

PASCO-HERNANDO STATE COLLEGE

Registered Nursing Programs Student Handbook Fall 2021



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Table of Contents

Accreditations	4
Program Outcomes	4
Nursing Programs Overview	5
Nursing Program’s Mission	6
Purpose	6
Nursing Philosophy	6
Nursing Education	6
Nursing Scholarship	8
Definition of Nursing Scholarship	8
Nursing Program’s Conceptual Framework	8
Roles of the Nurse.....	9
Nursing Process.....	9
Nursing Department Organizational Chart: ADN and LPN.....	11
ADN - LEVEL I.....	13
BEHAVIORAL OBJECTIVES & STUDENT LEARNING OBJECTIVES	13
ADN - LEVEL II.....	14
BEHAVIORAL OBJECTIVES & STUDENT LEARNING OBJECTIVES	14
ADN Program Outcomes.....	17
Student Policies.....	18
PHSC Nursing Programs’ HIRRE Policy	19
Criminal Background Checks.....	20
Health Clearance.....	21
Drug/Alcohol Screen Policy.....	21
Insurance Coverage.....	21
Disability Statement.....	22
Attendance & Passing Requirements	22
Theory and Clinical Lab	22
Clinical Absences and Tardiness	23
Testing/Examination – Generic and Transition ADN - Programs.....	24
Academic Dishonesty/ Plagiarism.....	25
Guidelines for Written Assignments.....	27
Assessment Technologies Institute (ATI) Testing Process	27
Overview	27
Practice Exams	27

Proctored Exams	28
Non-Proctored Exams	28
Guidelines for Remediation	28
Focused Reviews	29
Allocation Schedule of Proctored Exams	29
Generic Program	29
Transition Program	29
Clinical Dress Code, Grooming Code, and Uniform Policies	30
ADN Uniform Requirements	30
Observational Experiences Dress Requirement.....	31
Grooming	31
Student Evaluation.....	32
Laboratory Evaluation Procedures.....	32
Campus Lab Policy.....	33
Student Lab Skills Kits	33
Clinical Simulation Experiences.....	33
Clinical Evaluation Procedures.....	33
Clinical Misconduct	34
Required Clinical Paperwork/Care Plans/Documentation.....	35
Progression in the Program	35
SUCCESS Program	35
Graduation	37
Confirmation of Status to Graduate	37
Conduct.....	37
Faculty Student Interactions & Faculty Student Conferences	37
Dismissal from the Health Programs	37
Transfer Procedures for Nursing Programs	38
College Services	38
Student Employment	38
Occupational Safety Guidelines	40
Infection Control Policies	41
HIV - Hepatitis Policy.....	41
Personal Protective Equipment (PPE).....	42
Varicella & MMR Infection Policy	42
TDAP requirement	42

Tuberculosis Policy.....	42
Respiratory Protection Policy.....	43
Flu Immunization Policy.....	43
Student Nurses Associations.....	44
Pinning Ceremony.....	45
Graduate Licensure Instructions.....	46
REGISTRATION FOR NCLEX INSTRUCTIONS.....	47
Instructions for Application	47
Methods of Registration	48
APPENDIX.....	49
Assessment Technology Institute	50
Overview	50
Procedure – Testing Procedure	51
Comprehensive Predictor	52
Testing, Remediation and Retesting Protocol	53
Grading.....	54
Proctored and Non-Proctored Specialty Exams Point Allocation	54
Generic Program	54
Transition Program	55

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

Accreditations

Accreditation Commission for Education in Nursing (ACEN) -Pasco-Hernando State College Associate in Science Degree in Nursing Program is fully approved by the Florida Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN) 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.

Program Outcomes

July 1, 2020- June 30, 2021

Completion Rate:79.38%

NCLEX Pass Rate: 95.74%

PASCO-HERNANDO STATE COLLEGE

Section I
**Nursing Programs
Overview**

Nursing Program's Mission

The Nursing Programs at Pasco-Hernando State College (PHSC) serve to support and assist in implementing the philosophy and objectives of the college through the Associate Degree Nursing Programs, the Technical Certificate Practical Nursing Program, and continuing education for licensed nurses. Members of the nursing faculty recognize their responsibilities to support diverse learning experiences which guide students in attaining academic success and cultural growth, to build and expand their knowledge and skills to promote their own personal and professional development and to participate in community activities in a global society.

Purpose

The Associate Degree Nursing Program will:

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

Nursing Philosophy

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

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

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

Nursing Education

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

The nursing faculty believes learning is a lifelong process that proceeds at varying rates and is one in which new information and experiences are incorporated into and become a part of an individual's cognitive framework. New information and experiences are incorporated into an individual's cognitive framework more readily when presented from simple to complex and from common (more frequently occurring) to uncommon (less frequently occurring). Learning is demonstrated by changes in attitudes and behavior. Motivation for these changes must take place within the learner and is facilitated by the teaching-learning process that leads to self-discovery.

The nursing faculty believes the expanded use of information technology allows for additional learning opportunities for nursing students in the classroom, clinical/lab, clinical simulation, virtual simulations, and clinical settings. Utilizing enhanced technologies in both the classroom and learning management system allows for students to incorporate different learning methods/strategies leading to improved outcomes. The nursing faculty encourages students to utilize evidenced based practice as a methodology to build on one's knowledge base and to help improve client health outcomes.

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

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

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

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

Faculty Workshop, Pasco-Hernando Community College, April 1981. Faculty Workshop. Fall 1987.
Faculty Review and Approval June 1991, 1992.
Faculty Review and Revisions May 1993, January 1994, May 1994, January 1995, Fall 1999/ Spring 2000, Fall 2004/ Spring 2005, Fall 2012/ Spring 2013, Fall 2014/ Spring 2015, Fall 2016/ Spring 2017, Fall 2018, November 2020, July 2021

Nursing Scholarship

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

Definition of Nursing Scholarship

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

Nursing Program's Conceptual Framework

The unifying concepts for the nursing program at PHSC are basic health needs, roles of the nurse and nursing process. These concepts, as defined by this faculty are:

The basic health needs, which are influenced by internal and external factors are as follows:	
<u>Oxygenation</u>	The need to maintain normal circulatory and respiratory functions as indicated by established physiological factors
<u>Nutrition</u>	The need to ingest and metabolize foods and fluids to build and restore tissues and to promote balance of fluids and electrolytes within the body
<u>Elimination</u>	The need to discard products of metabolism that are no longer useful to the body
<u>Mobility</u>	The need for movement within the environment to perform activities of living and to maneuver safely at an optimum level for the person
<u>Comfort/Safety</u>	The need to maintain a positive image, and an environment that is conducive to adequate rest and sleep patterns, and to manage stress and pain
<u>Security</u>	The need to function in an environment that provides for protection against disease and assaults or insults to the person

Roles of the Nurse

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

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

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

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

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

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

Nursing Process

The nursing process provides an operational framework for the nurse to 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 other information. Clinical decisions are judgments made resulting in therapeutic nursing interventions to increase the effectiveness of care and mobilize resources to attain positive client outcomes. The following table differentiates the role of the ADN and the LPN in each component of the nursing process.

Process	LPN	ADN
Assessment	Collects pertinent data/information to be used in initial and ongoing observations for patients.	Assesses pertinent data/information to formulate a plan of care for patients and/or a group of patients.
Nursing Diagnosis	Assists with, performs, supports, and contributes to the formulation of the patient nursing diagnosis.	Formulates and prioritizes nursing diagnoses

Planning	Performs interventions, supports, and contributes to the plan of care for the patient.	Manages, implements, supports, and contributes to the plan of care for the patient. Determines and prioritizes care outcomes. Implements therapeutic and preventive nursing treatment.
Implementation	Performs activities related to plan of care.	Performs or delegates activities to be performed related to the plan of care.
Evaluation	Observes and reports outcomes and assists with the revision to the patient's plan of care through collaboration with the RN and other healthcare members.	Decides on the effectiveness of care and modifies the plan of care based on the change in the patient condition and clinical judgment.

