



Trinidad State Junior College enriches the academic, technical, and cultural life of our diverse community. We are committed to offering traditional and alternative approaches to education, providing quality instruction, and promoting lifelong learning.

Nursing Student Handbook

2011-2012

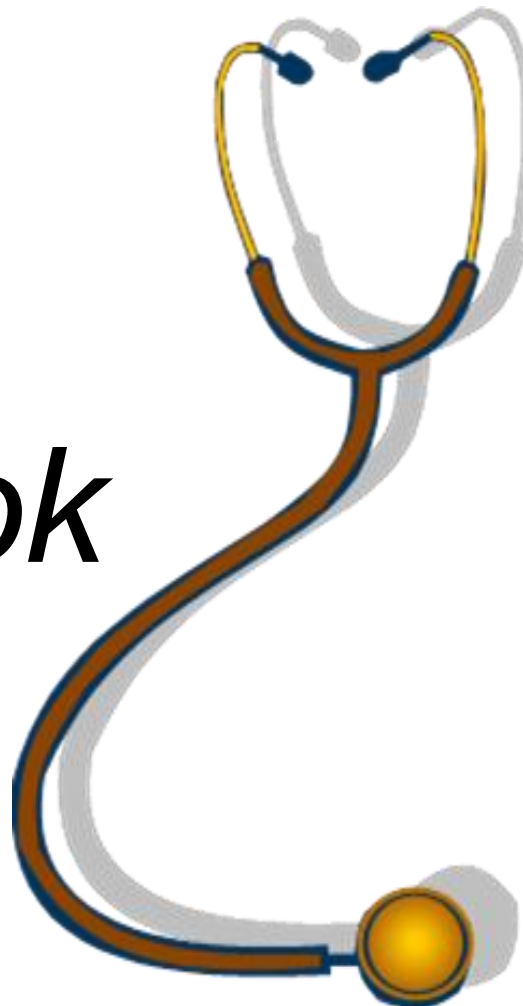


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NURSING STUDENT PROGRAM GUIDE

INTRODUCTION

Welcome to the Nursing Program at Trinidad State Junior College. Admission to the Nursing Program means students begin taking courses in the Nursing Major. This is a long awaited goal. Students have been taking non-nursing coursework - support courses - to prepare for the challenging path ahead. Indeed, the coursework and its demands on time and energy are great; so too, are the rewards. Students will learn more than one can imagine, gain unforgettable experiences, develop skills untold, and make lifetime friends. Students will make a difference in the lives of patients and families and contribute to ones individual uniqueness. At times, one may wonder if it is all worth it. Students will reflect upon goals and strides taken and answer with a resounding YES!

The Nursing Faculty and Staff at TSJC welcome students and encourage them to become familiar with the contents of this program guide. It answers many questions. It is meant to be used in conjunction with the TSJC Student Handbook, College Catalog, and Nursing Program Course Syllabi. We encourage students to come to us for the answers to questions, to discuss concerns, desires, goals, or just to talk.

Good luck to all students who venture down the path toward becoming registered nurses.

- The Nursing Faculty and Staff

EQUAL OPPORTUNITY

The College prohibits and will not tolerate discrimination that violates federal, state law, or Board Policy 3-120. The College does not discriminate on the basis of race, age, color, religion, national origin, sex, sexual orientation, marital status, veteran status, or disability. The College complies with Titles VI and VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, the Education Amendments of 1972 (Title IX), the Age Discrimination in Employment Act, the Rehabilitation Act of 1973, the Americans with Disabilities Act, Executive Order 11246, and sections 24-34-301, C.R.S. *et seq.*

For information regarding civil rights or grievance procedures, contact: Human Resources Director

Lorrie Velasquez : 719-846-5534

Chief Student Services Officer

Trinidad Campus: Kerry Gabrielson 719-846-5643

Alamosa Campus: David Pearse 719-589-7050

MISSION AND PHILOSOPHY

Mission

To provide quality education that prepares the learner to become a member of the profession of nursing, meeting the needs of a diverse population, in an ever-changing health care environment in both rural and/or urban settings.

Philosophy

The philosophy of the nursing faculty is in harmony with and supports the mission statement of Trinidad State Junior College. We believe the philosophy is based on concepts related to the individual, environment, health, nursing/nursing practice, professionalism, and teaching/learning.

Each INDIVIDUAL is viewed as a unique, complex, holistic being with biological, psychological, social, cultural and spiritual dimensions. Individuals have diverse values and beliefs and possess dignity, unconditional worth and the inherent right to assume responsibility for the development of their own potential. As patients in a health care setting, individuals have the right and responsibility to request information about their health and health care.

ENVIRONMENT refers to the context in which nursing occurs, which ranges from the patient's home to clinical agencies to society as a whole. A patient's environment is a major determinant of their health/illness status. It can include spiritual, political, legal, ethical, physical, economic, spatial and temporal aspects in which the family, community, or healthcare exists.

HEALTH is a changing state on the wellness-illness continuum that is impacted by stressors in the internal and external environment. Individuals experience ILLNESS when factors in the internal and external environment compromise an individual's ability to adapt to stressors resulting in disorders in physiological or psychological function.

NURSING/NURSING PRACTICE is a caring profession that is both an art and a science. Nursing is a complex and dynamic process that is scientifically based and requires critical thinking. Nurses use cognitive, psychomotor, and affective skills within the parameters of the nursing process to assist the individual experiencing actual and/or potential disorders in function. Nursing is directed toward promoting, maintaining, and restoring health and supporting death with dignity. Nursing practice employs critical thinking to carry out therapeutic and caring interventions and facilitate the nurse-patient relationship.

CARING/THERAPEUTIC INTERVENTIONS are individualized nursing interventions involving compassion, sensitivity, and showing empathy for the patient. Caring interventions require critical thinking, planning, collaboration and therapeutic communication between the patient and nurse.

PROFESSIONALISM requires that the student has a responsibility and an obligation to prepare for the role of registered nurse. Nursing is a scholarly profession that utilizes theories from nursing and other disciplines to guide its practice for the promotion of health, care of the sick, and support of individuals and families in the final stages of life. Students apply the Colorado Nurse Practice Act, the ANA Standards of Care and Code of Ethics to professional practice.

TEACHING/LEARNING concepts are put into practice by faculty to organize and evaluate learning in the classroom and in the clinical settings. Principles of adult learning as well as pedagogy are utilized to support the learning process through the acquisition of knowledge then applying that knowledge to a test question or a simulation or lab experience or in the clinical setting. Students demonstrate principles of teaching/learning throughout their nursing practice. Active learning is encouraged to enhance critical thinking skills and students are encouraged to make a commitment to life-long learning.

GOAL

The goal of the Nursing Program is to prepare generalist practitioners of nursing who will function in independent, interdependent, and dependent roles, in a variety of settings.

PROGRAM OUTCOMES

By the end of the program the students will achieve the following:

- 80% of the students will complete their program within one year of the projected completion date
- 85% of the students will successfully score at or above the designated score of 850 by the second attempt of the RN Exit Exam.
- 100% of graduates will pass the NCLEX exam at the national pass rate
- 90% of graduates surveyed will have employment as an RN within nine months of graduation.
- 80% of graduates will rate the program as average or above average as measured by the student exit evaluation.

STUDENT LEARNING OUTCOMES

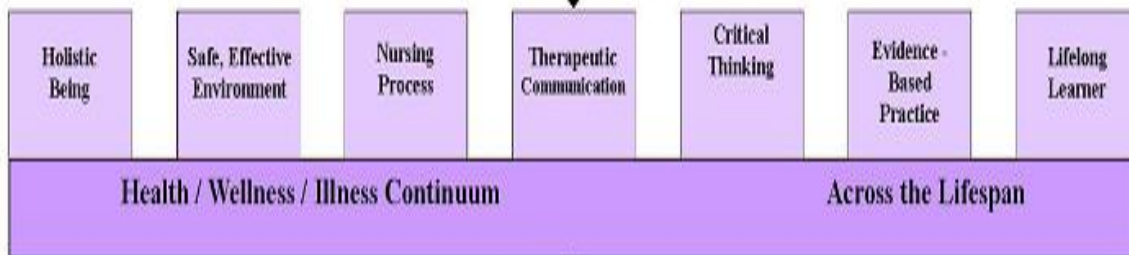
By the end of the course the nursing graduate will be able to achieve the following:

1. Integrate **evidenced-based** knowledge into clinical practice, using the **nursing process** to guide care and to maintain and promote the health of patients throughout the life span.
2. Incorporate **critical thinking** skills and clinical reasoning in order to plan, deliver, prioritize, and evaluate safe, holistic care of the individual.
3. Demonstrate effective **communication** skills through oral and written communication with the patient and members of the health care team.
4. Demonstrate **caring interventions** by delivering compassionate and culturally sensitive care to patients **across the life-span and the health-wellness-illness continuum**.
5. Display **accountability** by engaging in **safe, competent professional practice** under the Colorado Nurse Practice Act and in accordance with the ANA Nursing Code of Ethics.
6. Utilize **management and leadership** skills to coordinate care for patients through the use of current technology and by **collaborating** with the health care team.
7. Integrate **teaching-learning** principles through the development of teaching plans and assume responsibility for professional development through making a commitment to **lifelong learning**.

