ongoing demonstration of clinical proficiency at the facility where the preceptorship assignment occurs. Any student failing NUR 2714L must repeat NUR 2261L and NUR 2714L for completion of the program.

Graduation
Students must complete all required nursing and general education courses satisfactorily and meet all College and State requirements in order to graduate. Transfer students must have satisfied a minimum of 15 semester hours in 2000 level nursing courses at PHSC to be awarded the AS Degree.

Students must complete graduation application and pay fee per established dates. This is the student’s responsibility as well as a college requirement to ensure that the student’s degree has been verified.

Conduct
In accordance with Florida Statutes, no student attending Pasco-Hernando State College may participate in any activities that are disruptive to the normal, peaceful, and orderly operation of state institutions of higher learning. Certain actions are prohibited at or on any campus, or at any college-sponsored or college-affiliated activity or event. Violation of any of these regulations may result in disciplinary action. Disciplinary action may also be imposed for special circumstances as prescribed by law. (See College Catalog and Student Handbook: Student Affairs, Student Conduct, Academic Dishonesty: Cheating and Plagiarism, Hazing.)

Faculty Student Interactions & Faculty Student Conferences
Counseling sessions are confidential between faculty and student. In order to maintain confidentiality with regard to these meetings, students should refrain from discussing any content with non-participant members.

Dismissal from the Health Programs
Students may be dismissed from any of the following programs or any other health-related degree, certificate, or diploma program at PHSC as authorized by District Board of Trustees (DBOT) Rule 6Hx19-6.15, “Dismissal from Health Programs”. These programs include Registered Nursing, Practical Nursing, Emergency Medical Services, Emergency Medical Technician, Paramedics, Radiography, Dental, Medical Coder, Medical Records Transcribing, Health Unit Coordinator, Patient Care Technician, Medical Secretarial/Examining Room Assistant, Human Services, Phlebotomy,
Nursing Assistant, or any other College-related program. (See Dismissal from Health Programs policy in the PHSC Catalog / Student Handbook in the section under Student Services and Advising).

Transfer Procedures for Nursing Programs

1. Submit a PHSC Application for Admission, an official high school transcript indicating graduation and receipt of standard high school diploma or an official transcript of GED scores indicating receipt of high school equivalency diploma. Submit an official transcript from each U.S. College and university attended other than PHSC.

2. Contact an advisor for assistance with transfer procedures.

3. Once admitted to PHSC, submit a nursing program application to the Admissions and Student Records Office. Upon review of the nursing application, a letter of response will be sent to the student.

4. After receiving the notification letter from the Admissions and Student Records Office that all requirements have been met, make an appointment with the Director of Nursing to determine if transfer status is feasible. Bring a syllabus from each nursing course completed within the last 5 years (courses older than 5 years cannot be used for advanced standing). If advanced standing is granted, the student must:
   a. Complete and pass a skills evaluation (copy of skills may be obtained in the nursing office).
   b. Score a grade of 75% or better on an exam demonstrating retention of nursing concepts.
   c. Complete recommended remediation, of any.
   d. Submit a physical exam form demonstrating satisfactory health (SAR-40).
   e. Provide copy of current CPR card.
   f. Supply results of criminal background check to clinical agencies, as required.

Transfer applicants will be notified by the nursing department when space is available in the course the applicant is scheduled to enter.

ALL TRANSFER STUDENTS MUST COMPLETE A MINIMUM OF 15 HOURS OF CREDIT IN NURSING MUST BE COMPLETED IN RESIDENCE AT PHSC IN 2000-LEVEL COURSES.

College Services

Nursing students attending the college have access to all available college services as do other non-nursing students. These include but are not limited to: Student Services, Disabilities, The Learning Center and Behavioral Health counseling, etc. Please refer to College catalogue for full listing of available services.

Student Employment

The regulation of nursing practice is the prerogative of each state and is defined in state laws or statutes. In Florida, the state statute is Chapter 464 and is known as the "Nurse Practice Act". As defined in the law, the state's Board of Nursing is tasked with implementing the law and is authorized to make such rules as necessary to do so, provided those rules are consistent with the law. These rules are entitled Board of Nursing Rules 6489.

The "Nurse Practice Act" addresses student nurse practice as follows:

"464.022 Exceptions - No provision of this chapter shall be construed to prohibit: (3) The practice of nursing by students enrolled in approved schools of nursing."