The nursing faculty has defined major curriculum threads that are addressed throughout the nursing programs. The major curriculum threads are:

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

Faculty Review and Revision, March – April 1999
Faculty Review and Revision, May 2000, May
2004/2005, September 2013, 2014, 2015, Jan 2016,
2017, 2018, Nov. 2020, July 2021

Nursing Department Organizational Chart: ADN and LPN

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

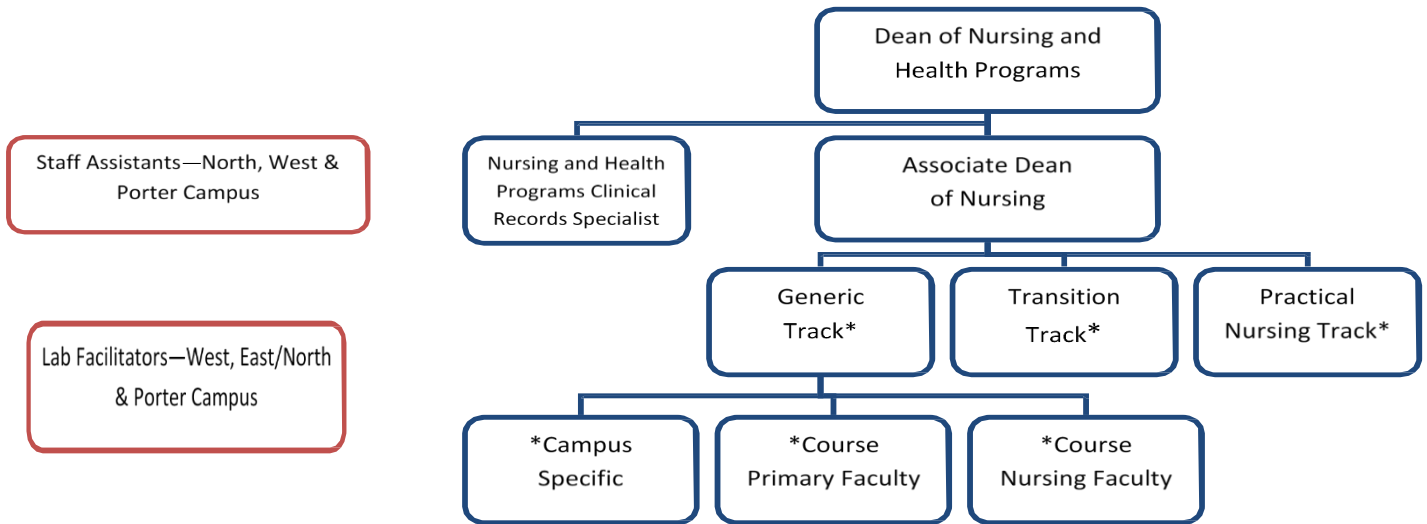
The Nursing and Health Programs clinical records specialist reports to the Dean of Nursing and Health Programs and is responsible for coordination of all student and faculty clinical paperwork required by clinical agencies, helps to coordinate clinical placement for students, and works with faculty regarding clinical site issues.

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

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

Regarding a nursing student issue or concern, the chain of command is as follows: (1) Course faculty, (2) Course Primary Faculty, and (3) Associate Dean of Nursing. To make an appointment with the Associate Dean of Nursing, please contact the senior office assistant on West Campus.

Pasco-Hernando State College
Nursing Department Organizational Chart - ADN and LPN



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

East Campus: Generic Days

North Campus: Generic Evenings/Weekends, Transition Days, and Practical Nursing Days

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

Subject to change dependent upon enrollment, sponsorship and needs assessment – January 2019

ADN - LEVEL I

BEHAVIORAL OBJECTIVES & STUDENT LEARNING OBJECTIVES

Provider of Care: As provider of care during the first year of the ADN Program, the student

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

Provider of Care Student Learning Objective: Level 1

1. Time Management of total care for three patients by end of Level 1.
2. Safely administer all assigned medications for two patients by end of Level 1
3. 100% proficiency of math dosage calculation test within three attempts by end of level 1
4. Proficiency (80%) demonstrated in Cephalocaudal assessment skill evaluation with the addition of cranial nerves, JVD, and full cardiac assessment.
5. Testing of Basic Knowledge related to Provider of Care Role shows a proficiency of 80% minimum on Tests at the completion of Level 1.
6. Completes Care Plans at a minimum of 80% proficiency by the end of level 1.
7. Obtains a Level two on Proctored Fundamentals ATI within two attempts and/or completion of remediation.

Communicator: As communicator during the first year of the ADN Program, the student

1. Utilizes effective therapeutic interaction skills with clients, families, and other members of the health care team to attain positive care outcomes.
2. Reports and documents assessments, interventions, and progress toward client outcomes.
3. Communicates relevant, accurate and complete information in a concise and clear manner.
4. Utilizes basic skills in information technology to support and communicate the planning and provision of care.
5. Utilizes appropriate channels of communication.

Communicator Student Learning Objectives: Level 1

1. Application of Basic Knowledge related to Communication by end of Level 1 by:
2. Attaining a minimum proficiency of 80% for final test scores
3. Attaining a minimum proficiency of 80% on Support Group Project
4. Proficiently coordinates and communicates with student team members as a Nursing Care Coordinator (NCC) by end of Level 1.
5. Collaborates as NCC with the patient, family, and health care team proficiently as an NCC by end of Level 1.
6. Utilizes available technology effectively for data collection and documentation of nursing care, assessments and medication administration as allowed by facilities by completion of Level 1.
7. Utilizes Electronic Health Record System efficiently as utilized within Level 1.

Teacher: As teacher during the first year of the ADN Program, the student

1. Assesses adult clients' learning needs, readiness to learn and barriers to learning.
2. Provides the client and significant support person(s) information needed to achieve identified learning outcomes and make health care choices based on evidenced based practice.
3. Implements a teaching plan in meeting the needs of adult clients with more frequently occurring illnesses.
4. Evaluates client learning based on established outcomes.
5. Modifies teaching plans based on evaluation of progress toward achievement of learner outcomes.

Teacher Student Learning Objectives: Level 1

1. Demonstrates basic teaching principles by consistently and accurately formulating and implementing comprehensive patient teaching plans by the end of level 1.
2. Assesses accurately patients' learning needs and accurately develops a teaching plan on all care plans at a proficiency level of 80% or greater, and at least 100 % proficiency on care plans by the end of Level 1.
3. Attains a grade of 80% or greater for final test scores.
4. Demonstrates a grade of 80% or greater on Teaching Presentation to client /family member by end of level 1
5. Clinical Conference: Proficiency rating of 80% of greater is attained by Level 1.

Manager of Care: As manager of care during the first year of the ADN Program, the student

1. Assesses adult clients' health promotion needs.
2. Organizes the nursing care for 2 adult clients experiencing the more frequently occurring illnesses.
3. Participates as a member of the interdisciplinary health care team to assist clients to achieve health outcomes.
4. Participate as a member of the interdisciplinary health care team to meet organizational outcomes.

Manager of Care Student Learning Objectives: Level 1

1. Prioritizes and completes with direction basic patient care for two assigned patients by shifts' end by the completion of level 1.

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

1. Demonstrates a commitment to professional growth.
2. Practices within the framework of the nursing profession's legal and ethical parameters based on standard of care and scope of practice.
3. Demonstrates self-evaluation skills.
4. Maintains professional boundaries in the nurse-client relationship.
5. Protects confidential information according to HIPPA policies.

Member of Profession Student Learning Objectives: Level 1

1. Practices within the ethical, legal, and regulatory framework within the scope of nursing practice with cultural and global considerations on a fundamental level with minimal instructor guidance by the end of Level 1
2. Scores a minimum of 80% for final test scores.
3. Attains a grade of 80% or greater on "Values Assessment Project."

ADN - LEVEL II

BEHAVIORAL OBJECTIVES & STUDENT LEARNING OBJECTIVES

Provider of Care: As provider of care during the second year of the ADN Program, the student

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

Provider of Care Student Learning Objective: Level II

1. Time Management of total care for all patients for practicum assignment by end of level II.
2. Safely administer all assigned medications for all patients for practicum assignment by end of level II.
3. 100% proficiency of math dosage calculations throughout practicum by end of level II.
4. Proficiently completes initial physical assessment of patient within five minutes by end of level II.
5. Attains a Satisfactory final evaluation of Practicum Performance by completion of level II.
6. Final Grade of 80% or greater.
7. Obtain a Level two on the Medical Surgical Proctored ATI Assessment within two attempts.
8. Obtain a 90% probability score on the ATI Comprehensive Predictor within two attempts.

Communicator: As communicator during the second year of the ADN Program, the student

1. Utilizes collaborative and therapeutic communication skills with clients, significant support person(s) and the health care team to meet client's needs and promote positive outcomes.
2. Accurately describes assessment and reassessment data in response to therapeutic nursing interventions through effective verbal, written skills, and electronic health record documentation.

