

PASCO-HERNANDO STATE COLLEGE

Registered Nursing Programs Student Handbook Fall 2024



Accredited by:
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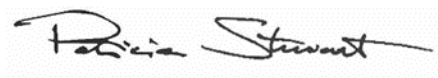
Welcome to the Associate Degree in Nursing (ADN) Program,

This is an exciting time as you begin your journey to become a Registered Nurse. The nursing profession is a highly respected profession with tremendous responsibility. Nursing requires one to take accountability for ethical and professional behavior, decision making, and actions. At PHSC, we hold all nursing students who are accepted into the ADN nursing program to professional standards.

As you progress through the program, I ask you to maintain a growth mindset. The nursing faculty at PHSC are here to facilitate your learning; therefore, take responsibility for your own learning and actions, be willing to accept constructive feedback to improve your understanding of how to apply the knowledge so you can provide the highest, quality patient care. The faculty are dedicated to creating learning experiences that maximize the student's own potential. You will have the opportunity to engage in a variety of learning activities within the program to develop nursing skills, critical thinking, clinical decision-making, and clinical judgment.

I expect students to take responsibility for their learning, be accountable, attend classes and clinical experiences, and display courteous and respectful behavior. Take time to reflect on your personal learning goals and values and learn about the profession's values. PHSC is here to support your success as you move through this journey.

Respectively,

A handwritten signature in black ink that reads "Patricia Stewart". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Dr. Patricia Stewart
Associate Dean of Nursing

SECTION I

Associate Degree in Nursing Program Overview

PURPOSE

This Nursing Student Handbook is designed to provide you with information about PHSC's Associate Degree Nursing (ADN) Program. 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. Any portion of the Nursing Student Handbook may be revised at any time by action of the Nursing Department. If revisions to any policy or any additions to policies and/or procedures are made, students will be notified in a timely manner.

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) 3390 Peachtree Road NE, Suite 1400, 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.

PASCO-HERNANDO STATE COLLEGE MISSION

Pasco-Hernando State College, a comprehensive, learning-centered institution, serves its community by providing affordable, accessible, and diverse educational experiences that empower students to achieve academic success, personal enrichment, and socio-economic advancement.

PASCO-HERNANDO STATE COLLEGE VISION

We will be the premier college of choice for our community, driving transformational change for intellectual, social, and economic mobility through educational opportunities.

NURSING PROGRAMS' VISION & MISSION

The Nursing Programs support the PHSC college vision to be the premier program of choice for nursing education in our community.

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.

NURSING PHILOSOPHY

This statement is the collective philosophy of the Department of Nursing Faculty and supports the mission and values of Pasco-Hernando State College, as well as a commitment to health promotion. This philosophy encompasses the established professional standards for nursing education based on the National League for Nursing (NLN) competencies for Associate Degree graduates and the Quality and Safety Education for Nurses (QSEN) competencies which guide the curriculum. These core competencies have been incorporated into the Florida State Board of Nursing Core Outcomes for the Associate Degree Nurse (ADN), which are mandated for all Florida ADN programs.

The faculty believe that adult learners have preferred learning styles, have unique life experiences that influence learning, and possess the desire to be actively involved in the learning process. Based on Knowles' and Kolb's experiential theories of learning, faculty believe that the student assumes primary responsibility for learning while faculty provide educational opportunities in a variety of learning environments that are designed to advance the student's application of nursing, develop the students' professional nursing role, and foster lifelong learning (Kolb, 1984).

Kolb, D.A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall

The Department of Nursing actively collaborates with both internal and external stakeholders in the on-going development of mutually beneficial learning opportunities. Faculty participates within the learning environments serving as initiators, facilitators, role models and resource persons.

The faculty supports the Florida Articulation Agreement which promotes advanced standing for

licensed practical nurses and licensed paramedics to earn their Associate Degree in Nursing. Through partnerships, PHSC's nursing program provides educational mobility for students and graduates who desire to continue formal education.

CURRICULUM FRAMEWORK

Block Curriculum

The PHSC Nursing Program uses a Block Curriculum model. A block curriculum is the most traditional, with content being taught according to medical condition, specialty, and client age. The focus of the block curriculum is not only the organization of content by medical condition, specialty, or developmental age, but also refers to content being taught in the classroom and then supported in various facilities for clinical experiences. The faculty aid the students to facilitate critical thinking and to improve clinical judgment. Our desire is that the student will have a deeper understanding of the curriculum that will then enable them to transfer knowledge to various clinical situations. This strategy is learning-centered and is supported in the evidence from multiple different disciplines such as neuroscience, psychology, and the study of learning. The organizing framework moves the curriculum from the simple to complex and acute to chronic altered health states of clients. The curriculum is primarily focused on the care of adults. Different stages of development and the lifespan are also incorporated in a specialty course (Wright & Wosinski, 2017).

Wright, D. J. & Wosinski, J. (2017). Core components of the nursing curriculum. *The Journal of Adventist Education* 79(5). 14-19. Available at <https://www.journalofadventisteducation.org/en/2017.5.3>

The nursing curricular framework was developed by nursing faculty using a block approach, QSEN Core Competencies (2011) and NLN ADN Competencies for graduates of Associate Degree and Diploma programs (2010), as a guide to organize the curriculum. After review of the competencies, faculty adopted the following **Core Organizers that are threaded throughout the program:**

- Growth & Development
- Pharmacology
- Pathophysiology
- Nutrition
- Inclusion
- Health Promotion
- Mental Health

Quality and Safety Education for Nurses (QSEN) Competencies

Nursing educators have always valued quality and safety, yet changes in nursing practice are requiring new approaches for preparing students to provide safe, quality care. Embedding QSEN competencies across nursing curricula, beginning with early clinical courses, is essential. The knowledge, skills and attitudes for each competency provide the environment for how Client Needs are taught. The PHSC Nursing Department maps the QSEN competencies into the course and learning outcomes for the program (Cronenwett, 2007). The graduate will be able to demonstrate the knowledge, skills and attitudes related to (QSEN, 2022.):

1. **Patient Centered Care:** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for

- patient's preferences, values, and needs.
2. **Teamwork and Collaboration:** Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
 3. **Evidence-based Practice:** Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
 4. **Quality Improvement:** Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
 5. **Safety:** Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
 6. **Informatics:** Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

National League for Nursing (NLN) ADN Competencies

The National League for Nursing is a national organization dedicated to promoting excellence in nursing education that sets standards for nursing programs, beginning at the practical level through the doctoral level. PHSC incorporates the essence of the competencies set for the associate degree nurse which include (NLN, 2023):

1. **Human Flourishing:** Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
2. **Nursing Judgment:** Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.
3. **Professional Identity:** Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.
4. **Spirit of Inquiry:** Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

The Florida ADN Outcomes, the QSEN competencies, and the NLN competencies provide the structure of the Nursing Program's organizing framework. Client needs from the National Council of State Boards of Nursing's (NCSBN, 2023) organize the content within the framework, as does the ANA Standards of Practice and the QSEN Knowledge, Skills & Attitudes. There are 4 categories of client needs from the NCLEX-RN Test Plan outlined in the table below.

Client Need	Definition
Safe & Effective Care Environment	<p>The nurse promotes achievement of client outcomes by providing and directing nursing care that enhances the care delivery setting in order to protect clients and health care personnel.</p> <p>Management of Care</p> <ul style="list-style-type: none"> • Providing and directing nursing care that enhances the care delivery setting to protect the client and health care personnel. <p>Safety and Infection Control</p> <ul style="list-style-type: none"> • Protecting clients and health care personnel from health and environmental hazards.
Health Promotion & Maintenance	<p>The nurse provides and directs nursing care of the client that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.</p>
Psychosocial Integrity	<p>The nurse provides and directs nursing care that promotes and supports the emotional, mental and social well-being of the client experiencing stressful events as well as clients with acute or chronic mental illness.</p>
Physiological Integrity	<p>The nurse promotes physical health and wellness by providing care and comfort, reducing client risk potential, and managing health alterations.</p> <p>Basic Care and Comfort</p> <ul style="list-style-type: none"> • Providing comfort and assistance in the performance of activities of daily living. <p>Pharmacological and Parenteral Therapies</p> <ul style="list-style-type: none"> • Providing care related to the administration of medications and parenteral therapies. <p>Reduction of Risk Potential</p> <ul style="list-style-type: none"> • Reducing the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or procedures. <p>Physiological Adaptation</p> <ul style="list-style-type: none"> • Managing and providing care for clients with acute, chronic or life-threatening physical health conditions.

Clinical Judgment Model

Tanner's Model of Clinical Judgement and the National Council of State Boards of Nursing's (NCSBN) Clinical Judgement Measurement Model (CJMM) are both incorporated in the program to support the development of clinical knowledge and improve clinical reasoning. Tanner's Clinical Judgement model identifies the processes of clinical judgment that reflect the way nurses think in practice. It is characterized by four aspects: noticing, interpreting, responding, and reflecting. NCSBN's CJMM was designed to explore new ways to test clinical judgement in the nursing profession as part of the examination for licensure. Its purpose is to help evaluate students' clinical judgement and identify the functions in the cognitive process that a nurse utilizes during decision-making. These functions align closely with the nursing process.