Rules 6489 addresses student nurse practice as follows:

"6489-2.003 Student Employment. - A nursing student shall practice nursing within the meaning of Chapter 464, F.S. only within the courses of an approved program in which the student is enrolled and under the supervision of program faculty."

Students enrolled in nursing programs are frequently offered employment in hospitals and health care agencies. It is essential that the student recognize the need to validate that such employment is in a non-professional nursing role.
that is in accordance with the law and the rules that regulate nursing practice. Student uniforms are to be worn for PHSC clinical experiences only. Students who hold valid, active Florida licenses as LPNs or Paramedics are eligible for employment in those roles as defined by licensing law.
Section III
Occupational Safety Guidelines
Infection Control Policies
With regard to infection control policies, the nursing department takes appropriate measures to help maintain the safety of nursing students in the clinical education environment. Using STANDARD PRECAUTIONS is at the core of each and every nursing experience. The use of these measures will help to prevent the spread of transmission of pathogens thus helping to make for a safer clinical education environment. Noted below are specific college policies related to: HIV-Hepatitis, Varicella & Rubella, Respiratory Protection, Personal Protective Equipment (PPE) and Flu Immunization.

HIV - Hepatitis Policy
Pasco-Hernando State College Health Programs involve clinical experiences in which students may be assigned to administer care to individuals who are HIV (Human Immunodeficiency Virus) seropositive, have AIDS or Hepatitis. Students will, in every case, be expected to treat all patients with concern and dignity inherent in professional standards of care. Students will be expected to follow all guidelines for prevention of the trans-mission of HIV virus and other blood borne pathogens.

Pasco-Hernando State College Health Programs involve clinical and laboratory experiences which could be potential health hazards to students who have compromised immune systems. Students who are seropositive for HIV should be aware of the potential health hazards to which they are exposed.

Pasco-Hernando State College Health Programs students and faculty will follow the recommended guidelines for "Prevention of HIV Transmission in Health Care Settings" published by the Center for Disease Control (CDC) and the Occupational Safety and Health Agency (OSHA), as well as the policies of the various agencies in which clinical experiences are scheduled. Policies will be updated as new information related to prevention and treatment of HIV becomes available.

To standardize the delivery of health care to all patients and to minimize the risk of transmission of human immunodeficiency virus (HIV), Health Programs students will:

1. Be taught basic skills in universal precautions, isolation techniques, injections, handling of body fluids in the skills laboratory and disposal of bio hazardous waste before actual clinical practice of these skills on clients.
2. Be provided classroom instruction related to HIV treatment, modes of transmission, prevention and legal aspects.
3. Receive clinical agency orientation on specific policies for blood and body fluid precautions.
4. Utilize the following blood and body fluid precautions consistently on all patients:
   (a) Gloves should be worn when touching blood and body fluids, mucous membranes or non-intact skin of patients, or when touching items or surfaces soiled with blood or body fluids (including performing venipuncture and other vascular access procedures).
   (b) Hands should be washed immediately before gloving and again after removing gloves.
   (c) Gloves should be changed between each patient.
   (d) Gowns or approved protective outerwear, masks, and protective eyewear should be worn for any procedures likely to result in or prone to splashing of blood or body fluids.
   (e) Used needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes, or manipulated by hand. Disposable needles, syringes, scalpel blades and other sharp items should be placed in puncture resistant containers for disposal.
   (f) Soiled linen should be handled as little as possible with minimum agitation. All soiled linen should be bagged and labeled in appropriate bio hazardous waste container and tied closed at the location where it is used.
   (g) Gloves are to be worn for post-delivery care of the umbilical cord and until all blood and amniotic fluids have been cleaned from the infant’s skin.
(h) When universal blood and body fluid precautions are implemented on all patients, isolation/labeling of the patient’s room, chart, and specimens are to be done according to agency policy. Upon death, state law requires that a bio hazardous tag be affixed to the body of anyone known to have a blood borne pathogen.

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

**Personal Protective Equipment (PPE)**

PPE kits are located in the campus laboratories. Use of this emergency equipment is addressed in laboratory orientation sessions.