Communicator Student Learning Objectives: Level II

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

Teacher: As teacher during the second year of the ADN Program, the student in collaboration with other health care providers utilizes teaching and learning principles in formulating teaching plans that are relevant to client's significant support person(s) level of development, knowledge and learning needs.

1. Develops and implements a teaching plan for a group of clients based on a need's assessment.
2. Incorporates information technology methods to deliver information to designated client groups in the community setting.

Teacher Student Learning Objectives: Level II

1. Demonstrated advanced teaching principles by accurately formulating and implementing

a comprehensive teaching plan for patients and the community based on needs assessment for an identified group, incorporating Evidence Based Practice, HP 2030, and Health literacy concepts at a proficiency level of 80% or greater.

2. Satisfactory Preceptor Evaluation.

Manager of Care: As manager of care during the second year of the ADN Program, the student incorporates management and collaborative skills to provide nursing care for a group of clients experiencing complex alterations in basic needs to achieve positive client outcomes.

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

Manager of Care Student Learning Objectives: Level II

1. As NCC independently prioritizes care of all team members assigned by end of level II.
2. Satisfactory preceptor evaluation
3. Score a level 2 on proctored leadership in two attempts and or completes remediation if below a level 2
4. Utilizes critical thinking and judgement to improve health outcomes in the clinical setting.

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

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

Member of Profession Student Learning Objectives: Level I

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

ADN - Educational/Graduate Objectives

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

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

Communicator: As communicator, the graduate AD nurse utilizes:

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

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

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

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

1. Critical thinking skills, clinical decision making and clinical judgment to prioritize care.
2. Supervisory skills to delegate nursing care to appropriate team members.
3. Management skills to efficiently use time and resources.
4. Practice within the parameters of individual knowledge experience

Member of Profession: As member of profession, the graduate AD nurse

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

ADN Program Outcomes

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

Associate of Science Degree Nursing Programs

ADN Generic Program

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

ADN Transition Program

The Transition Program provides an accelerated program track for entry into the ADN Program for individuals who are either licensed as 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. See current year's [Catalog and Student Handbook](#).

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

PASCO-HERNANDO STATE COLLEGE

Section II
Student Policies

PHSC Nursing Programs' HIRRE Policy
Code of Academic and Clinical Integrity
Honesty Integrity Respect Responsibility and Ethics (HIRRE)

It is expected that PHSC nursing students strive for **HIRRE** nursing accountability. As a student, you have an obligation to report any student that is in violation of the HIRRE principles.

Violation of the HIRRE Policy can lead to immediate expulsion from the Nursing Program without eligibility for enrollment.

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

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

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

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

- Respect for your instructors includes calling them by their last names, refraining from talking when the instructor is speaking, and raising your hand if you have a question in class. 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.

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

- Academic responsibility includes handing assignments in on time and not representing the work of another as your own. You should never give your 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.

- Inappropriate use of social media is not permitted and can result in HIPPA violations.

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

- Non-maleficence - not inflicting harm; the duty to do no harm to others.
- Beneficence - benefiting others by doing good; the duty to do good, not harm to others.
- Justice - involves treating others fairly.
- Fidelity - faithfulness, means that student nurses keep the promises they make to their patients, peers, and instructors, and involves the duty to be true and loyal to others.

To make a report, please call and make an appointment with the Associate Dean of Nursing. 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 student handbook.

Violations may result in disciplinary procedures and/or dismissal from the Nursing Program without eligibility to enroll.

Criminal Background Checks

Upon admission each student accepted into a nursing program must obtain a criminal background and level two background check with fingerprints. Any student whose level two background check indicates a history of a charge (excluding traffic offenses) may be at risk for not being able to gain placement within clinical rotations. Each facility that would be 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 this 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 his/her clinical rotation at the site. The clinical agency has the right to deny a student access to their facility, which may result in the student's inability to both satisfy the course clinical objectives and complete the nursing program. The school is not responsible for securing a replacement clinical rotation for the student. 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, still be financially responsible for the course, should the date for DROP – ADD passed.

All students are required by the college to obtain a Criminal Background and level two background check with fingerprints from the company Castle Branch (www.castlebranch.com) a minimum of once a year. Students are to submit a signed "Consent for Release for Criminal Background Check" form so that information can be released to the student's assigned clinical agency. 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 at the time that the background and fingerprints are completed.

In addition, students are required to provide an updated background check after their first year in the nursing program. They 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. If a student does not attest truthfully to all charges/ convictions/or arrests on the background attestation form which is required to be completed as part of the admissions process once accepted into the program, the student will be immediately dismissed without eligibility for reenrollment.

Health Clearance

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

For all new incoming students who are notified that an offer of a seat to the Nursing Program has been extended to them, it is done so on condition that compliance with the submission of all required clinical documents will be met by the established due dates as indicated in your notification packet. Failure to comply with submission of such required clinical documentation by the established due dates will result in a forfeiture of the student's seat into that program. For all continuing students, failure to comply with submission of required clinical documentation by the established due dates will result in an administrative withdrawal or prevent progression in the program.

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

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

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

Drug/Alcohol Screen Policy

Upon admission to the nursing programs a negative drug/alcohol screening is required. Student may be required to repeat the drug/alcohol screens per clinical agency request. Students cannot enter specific clinical settings until the requirement is satisfied. The drug/alcohol screens are reviewed by the clinical records specialist or an approved designee and may be utilized by the clinical agency to determine student clearance for clinical placement. Failure to submit drug/alcohol screens or positive results may prevent progression in the program. 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.

Insurance Coverage

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

The College **does not** carry health 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. 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.

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.

Attendance & Passing Requirements

Theory and Clinical Lab

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

LAB HOURS: All courses have a minimum number of clinical lab hours that must be attended. **ALL missed lab hours must be completed as a passing requirement for the course.** Scheduling of missed clinical lab hours is done solely by availability of faculty and lab facilitators. Be aware that the college does not guarantee that all missed clinical lab hours can be or will be re-scheduled. In such cases, failure to complete lab hours can result in an "F" grade in the course.

SCHEDULED SKILLS: All courses have a required list of Clinical Skills that must be completed as part of the passing requirements for that course. ALL SCHEDULED SKILLS need to be successfully completed as competent and signed off by the course instructor by all students prior to being able to perform that skill in clinical. Failure to be able to show proficiency for a skill during skills lab checkoff within three attempts will result in the student not being able to progress to clinical and immediate dismissal from the course. If the dismissal occurs after the withdrawal date, an "F" grade will be the final grade for the course.

OTHER LAB REQUIREMENTS: There are required components of Lab in specific courses that must be successfully completed as a passing requirement for the course.

1. Newborn Assessment: In the course NUR 2460, Maternal Child Health Generic Program, students will have three attempts to pass the Newborn Assessment lab requirement with a passing score of 95%. Should the student be unsuccessful in these attempts, he or she would not be able to progress to clinical, would immediately be dismissed from the course and receive a grade of F. The student would need to repeat the course to progress in the program. Re- entry is based on availability and eligibility.

2. Math Mastery: All Courses require students to successfully attain 100% proficiency on a

Math Mastery Exam in three attempts. Medications in clinical cannot be administered by the student prior to completing this requirement. Students who do not pass the Math Mastery Exam in three attempts will be unable to progress in the program. They student will be immediately dismissed from the course and receive an “F” grade. The student would need to repeat the course to progress in the program. Re-entry is based on availability and eligibility.

- 3. Clinical Lab Bag:** Students must have their own personally labeled lab bag in their possession for entrance into a clinical lab session. Should the student not have their own labeled lab bag, they will not be allowed entrance into the clinical lab setting. They will be marked absent for that lab day. All lab time must be met as a passing requirement of the course. Lab makeup time is scheduled based on space and facilitator availability only. The program does not guarantee that lab makeup time can be always re-scheduled or accommodated. If a student does not or is unable to be scheduled for make-up lab hours, the student will not meet the passing requirements of the course, will receive an “F” in the Clinical Course, and will need to repeat the course, based on availability and eligibility, to progress in the program.

Clinical absences, tardiness, and unpreparedness (clinical includes on-site and simulation experiences)

The expectation in practice is that employees arrive to work on time and prepared to care for patients. Our expectation for students is the same. 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. Arriving late or unprepared to clinical (including scheduled simulation learning experiences) does not align with the expectations of a professional nurse.