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By the end of the course content the students will achieve the following:

1. Integrate evidenced-based knowledge into clinical practice, using the nursing process to guide care and to maintain and promote the health of Patients throughout the life span.
2. Incorporate critical thinking skills and clinical reasoning in order to plan, deliver, prioritize, and evaluate safe holistic care of the individual.
3. Demonstrate effective communication skills through oral and written communication with the patient and members of the health care team.
4. Demonstrate caring interventions by delivering compassionate and culturally sensitive care to patients across the life-span and the health-wellness-illness continuum.
5. Display accountability by engaging in safe, competent professional practice under the Colorado Nurse Practice Act and in accordance with the ANA Nursing Code of Ethics.
6. Utilize management, and leadership skills for patients through the use of current technology and by collaborating with a health care team.
7. Integrate teaching-learning principles through development of teaching plans and assume responsibility for professional development through making a commitment to lifelong learning.

ACCREDITATION

Trinidad State Junior College is fully accredited by the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602, 800-621-7440. The Nursing Program is approved by the Colorado State Board of Nursing and the Colorado Community College System.

NLNAC CANDIDACY STATUS

The Associate Degree Nursing Program at Trinidad State Junior College is a candidate for accreditation through the

National League for Nursing Accrediting Commission

3343 Peachtree Road NE, Suite 850

Atlanta, Georgia 30326

Phone (404) 975-5000

Fax (404) 975-5020

www.nlnac.org

ADVISORY COMMITTEE

The Advisory Committee for the Nursing Program is composed of respected nursing administrators and staff from a number of rural health care institutions, faculty members, alumni, students, and representation from the community. Student attendance is open and required of the assigned class officer. The purpose of the committee is to review curriculum, policies, and procedures, and make recommendations to the faculty regarding their appropriateness to the current practice of nursing. The committee also provides accurate occupational information including trends in employment. Student input is encouraged for all aspects discussed during the committee meeting.

STUDENT REPRESENTATION

All students are encouraged to provide input on decisions including admission standards, curriculum, student services and the teaching/learning process. Students are invited to become active in student government and nursing student associations and organizations, both on campus and in the community. Class officers are elected during the Fall semester and then assigned to nursing program committees.

The following list includes a others ways that students can become involved in governance:

- Participate in End of Semester, End of Program, and Alumni surveys.
- Provide honest and fair feedback to your instructor when asked to complete instructor and course evaluations at the end of a course.
- Participate in Student Forum activities.
- Volunteer for committee membership by informing the Director in writing that you would like to serve on the Curriculum, Advisory, and/or Student Affairs Committees.
- Provide input when peers are representing issues at committee meetings and student forums.
- Be involved in Student Nurse Associations.

Information gained from attendance at any and all committee meetings is to be disseminated at the following class meeting.

Student Nurse Association

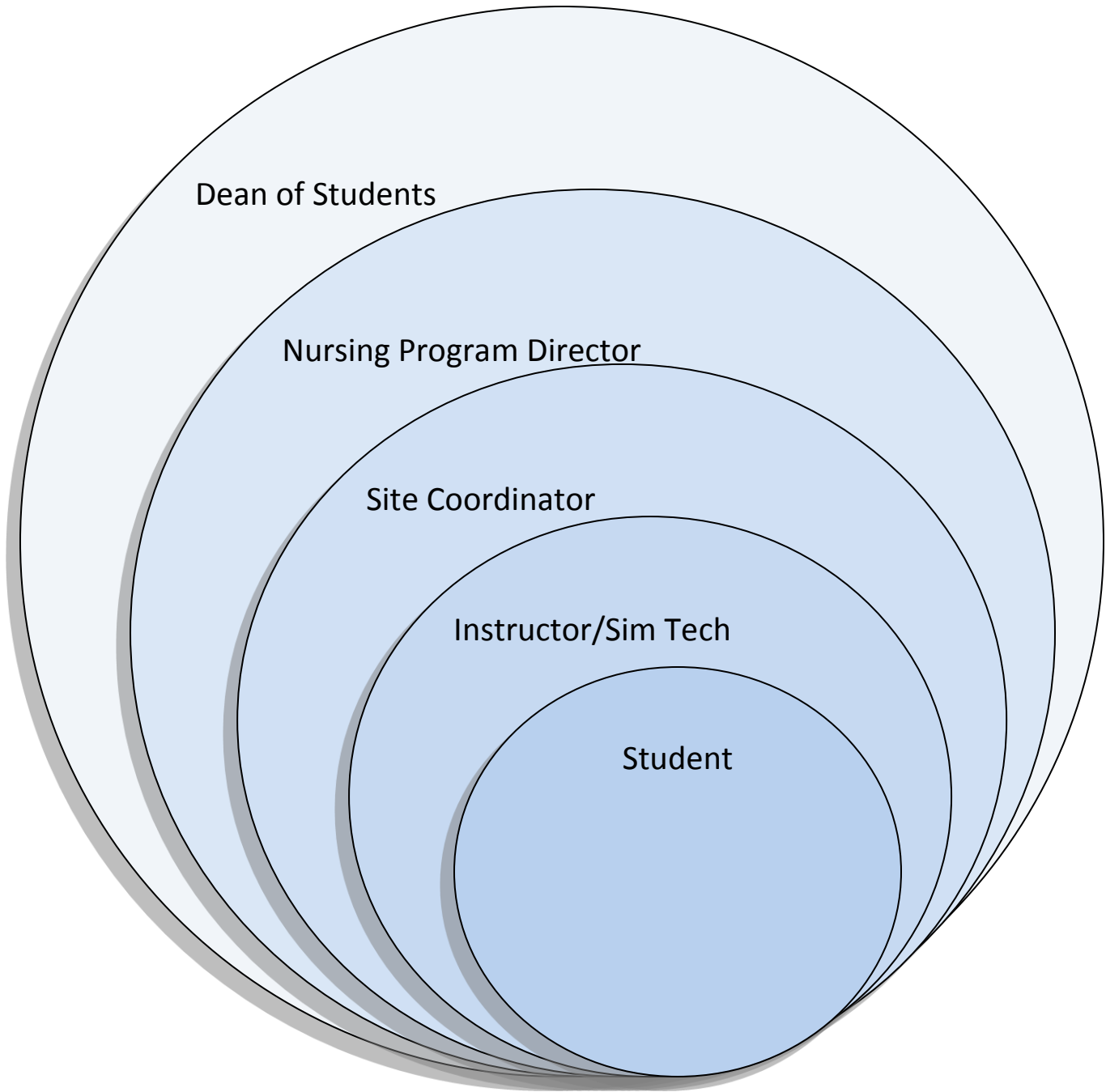
Student Nurses' Association — This organization acquaints the student nurse to the professional responsibilities of nursing, providing opportunities for leadership, and growth through collegial relationships. Membership is open to all students admitted to the nursing program.

FACULTY

The full time faculty holds MSN Degrees (or is enrolled in a MSN program) in an area of specialization: Medical-Surgical, Pediatrics, Maternity, Psychiatric Nursing, and Nursing Education. All have had experience as nurses and teachers prior to coming to TSJC. For specific information about individual faculty, please see the college Web site (<http://www.trinidadstate.edu>), catalog, or the faculty member.

Chain of Command

TSJC College President
TSJC Campus Vice President



NURSING PROGRAM POLICIES

These program policies have been adopted in order to maximize success and maintain fairness for all students.

ASSESSMENT TESTING

The Trinidad State Junior College Nursing Program has implemented the Evolve Reach Powered by HESI Assessment Testing into the nursing curriculum. This testing will give the program faculty and student an opportunity to identify areas of weakness in learning and curriculum to better prepare the student to successfully pass the licensing examination. Standardized testing is required by the Colorado Community College System (CCCS).

Students **MUST** take the test at the designated times. If students do not achieve the required score the first time a test is taken, remediation as designated **MUST BE COMPLETED** and submitted to the testing coordinator. Students will be given a designated time to retake the test. If students fail to achieve the required score the second time, additional remediation is required.

Testing will evaluate critical thinking skills, content knowledge of some specialty classes, and a comprehensive assessment of the students learning at the end of the first year and second year. Students must meet a benchmark with each test or be required to participate in remediation.

PROGRESSION

In order to progress through the Nursing Program, students must achieve a theory grade of C (77%) or better in every required nursing course, satisfactorily complete all on-campus labs, and maintain satisfactory clinical performance. Students must also maintain the professional behaviors identified for the nursing program. A student who does not achieve these standards must withdraw from the nursing program. Please see Readmission Procedure.

The nursing courses are sequential and the successful completion of each course is a prerequisite for admission to the next level or successive courses. A student admitted into a semester must enroll in each nursing course with nursing department student services.