Hospital and college incident reports are to be completed if the student is exposed to blood or body fluids through needle stick or cut, mucous membrane (splash to eyes or mouth), or cutaneous (through skin which is chapped, abraded or has dermatitis) means. Follow-up screening will be recommended according to hospital/school guidelines. The student referral for follow-up at a local Health Department Unit may be recommended. The cost of follow-up medical care is the responsibility of the student.

The College supports the recommendations of the American Dental Association, American College of Physicians, and the Center for Disease Control (CDC) and **strongly encourages** the vaccination of students against Hepatitis B in an effort to minimize the risk of infection to patients, clients, and students.

All students enrolled in Health Programs who do not receive the Hepatitis B vaccine prior to clinical assignments are required to sign a statement indicating that they have been informed about the risks of Hepatitis B and the need for active immunity and are releasing the College of liability in the event they contract the disease.

**Varicella & Rubella Infection Policy & TDAP requirement**

Varicella (chickenpox) and Rubella (measles) are common childhood diseases caused by viruses which are extremely contagious. Complications are rare in a normal, healthy adult or child. However, these viruses can cause serious complications, even death, for a child or adult who is ill or immunosuppressed. Shingles is also caused by the Varicella virus.

It is the intent of the College to implement infection control policies and procedures that decrease the risk of exposure and/or infection for students and the clients being cared for by students enrolled in the Nursing, Dental, and Paramedic programs.

The student will submit proof of immunization or a report of a positive titer with the physical examination form on admission to the program. The Associate Dean of Nursing and/or the Clinical Coordinator will review all physical examinations records to ensure compliance with this policy. Students may not participate in clinical activities until this policy is met, which may jeopardize successful completion of the nursing courses.

MMR and Varicella vaccines are readily available and a recent vaccination will be required if there is not a positive titer. Varicella vaccines are readily available and a recent vaccination will be required if there is not a positive titer. A series of 2 injections must be taken to produce the desired immunity.

**TDAP - All students must submit proof of having received a TDAP within the past 10 years.**
PPD POLICY
Pasco Hernando State Health Program students are required to submit proof of a current two-step PPD result that has been completed over a 30 day period and completed within the last 12 months is required. A one step PPD will not be accepted.

Respiratory Protection Policy
Pasco Hernando State College Health Programs involve clinical experiences in which students may be assigned to provide care to individuals who have suspected or active Tuberculosis (TB). Students will, in every case, be expected to treat all tuberculosis clients with concern and dignity inherent in professional standards of care. Students will be expected to follow all guidelines for prevention of the transmission of the tubercle bacillus.

Pasco Hernando State College Health Program students and faculty will follow the recommendation guidelines for "Prevention of TB transmission in Health Care Settings" published by the Center for Disease Control (CDC), and the "Federal Respiratory Protection Standard (29CFR 1910.134) as required by the Occupational Safety and Health Agency (OSHA), as well as the various agencies in which clinical experiences are scheduled. This will include the wearing of personal protective equipment when entering any TB area or when caring for an active or suspected client with TB. Policies will be updated as new information related to the prevention and management of TB becomes available.

Students will be fitted for particulate respirators at the assigned clinical agency as the need arises. The student will receive training on the proper use and limitations of the particulate respirator model in use at the agency.

Flu Immunization Policy
Recent health indicators in clinical healthcare settings have led to the requirement that all healthcare providers/members become vaccinated annually with the current flu vaccine. Based on this requirement, nursing students and faculty must comply and provide evidence of vaccination for the current flu season prior to entrance into the clinical environment. If a student cannot take the immunization, then the student will be required to wear a “mask” while in the clinical environment and/or meet other additional requirements as designated by the respective clinical facility.
PART IV
Student Nurses Associations
**Nightingale Nursing Club**
This PHSC College approved club is the official Florida Student Nurses Association Chapter, which is open to all nursing students and pre-nursing students on all campuses. Students can choose to pay membership dues to NSNA for full membership and benefits.

The Club has regular election of officers, which will represent all campuses and have representation at nursing faculty meetings and at meetings of the College’s Student Government Association (SGA). The Nightingale Club presidents are the organizational representatives to the SGA. The association supports fundraising activities in accordance with College policy.