- 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.
- A second incidence of clinical tardiness/unpreparedness will result in the student receiving a zero 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.

Clinical absences or anticipated tardiness are to be reported by phone to the assigned clinical instructor **prior to the start of the clinical day/activity. Students who do not report for clinical and do not notify the faculty before the clinical start time will receive a grade of “F” in the course and an immediate 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.

Valuable learning takes place in the clinical setting that cannot be fully replicated in other learning environments. Students are expected to be present for all clinical days. **Any clinical absence will result in a zero for the clinical day, both for clinical performance and any written clinical assignments.** No additional assignment will be provided as a means of making up the missed clinical day. Students who are

absent from more than one 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.

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.

Testing/Examination – Generic and Transition ADN - Programs

1. **All** required learning activities or assigned readings are subject to examination.
2. Quizzes may be administered in clinical pre/post conferences to evaluate specific competencies identified in the Clinical Grading Rubrics.
3. Scheduled and/or unscheduled quizzes may be given in nursing courses.
4. Skills competency examinations may be administered in the campus laboratory. (See course lab policy.)
5. Books, papers, any electronic devices, cell phones, smart phones, smart watches and/or any Wi-Fi, or internet accessible devices are not allowed during examinations or exam review sessions, virtual sessions, as well as face to face settings. Devices need to be turned off and placed in the designated area in the front of the testing room as instructed by the instructor.
6. Regarding computer tests: The student must submit the answer grid prior to leaving the testing room.
7. **Students should enter/exit the testing site quietly. No re-entry is allowed until all students have completed the exam.**
8. The method and scheduling of a **test review is at the nursing faculty's discretion.**
9. In the event of an unexpected situation that is beyond the student's control (serious illness, accident, death of an immediate family member, etc.), the student must notify the appropriate faculty to request an excused absence at least 15 minutes prior to the exam. (*Individual circumstances will be handled on a case-by-case basis*).
 - a. Absence calls received after the start of the exam will result in a five (5) point grade reduction.
 - b. **Documentation of the inability of the student to be present for the exam is required for a make-up exam to be scheduled.** The student will may be given an alternate test format as a make-up exam.
 - c. **Failure to complete the make-up exam at the scheduled time will result in a grade of zero for that exam unless otherwise rescheduled due to extenuating circumstances that are documentable and approved by the faculty instructor and Associate Dean of Nursing.**
10. Students must notify nursing faculty if they are going to be tardy:
 - a. No student will be admitted to the testing site after the first student completes the exam and leaves the testing site.
 - b. If upon arriving late, entry is granted, the original test time remains, and the student(s) will only be allotted the remaining test time to complete the test.
 - c. Students are responsible (HIRRE) to take care of their personal needs (i.e. bathroom, eat, drink) prior to the beginning of an exam. Leaving an exam to use the restroom or attend to other personal needs should happen only in emergent situations.
 - d. Tardiness or behavior which causes a disruption in the testing environment will result in a five (5) point deduction.
11. Students are expected to complete any make-up exam immediately upon their return to class/clinical activities unless faculty grants an extension. If the student's make-up exam is placed in The Academic Success (ACS), the student must bring pencils, and photo identification and comply with ACS Policy and Protocols. Test(s) must be completed in the designated time frame.
12. The specific objectives to be attained by the student and the method of calculating the final course

grade is written in each course syllabus. Students are responsible for reading each course syllabus to apprise themselves of the objectives and grading system for each course. Students will acknowledge receipt and understanding of the syllabus contents by signed acknowledgement or statement of acceptance submitted in Canvas.

13. **All tests are time limited.**
14. Minutes per question:
 - 1 minute per multiple choice, multiple response, fill/in, true/false
 - 2 minutes per math calculation
 - 1 hour for dosage exams (20 questions maximum)
 - Math Mastery Exams and Essay exams are determined by the Instructor.
15. **Multiple response questions included on any exam must include all correct responses to receive credit for the question. No Partial Credit will be given.**
16. All bags, books, personal belongings, including all electronic devices, cell phones, Smart Phones, watch phones and/or other Wi-Fi accessible devices need to be placed at the front or side of the testing room and may not be accessed during the test or test reviews. All cell phones need to be turned off.
17. The use of any electronic device, cell phone, smart phone or other Wi-Fi accessible devices during the testing or test review period is strictly prohibited. If a student accesses any of the devices during a test the student's test will immediately be stopped, and the student will receive a zero grade for the test.
18. Any observed cheating will lead to the student(s) observed to be cheating, immediately having their test stopped, be removed from the testing area, and receive a zero grade for that test. A formal disciplinary write-up will be placed in the student file. If a student has more than one observed and documented cheating incident while in the nursing program, the student will receive an F for the course he/she presently is in and will be dismissed from the program without eligibility for reenrollment into the nursing program.
19. Any photocopying, hand copying, photographic copying, keeping copies of tests, scratch paper used during a test, and/or sharing of any test information whether through electronic or verbal means, internet or social media will lead to an immediate F in the course, and dismissal from the program without eligibility for readmission into any PHSC nursing program for all students involved.
20. Only laptop computers or desk computers provided by the school are permitted to be used during scheduled computerized testing.

Grades will only be available via myPHSC or WISE.

Academic Dishonesty/ Plagiarism

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

1. During the prescribed period of course graded exercise,
 - a. the unauthorized granting or receiving of aid.
 - b. consulting written materials such as notes or books.
 - c. looking at the exam paper, scratch papers, cheating material, or computer screen of another student
 - d. verbally consulting with any other student taking the same test/graded exercise
 - e. Plagiarism
 - f. See further descriptive elements as outlined below. *

Any instance of cheating or plagiarism is taken very seriously by the Nursing Program. For any violation involving cheating or plagiarism, either knowingly or unknowingly will lead to a zero grade for the assignment or test. Depending on the circumstances of the first violation, any student may be dismissed immediately from the program without eligibility for re-enrollment

to any PHSC nursing program on the instructor's, Associate Dean of Nursing's, and Dean of Nursing and Health Programs' collaborative decision. Should the student be dismissed, the student will receive a grade of "F" in the course. In all instances, a second transgression of either or two offenses of cheating or plagiarism of any kind within the Nursing Program will lead to immediate dismissal from the program without eligibility for reenrollment into any PHSC Nursing Program. The student will receive an "F" grade for the course.

2. photographing or copying in any media a graded exercise or exam
3. asking/having another person take an examination or complete a graded exercise in the student's place.
4. taking an examination or completing a graded exercise for another student
5. changing answers on a graded exam or assignment and attempting to gain credit for those answers.
6. Stealing visual concepts, such as drawings or diagrams and presenting them as one's own
7. Stealing, borrowing, buying, or disseminating tests, answer keys or other examination material, research papers, creative papers, speeches, etc.
8. Misrepresenting completion of clinical hours or clinical assignments
9. Submitting falsified or unverifiable documentation to support an absence, tardy or medical record and/or vaccination or CPR Certification.

Any one occurrence or infractions # 2 through # 9 will lead to immediate dismissal from the program without eligibility for re enrollment in any nursing program and an F in the course in which the student is enrolled.

STUDENTS ARE HELD ACCOUNTABLE FOR THE POLICIES REGARDING ACADEMIC DISHONESTY AS OUTLINED IN THE COLLEGE'S 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. Any form of cheating on an exam/quiz will result in a grade of zero (0) and may result in a failing grade in the course. See the consequences for cheating as outlined in the above policy.

Examples of cheating include but are not limited to: eyes wandering onto another's exam/Scantron; papers with notes for reference during test; tape recording and open discussion of exam with another during test break (bathroom, in corridor). See consequences for such behavior as outlined in the above policy.

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.

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

Any form of plagiarism will result in a grade of zero (0) on the assignment and may result in a failing grade in the course See the consequences for plagiarism as outlined in the above policy.

Guidelines for Written Assignments

1. The **APA Handbook** (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 may not date more than five (5) years. Students should check with the faculty if in doubt regarding a source.
3. Written papers must include a title page indicating title, author, course, faculty member and date as follows:

Title
Author Name(s)
Pasco-Hernando State College
Course
Instructor
Due date

4. Submit original to faculty via Canvas drop box. Students should retain a copy of the document.
5. 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.
6. Written assignments/papers relate many things to faculty about a student, so do your best. Remember that faculty feedback is meant to be constructive and to enhance your learning and improve future assignments.
7. Late assignments/papers may be given a point reduction or may not be accepted by faculty and a grade of zero "0" issued for the assignment. Check your nursing course syllabus for course policy.