In the final semester (4th) if a student does not successfully complete any class, they will be required to retake the HESI Exit Exam upon completion the following year or semester that the class is offered. Students must pass the HESI Exit Exam with the predetermined score to meet graduation requirements. The cost of this exam will be incurred by the student.

PROGRAM COMPLETION EXAM POLICY

A comprehensive nursing exam evaluating students' mastery of nursing content for each nursing level will be administered toward the end of the students' final semester in the Nursing Program. Results will provide information regarding students' readiness to take the NCLEX licensure exam. Students shall score at a designated level determined by the nursing program faculty.

Students who score below the required level on this exam will be required to complete an approved remediation program to assist them in reviewing nursing content and concepts. Re-testing following completion of the remediation program is required. The cost of the remediation program and retesting is the responsibility of the student after the second attempt. Degree will be awarded upon successful completion of the exit exam.

WITHDRAWAL

Students **MUST** discuss their grade and class status with a theory instructor before withdrawing from the course. Students must withdraw from the course themselves by completing the appropriate form in the Admissions and Records Office. Students may only withdraw and/or fail from ONE nursing course during the duration of the Nursing Program. See Readmission Procedure. See the course syllabus/course calendar for the last date to withdraw with a grade of "W."

A student may withdraw from the Nursing Program for personal medical reasons or that of an immediate family member or other approved emergency situations. The student would need to follow the re-admission policy and may be required to petition the TSJC Nursing Program's Admission Committee. The Nursing Program follows the general college guidelines in determining at what point in the course a student may withdraw so that a "W" appears on the student transcript. However, according to program policy, if the student withdraws from a nursing course and they are not earning a passing grade at the time of withdrawal, it will be considered one failure in the program which has a bearing on the student's eligibility for re-entry.

GRADING

Individual course syllabi/guides will identify grading parameters. An unsatisfactory clinical performance evaluation means the student does not pass the nursing course regardless of the theory grade. Students will talk directly with the theory faculty member(s) about any concerns, i.e., grading course materials, or special needs. **The student has a responsibility to contact faculty in a timely manner concerning problems.**

GRADE SCALE (cumulative):

A= 90-100

B= 84-89

C= 77-83

D= 68-76

F=67 and below

STUDENT IMPROVEMENT PLAN POLICY/ACADEMIC SUCCESS PLAN

Definition: A Student Improvement Plan (SIP), Academic Success Plan is a written agreement in which the student and faculty member identify one or more areas in skills, knowledge and/or behavior requiring improvement and actions/behaviors required to correct these areas. The student agrees to correct deficiencies in skills, knowledge and /or behavior which have resulted in unsatisfactory or potentially unsatisfactory performance. The areas that may require a SIP or academic success plan include things such as grades, technical skills communication, accountability, responsibility, and patient safety. A SIP may be used in the nursing, lab or clinical and the academic success plan will be used for theory classes.

The purpose of a Student Improvement Plan/academic success plan is to provide the student with a specific plan for remediation of a performance deficiency which may affect the students overall performance and/or ability to continue in the Nursing Program.

Implementation of a Student Improvement Plan/Academic Success Plan

1. If an instructor determines a Student Improvement Plan is required to assist the student in meeting program requirements, it will be prepared by the instructor involved and any other instructor directly involved in the student's performance.
2. A copy is given to each signer and one is placed in the student's nursing department file.
3. Failure to meet the terms of the SIP may result in failure of the course.
4. If the behavior reappears in another nursing semester and involves patient safety, the student may be dismissed from the Nursing Program.

MEDICATION KNOWLEDGE AND DOSAGE CALCUATIONS EXAM POLICY

Math skills for medical dosage calculations are a major component in safe preparation and administration of medication as is the retention of knowledge related to medication groups. A high level of expertise is required as an RN; therefore, this nursing program facilitates students in meeting these high standards through an approach of increasingly higher expectations. An integrated medication knowledge and dosage calculations exam will be given prior to second and third semester. Clinical attendance shall not be allowed until this exam is passed successfully with a score of 100%. If the competency has not been attained on the first exam, the student shall retake a similar exam on a date designated by the course instructor and complete a academic success plan. Students who fail to pass the math proficiency exam on the third attempt may be required to repeat MAT 103 and follow the readmission procedure. Students will be allowed two cycles of math proficiency testing. Students who are again unsuccessful will not be considered for readmission.

GRADUATION REQUIREMENTS AND COLORADO STATE BOARD OF NURSING LICENSING

Students who successfully complete the requirements for a Practical Nursing certificate may apply to take the Practical Nursing Licensing Exam (NCLEX-PN). Students need to do the following to be able to take the NCLEX-PN:

- Apply for graduation with a Practical Nursing certificate from TSJC according to the information and **deadlines published in the college schedule and catalogue.**
- Request an official transcript from the TSJC Records Department to the student, to be provided by the student to the Colorado State Board of Nursing
- See the Colorado Board of Nursing Website at www.dora.state.co.us/nursing, for the complete application process, information and required forms
- Complete the application forms required by the State Board of Nursing and NCLEX and pay the required fees to take the NCLEX-PN exam.

Students who wish to sit for NCLEX-PN must do so within one year of last nursing course attended.

Students who successfully complete the requirements for an Associate of Applied Science degree in Nursing may apply to take the Registered Nursing Licensing Exam (NCLEX-RN).

Students need to do the following to be able to take the NCLEX-RN:

- Apply for graduation with an Associate of Applied Science degree from TSJC according to the information and **deadlines published in the college schedule and catalogue.**
- Request an official transcript sent from the TSJC Records Department to the student, to be provided by the student to the Colorado State Board of Nursing
- See the Colorado Board of Nursing Website at www.dora.state.co.us/nursing, for the complete application process, information and required forms
- Complete the application forms required by the State Board of Nursing and NCLEX and pay the required fees to take the NCLEX-RN exam.

All certificate and degree requirements must be confirmed by the college to ensure each student has met the requirements to graduate from the practical nursing and/or the registered nursing program. Every effort is made to expedite this process; however, the process can take 2-3 weeks following the last date of the final course in the program.

Students who fail or withdraw from the TSJC Nursing Program are not eligible to receive their Associates of Applied Science degree from Trinidad State Junior College.

DISMISSAL POLICY

As per the Nursing Student Handbook a student may be dismissed from the TSJC Nursing Program for any of the following reasons, several of which are in alignment with the general college policies:

1. Failure to maintain grades
 - During any required nursing course.
 - At the completion of any required nursing course
2. Failure to abide by the code of academic integrity
3. Unprofessional behavior in any college or clinical setting.
4. Breaching client confidentiality- HIPAA violations.
5. Violating safe nursing practice, by not rendering safe patient care and/or failure to properly report an error.
6. Failure to provide required clinical clearance documentation by the designated date
7. Not adhering to the policies of the clinical agency
8. Violating the student code of conduct i.e.: plagiarizing, cheating, or any form of dishonesty.
9. Inappropriate behavior which disrupts the learning environment of other students in the course and/or Nursing Program. Includes but is not limited to the following:
 - Verbal and/or physical harassment of student and/or instructor
 - Verbally or physically abusive behavior toward patients, faculty, staff or students.
 - Additional inappropriate behaviors
10. Violation of the Substance Abuse Policy
Any violation of the Substance Abuse Policy may result in immediate dismissal from the Nursing Program. Testing positive for illegal/controlled drugs is ground for dismissal or decline of admission to the program. This includes but is not limited to the following:
 - Use of alcohol in the classroom, lab, and/or clinical site
 - Use of any illegal drug
 - Use of drug not identified to the instructor, the use of which has the potential to impair performance in the classroom, lab and/or clinical site
 - Positive drug or alcohol test.
 - Refusal to have a urine screen and/or blood test when requested per policy
 - Use of controlled substance without valid prescription
 - No exceptions will be made for medical marijuana
11. Performance in the clinical area which may jeopardize the client's physical or psychological safety, including:
 - Inability to communicate effectively (includes verbal and written communication with instructor, client, and/or healthcare team)
 - Calculate medication dosages inaccurately
 - Inappropriate behavior as described above in #5.
 - Failure to report an error in client care
12. Failure to notify the Director of Nursing Education of a charge and/or conviction of felony criminal offense.
13. Negligence in performance of nursing duties.
14. Clinical incompetence such as but not limited to:
 - Charting or reporting information which was not verified.
 - Charting or reporting information which the student did not obtain.
 - Charting or reporting completion of nursing interventions of medical orders when in fact such action was not taken.
 - Failure to report errors.
 - Assuming responsibilities or performing skills in which the student has not received instruction. This includes performing procedures/actions without supervision unless given explicit permission from the instructor.

- Violation of confidentiality
- Verbal or physical behavior that is abusive toward patient, faculty, staff, and other students.
- Failure to follow the Code of Conduct adopted by the TSJC Nursing Faculty and TSJC Student Code of Conduct.
- Alcohol/Drug consumption prior to or during laboratory or clinical experiences.