The Club participates in college wide Standing Committees which focus on planning and coordinating student-driven activities affecting all students enrolled in the ADN and pre-nursing programs. The Club members will participate in the activities of FSNA and NSNA conventions and conferences at a state and national level. Members will also be invited to FNA activities throughout the school year. A faculty liaison person is assigned to each committee.

**5 Star – Award**
Nightingale Nursing Club (NNC) will be working toward gaining or 5 Star status through college programs, community outreach, health fairs, leadership development, and club meetings.

**Convention**
NNC will give members opportunity to participate in the FSNA and NSNA conventions.

**Scholarships**
NNC will be performing fundraisers throughout the year for our many nursing scholarships.

**Pinning Ceremony**
The Nursing Pinning ceremony takes place three times a year following graduation from the respective nursing programs. It is held on West Campus in the Performing Arts Center (fall, spring and summer). Pertinent information relative to the ceremony is contained in a power point presentation for student viewing. Students may also contact the designated Faculty Advisor for additional information or queries related to this ceremony.
PART V

Graduate Licensure Instructions
Registering for NCLEX

School Code: RN: US70406400

If an applicant who graduates from an approved program does not take the licensure examination within 6 months after graduation, he or she must enroll in and successfully complete a board-approved licensure examination preparatory course. The applicant is responsible for all costs associated with the course and may not use state or federal financial aid for such costs. The board shall by rule establish guidelines for licensure examination preparatory courses.

INSTRUCTIONS

Part I- Submission of Names to Board of Nursing
The nursing program will provide proof to the Florida Board of Nursing (BON) that you have met the program requirements and all obligations to the college which indicates you may apply for licensure. This information will be sent to the BON once your degree has been verified by the college. The school code is listed above for the application process.

Part II- Application for licensure
The student is responsible for applying to the Board of Nursing from the state(s) in which seeking licensure. To apply to the Florida Board of Nursing, the following steps will assist you in completing the application process.

Go to the following website: http://www.floridasnursing.gov/

1. Select apply for license. You will then have the choice to apply online or print out an application. Choose your applicable licensure (LPN or RN) depending on which program you graduated from. By clicking on: requirements, process, fees or statues & rules, you will find relevant information that will help you in the application process.

2. Make sure that you follow the instructions and provide accurate documentation. Incomplete or incorrect documentation can result in delays and additional fees being imposed.

Part III- Applying to take the NCLEX Exam
1. Go to the following website: http://www.ncsbn.org/ Click on Candidates link.
2. That will take you to a page called NCLEX Candidate Progress and there you will see links providing detailed information about common concerns regarding the NCLEX process.
3. Go to the following website: www.pearsonvue.com/nclex/ This link will take you to Pearson where you can register for the exam. You will have to create an online WEB account and pay the exam fees.

What’s Next?
1. Once you have completed your registration process for Pearson Vue and applied for your licensure through the board of nursing (and paid your fees) and once the school has sent confirmation to the Board of Nursing, you will receive your ATT (Authorization to test). This ATT replaces the term “sit/pass” that you have may heard. The ATT will specify a timeframe during which you must take the NCLEX test. Make sure that you pay attention to this timeframe as it can NOT be extended.

2. You can then go back to the Pearson website to schedule your exam. Select the “schedule a test link” on the top of the page and new window will appear. Here you will enter your user name and password that you have previously established and schedule the test. You will receive an appointment within 30 days from when you start the process.
Licensure Application Process for Students with a Criminal History

Pursuant to Section 456.0635, Florida Statutes, the Florida Board of Nursing, Florida Department of Health, Division of Medical Quality Assurance, and the Bureau of Health Care Practitioner Regulation shall refuse to issue a license, certificate or registration and shall refuse to admit a candidate for examination if the applicant has been:

456.0635  Health care fraud; disqualification for license, certificate, or registration.—

Each board within the jurisdiction of the department, or the department if there is no board, shall refuse to admit a candidate to any examination and refuse to issue a license, certificate, or registration to any applicant if the candidate or applicant or any principal, officer, agent, managing employee, or affiliated person of the applicant:

(a) Has been convicted of, or entered a plea of guilty or nolo contendere to, regardless of adjudication, a felony under chapter 409, chapter 817, or chapter 893, or a similar felony offense committed in another state or jurisdiction, unless the candidate or applicant has successfully completed a drug court program for that felony and provides proof that the plea has been withdrawn or the charges have been dismissed. Any such conviction or plea shall exclude the applicant or candidate from licensure, examination, certification, or registration unless the sentence and any subsequent period of probation for such conviction or plea ended:

1. For felonies of the first or second degree, more than 15 years before the date of application.
2. For felonies of the third degree, more than 10 years before the date of application, except for felonies of the third degree under s. 893.13(6)(a).
3. For felonies of the third degree under s. 893.13(6) (a), more than 5 years before the date of application;
(b) Has been convicted of, or entered a plea of guilty or nolo contendere to, regardless of adjudication, a felony under 21 U.S.C. ss. 801-970, or 42 U.S.C. ss. 1395-1396, unless the sentence and any subsequent period of probation for such conviction or plea ended more than 15 years before the date of the application;
(c) Has been terminated for cause from the Florida Medicaid program pursuant to s. 409.913, unless the candidate or applicant has been in good standing with the Florida Medicaid program for the most recent 5 years;
(d) Has been terminated for cause, pursuant to the appeals procedures established by the state, from any other state Medicaid program, unless the candidate or applicant has been in good standing with a state Medicaid program for the most recent 5 years and the termination occurred at least 20 years before the date of the application; or
(e) Is currently listed on the United States Department of Health and Human Services Office of Inspector General’s List of Excluded Individuals and Entities.

Pursuant to Section 456.0635, Florida Statutes, the Florida Board of Nursing, Florida Department of Health, Division of Medical Quality Assurance, and the Bureau of Health Care Practitioner Regulation shall refuse to issue a license, certificate or registration and shall refuse to admit a candidate for examination if the applicant has been:

1. Convicted or plead guilty or nolo contendere to a felony violation regardless of adjudication of: chapters 409 (Social Welfare), 817 (Fraudulent Practices), and 893 (Drug Abuse Prevention and Control), unless the sentence and any probation or pleas ended more than 15 years prior to the application.
2. Terminated for cause from Florida Medicaid Program (unless the applicant has been in good standing for the most recent five years).
3. Terminated for cause by any other State Medicaid Program or the Medicare Program (unless the termination was at least 20 years prior to the date of the application and the applicant has been in good standing with the program for the most recent five years).
4. The change in Florida Statute 456.0635 indicates that if a student’s criminal background check reflects a conviction involving any of the above categories, the student will not be eligible to apply or receive a Florida license, or to sit for a certification examination if it is applicable to the program they are intending to apply for more information regarding this statute, please visit the statute page.
Once the program is completed, the Florida Board of Nursing will require and FDLE and FBI check. Below are the Board of Nursing guidelines for applicants applying for state licensure that has a criminal history.

Applicants with Criminal History – the following information is required:

1. A letter in the applicant’s own words describing the incident(s) that led to each arrest.
2. Arrest record(s) with written narrative by arresting officer – from police department(s) where on file. If actual booking report is not available, the applicant must supply a statement from a representative of the police department attesting to this fact.
3. A copy of the court record showing the sentence/judgment (not a docket sheet). In the event docket sheets are the only available records, the applicant must submit a statement from a court representative attesting to this fact. If no records are available, please submit a statement from a representative of the clerk of courts that the record is not available. If the case was dismissed or not prosecuted, this is the only documentation needed.
4. Certified Court records verifying compliance with the Order of the Court (completion of probation, payment of fines, etc.).
5. A reference letter from the Associate Dean of Nursing of the program attended. The Associate Dean’s letter must indicate an awareness of the arrest, nature of the charges and provide an overview of the applicant’s behavior while in the program.

Re-Examination Applicants and Subsequent Examinations
Per S.464.008(3), F.S.: Any applicant who has failed a licensing examination three consecutive times, regardless of the jurisdiction in which the examination is taken, shall be required to complete a board approved remedial course.