Nursing Process and Clinical Judgment

The nursing process provides an operational framework for the nurse to ensure 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 additional sources of 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.

Clinical Judgment	Nursing Process	Nursing Strategies
Noticing <ul style="list-style-type: none"> Cues 	Assessment	<ol style="list-style-type: none"> Identifying the signs and symptoms Assessing systematically and comprehensively Gathering accurate information Predicting Potential complications
Interpreting <ul style="list-style-type: none"> Analyzing cues Prioritize hypotheses 	Diagnosis (Analysis)	<ol style="list-style-type: none"> Clustering related information Recognizing inconsistencies Determining importance of information
Interpreting <ul style="list-style-type: none"> Generating Solutions 	Planning	<ol style="list-style-type: none"> Generating solutions Determining patient outcomes Collaborating with interdisciplinary team Initial plan & Discharge plan
Responding <ul style="list-style-type: none"> Taking action 	Implementation	<ol style="list-style-type: none"> Nursing interventions Delegating (NPA & agency policies) Communicating Teaching others
Reflecting	Evaluation	<ol style="list-style-type: none"> Evaluating Data Evaluating and correcting thinking

Caputi, L. (2020). *Think like a nurse: A handbook*. Windy City Publishers.

ADN PROGRAM OUTCOMES

Based on ACEN accreditation standards, the ADN nursing program utilizes components relative to program evaluation that reflect ACEN accreditation standards: Program Completion Rate, Licensure Pass Rate, and Job Placement Rate.

ADN Generic Track

The Generic Track consists of a four (4) semester track that is designed for the student who has no previous nursing education. [Nursing \(RN\) Generic Track](#)

ADN Transition Track

The Transition Track provides an accelerated program track for entry into the ADN Program for individuals who are either licensed as an LPN or as a Paramedic. If the student is an 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. [Nursing \(RN\) Transition track](#)

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.

End of Program Student Learning Outcomes

The Associate Degree Nursing graduate will achieve the following End-of-Program Student Learning Outcomes (EPSLOs):

- Develop one's role as a professional nurse by reflecting integrity, advocacy, ethics, accountability, and an evolving professional identity grounded in evidence-based practice and quality care.
- Demonstrate professional nursing communication, including written, verbal, and non-

- verbal, in a variety of settings across the lifespan.
3. Demonstrate the ability to bridge the art and sciences of nursing to enhance the clinical decision-making process.
 4. Provide patient-centered care to diverse populations across a variety of care settings utilizing principles of teaching and learning, the nursing process, and clinical judgement.
 5. Provide safe and effective care utilizing quality improvement processes utilized in a variety of healthcare settings to minimize harm to patients across the lifespan, self, and team members.
 6. Demonstrate the management of care through effective and appropriate leadership, delegation, and collaboration with the health care team.
 7. Integrate information and technologies to effectively communicate, manage data, mitigate error, and support clinical decision-making.

PROFESSIONAL STANDARDS

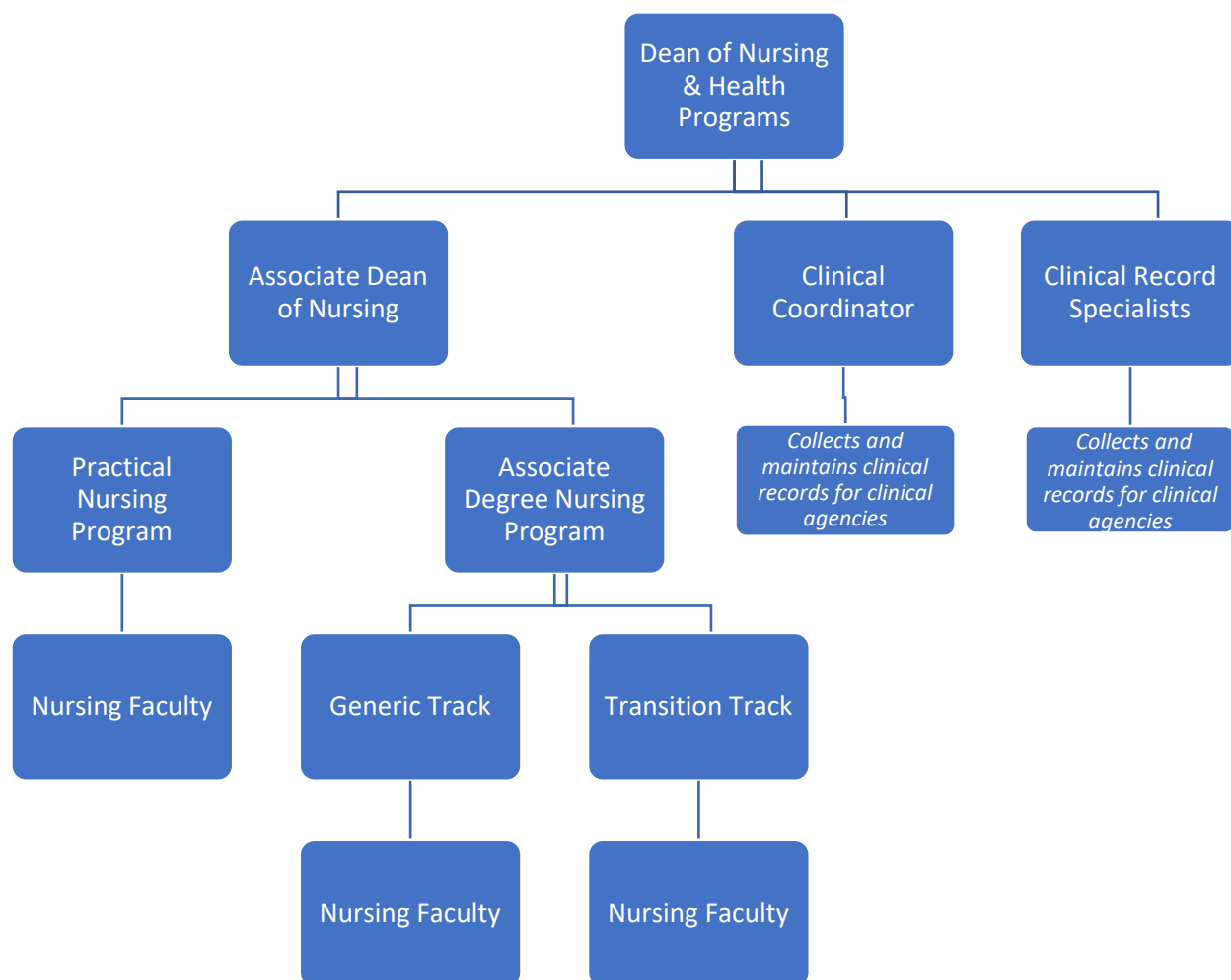
American Nursing Association (ANA) Code of Ethics for Nursing

Professional nurses are expected to provide ethical care. Students are expected to follow the ANA Code of Ethics for Nursing in their learning experiences, to include clinical experiences. Students are expected to review and follow the ANA Code of Ethics for Nursing within the *Code of Ethics for Nurses with Interpretive Statements*

(see ANA website: <http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html>)

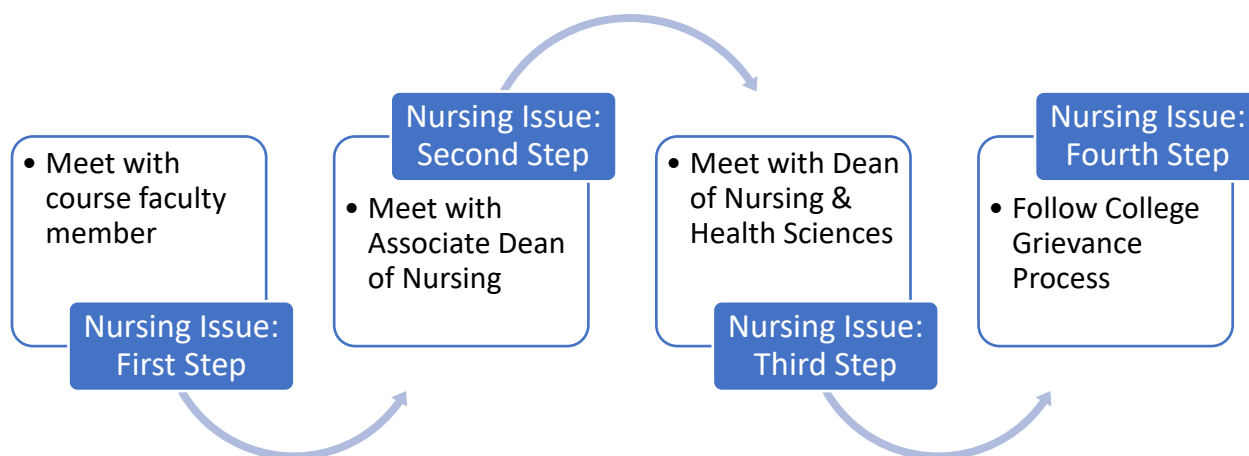
NURSING DEPARTMENT ORGANIZATIONAL CHART: ADN

The chart below depicts the organizational structure of the ADN nursing programs.