READMISSION/APPEALS

- Students who exit the nursing program due to withdrawal, failure or dismissal from TSJC or any other nursing program may be eligible to return to the TSJC nursing program one time only on a space available basis.
- Readmission cannot be guaranteed. Re-entry is based on availability of clinical placements, student identification of a plan for success and follow-through with recommendations for remediation by the faculty and DNEP (i.e. extra tutoring services, remedial coursework, work experience, obtaining a N.A. certificate or LPN license).
- A student failing or withdrawing from two or more nursing courses will not be granted readmission into the program.
- A student can only fail or withdraw from ONE NURSING course throughout the duration of the ADN nursing program. A student cannot progress to the next semester until courses within each semester have been successfully completed.
- Readmission placement **must** occur within **one** calendar year from the time the **last** nursing course was taken **and successfully completed**.

Conditions/criteria for readmission will be communicated to the student in writing within two weeks of the end of the course. This policy supports efforts to meet the program outcomes related to desired levels of achievement on both the HESI Critical Thinking Exam as well as the NCLEX-RN. The student is informed of their rights to due process as outlined in the general college policies.

GRIEVANCE AND DISCIPLINARY PROCEDURES

To pursue a grievance related to the Nursing Program or its faculty, a student shall:

- Gather and analyze facts regarding his/her grievance;
- Initiate an action plan to resolve the problem and discuss the plan with the faculty involved;
- Discuss the issue with the Faculty Member and the Director of the Nursing Program if the issue is not resolved;
- If necessary, follow the Appeals Process as outlined in the TSJC Student Handbook and below.

Two formal written procedures are available when the departmental problem solving process is not satisfactory for resolving a problem. These procedures are used throughout the College.

Grievance Procedure for Academic Appeals. These follow the Board Policy BP 4-31, System President's Procedure SP 4-31 and TSJC Student Services Policy pg. 33

READMISSION PROCEDURE

1. Eligibility for Readmission

- a. The minimum criteria for readmission are successful completion of Prerequisite Nursing Courses
- b. An LPN license or practice as an LPN may be required for readmission to the third or fourth semester.

c. The student is required to supply (or re-supply) information necessary for clinical placement, including but not limited to: TB, OSHA, immunizations; CPR

PROCEDURE for Readmission

- STEP ONE: Consult with course faculty to establish a Readmission Plan for Success.
- STEP TWO: A dated letter including the student's current contact information: mailing and CCCS system email address and telephone number requesting readmission to the nursing program. Letters must be formal and typed with proper spelling, grammar, and punctuation. The letter must be approached in the same manner as a care plan. It must include five specific areas of intervention where improvement is needed; three academic and two personal. Students must identify the problem and present a solution for each area of intervention.
- STEP THREE: Completion of current admission requirements, such as admission testing and meeting selection criteria.

DEADLINE for submittal of dated letter and required documents, to request readmission, is 5:00 pm on June 1st or the next business day. DEADLINE IS FIRM.

The Nursing Program Admissions Committee will consider readmission requests based on

- 1) Cumulative pre-requisite and nursing course GPA,
- 2) Admission test scores,
- 3) Resource utilization;
- 4) Clinical space available,
- 5) Required documents submitted by the deadline, and
- 6) Academic probation.

A student will be considered ineligible if the student has been terminated or dismissed from the program for disciplinary sanctions defined in the Trinidad State Junior College Student Handbook, Student Code of Conduct: Responsibilities and Rights: A maximum of 5% of the first semester class will be readmit/transfer students, unless special circumstances occur, as determined by the Nursing Program Admissions Committee.

The Nursing Program Admissions Committee reviews requests for readmission. Students will be notified officially by letter, and informally to the student's CCCS system email address from the Nursing Program Director, regarding the status of their request prior to the semester in which readmission is requested.

Students are expected to review the Nursing Program Guidelines for readmission into the program. Students with a documented disability must provide their Accommodation Certification, verifying their approved accommodations. Trinidad State Junior College provides accommodations to qualified students with disabilities. To request an accommodation, contact Disability Services.

PROGRAM GUIDE FOR READMITTED STUDENTS

If a student fails or withdraws from the Trinidad State Junior College Nursing Program and is readmitted at a later date, the Program Guide of the cohort into which the student is readmitted will become the applicable Program Guide of the readmitted student.

PROFESSIONAL BEHAVIORS

Professional behaviors listed below are those aspects of the profession, not related to the nursing discipline specific skills or knowledge, but are nonetheless important for successful clinical practice;

and are in addition to the TSJC Student Code of Conduct: Responsibilities and Rights. These activities may occur within the classroom, lab, clinical facilities, the college and the community.

Generic Ability Definition

1. Commitment to Learning -The ability to self-assess, self-correct, and self- direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. Interpersonal Skills- The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3. Communication Skills -The ability to communicate effectively (i.e. speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. Effective Use of Time and Resources -The ability to obtain maximum benefit from a minimum investment of time and resources.
5. Use of Constructive Feedback -The ability to identify sources of feedback and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. Problem Solving- The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. Professionalism- The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. Responsibility -The ability to fulfill commitments and to be accountable for actions and outcomes.
9. Critical Thinking -The ability to question logically, to identify, generate, and evaluate elements of logical argument; to recognize and differentiate fact, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. Stress Management- The ability to identify sources of stress and to develop effective coping behaviors.
11. Respect the opinions of instructor and other learners. - Students may not insult, slur, degrade, or slander hospital staff, instructors, faculty, other students, or the program. If notified of such behavior, the faculty will institute disciplinary action which may result in dismissal from the program depending on the severity and if a clinical site was jeopardized for the program. (This ethics statement does not infringe upon a student's right to raise questions and request clarification but does modify the manner in which the question or clarification is brought forth.) It is not advised for a student to care for a family member, friend, or acquaintance as it might be a conflict of interest.

UNPROFESSIONAL BEHAVIORS

One or more of the following actions (or like actions) by a student may be grounds for disciplinary sanctions up to and including failure of the course and/or dismissal of the program.

1. Behavior that creates a threat to the welfare of the patient/client.
2. Behavior that creates a threat to the facility to which the student is assigned.
3. Behavior that threatens the continued relationship between the college and the facility.
4. Behavior that is discourteous or disrespectful.
5. Violation of patient confidentiality.
6. Failure to adhere to facility policy and/or procedures.
7. Repeated failure to follow instructions.
8. Arguing with peers, health care providers, patients, families, faculty and college staff.
9. Use of offensive language or suggestive/offensive material.
10. Refusal to carry out assigned duties.
11. Failure to follow attendance procedures.
12. Misrepresentation of personal competency level.
13. Failure to alter behavior after constructive feedback.
14. Failure to meet required professional behavior standards.

“At Risk” Behavior

Increased risk where risk is not recognized, or is mistakenly believed to be justified.

1. This is an error made that requires additional education. The student requires guidance toward available resources and possibly will need to complete a return demonstration of the skill.
2. If unprofessional behavior is the issue, then guidance toward available resources and possibly a written paper will be required.

“Reckless” Behavior

Behavioral choice to consciously disregard a substantial and unjustifiable risk.

1. This is a behavior that jeopardizes patient safety.
2. This is deemed to be present if prior remediation has occurred and the behavior continues. The student has failed to apply the correct knowledge/behavior and is continuing to perform recklessly.
3. Critical behaviors which include but not limited to are Behavior/Professional Conduct, Confidentiality, Accountability and Safety, are not met after SIP and no improvement noted.
4. The student may be removed from the clinical course or program for breaching any of the critical performance behaviors as noted.

WRITTEN ASSIGNMENTS

Directions, explanations, and guidance regarding the preparation and evaluation of written assignments will be discussed in each course. Written papers will be expected to follow the professional standards of a formal college paper using the APA edition. APA recommends using 12 pt. Times New Roman font. . Assignments that require multiple pages **MUST** be properly stapled in the upper left hand corner. Papers **WILL NOT** be accepted that are unprofessional in appearance, for example having coffee stains, wrinkled, footprints etc. All deadlines for written assignments must be met unless the course instructor has granted an extension.

EXAMINATIONS

Students are expected to take all exams as scheduled. Any student who does not take the original unit examination at the scheduled time will take an alternate examination for that unit. This exam may be of different length (number of questions) and/or question type to cover the required material. The theory faculty will establish the alternate examination deadline. **If the student does not contact the faculty prior to the regularly scheduled exam, five (5) points will be deducted for each day the student does not contact the theory faculty.** If the alternate exam is not taken by the scheduled deadline, student will receive a grade of zero for that exam. If a student is not seated when the exam begins, an alternate test will be scheduled. Each exam is analyzed for validity of questions after it is given. No scheduled tests can be returned to the students. Test results shall not be released until all tests/exams have been taken.

All quizzes will be part of the course grade. See individual course syllabi for policies related to quizzes.

Scantron® answer sheets (with 50 questions per side) and # 2 pencils are required for all paper and pencil multiple-choice exams. Test results will be available to students at the faculty’s discretion. If calculators are allowed during testing, they will only include arithmetic functions. Computer-generated course examinations will be administered in each semester. The number of examinations administered per semester will vary.