An applicant who fails the examination must submit a current Re-examination Application to the Board of Nursing in order to reschedule an examination.

http://ww10.doh.state.fl.us/pub/bon/ApplicationsForms&Matrices/Final_Re-examination_Application.pdf

You must also re-register for the examination directly with Pearson VUE by re-registering and paying the applicable fee. NCSBN policy requires that an applicant wait a minimum of 45 days between each examination.
Assessment Technology Institute

Overview
Students are administered Proctored Specialty Exams that are content specific and correlated to the curriculum progression. These include: Fundamental Nursing Care, Maternal Child Nursing Care, Care or Children, Pharmacology, Mental Health Nursing, Medical Surgical Nursing, and Nursing Leadership. The purpose of these tests is to measure proficiency as well as offer identification of specific concept needing remediation. The above Proctored Specialty Exams are weighted within the overall grade for the course in which they are taken. The following Specialty Exams are not weighted as part of a grade: Critical Thinking Assessment, Self-Assessment Inventory, Nutrition and Community Nursing. These non-weighted assessments are required to be completed with submission of completed focused reviews when applicable, if proficiency levels are below a proficiency level 2 for Content Assessments and/or 75% depending on grading scale used. The Comprehensive Predictor is the final assessment given in NUR 2261. A passing score of 75% probability on the Comprehensive Predictor is a passing requirement for NUR 2261 and a prerequisite to progressing on to NUR 2714.

Administration and Grading Policies of Proctored Specialty Exams
The ATI computerized assessment program generates student portfolios which track testing results for each student. ATI Specialty Exams represent no more than 8% of the student’s total class grade in all Nursing Courses (see individualized course syllabi for specifics) except for Role and Scope in which the Leadership exam represents 10% of the total class grade. Students are required to complete two practice exams prior to the proctored specialty exams. The maximum number of points can be attained by reaching a proficiency level “2” on the first attempt. A maximum of two attempts are given for each Proctored Specialty Exam and a maximum of three attempts are given for the Comprehensive Predictor. There are no out of pocket expenses for second attempts on the Proctored Specialty Exams or the Comprehensive Predictor. Students requiring a third attempt on the Comprehensive Predictor will be required to pay by credit card a fee for access to the Proctored Assessment.

If a student does not meet the required proficiency level on the first attempt on a Proctored Specialty Exam, remediation using an ATI generated focused review is required prior to a second attempt. The required second attempt will occur only after completion of remediation. Both attempts are required as a passing requirement of the course if a Level 2 in not attained on the first attempt. All attempts must be completed prior to the end of the term. Should the second attempt still fail to yield a level 2, a final focused review and remediation plan will be assigned by your instructor and will need to be completed and submitted by the student.
Completing all scheduled Practice Exams, Non-Proctored Specialty Exams, Proctored Specialty Exams and required completion and submission of ATI generated focused reviews or other assigned remediation is mandatory in each Nursing Course assigned for continued progression within the program.

**Procedure – Testing Procedure**

All Proctored Specialty Exams are administered on campus in a proctored environment by a nursing faculty member

**Step 1:** During the first week of the course the Instructor will distribute the due dates of all Practice Exams and Non-Proctored Exams as well as the scheduled dates and times of all Proctored Specialty Exams (and Comprehensive Predictors for NUR 2261) to be administered throughout the course.

**ALL OF THE FOLLOWING STEPS ARE REQUIRED FOR MEETING THE PASSING REQUIREMENTS OF THE COURSE:**

**Step 2:** One week prior to the scheduled due date for the completion and submission of the Practice Tests, the instructor will open Practice Exam Version A with the rationales turned off. The students who do not attain a 75% on the first attempt must remediate with a focused review that is generated by ATI and retake the test to a score of 75%. The student has an unlimited amount of times to take the practice test to attain a 75%. Once the score is obtained the student needs to submit a copy of the completed exam as instructed by their instructor. The instructor will turn on the rationales of the practice test the day after the practice test is due. The same process for the Completion of Practice Exam Version B will be followed.

Two practice tests (Version A and Version B) at a proficiency of 75% need to be completed and turned in to the instructor for each content area that requires a Proctored Exam as well as for the Comprehensive Predictor.

**Step 3:** All required testing conditions including the completion of the 2 practice tests and remediation if required must be met prior to the scheduled Proctored Specialty Exam and/or Comprehensive Predictor. If these conditions are not met the student will forfeit the attempt or attempts of the Proctored Specialty Exam(s) and/or Comprehensive Predictor and thus receive an F grade in the course. The completion of the practice exams and proctored exams do need to be completed to meet the passing requirements of the course.