Assessment Technologies Institute (ATI) Testing Process

Overview

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

Practice Exams

Two practice exams must be completed and turned in by the scheduled due date listed in your course

syllabus. All students must complete and attain a proficiency score of 80% on both practice exams by the scheduled due date noted in the syllabi. Rationales will be turned on after the scheduled due date. All students must complete and attain a proficiency score of 80% on both practice tests **prior to** the Proctored Exam to be eligible to take the Proctored Exam. All practice tests can be taken an unlimited amount of time. Noting your deficiencies and learning the concepts rather than just memorizing the answers will afford you a better opportunity for scoring well on the Proctored Exams.

Proctored Exams

Proctored exams will be given according to the schedules specific to each program below. Students must be in passing status in their theory course to sit for the proctored exam. The student is expected to perform at a minimum proficiency score of Level 2. Those achieving Proficiency Level 1 or below on the proctored exam will be required to remediate. A student will have two attempts to obtain a Proficiency Level 2 on all Proctored Exams. Each retesting will be a **Proctored** ATI Exam. In the event a different version is not available, an exam of a minimum of 90 NCLEX–style questions related to the same content area will be devised and given.

A Level 2 on the Medical Surgical ATI Proctored Assessment is a passing requirement for NUR 2261.

The student will have two attempts to obtain this proficiency level. This score 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. 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 and a prerequisite to progressing on to NUR 2714. A student will have two attempts to obtain this proficiency level. 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 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.

Non-Proctored Exams

Non-proctored exams will be used as a remediation tool and as required assessment tests. Whether assigned as a remediation tool per the proctored exam results, or as a required assignment, students must achieve a minimum competency level on the non-proctored exams. The minimum competency level for the RN student (generic and transition) is 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

Remediation involves both the creation and submission of a Focused Review Report indicating that the student has completed the **entire focused review** created individually for the failed attempt of that student. Additionally, the student may be given an additional ATI practice test to take which will serve as part of the remediation process.

Retesting of the second proctored exam will occur only after completion of remediation. All attempts must be completed prior to the end of term.

Focused Reviews

For students achieving Level I Proficiency or below on the assigned proctored exams, remediation is mandatory. ATI creates a focused review for each individual student using the proctored exam results. The student must then complete the focused review prior to additional scheduled testing. A minimum of two hours' remediation is required. A transcript of the complete focused review must be submitted to the instructor.

LIVE NCELX REVIEW

The Live ATI NCLEX Review Program is a **Mandatory Passing Requirement of NUR 2714. Attendance is required to receive a grade for the course.**

SEE APPENDIX FOR ATI POLICIES AND PROCEDURES AND GRADE POINT

Allocation Schedule of Proctored Exams

Generic Program

Course	Proctored Exam	Non-Proctored
NUR 1021 - Fundamentals	Critical Thinking	Nutrition
NUR 1211 - Adult I	Fundamentals	
NUR 2460 - Maternal Child	Care of Maternal Newborn Care of Children	Community Health
NUR 2261 - Adult II	Mental Health Pharmacology Adult Medical Surgical Comprehensive Predictor	
NUR 2714 - Adult III	Critical Thinking Exit	
NUR 2820 - Role & Scope	Nursing Leadership	

Transition Program

Course	Proctored Exam	Non-Proctored Exam
NUR 1006-Fundamentals	Critical Thinking (PMT-RN only)	
NUR 1200-Adult I	Fundamentals- All Critical Thinking (LPN-RN only)	Nutrition
NUR 2403-Maternal Child	Care of Maternal Newborn Care of Children	Community Health
NUR 2261-Adult II	Mental Health Pharmacology Adult Medical Surgical Comprehensive Predictor*	
NUR 2714-Adult III	Critical Thinking Exit	
NUR 2820- Role & Scope	Nursing Leadership	

Clinical Dress Code, Grooming Code, and Uniform Policies

Regarding clinical dress, students are required to wear the designated PHSC student uniform. This uniform helps not only to identify the wearer as a student from the college but also to distinguish him/her from other health care givers in clinical facilities. It is expected that the student will wear the uniform with pride as representatives of the college and will comply with the uniform policies noted below.

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

ADN Uniform Requirements

Women: Landau Top #8129 women's V neck tunic – white with black and gold ribbon trim. Black scrub pants (no jeans). In extenuating circumstances, such as religious preferences, a black skirt with opaque black pantyhose may be worn. Skirt must come to the knee or below and must not touch the ground.

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

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

Patch/Emblem: Sewn on left front upper chest of uniform top.

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

Shoes: Black uniform shoes i.e., Nurse-Mate type shoes. **NO sandals, tennis, or platform shoes.** Solid black leather athletic walking shoes are acceptable (except high tops, pumps, etc., that are sports oriented in appearance and function). Men/Women:

Accessories: White undershirt may be worn for cold weather. A plain black or white hoodless sweater may be worn. **NO** pullover sweaters are allowed.

Required:

- bandage scissors
- wristwatch with sweep second hand
- small pocket size notepad
- stethoscope

There may be additional uniform requirements that relate to a specific agency. The students are expected to adhere to both the PHSC and the clinical agency uniform requirements.

Purses 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, only if kept clean and in good repair. These need to be worn under the uniform top.

Personal Cell phones are not allowed within any clinical facility for any reason. Non-compliance with

this policy will lead to a dismissal from the clinical site and a zero “0” grade for that day. 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.

Should a student be culpable for two personal cell phone infractions within a clinical facility, they will be immediately dismissed from the program without eligibility for re-enrollment to any nursing program.

Observational Experiences Dress Requirement

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, knickers, pedal pushers, harem pants, miniskirts, sweatpants, leggings, bicycle pants (Spandex), sandals, open toe shoes, clogs or sling back shoes.

Grooming

Students are expected to keep uniform neat and clean in appearance. To do otherwise may result in the student's dismissal from the clinical setting. Basic hygiene and cleanliness are expected of all students in both clinical and classroom settings. PHSC photo identification badges and any agency badges are to be always visible. Students may cover their last name when designated by faculty.

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

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

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

No chewing of gum. No perfume, cologne, or aftershave. Please be considerate of strong deodorants, or the smell coffee, cigarettes, and halitosis that can be offensive to other people ---especially to those who are ill.

All body art, i.e., tattoos, are to be covered. **All tattoos are to be covered using tattoo covering makeup or clothing. Tattoos cannot be covered with bandages or adhesive covering.**

Clinical facilities may have additional dress and grooming requirements which the student must also follow.

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

Student Evaluation

A course grade is determined at the end of each nursing course. The course grade is derived from a letter grade in all nursing courses except for NUR 2714 & NUR 2714L, which are the ending practicum courses in the ADN program and are assigned a "Pass/Fail" grade based on performance.

STARTING with New & Re-Entry Students admitted during the FALL 2018, 2019-1 TERM, 2019-1 Term, A grade of "B" or higher is required in all nursing courses and must be achieved to progress in the program. Students admitted prior to this time will be subject to the grading scale as outlined in their handbook of their admission start date. Students must enroll concurrently in the didactic and lab/clinical course during the 1st attempt at the courses. If a failure occurs in either the didactic or lab/clinical course, students may not progress to the next course until the failed course is repeated and successfully passed with a grade of "B" or higher and must be within the allotted number of attempts per college policy. The grading scale that is used in **all** nursing courses (except for the practicum 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 UP of any grade. This policy applies to ALL students enrolled in any nursing program regardless of their admission start date.

The evaluative process for the theory course includes the use of NCLEX style testing and other course-specific assignments to achieve the required benchmark based on designated course content. The evaluative process for the lab/clinical course includes the use of NCLEX style testing to verify math mastery and medication mastery and demonstration of lab skills based on designated course content. Students who are in academic jeopardy in the Theory course will receive a Student Status Report and be enrolled in the SUCCESS program.

Clinical performance is evaluated in part by using grading rubrics with established indicators based on the roles of the nurse as defined by specific course content. Clinical performance is also evaluated by student self-reports related to observational experiences and clinical teaching projects based on specific course content. Midterm and final evaluations are discussed as part of clinical conferencing between student and faculty throughout the course. Students who are not meeting established clinical/lab competencies will receive a Student Status Report and be enrolled in the SUCCESS program.