NURSING DEPARTMENT'S PROPER CHANNELS OF COMMUNICATION

For nursing students with an issue or concern, the student would need to follow the proper channels of communication. ***Non-nursing concerns/issues should be communicated to the Associate Dean or Provost for the specific campus.*



STUDENT ACCESSIBILITY SERVICES: 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 needs one or more accommodations for a disability must make a request either verbally or in writing to the Coordinator of Disabilities Services. Current students may apply at any time; however, accommodations are not retroactive. In the event 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 can request documentation that reflects the current functioning of the student. A Student Accessibility Services staff member will assist you in the accommodation process or visit the [PHSC Student Accessibility website](#).

COLLEGE SERVICES

Nursing students attending the college have access to all available college services as do other non-nursing students. Please refer to [College Catalog](#) for full listing of available services.

STUDENT ENGAGEMENT OPPORTUNITIES

Class Representation

Students are provided with the opportunity to voice their concerns with faculty through the class representative process. Each cohort votes for a class representative each semester. All students in

the cohort provide concerns or issues to the class representative. The class representative is responsible for taking all concerns to the nursing campus representative. The nursing campus representative has the opportunity to attend the Nursing Faculty meetings or provide the information to a Nightingale representative.

Anonymous Comments

Students are provided the opportunity to voice their thoughts, concerns, and/or issues through a Comment Box. Each campus has a Comment Box that is locked. The Associate Dean of Nursing holds the keys for each box and is the only person to read students' submitted comments. The comments can be submitted anonymously. Concerns and issues will be brought to the attention of the faculty at the discretion of the Associate Dean of Nursing.

Nightingale Nursing Club (NNC)

Overview	<ul style="list-style-type: none"> • 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 president is the organizational representative 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 is assigned to each committee.
Convention	NNC will give members the opportunity to participate in the FSNA and NSNA conventions.
Scholarships	NNC will be performing fundraisers throughout the year for our many nursing scholarships.

Nursing Pinning Ceremony

The Pinning Ceremony is important to the profession of nursing, serving as a formal tradition to welcome new graduates to the distinguished profession. The Pinning Ceremony is held separately from the college graduation ceremony to celebrate the achievement of nursing graduates. The ceremony is held on the West Campus located in New Port Richey, Florida. Students will be required to purchase the official PHSC Nursing Pin. Information and details about the ceremony will be made available to the students during their final academic semester.

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 64B9**.

The "Nurse Practice Act" **Rules 64B9** 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."

"64B9-2.003 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."

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 Associate Dean 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 80% or better on an exam demonstrating retention of nursing content.
 - c. Complete recommended remediation, if any.
 - d. Submit a physical exam form demonstrating satisfactory health (SAR-40).
 - e. Provide a copy of current American Heart Association CPR card from PHSC.
 - f. Supply results of criminal background check to clinical agencies, as required.
 - g. Submit any clinical clearance documentation required.

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

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

SECTION II

Associate Degree in Nursing Program Policies

HIRRE POLICY

Honesty	<p>As a PHSC Nursing Student, you will demonstrate honesty in the academic and clinical settings.</p> <ul style="list-style-type: none"> • Academic honesty involves refraining from lying, cheating, plagiarizing, sharing, or copying exam or test questions and/ or doing anything to gain an unfair academic advantage. Honesty also include reporting unethical dishonest behavior conducted by other students. • Clinical honesty involves: <ul style="list-style-type: none"> ○ Refraining from falsifying information, ○ Seeking out your clinical instructor if you have made a mistake, ○ Only documenting care that was provided.
Integrity	<p>As a PHSC Nursing Student, you will demonstrate integrity by being reliable and dependable. This includes:</p> <ul style="list-style-type: none"> • Arrive on time and prepared to participate in active learning; • Practice and encourage open communication with peers, faculty, staff and patients; • Take accountability of your actions even if you make a mistake.
Respect	<p>As a PHSC nursing student, you will demonstrate respect for your instructors, peers, and patients.</p> <ul style="list-style-type: none"> • 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. These behaviors are the expectation in all environments, including virtual classrooms. • 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.
Responsibility	<p>As a PHSC nursing student, you will demonstrate responsibility for your actions.</p> <ul style="list-style-type: none"> • Academic responsibility includes handing assignments in on time and not representing the work of another as your own. You should never give your paperwork 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 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.
Ethics	<p>As a PHSC nursing student, you will demonstrate ethics in your conduct. The ANA Nursing Code of Ethics (https://www.nursingworld.org/coe-view-only) involve the following principles:</p> <ul style="list-style-type: none"> • 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.
Reporting a Violation	<ul style="list-style-type: none"> ➤ To make a report, students should inform the course faculty. The faculty will be responsible for notifying the Associate Dean of Nursing and the Assistant Dean, Student Affairs and Enrollment Management on the specific campus. ➤ All reports will remain anonymous. ➤ 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 PHSC Student Handbook. ➤ Violations may result in disciplinary procedures and/or dismissal from the Nursing Program without eligibility to re-enroll.

DISMISSAL POLICY

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, “Student Suspension & Dismissal – Limited Access Programs”. These programs include Limited Access Workforce and/or Health Related program. (See [Dismissal from Health Programs](#) policy in the PHSC Catalog / Student Handbook in the section under Student Services and Advising).

CONDUCT POLICY

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)

ACADEMIC DISHONESTY POLICY

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

Any instance of cheating or plagiarism is taken very seriously by the Nursing Program. For any violation involving cheating or plagiarism (as outlined in the PHSC Student Conduct Policy), either knowingly or unknowingly, the student will receive a grade of “F” in the course. Refer to re-admission policy for eligibility for re-entry.

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

PHSC'S 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.
- **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. See the consequences for cheating as outlined in the above policy.

ASSIGNMENT GUIDELINES

1. The **APA Handbook** (most current edition) using [PHSC APA Documentation](#) is the required reference for written assignments in the nursing program.
2. Scientific, scholarly health-related journals are acceptable references/sources of information. Textbooks are acceptable in some instances. Journal articles must be dated

within the most recent five (5) years. Students should check with the faculty if in doubt regarding a source.

3. Submit original assignment to faculty via the Learning Management System. Students should retain a copy of the document.
4. 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.
5. Written assignments/papers will receive faculty feedback that is constructive to enhance your learning and improve future assignments.
6. Late assignments/papers will receive a 10% deduction per day. Late assignments will only be accepted up to 48 hours after the scheduled due date. If the assignment is not submitted within 48 hours of the due date, a grade of zero "0" will be assigned for the assignment.

COURSE 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. A grade of "B" or higher is required in all nursing courses and must be achieved to progress in the program. The grading scale that is used in all nursing courses is as follows:

ADN Nursing Classes

A	=	90 - 100%
B	=	80 - 89.99%
C	=	75 - 79.99%
D	=	60 - 74.99%
F	=	0 -59.99%

****There is NO ROUNDING of any grade. This policy applies to ALL students enrolled in any nursing program regardless of their admission start date.****

1. 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.
2. 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. Midterm and final evaluations are discussed as part of clinical conferencing between student and faculty throughout the course. Students who are not meeting established clinical/lab competencies will receive a Student Status Report and are highly recommended to meet with their faculty to determine a plan for success. *See more details regarding clinical/lab evaluation under Clinical Policy section.*
3. Students who earn less than 80% on a course exam will receive a Student Status Report and are highly recommended to meet with their faculty to determine a plan for success within ten (10) days.

ACADEMIC PROGRESSION POLICY

New and Re-entry students must maintain a grade of "B" or higher in all nursing courses to continue in the program. Nursing courses must be completed in the sequence in which they are

offered in the curriculum. In any NUR course, the student must be concurrently enrolled in both the clinical and didactic course during the first attempt. Both nursing co-requisite courses must be successfully passed to progress in the program. If a student either fails or withdraws from a nursing course in which there is a nursing co-requisite, the student must withdraw from the co-requisite course; however, the co-requisite nursing courses will only count as one unsuccessful attempt. Students may remain in any general education course. Re-entry is subject to space availability and student eligibility.

Students who withdraw from or do not earn a grade of “B” or higher in two health program courses, either in the same course or in a combination of courses, are not eligible to progress in the program nor to re-enroll in that health program.

This policy applies to students who:

1. Withdraw/do not earn a grade of “B” or higher in the same course twice, or
2. Withdraw/do not earn a grade of “B” or higher in two different courses.

New and re-entry students may not progress in the program nor re-enroll in the Nursing Program, if they have two unsuccessful attempts of any/or the same Nursing Courses. An unsuccessful attempt is either a grade of less than an 80% (“B” grade) or a withdrawal. This includes a previous unsuccessful attempt in a first semester course requiring reapplication. ***Students admitted prior to Spring 2021 will progress according to the policy as it was written in their admitting term.**

RE-ENTRY PROCESS POLICY

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, EMT, Medical Assistant, 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 related to the Nursing Programs is outlined below. This policy applies to all returning, new, and re-entry nursing students:

A. First Semester (or First Semester A Term) Repeats

- Students who do not earn a grade of “B” or higher in the first course in their nursing program option (Generic program-NUR 1021 or NUR 1021L; Paramedic to RN-NUR 1006 or NUR 1006L; PN-RN- NUR 1200 or NUR 1200L) must **RE-APPLY** to the nursing program if they wish to continue to pursue their nursing degree at PHSC.
 - Students are required to submit 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.
- Students who fail more than one course in their first semester are ineligible to reapply.