A student may review his/her exam with the instructor or other faculty member within one week from the date the test results are returned. An appointment shall be scheduled for this review. **TEST QUESTIONS MAY NOT BE COPIED**, this would constitute academic dishonesty.

Instruments that store information are not allowed at any exams. Hand-held (personal data assisted, I-pod, I-touch, smart phones, etc.) computers may not be used. Electronic devices including cell phones, dictionaries, headphones, or any other printed materials are not allowed during testing.

Students are expected to initiate interactions with the course faculty regarding their academic standing. Any student not achieving a grade of C (77%) or greater on an exam is **REQUIRED** to make an appointment with a faculty member as soon after the review of the examination as possible or before the next scheduled examination. The faculty may refer the student to the Student Success Center for further counseling about test-taking skills or tutoring needs regarding content.

The Trinidad State Junior College Nursing Program requires participation in all assessment testing examinations for all students.

RECORDING DEVICE AND LAPTOPS

Nursing Program Faculty may give permission for students to record classroom/lab sessions based on the following policy. Classroom and lab materials are the property of the faculty and Trinidad State Junior College and are protected by federal copyright. These materials may not be published or quoted without the express consent of the faculty and without giving proper identification and credit to the faculty. Students who wish to record classroom/lab sessions may do so with faculty permission. These recordings may be used only by the student for the purpose of enhancing their individual study (understanding) of the material presented in class. Students are allowed to use laptop computers in the classroom for academic purposes only (i.e. taking notes, downloading resources or files).

CELL PHONE

All cell phones must be **TURNED OFF** while in lecture, lab or clinical. Ringing from cell phones is disruptive and inconsiderate to your classmates and instructor. Students may be excused from class and may return at break. It is not acceptable for a student to leave class to answer a call unless prior arrangements are made regarding an emergency situation. Calls from work are not considered an emergency situation. Return calls must be made at break or after class is over. **If cell phone rings/vibrates or interrupts in any way during testing, student will automatically receive a grade of "0" on test.**

Cell Phone/PDA as relates to CLINICAL: Using the internet for searching for evidence based practice articles and the programs required PDA/phone software are part of the acceptable use of technology for acquiring information for caring of the patient. Students may not use the camera function for any reason during clinical. All telephone functions must be disabled during clinical.

ACADEMIC HONOR AND CONDUCT CODE

The relationship between nurse and client is based on a high degree of trust. Students entering nursing have a particular obligation, therefore, to conduct themselves at all times in a manner that reflects honesty, integrity and respect for others.

All students who have entered the nursing program should have developed the qualities of honesty and integrity, and each student should apply these principles to his or her academic and subsequent professional career. All students are also expected to have achieved a level of maturity that is reflected by appropriate conduct at all times.

One or more of the following actions (or like actions) of misconduct by a student may be grounds for failure of the course or disciplinary sanctions by Trinidad State Junior College, up to and including expulsion from the program. The nursing program has a zero tolerance for misconduct in these areas, as explained in the Student Handbook, Student Code of Conduct: Responsibilities and Rights.

ACADEMIC HONESTY

Students should adhere to the highest standards of academic honesty and integrity. Examples of behavior that violate these standards include: plagiarism, cheating, illegitimate possession and/or use of examinations and falsification of official records.

PROFESSIONAL CONDUCT

As future health professionals, students should adhere to the highest standards of professionalism. Examples of unprofessional conduct include but not limited to misrepresentation of effort, credentials, or achievement in either the academic or clinical setting; any action which compromises the quality of patient care; violation of patient's confidentiality; and other conduct which falls below that which befits a health professional.

RESPECT FOR THE RIGHTS AND PROPERTY OF OTHERS

Students should conduct themselves in a manner that recognizes the rights and property of others. Examples of inappropriate behavior include theft, damage to school or personal property of others, disruption of education or other activities on campus, illegal use of school facilities, harassment or physical assault, and any conduct, which threatens the health, or safety of others.

Enrolled nursing students or those with written approval from the nursing director are the only individuals allowed in class, the campus lab, or the clinical area. Under no conditions will children or family members be permitted in any learning area (classroom, lab, clinical, etc.) as this is disruptive to students and instructors.

ALCOHOL AND DRUG USE

DRUG SCREENING PROCEDURE

All students participating in the Nursing Program will be required to complete a urine drug screen at the student's expense. Students failing to test during the designated date and time do not meet the requirement for drug testing and will be withdrawn from all nursing courses.

A. Drug Screening "For Cause" Testing:

This policy refers to the use/misuse of, or being under the Influence of: alcoholic beverages, illegal drugs or drugs which impair judgment while on duty in any health care facility, school, institution or other work location as a representative of the Nursing Program.

1. When a faculty/clinical instructor perceives the odor of alcohol or observes behaviors such as, but not limited to, slurred speech, unsteady gait, or confusion, and these behaviors cause the faculty or clinical instructor to suspect the student may be impaired by alcohol or drugs, the following steps are taken:
 - a) The instructor will remove the student from the patient care or assigned work area and notify the clinical agency supervising personnel.
 - b) Upon student's oral consent, the instructor will contact a transportation service and arrange for student transport to a designated medical service facility contracted by Trinidad State Junior College. If the student refuses to test, he/she will be subject to disciplinary action. Cost of transportation is the student's expense.
 - c) The student is to have a picture ID in his/her possession
 - d) If the student admits to alcohol or drug use, he/she will still require drug screening.
2. If the results of the test(s) are negative for drugs, alcohol, or other illegal substances, or for non-prescribed legal substances, the student shall meet with the Nursing Director within 24 hours of the test results to discuss the circumstances surrounding the impaired clinical behavior.
 - a. If the indicator was the odor of alcohol, the student will be mandated to discontinue the use of whatever may have caused the alcohol-like odor before being allowed to return to the clinical setting.

- b. If the indicator was behavioral, consideration must be given to a possible medical condition being responsible for the symptoms. A medical referral for evaluation may be indicated.
 - c. Based on the information provided and further medical evaluations if warranted, the Nursing Director will make a decision regarding return to the clinical setting.
- 3. If the results of the test(s) are positive for alcohol or other illegal substances or for non-prescribed legal substances (no exceptions for medical marijuana) the Dean of Student Services will withdraw the student under SP 4-30 (see pg 24) from all nursing courses for a period of one year. The student will pay for all costs associated with the for-cause drug-screening test.
- 4. The results of the positive screening test will be reported to the State Board of Nursing.
- 5. If a Student refuses “for Cause” Testing:
 - a. The instructor will remove the student from the clinical setting pending a full investigation.
 - b. Failure to comply with any aspect of this policy will result in withdrawal from the program per SP 4-30.

Readmission Guidelines Related to Substance Abuse Including Medical Marijuana

1. Students withdrawn from nursing courses for reasons related to substance abuse will:
 - a. Submit a letter requesting readmission to the Nursing Program
 - Include documentation from a therapist specializing in addiction behaviors indicating status of abuse, addiction, or recovery and/or documented rehabilitation related to the alcohol/drug illness.
 - Include documentation of compliance of a treatment program as identified by the therapist including a statement that the student will be able to function effectively and provide safe and therapeutic care for clients in a clinical setting
 - b. Repeat drug screen for alcohol/drugs immediately prior to readmission.
2. If a student, after being re-admitted to the nursing program, has a positive result on an alcohol/drug screen the student will receive permanent dismissal from the Nursing Program.

NURSING STUDENT CONDUCT AND DEMEANOR

Face-to-face theory classes will be conducted at the Trinidad State College campuses. Clinical learning will occur at various clinical sites. It is important that students conduct themselves in accordance with the Trinidad State Junior College Student Handbook, Student Code of Conduct: Responsibilities and Rights: The following are additional rules and regulations:

- Nursing students shall not commit or omit any act which constitutes a violation of any law, rules, regulations, procedure or directives of the nursing department, its staff or faculty.
- In the classroom and at the clinical site students shall not use insulting, threatening, profane or uncomplimentary language which defames or demeans in any way to include the age, race, sex, religion, ethnic origin, or nationality of any individual, organization or group including staff, faculty, hospital staff, other students or the program. The faculty will give a written warning for first offense of misconduct. For a second offense, a report will be made to the Dean of Student Services. Those found in violation of the Student Code of Conduct may be subject to potential disciplinary sanctions under the Trinidad State Junior College Code of Conduct.

DUE PROCESS AND GRIEVANCE PROCEDURE

A student is subject to two sources of authority: College authority and civil-criminal authority. Trinidad State Junior College expects students who are enrolled in specialized programs (e.g. Nursing) to follow the standards specified in their respective program guide and the Trinidad State Junior College Student Handbook, Conduct and Student Grievance Procedure.

<http://www.trinidadstate.edu/studentsvcs/studentlife/handbook.pdf>

<http://www.cccs.edu/SBCCOE/Policies/SP/PDF/SP4-30.pdf> is the website for access to Colorado Community College State Board Policies.