Laboratory Evaluation Procedures

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

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

1. Initial instruction/demonstration (by faculty to assigned group of students)
2. Supervised student practice with completion of student peer evaluation
3. Successful completion of clinical skill performance with no more than two (2) peer evaluations.
4. The student will have three attempts to demonstrate proficiency of all required skills.
5. If the student performance is deemed unsuccessful upon the first evaluative attempt, the student will need to schedule remediation with their instructor within one week's time frame.
6. Practice after this remediation can be scheduled with the lab facilitator should the student desire.

7. Following the required remediation, the student will be re-evaluated by the faculty member.
8. If the student is unsatisfactory after the faculty second evaluation, additional remediation and practice sessions may be required prior to re-evaluation for this third attempt. The instructor can coordinate this with the student for remediation and the lab facilitator for practice.
9. If the student does not satisfactorily perform the skill on this third attempt, the student will at that time be dismissed from the course. If the unsuccessful third attempt occurs after the withdrawal date, the student will receive an "F" in the clinical/lab portion of the course. The student will need to repeat this course should they desire to continue in the program. Re-entry into the course is based on availability and eligibility.

Campus Lab Policy

Student Lab Skills Kits

Students must purchase the required lab skills kit for each semester/year as required. This is a program requirement. Students will need to show the receipt for their lab skills kit to the lab facilitators /instructors on the first day of Clinical Lab when reviewing lab pack contents. **All students will be 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 will have to use their own kit supplies and/or purchase additional materials.

If a student comes to lab without the lab skills kit, he/she will not be allowed entrance into the lab session. They will be marked absent for that clinical lab day. Please be advised that all missed Clinical Lab time must be made up as **completion of all Lab hours is a passing requirement of the course.** Makeup lab hours are rescheduled based on instructor/facilitator and space availability. The college cannot guarantee the ability to reschedule makeup lab time.

All clinical lab time must be met as a passing requirement for the course. Please see the attendance policy for clinical lab.

Clinical Simulation Experiences

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 course(s). Simulation experiences may 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. Students will be able to perform as a provider of care, communicator, teacher, manager of care, and member of profession individually and collaborate as a team member within a group. Simulation will emphasize application of 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. Students are expected to follow the clinical dress code, grooming code and uniform policies for all clinical simulation experiences, unless otherwise directed by the instructor.

Clinical Evaluation Procedures

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

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

1. Student-faculty conference in conjunction with Student Status Report
2. Clinical Improvement plan developed in conjunction with faculty and student with a written prescription for remediation.
3. Establishment of a Performance Plan relative to the identified deficiencies and a formal signature page to indicate acknowledgement of required clinical improvement based on stipulated evaluation criteria within a specified time frame.
4. Weekly review of updated Performance Plan and faculty determination of met competencies.
5. 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.
6. Please refer to college catalog/handbook for additional information relative to Dismissal from Health Programs

Clinical Misconduct

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

- a. The student is expected to follow all instructions of the Clinical Instructor.
- b. The student cannot perform any patient care, nursing skill or medication administration without the instructor's knowledge, permission and/or supervision as required by the Clinical Instructor.
- c. Proficiency of any clinical skill must be shown within the clinical laboratory setting and once again cleared by the instructor as proficient within the medical facility.
- d. Students are not allowed to leave the facility at any time during the scheduled clinical hours.
- e. If an emergency occurs and the student must leave the clinical early, the clinical instructor must be made aware, and must have given permission 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.
- f. Students cannot be on the unit, or in the facility, access patient charts or enter patient areas except during scheduled clinical times.
- g. Wearing the PHSC uniform or student Nurse ID Badge within the facility outside of scheduled clinical hours is also prohibited.
- h. Any concerns about employees or staff of the facility by a student must be brought to the attention of the Clinical Instructor to be handled. Students are not to discuss their issues or the concerns they may have with the facility employee or staff.
- i. The student will not engage in any unsafe behavior defined as "any practice that endangers the health or wellbeing of the patient", nor practice outside of the scope of student nurse as outlined by the PHSC Nursing Department, the Florida Board of Nursing and/or the facilities' policy and procedures.
- j. 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 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.

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.

Required Clinical Paperwork/Care Plans/Documentation

Submission of all required Clinical Documentation, Care Plans, Logs, and other paperwork noted as required in your syllabi must be completed and submitted at an 80% proficiency level for passing the Clinical Course. These items are pass/fail items and are passing requirements of the course. If they are not submitted or are submitted at a level below the proficiency level of 80%, you will receive a grade of "F" in the course regardless of your performance grade in the course.

Any required clinical paperwork turned in late, will be subject to losing **5 points for each day** that it is late. If a paper is sufficiently late to receive a grade of "F" the assignment still needs to be turned at an 80% (*) proficiency level to satisfy the passing requirement, however the assignment will receive a grade of "0". In instances where Care Plans can be resubmitted to meet the 80% proficiency for the passing requirement, the grade that will be entered into the grade book and used to calculate your overall grade will be the grade received on the **first submission**.

Progression in the Program

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 a clinical and didactic course, except for NUR 2820. Both courses must be successfully passed to progress in the program. If a student either fails or withdraws from a course in which there is a co-requisite, the student must withdraw from the co-requisite course. Re-entry is subject to faculty approval, space availability, and student eligibility.

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. Consideration will be given in the event of withdrawal due to medical or other extenuating circumstances, to be determined by the Associate Dean of Nursing. **If a student either fails or withdraws from a course in which there is a co-requisite, the failure/withdrawal from the course and co-requisite will only count as one unsuccessful attempt. However, if the student is in failing status in the co-requisite course at the time of failure or withdrawal, this would constitute two unsuccessful attempts. *Students admitted prior to Spring 2021 will progress according to the policy as it was written in their admitting term.**

Please see Re- admission to Limited-Access Health Programs (Nursing) Procedures for Students section: Second and Subsequent Semester Repeats and/or Multiple Course Repeats if this should occur.

SUCCESS Program

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

An individual meeting between the student and faculty member must be scheduled to sign the contract and formalize the development of an individualized student learning plan. Remediation and compliance

with follow-up are an integral part of this program.

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

Readmission to limited access/selected admissions related to the Nursing Programs is outlined below. This policy applies to all returning, new and re-entry students currently enrolled:

A. First Semester Repeats

Students who fail to successfully complete 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 reapply to the program if they wish to continue. This is done by submitting a program application and application fee to the Admissions and Student Records Office during the posted application time frame. Students must meet all admission requirements in effect at the time of their reapplication. **Students who fail more than one course in their first semester are ineligible to reapply.**

B. Second 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 second or subsequent semesters must request to repeat the course by submitting a Student Request to Repeat Health Program Course form (IIN-27). This form is submitted to the Associate Dean of Nursing. Courses may be repeated only with the recommendations of the current instructor, Associate Dean of Nursing, the Dean of Nursing & Health Programs, and the Vice President of Instruction/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 readmission. In addition, students approved to repeat a course may be required to demonstrate retention of essential prerequisite knowledge and skills before being allowed to re-enter the clinical sequence of courses. Students will be notified by the program administrative assistant of the next available start date. 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 would need to pay out of pocket.

Multiple Course Failures/Withdrawal:

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.

Policy for Re-entry into Practicum

Failing to successfully complete the Adult 2 NUR 2261 theory course requires that both the

theory course NUR 2261 and Clinical Course NUR 2261L be repeated. A clinical preceptorship assignment requires a current ongoing demonstration of clinical proficiency at the facility where the preceptorship assignment occurs, during the semester when the preceptorship will occur. Any Student failing NUR 2261L must repeat the course to progress to NUR 2714 & NUR 2714L. Any student failing NUR 2714L must repeat NUR 2261L and NUR 2714L for completion of the program. Re-entry to any of these courses is based on student eligibility, as well as course and space availability.

All Practicums must take place at the facility in which the student has successfully completed their Adult 2 clinical experience. No exceptions to this policy will be made.

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 the meeting of 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 WISE. 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 requires a separate application.

Conduct

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

Faculty Student Interactions & Faculty Student Conferences

Counseling sessions are confidential between faculty and student. To maintain confidentiality regarding these meetings, students should refrain from discussing any content with non-participant members.