B. Second (or First Semester B Term) and Subsequent Semester Repeats

- Students who do not earn a grade of “B” or higher in a limited access/selected admissions health program course in their first semester B term, second semester, or any 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 Associate Dean of Nursing. Courses may be repeated only with the recommendations of the Associate Dean of Nursing, the Dean of Nursing & Health Programs, and the Vice President of Academic Affairs/ College Provost, West Campus.

- If the request is approved, the eligible student will be allowed to enroll in the next available course, on a space-available basis.
- Upon the recommendation of the 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.
- Students must meet all program and graduation requirements in effect at the time of their re-entry.
- Students approved to repeat a course in the subsequent semester will be required to demonstrate retention of essential prerequisite knowledge of skills before being allowed to progress to the next clinical sequence of courses.
- If a student is requesting re-entry after the subsequent semester in which they were unsuccessful, the student must demonstrate retention of essential prerequisite knowledge by earning an 80% or higher on the previous adult course final exam for consideration of re-entry. If re-entry is granted, the student would also be required to demonstrate retention of essential prerequisite knowledge of skills before being allowed to progress to the next clinical sequence of courses.
- Students will be notified via email of the final re-entry decision.
- ❖ For those students receiving financial aid, the maximum timeframe to complete a program is 150% of the published length of the program.
 - Students in a two-year program would have three years to complete all program requirements for that program. Students in a one-year program would have one and a half years to complete all program requirements. Students who require longer than this amount of time could continue in the program to completion but may need to pay out of pocket.

C. Policy for Re-entry into Practicum

- Students re-entering in their last semester who were unsuccessful in NUR 2261 theory course are required to take both the theory (NUR2261) and the clinical course (NUR2261L).

EXAM POLICY

For All Nursing Program Courses: All required learning activities, assigned readings, and previous course material are subject to examination. Quizzes may be given in all nursing courses (this includes theory and clinical courses). Skills competency examinations may be administered in the campus laboratory (See Nursing Skill Policy).

For All Nursing Program Exams: Before exams, students are strongly encouraged to seek clarification of concepts from faculty, Nursing Program tutors, and peers as needed to enhance their understanding and academic success.

All Exams and Quizzes are time limited. Exam time limit is based on the NCSBN Next-Generation NCLEX standards of 1.5 minutes per exam question. For example, a student would have 75 minutes to complete an exam with 50 questions.

Students are expected to demonstrate honesty and integrity as outlined in the PHSC Student Conduct Policy during the exam process.

- **Prior to Exams:** Cell phones are to be turned off or silenced. All books, coats, backpacks and other belongings will be placed at the front or sides of the classroom. No hats or sunglasses are allowed. No smart watches are to be worn during exams.
- **During Exams:** Students may not have any textbooks, notebooks, food or beverages on the desk at any time. Only issued calculators and scratch paper are permitted. Students may not leave exams in progress for any reason unless accompanied by a proctor. Students should enter/exit the testing site quietly. Re-entry into the testing site for review is not allowed until all students have completed the exam. **Any inappropriate behavior in the testing environment may result in a grade deduction per faculty and Associate Dean discretion.**
- **Exam Reviews:** The method and scheduling of an exam review at the nursing faculty's discretion. No electronic devices will be allowed during any exam review session.
- **Exam Grades:** Finalized exam grades will only be available via the learning management system. The minimum passing grade for all exams is 80%. In the event a student's exam grade is below 80%, the student will be required to complete a success form or declination form with faculty within ten (10) days of the proctored exam.

For All Nursing Program Clinical Courses: All clinical courses require students to successfully attain 100% proficiency on a Math Mastery exam within three attempts.

- Each Math Mastery Exam will consist of 10 questions with a time limit of 30 minutes.
- Each Math Mastery Exam will be given via paper/pencil.
- Medications in the clinical setting **cannot** be administered by the student prior to completing the requirement.

Students who do not pass the Math Mastery Exam in three attempts will be unable to progress in the program. The student will be immediately dismissed from the course and the co-requisite course. The student will receive a grade of "W" for both courses. This will count as one (1) attempt. The student would need to repeat the courses to progress in the program (See Re-entry policy). Re-entry is based on seat availability and eligibility.

EXAM TARDY POLICY FOR ALL NURSING COURSES

Students must notify the appropriate faculty at least fifteen (15) minutes before the start of their scheduled exam if they are going to arrive later than the scheduled exam time.

- No student will be admitted to the testing site after the first student completes the exam and leaves the testing site.
- If late entry is granted, the original exam time remains, and the student will only be allotted the remaining exam time to complete the exam.

- Late calls received less than 15 minutes before the start of the exam will result in a five (5) percent grade deduction from the student's earned exam grade.
- **Per ATI testing policy, no students will be admitted to the testing site after an ATI Proctored Exam has started.**

EXAM ABSENCE POLICY FOR ALL NURSING COURSES

Students must notify the appropriate faculty to request an excused absence at least 15 minutes prior to the start of a scheduled exam. An excused absence is defined as an unexpected situation that is beyond the student's control (serious illness, accident, death of an immediate family member, etc.). *(Individual circumstances will be handled on a case-by-case basis by the faculty instructor and the Associate Dean of Nursing).* **Any excused absence call received less than 15 minutes before the start of an exam will result in a five (5) percent grade deduction.**

- Documentation of an excused absence is required for a make-up exam to be rescheduled. Please refer to make-up exam policy below.
- **In the event an exam absence is deemed unexcused, the student will be able to complete a make-up exam; however, no matter the score achieved, a maximum of 80% will be entered into the learning management system. There is no minimum.**
- **Failure to notify faculty of an absence by the end of the student's scheduled theory class will result in a grade of zero (0) for that exam.**

MAKE-UP EXAM POLICY

- The student may be given an alternate exam format as a make-up exam.
- Students are expected to complete any make-up exam immediately upon their return to class/clinical activities, unless faculty grants an extension.
- The faculty will determine the time of the make-up exam and all student make-up exams will be completed in the Academic Success Center (ASC). The student must bring photo identification and comply with all ASC policies and protocols.
- **Failure to complete the make-up exam at the scheduled time will result in a grade of zero (0) for that exam.**

EXAM CHEATING POLICY

Any instance of cheating is taken very seriously by the Nursing Program. **For any exam violation that involves cheating, the student will receive a grade of "F" in the course.** Refer to re-admission policy for eligibility for re-entry.

ASSESSMENT TECHNOLOGIES INSTITUTE (ATI) EXAM POLICY

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	<p>Prior to taking any ATI proctored content mastery series exam, students are required to take Practice A and Practice B exams. The process shall be as follows:</p> <ol style="list-style-type: none"> 1. Faculty will open Practice A on the specified date/time. <ol style="list-style-type: none"> a. Students will take Practice A by the specified due date/time. b. Students will remediate using the ATI focused review for a minimum of one hour (60 minutes). c. Practice A is only required to be taken once. 2. Faculty will open Practice B on the specified date/time. <ol style="list-style-type: none"> a. Students will take Practice B by the specified due date/time. b. Regardless of score, students will remediate using the ATI focused review for a minimum of 2 hours (120 minutes). c. Those not achieving an 80% will then retake Practice B. d. Students not scoring an 80% on the second attempt will remediate using the ATI focused review for a minimum of 2 hours (120 minutes) then retake Practice B. e. A minimum score of 80% must be achieved to earn eligibility to take the Proctored Exam. f. **Practice B will be locked for 24 hours after each attempt to allow students adequate time for remediation prior to the subsequent attempt.**

Proctored Exams	<p>Proctored exams are scheduled throughout the program (see Allocation Table below).</p> <ul style="list-style-type: none"> ➤ The expected level of achievement for each student is to demonstrate a minimum proficiency score of Level 2. <ul style="list-style-type: none"> ○ Those achieving Proficiency Level 1 or below on the proctored exam are required to complete remediation (see Guidelines for Remediation below). ○ A student will have two attempts to obtain a Proficiency Level 2 on all Proctored Exams. ○ Each retesting will be a Proctored ATI Exam. <ul style="list-style-type: none"> ▪ In the event a different version is not available, an exam of a minimum of 90 NCLEX–style questions related to the same content area will be created by faculty and given. ○ Refer to specific course syllabus for scoring guidelines for Proctored exams. ➤ A Level 2 on the Medical Surgical ATI Proctored Assessment is a passing requirement for NUR 2261. <ul style="list-style-type: none"> ○ The student will have two (2) attempts to attain this proficiency level. ○ A Level 2 must be attained prior to the student being eligible to sit for the Comprehensive Predictor. ○ Failure to attain this proficiency level will result in a grade of “F” in the course and immediate dismissal from the course. <ul style="list-style-type: none"> ▪ With permission from the Dean of Nursing the student could continue to attend the Adult 2 remaining lectures on an audit status. An audit student would not be eligible for any further test taking, presentations, or any other assignments still outstanding. ○ Receiving a 90% probability rating of passing the NCLEX on the ATI Comprehensive Predictor is a passing requirement for NUR 2261. <ul style="list-style-type: none"> ▪ A student will have two (2) attempts to achieve 90% probability rating. ▪ Failure to attain a 90% probability rating will lead to a grade of “F” and immediate dismissal from the course. With permission from the Associate Dean of Nursing and Dean of Nursing & Health Programs, the student could continue to attend NUR 2261 remaining lectures on an audit status. An audit student would not be eligible for any further test taking, presentations, or any other assignments still outstanding.
Non-Proctored Exams	<ul style="list-style-type: none"> ➤ Non-proctored exams can 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 80%. ➤ 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	<ul style="list-style-type: none"> ➤ 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. ➤ Focused Review Reports are to be submitted to course faculty as outlined in the course syllabus. ➤ 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	<ul style="list-style-type: none"> ➤ 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 minimum of two hours remediation is required. A transcript of the complete focused review must be submitted to the instructor.