**Step 4:** The student must attain a level 2 proficiency score (or a 75% for the Comprehensive Predictor) on the first attempt to gain the maximum number of points allocated towards the course grade, as indicated in the specific course syllabi. If a student does not attain this proficiency score on the first attempt the ATI generated focused review must be completed. A transcript of the completed focused review must be turned in to your instructor prior to the scheduled second attempt. A minimum of two hours of remediation must be done for each focused review.

**Step 5:** Prior to the scheduled Second Attempt for a Proctored Specialty Exam, the student, when required, must submit a completed transcript of the generated focused review indicating a minimum of
two hours of remediation has been completed. Should the student not complete the focused review criteria prior to the scheduled second attempt of the Proctored Specialty Exam, the student will forfeit the second attempt and subsequent remediation opportunity, and will not meet the passing requirements of the course leading to an F grade. Should the student not complete the focused review criteria prior to the scheduled second attempt of the Comprehensive Predictor, the student will forfeit that scheduled attempt and will not meet the passing requirement of the course leading to an F grade.

Should the second attempt for a Proctored Specialty Exam not meet the required Proficiency Level “2” or minimum 75% for the Comprehensive Predictor, a focused review reflective of a minimum of two hours remediation time must be completed and submitted. The focused review may include but not be limited to some of the following:

a. writing out the detailed concepts noted as deficient in the ATI generated “focused review”
b. Individual or group tutoring for at least two hours
c. Practice questions and assignments pertaining to the content being tested
d. completion of additional practice exams

Failure to submit such remediation after the second attempt will render an F grade for the course as the passing requirements for the course will not have been met.

**Step 6:** Prior to the scheduled third attempt of the Comprehensive Predictor the instructor will instruct the student on the components and assignments to complete as the required focused review to be completed and submitted. Proof of completion of the individualized focused review, reflective of a minimum of two hours of remediation, must be submitted prior to the scheduled third attempt for eligibility to test. If the student does not complete the focused review prior to the scheduled third attempt of the Comprehensive Predictor, the student will forfeit the third attempt and receive an F grade for the course.

If the student does not receive a grade of 75% through forfeiture on any of the first, second or third attempts, the student will not meet the passing requirements of NUR 2261 and will not be allowed to progress in the program. An F grade in the course will be received. All attempts must be completed prior to the end of the Course within which they are scheduled.

Remediation for the third attempt of the Comprehensive Predictor may include but is not limited to some/all of the following:

a. writing out the detailed concepts noted as deficient in the ATI generated “focused review”
b. Individual or group tutoring for at least two hours
c. Practice questions and assignments pertaining to the content being tested
d. completion of additional practice exams
e. completion of NCLEX style review questions.

Any student who does not complete the passing requirement in NUR 2261 due to extenuating circumstances, with documentable supporting evidence, and excused by the Associate Dean of Nursing will receive a grade of “I” (Incomplete) in the course with a specified time identified for completion of
the coursework. The student will not be able to progress into NUR 2271 until the Incomplete Grade has been satisfied and a passing grade submitted. If a student does not complete the required coursework to satisfy the Incomplete Grade with a passing grade within the scheduled timeline, the Incomplete Grade will be changed to a grade of F.

At such time that the student, based on space availability wishes to reenroll into Adult 3 the returning student must reenroll into NUR 2261 if unsuccessful, NUR 2261L (regardless if having completed this successfully prior) , as well as NUR 2271 & NUR 2271L to meet the clinical proficiency for assignment of a preceptor.

**Testing, Remediation and Retesting Protocol**

<table>
<thead>
<tr>
<th>EVENT</th>
<th>ACTION</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Attempt  Proctored Specialty Exam: Below a Proficiency Level “2”</td>
<td>Remediate &amp; submit a focused review (minimum of two hours) prior to scheduled 2nd attempt</td>
<td>Written Submission Time Verification on ATI</td>
</tr>
<tr>
<td>1st Attempt Comprehensive Predictor: Below a score of 75% probability for passing RN NCLEX on first attempt</td>
<td>Remediate and submit focused review (minimum of two hours prior to scheduled 2nd attempt</td>
<td>Written Submission Time Verification on ATI</td>
</tr>
<tr>
<td>2nd Attempt Proctored Specialty Exam: Below a Proficiency Level “2”</td>
<td>Remediate and submit a focused review (minimum of two hours) Failure to submit completed remediation will forfeit will render an F grade for the course.</td>
<td>Written Submission as instructed by Instructor Time Verification on ATI if applicable.</td>
</tr>
<tr>
<td>2nd Attempt Comprehensive Predictor: Below a score of 75% probability of passing RN NCLEX on the first attempt</td>
<td>Remediate &amp; Submit evidence of remediation as instructed by student’s instructor (minimum of 2 hours) to qualify to take scheduled 3rd Attempt. Failure to submit completed remediation will forfeit points allocated to this attempt.</td>
<td>Written Submission as instructed by Instructor Time Verification on ATI if applicable.</td>
</tr>
<tr>
<td>3rd Attempt Comprehensive Predictor: Below a score of 75% probability of passing RN NCLEX on the first attempt</td>
<td>Course Failure Repeat course at next available offering if eligible Success Program upon reentry</td>
<td></td>
</tr>
</tbody>
</table>
**GRADING**