Dismissal from the Health Programs

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

Transfer Procedures for Nursing Programs

1. Submit a PHSC Application for Admission, an official high school transcript indicating graduation and receipt of standard high school diploma or an official transcript of GED scores indicating receipt of high school equivalency diploma. Submit an official transcript from each U.S. College and university attended other than PHSC.
2. Contact an advisor for assistance with transfer procedures.
3. Once admitted to PHSC, submit a nursing program application to the Admissions and Student Records Office. Upon review of the nursing application, a letter of response will be sent to the student.
4. After receiving the notification letter from the Admissions and Student Records Office that all requirements have been met, make an appointment with the 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 concepts.
 - c. Complete recommended remediation, if any.
 - d. Submit a physical exam form demonstrating satisfactory health (SAR-40).
 - e. Provide copy of current CPR card.
 - f. Supply results of criminal background check to clinical agencies, as required.
 - 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.

College Services

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

Student Employment

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

Students enrolled in nursing programs are frequently offered employment in hospitals and health care agencies. It is essential that the student recognize the need to validate that such employment is in a non-professional nursing role that is in accordance with the law and the rules that regulate nursing practice. Student uniforms are to be worn for PHSC clinical experiences only. Students who hold valid, active Florida licenses as LPNs or Paramedics are eligible for employment in those roles as defined by licensing law.

PASCO-HERNANDO STATE COLLEGE

Section III

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. Noted below are specific college policies related to HIV- Hepatitis, Varicella & Rubella, Respiratory Protection, Personal Protective Equipment (PPE) and Flu Immunization.

HIV - Hepatitis Policy

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

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

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

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

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

isolation/labeling of the patient's room, chart, and specimens are to be done according to agency policy. Upon death, state law requires that a bio-hazardous tag be affixed to the body of anyone known to have a blood borne pathogen.

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

Personal Protective Equipment (PPE)

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

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

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

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

Varicella & MMR Infection Policy

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

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

Clinical sites require the submission of titer results as well as a physical examination form for student eligibility to participate in clinical rotations. Students must submit all required documents to the clinical records specialist at the time of admission to the Program. Actual titer results must be submitted by the college to the hospital for clinical hair. Negative or equivocal titer results may require additional vaccination to enter a clinical site. Students may not participate in clinical activities until this policy is met, which may jeopardize their successful completion of nursing courses.

TDAP requirement

TDAP - All students must submit proof of having received a TDAP within the past 10 years. A tetanus shot without the diphtheria and pertussis inclusion will not satisfy this requirement.

Tuberculosis Policy

Pasco-Hernando State College Health Program students are required to submit proof of a negative tuberculosis screening by one (1) of the following test methods: 1.) QuantiFERON Gold, 2.) T-Spot lab

value, or 3.) chest x-ray – noted to be performed for tuberculosis screening.

Respiratory Protection Policy

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

Pasco-Hernando State College Health Program students and faculty will follow the recommendation guidelines for "Prevention of TB transmission in Health Care Settings" published by the **Center for Disease Control (CDC)**, and the "Federal Respiratory Protection Standard (29CFR 1910.134) as required by the **Occupational Safety and Health Agency (OSHA)**, as well as the various agencies in which clinical experiences are scheduled. This will include the wearing of personal protective equipment when entering any TB area or when caring for an active or suspected client with TB. Policies will be updated as new information related to the prevention and management of TB becomes available. Students will be fitted for particulate respirators at the assigned clinical agency as the need arises. The student will receive training on the proper use and limitations of the particulate respirator model in use at the agency.

Flu Immunization Policy

Recent health indicators in clinical healthcare settings have led to the requirement that all healthcare providers/members become vaccinated annually with the current flu vaccine. Based on this requirement, nursing students and faculty must comply and provide evidence of vaccination for the current flu season prior to entrance into the clinical environment. If a student cannot take the immunization, medical documentation stating this must be submitted. The student will be required to wear a "mask" while in the clinical environment and/or meet other additional requirements as designated by the respective clinical facility.

PASCO-HERNANDO STATE COLLEGE

PART IV

Student Nurses Associations

Nightingale Nursing Club

This PHSC College approved club is the official Florida Student Nurses Association Chapter, which is open to all nursing students and pre-nursing students on all campuses. Students can choose to pay membership dues to NSNA for full membership and benefits.

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

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

5 Star – Award

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

Convention

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

Scholarships

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

Pinning Ceremony

The tradition of the Pinning Ceremony is important to the profession of nursing, serving as a formal celebration to welcome new graduates to the distinguished profession. Held separately from the college graduation ceremony, the Pinning Ceremony focuses on the special achievement of graduating from a nursing program. The Nursing Pinning ceremony takes place three times a year following graduation from the respective nursing programs. It is held on West Campus in a designated location during the Winter and Spring Semesters, and in the Performing Arts Center during the Summer Semester. Information about the ceremony will be made available to the students during their final academic semester.

PASCO-HERNANDO STATE COLLEGE

PART V

Graduate Licensure Instructions

REGISTRATION FOR NCLEX INSTRUCTIONS

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.

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

Instructions for Application

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

- **School's Submission of Names to Board of Nursing**

The nursing program will provide proof to the Florida Board of Nursing (BON) that you have met the program requirements and all obligations to the college which indicates you may apply for licensure. This information will be sent to the BON once your degree has been verified by the college. The school code is listed above for the application process.
- **Your Application for NCLEX is a Three Step Process:**
 1. 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.
 2. 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.
 3. Register for the NCLEX with Pearson Vue, utilizing one of the methods below. You will need to use your school program code to register: PN: US70106400. An email address must be provided with Your registration as correspondence with Pearson Vue is available only via email.

Methods of Registration

1. Internet:

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

2. Telephone Registration

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

- **What Happens Next?**

Once you have completed the above steps, you have created an open registration that is open for 365 days for candidate eligibility to be approved by the Florida Board of Nursing. Once you have been made eligible, you must test within the validity dates on the Authorization to Test (ATT) which will be emailed to you by Pearson Vue.

Once the Florida Board of Nursing makes you eligible to take the examination your 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 you provided when registering.

With your ATT you will be able to go back to the Pearson Vue Website and select the "schedule a test" Link. When this tab opens, you will enter your username and password that has previously been established and emailed to you by ATT. Available dates and locations for testing will be shown from which you select your choice for testing.

If you are not made eligible or are denied eligibility by the FBON within the 365-day time, you will forfeit your NCLEX registration and exam fee. When this occurs, you will need to re-register and pay another exam fee after the current registration expires. Please note, that you cannot reregister before your current registration expires. If you 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.

PASCO-HERNANDO STATE COLLEGE

PART VI
APPENDIX

Assessment Technology Institute

Overview

Students are administered Proctored ATI Content Mastery Assessments that are content specific and correlated to the curriculum progression. These include: RN Fundamentals, RN Maternal Child, RN Nursing Care of Children, RN Pharmacology, RN Mental Health, RN Medical Surgical, and RN Leadership. The purpose of these tests is to measure proficiency as well as offer identification of specific concept(s) needing remediation. The above Proctored Content Mastery Assessments are weighted within the overall grade for the course in which they are taken.

The following Content Mastery Assessments are not weighted as part of a grade: Critical Thinking Assessment, Self-Assessment Inventory, Nutrition and Community Nursing. These non-weighted assessments are required to be completed with submission of completed focused reviews when applicable if proficiency levels are below a proficiency level 2 for Content Assessments and/ or 80 %.

Requirements for Progressing and Successful Completing the Program

RN Medical Surgical Proctored Content Mastery Assessment: A level 2 within two attempts on the RN Medical Surgical Proctored Content Mastery Assessment is a passing requirement for NUR 2261. It also serves as an eligibility requirement for taking the Comprehensive Predictor. Students who do not achieve a level 2 on the Medical Surgical Proctored Assessment within two attempts will not be allowed to progress in the program and will receive an "F" grade in the course.

Comprehensive Predictor:

A student is eligible to sit for the Comprehensive Predictor after achieving a level two within two attempts on the Medical Surgical Proctored Assessment. **The Comprehensive Predictor is the final assessment given in NUR 2261. A passing score of 90% probability within two attempts on the Comprehensive Predictor is a passing requirement for NUR 2261 and a pre-requisite for progressing on to NUR 2714 & NUR 2714L.** Failure to meet this proficiency would result in an "F" Grade in the course. This is a requirement for all currently enrolled students and not subject to admission date.