ATI Final Semester	➤ The VATI, Capstone, and ATI NCLEX Review Program are Mandatory Passing Requirements of NUR 2261. Attendance is required to receive a grade for the course. Refer to course syllabus.
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Allocation Schedule of Proctored Exams

Generic Track		Transition Track	
Course	Proctored Exam	Course	Proctored Exam
NUR 1021	Critical Thinking	NUR 1006	Critical Thinking *PMT-only
NUR 1211	RN Fundamentals RN Nutrition	NUR 1200	RN Fundamentals- All RN Nutrition Critical Thinking *LPN-RN only
NUR 2460	RN Maternal Newborn RN Pediatric Nursing	NUR 2403	RN Maternal Newborn RN Pediatric Nursing
NUR 2261	RN Mental Health RN Pharmacology RN Adult Medical Surgical RN Comprehensive Predictor Critical Thinking Exit	NUR 2261	RN Mental Health RN Pharmacology RN Adult Medical Surgical RN Comprehensive Predictor Critical Thinking Exit
NUR 2820	RN Nursing Leadership	NUR 2820	RN Nursing Leadership

CLINICAL POLICIES

CLINICAL COMPLIANCE REQUIREMENTS

Requirement	Time Frame	Description
Physical Examination (SAR-40) Form		<ul style="list-style-type: none"> PHSC must be completed, signed, and dated by physician or APRN. Completed upon entry to program Physical Exam must be within 30-60 days of entry Required for Re-Entry (RE) students Required for students out of program for over one year Required in instances of major illness, surgery, accident, or an infectious disease, along with a provider's statement of release prior to re-entering campus and/or clinical settings <p>*Since some clinical practice settings or assignments may be contraindicated during pregnancy, the student needs to reach out to the Student Accessibility Services</p>
Student Health Record Update (SAR-41) Form	Prior to 2 nd year	<ul style="list-style-type: none"> Does <u>not</u> require a physician or APRN signature/date Completed by <u>Re-Entry (RE)</u> students when SAR-40 is not required
TB Screenings	Upon admission and prior to 2 nd year	<ul style="list-style-type: none"> QuantiFERON Gold blood-draw is <u>required</u>, dated within the last 30 – 60 days If QuantiFERON Gold TB result is positive, a negative chest X-ray report is mandatory. Chest X-ray summary must include statement noting x-ray is to rule/out TB, shows no evidence of TB

Requirement	Time Frame	Description
Titers – Measles, Mumps, Rubella, Varicella	Upon admission	<ul style="list-style-type: none"> ❖ IGG titers, blood-drawn for Measles, Mumps, Rubella and Varicella, provide immunity status of disease and are required by our affiliated clinical sites. IGM titers are not accepted as they provide infection status vs. immunity status. Common childhood diseases as above are 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 immunocompromised. • Completed upon entry to program • Titers (IGG) must be drawn and dated within the last three years <ul style="list-style-type: none"> ○ Titer results can be positive, equivocal, or negative ○ Positive Titer Results <ul style="list-style-type: none"> ▪ Immunity to disease ▪ No additional vaccines needed ○ Equivocal or Negative Titer Results <ul style="list-style-type: none"> ▪ Does <u>not</u> have immunity to disease • Complete 2-dose series of MMR and/or Varicella required if <u>no proof of prior immunization</u> • With proof of prior MMR and/or Varicella vaccinations: <ul style="list-style-type: none"> ○ CDC recommended guidelines for <u>prior 2-dose immunization series</u> ○ Measles (Rubeola) - additional two (2) dose vaccination series required ○ Mumps - additional two (2) dose vaccination series required • CDC recommended guidelines when <u>prior 1-dose immunization</u> <ul style="list-style-type: none"> ○ Rubella - additional one (1) vaccination required ○ Varicella - additional one (1) vaccination required
TDAP: Tetanus, Diphtheria, Pertussis	Upon admission & must remain current	<ul style="list-style-type: none"> • Proof of Vaccination including acellular Pertussis (whooping cough) is required • Td does not satisfy this requirement • Vaccination valid for 10 years
Hepatitis B	Upon admission (titers or declination)	<ul style="list-style-type: none"> • The Hepatitis B titer is required. • The College supports the recommendations of the American College of Physicians and the Centers of Disease Control (CDC) and strongly encourages the vaccination of students/faculty/adjunct instructors against Hepatitis B to minimize the risk of Hepatitis B infection to patients, clients, and students. • Should the titer results indicate non-immunity or the student is in the progress of receiving the vaccination series, the student must sign a declination form. In addition, students opting not to receive the Hep B vaccination series are required to sign the declination form. When declination is signed, the student is to be advised of Hepatitis B risk in the healthcare environment due to occupational exposure to blood or other potentially infectious materials in a clinical setting. A non-immune individual may be at risk of acquiring the disease.

Requirement	Time Frame	Description
Influenza Vaccination	Seasonally (October – March)	<ul style="list-style-type: none"> • Proof of Vaccination for annual flu season is required by the specified date in the CCR Canvas course. • Completed when flu shots are available annually, typically in August • PHSC FLU Vaccination Declination form when medically necessary <ul style="list-style-type: none"> ○ Must be completed by student for contraindications only ○ Documentation from healthcare provider noting contraindications must be received within seven (7) days of declination request ○ 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
PHSC-issued American Heart Association BLS CPR Card	Upon admission and renewed prior to expiration	<ul style="list-style-type: none"> • Non PHSC-issued AHA BLS CPR cards are <u>not</u> accepted
Criminal Background and Fingerprint (Level 2) Background Screenings:	Upon admission and prior to beginning 2 nd year	<ul style="list-style-type: none"> • All screenings must be valid for duration of clinical rotation • Any student whose fingerprint/Level 2 background check indicates a history of a charge may be at risk for not being able to gain placement within the clinical rotations • Each facility that would be a part of the student’s progression through the program would need to be apprised of the student’s background as not being clear • Some facilities may deny entrance to their facility based on findings alone • Other facilities may choose to meet with the student, review the charges and disposition prior to ruling whether the student would be allowed to complete their clinical rotation at the site • The clinical agency has the right to deny a student access to their facility, <u>which may result in the student’s inability to both satisfy the course clinical objectives and complete the nursing program</u> • <u>The school is not responsible for securing a replacement clinical rotation for the student</u> • Should a student be denied access to the clinical site, the student would not be able to progress in the program. The student may find themselves in the position where they would need to withdraw from the course, however, and still be financially responsible for the course, should the date for DROP – ADD passed • The cost of these required elements is folded into the Fees that are assessed each student • There is not an out-of-pocket expense for the student entering courses NUR1021L Fundamentals of Nursing Clinical and NUR2460L Maternal-Child Nursing Clinical • <u>If a student re-enters the program in any course other than NUR1021L Fundamentals of Nursing Clinical and NUR2460L Maternal-Child Nursing Clinical, the student will pay these fees out-of-pocket</u> • Students must also report to the Nursing Department any changes to their background status should this occur during their enrollment in the program • Failure to report a change in one’s criminal background status to the Nursing Department will result in the student’s immediate dismissal from the program without eligibility to re-enroll • Current Vendor: Castle Branch

Requirement	Time Frame	Description
Urine Drug/Alcohol Screenings	Upon admission and prior to beginning 2 nd year	<ul style="list-style-type: none"> ❖ A negative drug/alcohol screening is required • Failure to submit drug/alcohol screens or positive results will prevent progression in the program • Any applicant and/or student within the Division of Nursing and Health Programs who has a prescription for medical marijuana and tests positive for marijuana will be ineligible to participate in clinical placement due to the federal restriction on the use of marijuana. While the use of medical marijuana is permitted in the state of Florida, marijuana remains classified as a controlled substance under federal law and its use, possession, and cultivation at educational institutions and clinical affiliates remains prohibited • Students cannot enter specific clinical settings until the requirement is satisfied • The drug/alcohol screens are reviewed by the clinical records specialist or an approved designee and will be utilized by the clinical agency to determine student clearance for clinical placement • Student may be required to repeat the drug/alcohol screens per clinical agency request • The Associate Dean of Nursing may require a student to obtain an IPN (Impaired Nurse Program) evaluation or a urine drug screening test, as a condition to re-enter or to continue in the nursing program, when there is sufficient reason to suspect substance abuse may be present <ul style="list-style-type: none"> • Current Vendor: Castle Branch
Health Liability/Malpractice Insurance	Annual (incorporated into tuition fee)	<ul style="list-style-type: none"> • 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 insurance for students or family members. • The school does carry accident insurance for students which assists them if they injure themselves while participating in a nursing program activity. <ul style="list-style-type: none"> ○ 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 because of any accidents or injuries that occur while on clinical assignment, however, students must 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.
Clinical Placement	Prior to clinical rotation	<ul style="list-style-type: none"> • Medical facilities use platforms (i.e., CB Bridges, My Clinical Exchange, BayCare On-line Training) <ul style="list-style-type: none"> ○ These platforms require students to complete orientation forms, handbook review testing and share compliance documentation directly to the clinical specialist at the facilities. • Students must adhere to and complete the site-specific requirements prior to starting clinical rotation. • Failure to complete the site requirements could jeopardize clinical placement.