If a student is pursuing a grievance involving a violation of the Student Code of Conduct, she or he must contact the Dean of Student Services and follow the procedure as outlined in the Trinidad State Junior College Student Handbook, Student Grievance Procedures.

Students pursuing a grievance for final grades must follow procedures, per the Trinidad State Junior College Student Handbook 2011-2012.

CLASSROOM, LABS AND CLINICAL

Absence of more than 15% of theory hours in a course will result in reduction of the final course grade by one letter as outlined in the TSJC Student Handbook. This may result in failure of the course regardless of the achievement of minimum 77%. If a course includes lab/clinical/simulation, only one make up day will be scheduled. More than one clinical/lab/simulation absence will result in failure of the course.

CLASSROOM ATTENDANCE

Students are expected to attend all classes, for which they are registered, except in cases of illness or other emergencies. Class attendance policies are explained in individual course syllabi. Students who miss class are responsible for obtaining this information and material such as announcements, important information and handouts that are given during class. It is the student's responsibility to monitor announcements and important information which will be posted on classroom electronic platform.

Student attendance is necessary to meet the objectives of each course in lecture, clinical and lab. The student is responsible for all material covered, in case of absence.

Failure to meet course objectives in theory, college lab or clinical will result in a failing grade for that course.

EXAMS, TESTS, AND/OR QUIZZES

Students are expected to attend all tests, exams and quizzes at the scheduled time. For absences from exams/tests/quizzes the student is responsible to notify the course coordinator prior to the exam. A make up exam may be scheduled and may be of a different format. Failure to notify the course coordinator of an absence **prior** to a scheduled exam may result in a grade of "0" for that exam. Quizzes may not be made up. Any student missing more than one (1) exam in a course will be automatically referred to the Director.

TARDINESS

Tardiness of three times in either lecture, lab, or clinical of a course will equal one absence. If tardy, students may not enter the class room until break at discretion of instructor. If a student is tardy to any clinical setting, they will be sent home and counted as absent.

CLASSROOM PREPARATION

The faculty believes the students will derive the greatest benefit from class if they prepare by completing the activities identified by faculty prior to attending class. Assigned reading, work book exercises, critical thinking exercises, computer programs, videotapes, etc. enhance learning and are expected to be completed prior to class.

CLASSROOM RESPONSIBILITIES

Students are expected to come prepared for class and to maintain professional behavior in the classroom. Arriving late, leaving early, or being disruptive is unprofessional and unacceptable. Cell phones must be in off mode.

ON-CAMPUS LABS

ATTENDANCE

Lab attendance is mandatory. In the event of an emergency, it is the student's responsibility to contact the course instructor. Arriving late, leaving early or being disruptive is unprofessional and unacceptable. Tardiness of three times in either lecture, lab, or clinical of a course will equal one absence. If tardy, students may not enter the lab until break at discretion of instructor.

Nursing lab attendance and proficiency is required prior to entering the clinical experience. A lab make-up day may be arranged at the discretion of the instructor.

Students must wear student uniform for all lab activities. Please see DRESS CODE FOR LAB/SIMULATION AND CLINICAL ATTIRE.

ON-CAMPUS LAB - PREPARATION

Students should prepare for lab by reading the objectives for lab experience, and by completing any additional assigned reading and/or viewing of audio-visuals related to specific skills prior to the lab experience. Students who come to lab and are not prepared for that days' skills will be asked to leave.

ON-CAMPUS LAB - RESPONSIBILITIES

Lab activities will consist of viewing demonstration of technical skills, discussing the skill and clarifying questions. Students will be expected to practice each skill a minimum of three times during the lab class as well as on their own time as needed to gain proficiency in each skill. Students will participate in group discussion to problem solve and adapt procedures to various patient situations.

All students must demonstrate selected psychomotor/technical skills satisfactorily to the instructor in the lab before these skills are performed in the clinical setting. Testing proficiency of lab skills will be done for selected procedures with satisfactory performance determined by the nursing instructor. Failure to do so will prevent the student from attending clinical and from continuing in the course.

Students are responsible for helping keep the lab in order and for returning equipment to appropriate storage areas when the lab is completed. This includes any personal items brought into the lab.

DRESS CODE FOR LAB/ SIMULATION AND CLINICAL

The student's professional appearance is a reflection of not only him/herself, but also of his/her school and the clinical facility. No student will be allowed to remain in lab/simulation or clinical with inappropriate attire/appearance. Any questions regarding the professional nature of the attire must be discussed with the instructor PRIOR to the clinical experience. Students may wear modest street clothes to the lecture class time.

When researching client assignments in any facility or for psychosocial experiences, home health experiences and at other assigned times, students are required to wear uniforms and abide by full dress code. Students may wear polo shirts and tan pants when instructors give permission to various experiences.

Failure to abide by the dress code will result in dismissal from the experience and will be documented as an absence.

UNIFORMS

- Level I—Hunter green scrub tops and bottoms to match. It is mandatory that white T-shirts be worn underneath tops.
- Level II—Navy blue scrub tops and bottoms to match. It is mandatory that white T-shirts be worn underneath tops.
- Uniforms must be Cherokee brand to ensure all students match.
- Shoes must white. Students may wear crocs with solid tops and heel straps.
- Lab coats matching uniforms colors are optional.

APPEARANCE

- Scrub pants must be HEMMED (not stapled, not taped) one inch from the floor.
- Nursing program emblem (patch) must be STITCHED on the right sleeve of the uniform.
- Student/Photo ID must be worn on the left side of chest.
- Underclothing should not distract from the appearance of uniform.
- Cosmetics may be used moderately.
- Hair must be of a natural color.
- Hickies are considered unprofessional and should not be visible to others.
- Tattoos are not to be visible when possible.

HYGIENE

- Students must bathe regularly.
- Students are to be free of fragrances, lotions, body odor, and cigarette smoke. Students with offensive odors may be asked to leave the setting.
- Perfume/cologne is not permitted. Deodorant **should** be used to avoid body odor.
- Finger nails must be clean, well groomed and of a moderate length.
- Artificial nails and/or nail polish are prohibited in the clinical area. This is a facility mandate. No exceptions will be made.
- Hair must be clean, neat and simple in style. **Hair must be above the collar at all times.** Long hair must be away from the face and secured so that it does not fall forward when administering patient care. Ribbons may not be worn.
- Facial hair must be neatly trimmed and close to the face.
- Smoking is not allowed in any lab, classroom, or clinical setting.

JEWELRY

- Watches with a second hand (sweep) indicator NOT DIGITAL, professional and/or nursing pins.
- Engagement and wedding rings are permitted. No other rings, bracelets, chokers or necklaces are allowed.
- **One pair of small pierced earring (not dangling) is permitted.**
- Body piercing of any type is not allowed. This includes tongue piercing.

CLINICAL GUIDELINES

Students are guests in the clinical facilities and must abide by agency policies and procedures. If for any reason the agency representative asks a student to leave the facility or does not invite a student back, the student may fail the course or be dismissed from the program, depending on the offense and previous incidents.

Faculty will assign students to their clinical rotations. Students are prohibited from contacting Unit Managers or any clinical facility personnel to change clinical assignments. Student assignments may include day, evening, and weekend assignments as well as 4, 8, 10 or 12 hour shifts. Student learning will be considered in the assignment of clinical rotations; however, living near a certain clinical facility is

generally not a consideration for clinical assignments. Student clinical assignments may change at any time for any reason including individual student learning needs, administrative reasons, or clinical facility availability. Students are responsible for providing their own transportation to the clinical facility.

Student data including, but not limited to, full name, last four digits of social security number, date of birth, address and CCCS email address, and telephone may be required by the clinical facilities, in order to facilitate access to patient data records. Every effort will be made to maintain and assure student privacy, per the facility requirements.

TRANSPORTATION

Transportation to and from clinical assignments is the responsibility of the student nurse. The student nurse shall adhere to the parking regulations of the assigned clinical site. Students shall be required to arrange transportation to distant clinical sites for assignments. The college does not have funding to assist students with their travel expenses; please plan ahead and prepare for the additional expenses to travel to distant clinical assignments.

CLINICAL POLICIES

A. Tardiness: Tardiness will not be tolerated. Students more than five minutes late will not be allowed to stay for clinical rotation and will be considered absent. If you are tardy by 5 minutes or more on more than one occasion you will be placed on Clinical Probation. Any further tardiness may result in disciplinary action including an F for the course, suspension, or dismissal from the Nursing Program. If you anticipate that you will be late to clinical, then you need to notify the clinical instructor and the nursing unit to which you are assigned at least one hour prior to assigned shift. Having appropriate numbers for instructors and clinical sites is the student's responsibility.

Failure in the course may result in a student missing clinical hours due to any absence, including but not limited to:

1. Failure to notify instructor of absence
2. Failure to prepare medication cards and/or patient packet prior to clinical
3. Failure to adhere to dress code or code of conduct,
4. Not meeting the required number of lab/clinical hours.