Allocation of Points towards the weighted grade is based on the number of attempts required by the student to attain a level 2 on the Proctored Specialty Exam(s) as specified in the course syllabi and table below. The maximum number of points can be attained by reaching a Proficiency Level “2” on the first attempt of a Proctored Specialty Exam. The student has a maximum of two attempts to attain a level 2 on all Proctored Specialty Exams. The student will have a maximum of three attempts for attaining a 75% probability score for passing the NCLEX as indicated on the Comprehensive Predictor. A 75% probability score on the Comprehensive Predictor is a passing requirement of NUR 2261.

**Proctored and Non Proctored Specialty Exams Point Allocation**

**Generic Program**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>ASSESSMENT TEST</th>
<th>Total # Grade Points Allocated</th>
<th>Points for Level “2” on 1st Attempt</th>
<th>Points for Level “2” on 2nd Attempt with remediation submission</th>
<th>Points for Level “1” on 2nd Attempt with remediation submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 1021</td>
<td>Critical Thinking</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Self Assess Inventory Nutrition</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>NUR 1211</td>
<td>Fundamentals</td>
<td>5</td>
<td>5</td>
<td>2.5</td>
<td>1</td>
</tr>
<tr>
<td>NUR 2460</td>
<td>Maternal New Born Care of Children Community Health</td>
<td>2.5</td>
<td>2.5</td>
<td>2</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td>2.5</td>
<td>NA</td>
<td>2</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>2.5</td>
<td>NA</td>
<td>2.5</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>NUR 2261</td>
<td>Mental Health Pharmacology Medical Surgical Comprehensive Pred.</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>NA</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>NUR 2271</td>
<td>Critical Thinking</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>NUR 2820</td>
<td>Leadership</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**LIVE NCELX REVIEW**

The Live ATI NCLEX Review Program is a Mandatory Passing Requirement of NUR 2271. Attendance is required to receive a grade for the course and to graduate.

Please note that completion of all required proctored and non proctored assignments and remediation are passing requirements for each course. Failure to complete these items will result in an F grade regardless of passing grade average.
### Transition Program

<table>
<thead>
<tr>
<th>COURSE</th>
<th>ASSESSMENT TEST</th>
<th>Total # Grade Points Allocated</th>
<th>Points for Level “2” on 1st Attempt</th>
<th>Points for Level “2” on 2nd Attempt with remediation submission</th>
<th>Points for Level “1” on 2nd Attempt with remediation submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 1006</td>
<td>Critical Thinking Self Assess Inventory</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>NUR 1200</td>
<td>Critical Thinking Fundamentals Nutrition</td>
<td>5</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>NUR 2403</td>
<td>Maternal New Born Care of Children Community Health</td>
<td>3</td>
<td>3</td>
<td>1.5</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>1.5</td>
<td>.5</td>
</tr>
<tr>
<td>NUR 2261</td>
<td>Mental Health Pharmacology Medical Surgical Comprehensive Pred.</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>NUR 2271</td>
<td>Critical Thinking</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>NUR 2820</td>
<td>Leadership</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**LIVE NCLEX REVIEW**

The Live ATI NCLEX Review Program is a **Mandatory Passing Requirement of NUR 2271. Attendance is required to receive a grade for the course.**

Please note that completion of all required proctored and non-proctored assignments and remediation are passing requirements for each course. Failure to complete these items will result in an F grade regardless of passing grade average.