CLINICAL/SIMULATION/LAB ATTENDANCE POLICY

All courses have a minimum number of clinical, lab, and simulation hours that must be attended. In accordance with PHSC Attendance Policy, students that do not attend class/clinical/lab or participate in course work in the first week of class will be withdrawn. A student will not be reinstated in a nursing course if the student has missed more than four (4) hours of lab or twelve (12) hours of clinical in week one or week two of the semester will be withdrawn from the nursing courses. (See IMM #3-8)

- ❖ Students are required to report absences and/or anticipated tardiness to the assigned clinical instructor 15 minutes prior to the start of any clinical, lab, or simulation experience.
- ❖ Students who do not report for clinical and do not notify the clinical instructor before the clinical start time will receive a grade of “F” in the course and dismissal from the clinical course. Individual circumstances may be handled on a case-by-case basis after the situation has been reviewed collaboratively with the clinical instructor and Associate Dean of Nursing.
- ❖ **ALL missed lab hours (including tardiness) must be completed as a passing requirement for the course.** Missed lab hours must be completed during the scheduled Open Lab Sessions within one (1) week. See table below for requirement. Failure to complete lab hours may result in an “F” grade in the inability to progress in the program. The student will be required to meet with the Associate Dean of Nursing.

Requirements for Missed Lab Time

Time missed from scheduled lab session	Time Required in Open Lab
5-30 minutes	30 minutes
Greater than 30 minutes	Complete time student was late

Requirements for Clinical/Simulation

Requirement	Description	Policy
Tardiness/ Preparedness	<ul style="list-style-type: none"> ➤ Tardiness is defined as any point beyond the scheduled start time. ➤ Being prepared includes having the appropriate supplies (i.e., stethoscope, PPE, etc.) and attitude to provide care to patients for the day. 	<ul style="list-style-type: none"> ❖ The FIRST time a student arrives late/unprepared to clinical, 20% will be deducted from their clinical grade for the day. In addition, a student status report will be completed by the faculty and student, in which the student will identify a plan for correction specific to their tardiness/unpreparedness. ❖ The SECOND incidence of clinical tardiness/unpreparedness will result in the student receiving a zero (0) for the clinical day. They will remain at the clinical site to take advantage of the learning opportunity and to accrue their required clinical hours; however, they will receive no points for the day. ❖ SUBSEQUENT incidence of clinical tardiness/unpreparedness will result in the student being dismissed from the clinical course with a failing grade.

Requirement	Description	Policy
Clinical/ Simulation Absence	<ul style="list-style-type: none"> ➤ Absence is defined as inability to arrive within 15 minutes of the start of the clinical day. ➤ Students who are absent from more than one (1) clinical day are at risk of not being able to demonstrate competence in the clinical objectives and therefore at risk of being unsuccessful in the course. 	<ul style="list-style-type: none"> ❖ A student may receive one (1) excused absence from clinical and/or due to extenuating circumstances that are documented/verifiable, within 48 hours and/or before next clinical day and approved by the clinical instructor and the Associate Dean of Nursing. Students will receive an excused grade on the day of the absence and their performance proficiency will be calculated based on the days in attendance (including any zero (0) grade for a day with an unexcused absence). ❖ A student with an unexcused absence or a subsequent absence from clinical and/or simulation will receive a zero (0) grade for the day.
Cell phones	<ul style="list-style-type: none"> ➤ Cell phones are not allowed for personal use within any patient care area in a clinical facility. ➤ Students must follow the clinical site requirements pertaining to cell phones within the clinical facility. ➤ Students are not allowed to take pictures with their cell phones at the clinical facility. ➤ Students can provide family members with the PHSC nursing department number (727-816-3282) for emergency situations. ➤ Students may request facility contact information to provide to family members for emergency situations. 	<ul style="list-style-type: none"> ➤ The FIRST occurrence of a student inappropriately using their cell phone in the clinical facility will receive “20%” deduction in grade for the day. ➤ The SECOND occurrence of a student inappropriately using a cell phone in the clinical facility will lead to a dismissal from the clinical site and a zero “0” grade for that day. <ul style="list-style-type: none"> ○ The student will need to meet with the Associate Dean about the incident prior to returning to the clinical site. ○ Depending on the status of the student’s attendance this may jeopardize their standing in the course and could possibly result in a Grade of “F” and immediate dismissal from the course. ➤ A student who uses their cell phone or any other electronic device to take pictures within the clinical facility will be dismissed from the nursing program as this is a violation of HIPAA. ➤ Should a student be culpable for more than two personal cell phone infractions within a clinical facility, they will be immediately dismissed from the program without eligibility for re-entry to any nursing program.
<ul style="list-style-type: none"> ❖ Leaving a clinical site earlier than the scheduled departure (without prior instructor approval) will result in dismissal from the clinical course with a grade of “F,” as leaving patients without handing off to another care provider (which includes notification of faculty) is considered patient abandonment. 		

CLINICAL ATTIRE

The designated PHSC student uniform student uniform is worn in all clinical settings unless indicated otherwise by clinical agency policy and/or the faculty. This uniform helps not only to identify the wearer as a student from the college but also to distinguish them from other health care providers in clinical facilities. Student uniforms are to be worn only for designated PHSC clinical experiences. Failure to adhere to the appropriate dress code will result in removal from the assigned clinical setting. For lab courses, students are required to wear either their PHSC nursing uniform or observation uniform.

PHSC Nursing Uniform Requirement

Uniform Tops & Bottoms	<ul style="list-style-type: none"> • For uniform top and bottom, see current course syllabus
Photo ID	<ul style="list-style-type: none"> • First initial, last name, Ex. "PHSC RN Student". • To be obtained from the library after add/drop date. • PHSC photo identification badges and any agency badges are to be always visible.
Patch/Emblem	<ul style="list-style-type: none"> • Uniform top must have Patch/Emblem sewn on left front upper chest of uniform top. • The patch/emblem is available at the College Bookstore. ❖ <i>A student uniform is considered incomplete if the student photo ID and/or the PHSC Patch/emblem are missing.</i>
Shoes	<ul style="list-style-type: none"> • Black uniform shoes i.e., Nurse-Mate type shoes. • Acceptable shoes: Solid black leather/pleather athletic walking shoes • Unacceptable: sandals, tennis or platform shoes, vents, open toe, open heel, or sling backs.
Accessories	<ul style="list-style-type: none"> • A plain black scrub jacket with the PHSC patch may be worn. • NO pullover sweaters or hoodies are allowed. • Make-up must be subdued. • Clear or natural tone nail polish may be used. • NO use of artificial nails (gels, acrylics, tips) • Nails must be natural and of a length no longer than 1/4th of an inch. • Wedding band sets and one pair small stud (non-dangling) earrings are permitted. <ul style="list-style-type: none"> ○ It is recommended that only wedding bands be worn in the clinical setting to prevent loss and infection. • No necklaces other than a religious medal, or bracelets other than Medical Alert, may be worn. <ul style="list-style-type: none"> ○ When a necklace is worn, it must be under the uniform to prevent pulling and prevent being a reservoir for infection. • See course syllabus for policies regarding facial jewelry and body art. • No seasonal pins may be worn without faculty permission. • Large holes in ears (i.e., gauges) must have clear or skin-colored fillers in place when in the clinical setting. • Hair is to be clean, neat, and above the neckline and free of any unnatural color (i.e. neon colors). Students cannot wear ornate bows, scarves, or barrettes. • Beards and moustaches are to be neatly trimmed. • No chewing of gum. • No perfume, cologne, or aftershave. • Please be considerate of strong deodorants, or the smell of coffee, cigarettes, and halitosis that can be offensive to other people ---especially to those who are ill. • Clinical facilities may have additional dress and grooming requirements which the student must also follow.
Supplies	<ul style="list-style-type: none"> • Bandage scissors • Wristwatch with sweep second hand • Small pocket size notepad • Stethoscope
Additional Requirements	<ul style="list-style-type: none"> • Students are expected to adhere to both the PHSC and the clinical agency uniform requirements. • Purses, backpacks, tote bags, etc. in the clinical area are discouraged due to the lack of secured space within each facility. • 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. • Basic hygiene and cleanliness are expected of all students in both clinical and classroom settings.