In cases of illness-related and emergency-related clinical absences that are formally excused by faculty, the student should call the assigned unit at their clinical facility at least one hour prior to the beginning of the assigned shift. Record the name(s) of the person(s) to whom you speak. Students must also contact their clinical instructor in cases of absence or tardiness. Failure to contact appropriate nursing personnel regarding absence or tardiness may be grounds for a failing clinical grade which will result in failure of the course.

B. Attendance: Each course with a clinical component attached to it has a designated number of hours which are required. These hours are mandated by the Colorado State Board of Nursing and must be verified upon the student's graduation from the nursing program. One make-up day is incorporated into clinical hours however; missing more than one clinical assignment may result in failing clinical resulting in failure of the course.

- Students may not leave the clinical facility without the Instructor's permission.
- Students are not to leave the clinical area without notifying reference nurse and Clinical Instructor.
- Students are not permitted to be in the units without an instructor, except when researching student's patients prior to the clinical day, in specified preceptor or observational situations.

C. Clinical Assignments: Learning experiences or students are selected in cooperation with faculty and agency professional staff. Clinical assignments are not to be switched. You must accept your clinical assignment. If you choose not to do so, you will receive an F for the course

D. Clinical Orientation: Orientation is mandatory.

E. Clinical Dates and Times: Clinical assignments may include weekends, evenings and holidays. Students are required to attend.

F. In addition to the above, students will not be able to attend clinical unless they have:

1. A random drug screen, to be completed during of the nursing program.
2. Met the clinical facility requirements regarding Federal OSHA and HIPAA standards, which include annual testing on the standards.
3. Completion of any facility required, computer/equipment orientation by specified deadline.

For continuing students, the requirements cannot expire during an academic semester. Returning students must show compliance annually for PPD tests or biennially for CPR classes, within one month prior to starting class for entrance into class. For example, if one starts in August, CPR and PPD's are completed and documented by July.

Failure to complete these requirements will result in mandatory absence from clinical and may jeopardize the course grade.

STUDENT CONDUCT/EXPECTATIONS IN THE CLINICAL AREA

- Students are to conduct themselves in a professional manner at all times.
- Gum chewing in patient care areas is not permitted.
- Students are to be free of fragrances, lotions, body odor, and cigarette smoke.
- **ABSOLUTELY** no smoking during the clinical shift
- Food/drinks are not permitted in the patient care areas
- Refrain from social contact with patients
- To reduce congestion and confusion at the unit desks, please limit extraneous conversations at the desk. Students should not be congregating at the unit desk, except to review their patient charts.
- Do not conduct personal business, including personal cell phone use while on the unit. All phone and photo functions must be disabled. The only use of cell phones during clinical is for Pharmacology, calculations or medical information related to patient care.
- Students may be asked to leave the clinical area if their actions are found detrimental to the patients.
- Students are expected to provide complete patient care to assigned patients. This includes and is not limited to bathing, changing linen, pericare, ambulating, answering call lights, medications, and treatments. Any student who is unsafe or will not provide appropriate and expected care to assigned patients will receive an F for the course.

PATIENT CARE ASSIGNMENTS

1. The student may not be responsible for making his/her own clinical assignments each week. Each clinical instructor is responsible for making assignments for that clinical group. Students should be aware as to what time the clinical assignment will be posted by the clinical instructor. Some hospitals may limit the time allocated for assignments making, and it is expected that the students will follow whatever time the facility and/or clinical instructor sets.
2. Students are expected to have challenging patients but not overwhelming which can be counterproductive.
3. The student is expected to inform the instructor of any changes in a patient's condition or if the client refuses any treatment or medication along with informing the patient's assigned facility nurse.

4. Seek appropriate learning experiences with faculty guidance
5. Seek guidance and ask for assistance when unsure in any situation
6. Complete client assessments and determine human needs
7. Analyze and evaluate client goals and the student nurse's ability to provide appropriate nursing care based on the student nurse's stage of learning

Guidelines for preparation for the start of the clinical day:

- A. Pathophysiology of all patients diagnosis
- B. An understanding of routine meds and PRNs.
- C. Written plan of care for each patient with scheduling.
- D. Nursing diagnoses, nursing implementation in priority. Please do not copy from a care plan book. The purpose is not to improve your ability to plagiarize but to work on your critical thinking. This is a learning experience that it is ok to be wrong, the purpose is to make progress and improve these skills. The clinical instructor will check all student diagnoses and implementation to help the student improve and progress.
- E. Students unprepared for the clinical experience will be dismissed from the clinical site and receive an absence for the day.
- F. If the student's assignment is changed for whatever reason (i.e the patient is discharged, transferred, etc.) the student is not expected to write further nursing diagnoses. The clinical instructor will assist the student in planning care for his/her new assignment.

PRE/POST CLINICAL CONFERENCE

This is an important learning and evaluation period. The student nurse shall be prepared to:

1. Compare, contrast, and discuss findings and client outcomes in relation to theoretical and expected outcomes. Discussion may include developmental stage, setting, human needs and cultural orientation.
2. Propose alternate nursing interventions appropriate for future situations
3. Determine personal effectiveness in completing the learning/clinical objectives
4. Be an active participant in group activities, ie case studies, etc.

CLINICAL PAPERWORK (Paperwork provided on D2L)

- A. At the end of a clinical experience students will fill out an evaluation of the clinical instructor and clinical experience; this will be done back on campus outside of class time and turned into the administrative assistant. This is due on the day following your week's clinical rotation.
- B. A care plan in draft form must be provided to the clinical instructor during pre-conference on the first day. This is a work in progress and you will continue to work on it with input from your clinical instructor. At the end of the second clinical day, students will be given feedback for areas of improvement. This is a satisfactory/unsatisfactory grade. The ultimate goal is to see improvement over the course of the semester. Failure to demonstrate adequate commitment to this project will be reflected in the clinical evaluation form.
- C. Outside rotations not requiring a care plan (map) will require entries into a journal which will be reviewed at selected times during the semester. This journal will become part of your portfolio.

REMOVAL FROM CLINICAL AGENCY/FACILITY POLICY

All students are expected to come to the agency prepared to care for their client(s). Students may be removed from the clinical agency/facility for the following reasons:

- A. Inadequate preparation to provide client care
- B. Incompetent Care—See guidelines outlined for unsafe clinical practice in section below.
- C. Inappropriate behavior as deemed by clinical instructor
- D. More than one tardy arrival at a clinical site (See statement above related to tardy)
- E. Health problems that negatively influence the student's performance and/or the health of others

F. Attending clinical under the influence of any chemical substances, legal or illegal.

UNSAFE CLINICAL PRACTICE DETERMINATION POLICY

Including the following but not limited to:

1. Violates or threatens the physical safety of the client, i.e., neglects use of side rails, restraints, comes unprepared to clinical
2. Violates or threatens the psychological safety of the client, i.e., uses nontherapeutic techniques repeatedly in interactions; attacks/negates individual's beliefs or values
3. Violates or threatens the microbiological safety of the client, i.e., unrecognized violation of aseptic technique, failure to perform sterile preps or dressing appropriately
4. Violates or threatens the chemical safety of the client, i.e., violates the "6 rights in Administering Medications", fails to monitor IV infusions safely (*count drops, know micro-macro drip ratio, calculate pump rate*)
5. Violates or threatens the thermal safety of the client, i.e., burns a client with hot packs, overuse of cold packs, fails to observe safety precautions during O2 therapy.
6. Violates or threatens the environmental safety of the client, i.e., fails to leave a client's room in order; fails to remove harmful objects from the room when appropriate (*including personal medications*)
7. Inadequately and/or inaccurately utilized the nursing process, i.e., fails to observe and/or report critical data re: clients, repeated faulty judgments/decision in nursing situations.
8. Violates previously mastered principles/learning objectives in carrying out nursing care skills/and/or delegated medical functions, i.e., fails to seek guidance or instructions in the performance of unfamiliar procedures.
9. Assumes inappropriate independence in action or decisions, i.e., performs competencies not tested; fails to seek help in emergency situations
10. Fails to recognize own limitation, incompetence and/or legal responsibilities, i.e., refuses to admit errors noted by instructor/nursing staff; cannot identify own legal responsibility in specific nursing situation; becomes defensive when corrected.
11. Fails to accept legal responsibility for his/her own actions, i.e., covers own/other's errors or fails to report them; shares confidential information inappropriately.
12. Fails to interface effectively with health team, i.e., attitude adversely affects the client; fails to recall/share necessary information with team; personality conflicts interfere with the efficient functioning of the unit/team.

CLINICAL SKILLS IMPROVEMENT POLICY

Students having difficulty performing skills in the clinical setting shall be required to complete additional skills laboratory practice. The Student Improvement Plan will be initiated by the clinical instructor and a copy will be given to the Clinical Lab Coordinator. The student is responsible for making appointments and meeting the deadlines specified by the clinical lab coordinator. Failure to do so may result in dismissal from the Nursing Program.