Administration and Grading Policies of Proctored ATI Content Mastery Assessments

The ATI computerized assessment program generates student portfolios which track testing results for each student. ATI Specialty Exams represent no more than 8 % of the student's total class grade in all Nursing Courses (see individualized course syllabi for specifics) except for Role and Scope in which the RN Leadership Content Mastery Assessment represents 10% of the total class grade. Students are required to complete two practice exams prior and attain an 80%* to be eligible to sit for the proctored Content Mastery Assessments. The maximum number of points can be attained by reaching a proficiency level "2" on the first attempt. A maximum of two attempts are given for each Proctored Specialty Content Area. There are not out of pocket expenses for second attempts on the Proctored Content Mastery Assessments or the Comprehensive Predictor.

If a student does not meet the required proficiency level on the first attempt on a Proctored Content Mastery Assessment, remediation using an ATI generated focused review is required prior to a second attempt. The required second attempt will occur only after completion of a minimum of two hours' remediation using the generated focused review including any other recommendation by the instructor. Both attempts are required as a passing requirement of the course if a Level 2 is not attained on the first attempt. All attempts must be completed prior to the end of the term. Should the second attempt still fail to yield a level 2, exception being the Medical Surgical Proctored Assessment, a final focused review and remediation plan will be assigned by your instructor and will need to be completed and submitted by the student prior to attaining a grade for the course in which the student is enrolled. Non-compliance by the end of the semester will yield a grade of "F" for said course.

Completion of all scheduled Practice Exams, Non- Proctored Specialty Exams, Proctored Specialty Exams, ATI generated focused reviews or other assigned remediation is mandatory in each Nursing Course as assigned for successful progression within the program.

Procedure – Testing Procedure

All Proctored Content Mastery Exams are administered in a proctored environment by a nursing faculty member.

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

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

Step 2: One week prior to the scheduled due date for the completion and submission of the Practice Tests, the instructor will open Practice Assessment Version A with the rationales turned off. The students who do not attain an 80 % on the first attempt must remediate with a focused review that is generated by ATI and retake the test to a score of 80 %. The student has an unlimited number of times to take the practice test to attain an 80 %. Once the score is obtained the student needs to submit a copy of the completed assessment as instructed by their instructor. The instructor will turn on the rationales of the practice test the day after the practice test is due. The same process for the Completion of Practice Assessment Version B will be followed.

Two practice assessments (Version A and Version B) at a proficiency of 80 % need to be completed and turned in to the instructor for each content area that requires a Proctored Assessment as well as for the Comprehensive Predictor.

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

Step 4: The student must attain a level 2 proficiency score (or a 90% for the Comprehensive Predictor) on the first attempt to gain the maximum number of points allocated towards the course grade, as indicated in the specific course syllabi. If a student does not attain this proficiency score on the first attempt, the ATI generated focused review must be completed. A transcript of the completed focused review must be turned in to your instructor prior to the scheduled second attempt. A minimum of two hours of remediation must be done for each focused review.

Step 5:

Proctored Content Mastery Assessment

Prior to the scheduled Second Attempt for a Proctored Content Mastery Assessment, the student, when required, must submit a completed transcript of the generated focused review indicating a minimum of two hours of remediation has been completed. Should the student not complete the focused review criteria prior to the scheduled second attempt of the Proctored Content Mastery Assessment, the student will forfeit the second attempt and subsequent remediation opportunity and will not meet the passing requirements of the course leading to a course grade of “F”.

Should the second attempt for a Proctored Content Mastery Assessment not meet the required Proficiency Level “2” a focused review reflective of a minimum of two hours of remediation time must be completed and submitted. The focused review may include but not be limited to some of the following:

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

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

Comprehensive Predictor

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

If the student does not receive a grade of 90% through forfeiture on the first or second attempts, the student will not meet the passing requirements of NUR 2261 and will not be allowed to progress in the program. An “F” grade in the course will be recorded. All attempts must be completed prior to the end of the Course within which they are scheduled.

Remediation to be completed prior to a second attempt of the Comprehensive Predictor may include but is not limited to some/all the following:

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

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

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

Testing, Remediation and Retesting Protocol

EVENT	ACTION	EVALUATION
1st Attempt Proctored Specialty Exams Below a Proficiency Level "2" (excluding Medical Surgical Proctored Exam)	Remediate & submit a focused review (minimum of two hours) prior to scheduled 2nd attempt	Written Submission Time Verification on ATI
1st Attempt Medical Surgical Proctored Exam below a Proficiency Level "2"	Remediate & submit focused review (minimum of two hours) prior to scheduled 2nd attempt	Written Submission Time Verification on ATI
1st Attempt Comprehensive Predictor: Below a score of 90% probability for passing RN NCLEX on first attempt	Remediate and submit focused review (minimum of two hours prior to scheduled 2nd attempt	Written Submission Time Verification on ATI
2nd Attempt Proctored Specialty Exam: Below a Proficiency Level "2" (excluding Medical Surgical Proctored Exam)	Remediate and submit a focused review (minimum of two hours) Failure to submit completed remediation will forfeit attempt & will render an "F" grade for the course.	Written Submission as instructed by Instructor Time Verification on ATI if applicable.

2nd Attempt Medical Surgical Proctored Exam below a Proficiency Level "2"	Failure of Course. In-eligible to take Comprehensive Predictor	Grade of "F" recorded for Course. If eligible, can re-enroll for NUR 2261 and NUR 2261L to progress and complete Program. Re-enrollment based on eligibility and Grade of "F" recorded for Course.
2nd Attempt Comprehensive Predictor: Below a score of 90% probability of passing RN NCLEX.	Failure of Course.	If eligible, can re-enroll for NUR 2261 and NUR 2261L to progress and complete Program. Re-enrollment based on eligibility and

Grading

Allocation of Points towards the weighted grade is based on the number of attempts required by the student to attain a level 2 on the Proctored Specialty Exam(s) as specified in the course syllabi and table below. The maximum number of points can be attained by reaching a Proficiency Level "2" on the first attempt of a Proctored Specialty Exam. The student has a maximum of two attempts to attain a level 2 on all Proctored Specialty Exams. The student will have a maximum of two attempts for attaining a 90% probability score for passing the NCLEX as indicated on the Comprehensive Predictor for all students currently enrolled. A 90 % probability score on the Comprehensive Predictor is a passing requirement of NUR 2261.

Proctored and Non-Proctored Specialty Exams Point Allocation

Generic Program

COURSE	ASSESSMENT TEST	Total # Grade Points Allocated	Points for Level "2" on 1st Attempt	Points for Level "2" on 2nd Attempt with remediation submission	Points for Level "1" on 2nd Attempt with remediation submission
NUR 1021	Critical Thinking	NA	NA	NA	NA
	Self-Assess	NA	NA	NA	NA
	Inventory Nutrition	NA	NA	NA	NA
NUR 1211	Fundamentals	5	5	4	3
NUR 2460	Maternal	4	4	3.2	2.4
	Newborn Care	4	4	3.2	2.4
	of Children Community Health	NA	NA	NA	NA
NUR 2261	Mental Health	2	2	1.6	1.2
	Pharmacology	2	2	1.6	1.2
	Medical	4	4	3.2	NA
	Surgical Comprehensive Pred.	NA	NA	NA	NA
NUR 2271	Critical Thinking	NA	NA	NA	NA
NUR 2820	Leadership	10	10	8	6

LIVE NCELX REVIEW

The Live ATI NCLEX Review Program is a **Mandatory Passing Requirement of NUR 2714. Attendance is required to receive a grade for the course and to graduate.**

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

Transition Program

COURSE	ASSESSMENT TEST	Total # Grade Points Allocated	Points for Level “2” on 1st Attempt	Points for Level “2” on 2nd Attempt with remediation submission	Points for Level “1” on 2nd Attempt with remediation submission
NUR 1006	Critical Thinking Self-Assess Inventory	NA	NA	NA	NA
		NA	NA	NA	NA
NUR 1200	Critical Thinking	NA	NA	NA	NA
		5	5	4	3
NUR 2403	Maternal Newborn Care of Children Community Health	3	3	2.4	1.8
		3	3	2.4	1.8
		NA	NA	NA	NA
NUR 2261	Mental Health Pharmacology Medical Surgical Comprehensive Pred.	2	2	1.6	1.2
		2	2	1.6	1.2
		4	4	NA	NA
		NA	NA		NA
NUR 2271	Critical Thinking	NA	NA	NA	NA
NUR 2820	Leadership	10	10	8	6

LIVE NCLEX REVIEW

The Live ATI NCLEX Review Program is a **Mandatory Passing Requirement of NUR 2714**. Attendance is required to receive a grade for the course.

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