Observational Experiences	<ul style="list-style-type: none"> • Student observational experiences require a dress code of black polo with PHSC logo (available in the College Bookstore) and black scrub pants. • 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, pedal pushers, harem pants, miniskirts, sweatpants, leggings, bicycle pants (Spandex), sandals, open toe shoes, clogs or sling back shoes.
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LAB REQUIREMENTS

Requirement	Description	Policy
Lab Skills Kit (bag)	<ul style="list-style-type: none"> • Students must purchase the required lab skills kit as required. • Students are required to print their name on the outside of their lab bag with indelible ink. • Students must use supplies in their respective lab kit during practice sessions as required. • For evaluation of lab skills, students will be provided with the necessary supplies relative to the skill check off. • If subsequent evaluation is needed, the student may be required to use their own kit supplies and/or purchase additional materials. 	<ul style="list-style-type: none"> • If a student comes to lab/simulation without the lab skills kit, the student will receive 20% deduction for the lab day and will be required to attend open lab for a minimum of 2 hours to practice skills.
Skills Evaluation	<ul style="list-style-type: none"> • 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. 	<p>The evaluative process for skill development used in the campus laboratory setting is as follows:</p> <ol style="list-style-type: none"> 1. Initial instruction/demonstration (by faculty to assigned group of students) 2. Supervised student practice 3. Successful completion of clinical skill performance from two (2) peer evaluations. 4. The student will have three attempts to demonstrate proficiency for each required skill. 5. If the student performance is deemed unsuccessful upon the first evaluative attempt, the student will follow the Skills Remediation Policy.

Requirement	Description	Policy
Skills Remediation	<ul style="list-style-type: none"> • A student does not demonstrate competent and safe technique when performing a skill in clinical or simulation, they will be required to complete skills remediation. • A student is unsuccessful with a skill checkoff performance, student is required to complete skills remediation. 	<p>The skills remediation process is as follows:</p> <ol style="list-style-type: none"> 1. Faculty will provide individualized verbal feedback to remediate the student on the skill and technique that was demonstrated/performed. 2. Written description of the verbal remediation provided will be communicated on the Remediation and Deliberate Practice form. 3. Student will attend Open Lab session to complete deliberate practice. The Open Lab Nursing Health Lab Assistant/ Lab Facilitator will utilize the predetermined Remediation and Deliberate Practice form to document student attendance and activity during Open Lab. 4. After the student completes an Open Lab session, they are to notify the faculty, who will re-evaluate student competence prior to clinical or simulation and document student performance on the initial Remediation and Deliberate Practice form. Faculty keep record of Remediation and Deliberate Practice and repeat process as indicated.

CLINICAL REQUIREMENTS

SIMULATION	
Description	<ul style="list-style-type: none"> • The integration of Simulation-Based Education (SBE) experiences is applied across the PHSC Nursing program curriculum to provide experiential, immersive learning opportunities that are student- centered. • Students will participate in a variety of best practice clinical simulation experiences as an integral part of their clinical courses. • Simulation experiences will vary based on designated learning objectives and be completed in a face-to-face or virtual environment and may include a combination of delivery platforms. • Simulation will promote critical thinking, prioritization, problem-solving, clinical judgment, and the nursing process in a safe supportive learning environment. • High quality structured SBE experiences will immerse the student in an environment that is real-to-life using multiple modalities such as task trainers, low, medium, and high-fidelity manikins, standardized patients/participants under the guidance of trained faculty and lab facilitator.
Policy	<ul style="list-style-type: none"> ➤ Students are expected to demonstrate clinical judgment and critical thinking individually and collaborate as a team member within a group. ➤ Students are required to follow the Clinical Attire Policy for all clinical simulation experiences. ➤ Students are required to follow the Clinical Attendance Policy. ➤ Students will be graded based on the Clinical Evaluation Policy.
CLINICAL EVALUATION	
Description	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.

Policy	<ul style="list-style-type: none"> ➤ Student-faculty conferences are scheduled at mid-term and at the final clinical rotation to formally document student progress and performance. These conferences are documented on the CET tool. ➤ All students must complete a self-evaluation prior to the scheduled conferences. ➤ Additional conferences are documented in 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 throughout the semester. ➤ In instances where the student does not demonstrate safe clinical performance the following process is initiated: <ul style="list-style-type: none"> ○ Student-faculty conference in conjunction with Student Status Report ○ Clinical Improvement plan developed in conjunction with faculty and student with a written prescription for remediation of the identified deficiencies and a formal signature page to indicate acknowledgement of required clinical improvement based on stipulated evaluation criteria within a specified time frame. ○ If a 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. ○ Please refer to college catalog/handbook for additional information relative to Dismissal from Health Programs
Paperwork	<ol style="list-style-type: none"> 1. Submission of all required clinical assignments and paperwork noted as required in each syllabus should be completed and submitted. 2. Late paperwork will only be accepted within 48 hours of the assigned due date. 3. Any required clinical paperwork submitted late will receive a 10% deduction for each day it is late. If the paperwork is greater than 48 hours late, the student will be assigned a grade of zero (0).

CLINICAL CONDUCT

Description	<p>Within the clinical environment students are required to comply with all school and facility policies and protocols.</p> <ul style="list-style-type: none"> ❖ Any infraction of the above protocols will lead to an “F” in the course and an immediate dismissal from the program. Eligibility for e-enrollment into the program will be decided upon in a collaborative decision between the instructor, clinical site, Associate Dean of Nursing and Dean of Nursing and Health Programs.
Policy	<ol style="list-style-type: none"> 1. The student is expected to follow all instructions of the Clinical Instructor. 2. 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/Preceptor and/or Clinical Facility. 3. Students must demonstrate Proficiency of any clinical skill prior to performing the skill in the clinical setting. 4. Students are not allowed to leave the facility at any time during the scheduled clinical hours. 5. If an emergency occurs and the student must leave clinical early, the clinical instructor must be made aware, and must have given permission for the student’s departure. In this instance, a full report of all the student’s assigned patients must be given to the instructor and the facility’s assigned nurse/s for said patients. 6. Students cannot be on the unit, or in the facility, access patient charts or enter patient areas except during scheduled clinical times. 7. Wearing the PHSC uniform or student Nurse ID Badge within the facility outside of scheduled clinical hours is also prohibited. 8. Any concerns about employees or staff of the facility by a student must be brought to the attention of the Clinical Instructor. Students are not to discuss their issues or the concerns they may have with the facility employee, staff, or patients.

	<p>9. The student will not engage in any unsafe behavior defined as “any practice that endangers the health or wellbeing of the patient”, nor practice outside of the scope of student nurse as outlined by the PHSC Nursing Department, the Florida Board of Nursing and/or any facility’s policies and procedures.</p> <p>10. ANY HIPAA violation, whether knowingly or unknowingly committed will lead to an “F” grade in the course and an immediate dismissal from the Nursing Program. Eligibility for re-enrollment into the program will be decided upon in a collaborative decision between the instructor, clinical site, Associate Dean of Nursing and Dean of Nursing and Health Programs.</p>
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Incidence/Accident Reporting

- In the case of a student injury during a clinical experience, the safety and well-being of the student is priority. The student must **IMMEDIATELY** notify the faculty member or clinical preceptor responsible for the clinical learning experience. If the student is injured or experiences a high-risk exposure while under the supervision of a clinical preceptor, the course faculty member should be notified as soon as safely possible.
- [https://phsc0.sharepoint.com/sites/human-resources/SitePages/Risk-Management\(2\).aspx](https://phsc0.sharepoint.com/sites/human-resources/SitePages/Risk-Management(2).aspx)
- The policies of the facility will be followed. If the student chooses not to follow recommended guidelines, Pasco-Hernando State College assumes no responsibility for the risks of exposure.

PRECEPTORSHIP GUIDELINES

Preceptorship occurs when a registered nurse and a nursing student work together for a specified period of time. The preceptor must meet the qualifications from the Florida Board of Nursing, clinical facility, and PHSC nursing program.

Student	Preceptor	Faculty/Clinical Instructor
During the clinical component of the nursing program, the student is expected to synthesize previous learning into a student-selected experience with emphasis on health needs related to population-focused health.	The preceptor acts as a role model, supervisor, guide, and teacher. The preceptor assumes responsibility for student teaching while retaining responsibility for client care. The preceptor assists the student in developing a plan that meets clinical learning outcomes, guides, supervises the student in the clinical setting, and evaluates the student’s performance.	The faculty member gives guidance and support to the preceptor. The faculty requests preceptors for the clinical experiences and provides support during the clinical experience. A faculty member will meet with the preceptor regularly to discuss student learning needs and clinical performance.

<u>Student Responsibilities:</u>	<u>Preceptor Responsibilities:</u>	<u>Faculty Responsibilities:</u>
<ol style="list-style-type: none"> 1. Identify in writing, specific clinical learning objectives to meet specific learning needs. These clinical learning objectives are to be agreed upon by the preceptor, student, and faculty member. 2. Review individual and overall clinical learning objectives to determine progress and additional learning needs. 3. Meet with preceptor to discuss student objectives. 4. Advise preceptor of previous clinical experience. 5. Adhere to all policies and procedures of the clinical setting. 6. Practice under the supervision of the nurse preceptor to meet clinical learning objectives. 7. Collaborate appropriately with other health care professionals while in the practice setting. 8. Provide quality nursing care to a selected group of clients. 9. Seek ongoing evaluation from preceptor related to clinical performance. 10. Contact faculty liaison for questions arising during course of preceptorship. 11. Report all absences to preceptor and to faculty liaison at the time they occur. 	<ol style="list-style-type: none"> 1. Review the student's objectives and guide their learning through selections of new and complex assignments in order to meet clinical learning objectives. 2. Supervise and teach the student in the clinical area giving frequent feedback. 3. Orient student to organizational policies and procedures specific to the setting. 4. Evaluate the student's learning based on the agreed upon clinical learning objectives. 5. Give feedback to the faculty concerning the student's performance. 6. Evaluate the clinical practicum experience using forms provided. 7. Consult with designated faculty as needed. Confer with faculty member and student to assure that learning experience is progressing to the satisfaction of the student, preceptor, and faculty. 8. Must be physically present with the student in the clinical area at all times. Provide a substitute preceptor in the event of an absence. 9. Provide "Preceptor Information Sheet" as required by the Florida Board of Nursing, using the form provided. 10. Display clinical competence and acceptable technique when teaching skills. 11. Allow student to independently apply knowledge and skill. 12. Directly supervise students in preparing and administering all medications or performing any invasive skills. 13. Administering IV push medications, except for flushing INT catheters and saline locks, is at the discretion of the preceptor and the agency policy. No IV push medication can be given without the direct supervision of the preceptor in monitoring the student during preparation of the medication to 	<ol style="list-style-type: none"> 1. Assist the preceptor by: <ol style="list-style-type: none"> a. being a resource and support person. b. informing the preceptor and staff about the goals of the clinical experience and roles of students. c. meeting with the preceptor and student during the semester to discuss student progress. d. being available by phone or having a designated faculty member available. e. assisting with the student evaluation process. f. guiding the preceptor in his/her role. 2. Request return of completed Preceptor Information Sheet. 3. Communicate with preceptor regarding preceptor requirements/responsibilities and course objectives. 4. Assist the preceptor in decision making regarding planning, implementing, and evaluating the students' learning experiences. 5. Provide selected teaching strategies to preceptor as needed. 6. Schedule conferences for students to discuss progress towards meeting clinical learning outcomes. Visit student in practice setting as needed throughout the precepted experience. 7. Evaluation of the clinical experience (facility, preceptor, student). 8. Assist preceptor with evaluation process as needed. 9. Maintain ultimate responsibility for decision concerning student evaluation. 10. Assist student with problem solving in the practice setting as needed. 11. Complete faculty portion of

Student	Preceptor	Faculty/Clinical Instructor
	the injection of the medication. No IV push cardiac medications will be given by the student.	final evaluation form, collect clinical evaluation and preceptor student evaluation forms.

OCCUPATIONAL SAFETY GUIDELINES

Infection Control Policies	Regarding 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 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.
HIV - Hepatitis Policy	<ul style="list-style-type: none"> ➤ 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 transmission 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.

<p>HIV - Hepatitis Policy/Procedure</p>	<p>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:</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
<p>Personal Protective Equipment (PPE)</p>	<p>PPE kits are in the campus laboratories. Use of PPE is addressed in laboratory orientation sessions.</p> <p>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.</p>

Respiratory Protection Policy	<ul style="list-style-type: none">➤ 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.
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SECTION III
Graduation &
Licensure Guidelines

GRADUATION

Students must complete all required nursing and general education courses satisfactorily and meet all College and State requirements 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.

Confirmation of Status to Graduate

Students are responsible for monitoring their required general education course work and progress toward meeting the Program Requirements. Students are responsible for the completion of a program audit **prior to entry into their terminal semester**. This Graduation Audit Check is available through the student information system. This will indicate to the student their status of completion of the programmatic required credits.

In the final semester of the program, students are required to file the [application for graduation](#) and pay the associated application fee. This service provides confirmation that your degree is confirmed. This must be completed for the Nursing Department to send your name to the Florida Board of Nursing as eligible to sit for the NCLEX EXAM. The last day to apply for graduation can be found on the Academic Calendar. If students wish to participate in the commencement ceremony, they must pay a separate fee to do so. Participating in the Graduation ceremony requires a separate application.

REGISTRATION FOR NCLEX INSTRUCTIONS

[FBON](#)

School Code: RN: US70406400

The Nurse Licensure Compact (NLC) went into effect in Florida on January 19, 2018. The compact includes Registered Nurses and Licensed Practical Nurses. Beginning January 19, 2018, Florida will issue a multi-state license to new applicants if all requirements for compact licensure are met.

What is the Nurse Licensure Pact?

- Removing barriers to cross-border practice, the Nurse Licensure Compact (NLC) is an interstate agreement allowing a nurse to have one license and the privilege to practice in other compact states. Implemented in 2000, the NLC fosters public protection and access to care through the mutual recognition of one state-based license that is enforced locally and recognized nationally. Along with most state nurses' associations, hospital associations and health care facilities in every state overwhelmingly support the NLC. The NLC includes important patient safety features such as facilitation of the sharing of licensure, investigative and disciplinary action information among member states. Since the NLC's initial launch, advances in technology and an increasingly mobile nursing workforce and patient population have created the need to break down barriers to interstate practice. Access to care has expanded and telehealth has transformed care

delivery and erased geographic boundaries. The NLC can remove the licensure barrier to telehealth practice for more than 4 million nurses.

Instructions for Application

PHSC and the graduate both have a part in the licensure application process:

1. School's Submission of Names to Board of Nursing

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

2. Application for NCLEX is a Three Step Process:

- a. Apply for licensure/registration through the FBON website using Link <http://flhealthsource.gov/mqa-services>. The application to the Board of Nursing is to clear your eligibility for taking the License.
- b. Applicants for the initial licensure must use a Live scan service provider to have their fingerprints submitted electronically to the Florida Department of Law Enforcement (FDLE) for conducting a search for any Florida and national criminal history records that may pertain to the applicant. Fingerprint submission per FBON Application requirements must be completed at the time of application.
- c. Register for the NCLEX with Pearson Vue, utilizing one of the methods below. You will need to use your school program code to register: RN: US70406400. An email address must be provided with your registration as correspondence with Pearson Vue is available only via email.

Methods of Registration

1. Internet:

- Due to the high call volume, it is recommended to register for the NCLEX with Pearson Vue ONLINE. Applicants will need to pay using a credit (Visa, MasterCard, or American Express only), debit or prepaid card.

2. Telephone Registration

- Call Pearson Vue NCLEX CANDIDATE SERVICES at 866-496-2539. Pay by Credit Card with either Visa, MasterCard or American Express, debit or prepaid card.

WHAT HAPPENS NEXT?

- Once the applicant has completed the above steps, the applicant has created an open registration that is open for 365 days for candidate eligibility to be approved by the Florida Board of Nursing. Once the applicant has been made eligible, the applicant must test within the validity dates on the Authorization to Test (ATT) which will be emailed to the applicant by Pearson Vue.
- Once the Florida Board of Nursing determines the applicant is eligible to take the examination, the approval is automatically transferred to Pearson Vue, the examination vendor, via electronic transfer within two business days. Pearson Vue will email the

Authorization to Test (ATT) using the email that the applicant provided when registering.

- With the ATT, the applicant will be able to go back to the Pearson Vue Website and select the “schedule a test” Link. When this tab opens, the applicant will enter their username and password that has previously been established and emailed to the applicant by ATT. Available dates and locations for testing will be shown from the applicant’s selected location for testing.
- If the applicant is not made eligible or is denied eligibility by the FBON within the 365-day time, the applicant will forfeit their NCLEX registration and exam fee. When this occurs, the applicant will need to re-register and pay another exam fee after the current registration expires. Please note, the applicant cannot reregister before their current registration expires. If they do, the second registration will be processed and denied, and the fee collected will be non-refundable.

HOW WILL YOU KNOW IF YOU PASSED OR FAILED?

- You can log into the MQA Online Services System to check your NCLEX Results. You can also look on the FBON website by checking the Health Provider Lookup Screen. Licensing numbers are generally issued within 1-3 business days after successfully passing the NCLEX examination. If you passed, your license will be sent to the address on file 7-10 business days after the BON receives notification that you passed.

WHAT IF I FAIL?

- Reapply by submitting a re-examination application with a re-take fee. You will also have to re-apply with Pearson Vue and pay a non-refundable fee of \$200.00. You must wait a minimum of 45 days to retest.
- After three failures the applicant must successfully complete a Florida Board of Nursing approved Remedial course. The course includes classroom and clinical components, and proof of completion must be submitted directly from the course provider prior to approval for taking the exam a fourth time.