SKILLS LAB/SIMULATION POLICY

Students are expected to attend every scheduled skills lab and/or simulation session. Because the nursing skills lab coursework focuses on hands on learning for key nursing skills, missing a class may be detrimental to the successful completion of the Nursing Program. If a student must miss a class/ he/she shall notify the skills laboratory instructor and make arrangements to make up the content within a timely manner as set by the instructor. **Students are required to attend the skills lab/simulation section to which they are assigned.** Students attempting to attend a skills lab section other than the one assigned without prior approval of the instructor, will be asked to leave.

UNAPPROVED SKILLS/ASSESSMENTS BY A TSJC STUDENT NURSE

Including but not limited to:

- Perform examinations related to the progression of labor (Vaginal exams)
- Remove subcutaneous sutures (may remove skin staples or stitches)
- Function as the primary scrub nurse
- Witness consent forms
- Remove wound drains without direct supervision
- Administer medication to a patient less than 2 years of age, without direct supervision of a licensed nurse.
- Initiate intravenous therapy in children less than 5 years of age without the direct supervision of a licensed nurse.
- Distribute samples of medications to patients
- Take verbal/telephone orders from a healthcare provider
- Instruct patients in preparations for special testing without direct supervision
- Report the results of medical tests to patients without direct supervision
- Give medical advice to patients without direct supervision
- Assume responsibility for a patient's valuables
- Administer any medication without first confirming the six rights of medication administration with the clinical instructor or a licensed nurse employed by the facility.

Violation of any unapproved skill listed or otherwise may result in dismissal of clinical and/or the program.

MEDICATIONS ERRORS

MEDICATION ADMINISTRATION ERROR POLICY

The faculty believes strongly in the need for accuracy in performing nursing tasks. The faculty believes accuracy is especially crucial in the area of medication administration. The following policy has been developed for use with medication errors.

Definitions

Medication- any substance, including intravenous solution and oxygen, administered by physician's orders as treatment for a physical or emotional condition.

Actual Medication Administration Error- occurs when the student violates the medication administration procedure.

Potential Medication Administration Error- occurs when the student violates any step in the medication administration procedure and/or when the student is provided the opportunity to make a decision in the medication administration process, and the decision is wrong. (An example of such a decision opportunity is when a clinical faculty member asks, "Are you ready to administer the medication(s) to the client?" If the medication(s) were administered utilizing the student's decision, an error would occur. The clinical faculty prevents the student from making the medication error. A potential medication administration error results in the same consequences for the student as an actual medication administration error.

Classification of Medication Administration Errors

Based on clinical faculty evaluation of the error, both actual and potential medication errors may be categorized as Class I or II errors. Examples of each class are included below; however, the list is not all exhaustive.

Class I Medication Administration Error:

Violation of one or more of the six right of medication administration:

- Right Client
- Right Medication
- Right Dose
- Right Route
- Right Time
- Right Documentation

Class II Medication Administration Error:

- Administration of a medication before the physician's order is noted.
- Failure to know, check or verify the client's allergies.
- Failure to ascertain medication information prior to administration (action, compatibility, nursing implication, injection sites, etc.
- Accepting the narcotic key from institution personnel. This also includes accepting or using another's access code to retrieve medications
- Administration of medications with expired dates
- Administration of a medication with an expired order date

Medication Error Clinical Incident Report

A TSJC Nursing Program Clinical Incident Report shall be completed by the clinical faculty and the student following the medication administration error. A copy shall go to the Director of the Nursing Program. A Student Improvement Plan shall accompany the Clinical Incident to identify the type and classification of the medication error. The Student Improvement Plan shall identify the specifics of the error, the consequences of the medication error with a specified date for corrective action to be taken by the student. Other disciplinary action shall be imposed on the student as a result of the incident (See below for Disciplinary Action associated with a medication administration error). The Clinical Incident Report and the associated Student Improvement Plan shall become a part of the student-advisor record, to be considered in the assessment of the student's clinical performance and the Student Clinical Evaluation Tool.

After the incident report has been filed, the clinical faculty has the option of dismissing the student from the assignment or reassigning the student. The student nurse may not implement the procedure in which the error occurred until the following criteria are met:

1. The student shall review with a faculty member the correct method for performance of the procedure.
2. The student shall submit a one page typed report to the clinical faculty. The report shall explain the circumstances of the error: how the medication error occurred, what client damage occurred as the result of the error, or what potential damage could have occurred and how the student plans to prevent the error from recurring in the future.
3. If the student is placed on probation (see definition of probation), the student shall perform the procedure of error only under the direct supervision of clinical faculty when in the clinical setting
 - a. Probation: After a finding of violation of the Code of Conduct, restriction of student's privileges for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating any College regulations during the probationary period. (SP4-30)
4. Failure to complete the assigned steps or meet the probation stipulations shall result in the student being prohibited from attending clinical and requires a student-nursing faculty meeting. The student shall receive an absence as result of being withheld from clinical. The student shall meet with the clinical faculty and the Nursing Program Director to determine the student's status in the Nursing Program in regards to the student not meeting the expectations of the assignment in the agreement (Student Improvement Plan)

The student may receive a failing grade for the nursing course, regardless of the theory grade, if the Nursing Program Director and the clinical faculty determine the student did not meet the stipulations associated with the medication error. (See **SP 4-30**, you will find a link on pg 24.)

If the student disagrees with the decision, the student may file a formal written grade appeal according to the procedure for TSJC (see *TSCJ Student Handbook*).

Disciplinary Action Associated with a Medication Administration Error

Both potential and actual medication errors shall be evaluated and appropriate action taken based on the severity and pattern of the error(s). Potential and actual medication errors are also considered physical hazard and incompetent, unsafe practice.

Class I or II medication error may result in any of the following:

1. Withdrawal of medication administration privileges for a specified time, to be determined by the clinical faculty member.
2. Dismissal from the clinical practice area.
3. Student Improvement Plan Contract, to specify the stipulations associated with the disciplinary action.
4. Assigning a grade of "F" for the nursing course, regardless of the theory grade.
5. Expulsion from the program

Student Probation

If a student nurse is placed on probation due to a medication error, the involved faculty member shall notify the student in writing. Probationary requirements shall be determined by the faculty and influenced by the nature, severity, and pattern of occurrence(s). A Student Improvement Plan shall be presented to the student identifying the specific requirements of probation.

CLINICAL INJURY – WORKERS COMPENSATION

Students are covered by Workers' Compensation while in the clinical setting. In the event of an injury the student must do the following:

At Clinical Site:

1. Report incident to clinical instructor.
2. Follow through with agency requirements for on-site treatment and documentation. Provide a copy of agency documentation to ACC Human Resources. **Follow-up care needs to be provided by TSJC Workers' Compensation providers as listed below.**
3. Check patient chart for history of Hepatitis B or any other communicable disease, if applicable.

In addition you must, at TSJC:

1. Report to the Office of Human Resources within 48 business hours of incident.
2. Bring copies of agency report and any billings related to treatment.
3. Complete Workers' Compensation claim form, available from the Office of Human Resources
4. Arrange follow-up care through the TSJC Office of Human Resources:
 - a) Human Resources will contact a local healthcare facility to let personnel know that you are on your way or to make an appointment for you.
 - b) Upon treatment submit the necessary paperwork back to the Human Resources Office for further processing no later than 72 hours after the accident.

ALL NON-PAID COOPERATIVE EDUCATION STUDENTS WORKER'S COMPENSATION*

**Clinical Experiences are considered nonpaid, cooperative education for Worker's compensation purposes.*

PURPOSE - This is to notify you of a Worker's Compensation Workcomp Program that Trinidad State Junior College has implemented for non-paid Cooperative Education students. Trinidad State Junior College's designated providers are _____ all medical care associated work-related injuries and illnesses.

The purpose is two-fold--to assure the employees/students access to quality medical care and, at the same time, to assure that the employees/students receive necessary and appropriate medical care. Trinidad State Junior College feels this goal can be met by _____.

This program requires all non-paid cooperative education students incurring work-related injuries and illnesses to receive their medical care from _____. Medical care received from providers other than those approved by Trinidad State Junior College will be considered "UNAUTHORIZED" and may not be reimbursed by the insurance company. Life-threatening emergencies are, of course, an exception to the rule. In those instances, the closest medical facility should be accessed.

Trinidad State Junior College's Worker's Compensation insurance carrier is:

Pinnacol Assurance
7501 E Lowry Blvd.
Denver, CO, 80230
303-361-4000 or 1-800-873-7242

Trinidad State Junior College's designated providers are:

Trinidad Campus
Southern Colorado Clinic
3676 Parker Road
Pueblo, CO 81008
719-553-2207

St. Mary Corwin Emergency
1008 Minnequa Avenue
Pueblo, CO 81004
719-560-5656

Alamosa Campus
Physician's Services (Non-Emergency)
Regional Occupational Medicine Program
120 Blanca Avenue
Alamosa, CO 81101
719-587-1290
719-587-1372

San Luis Valley Regional Medical Center
106 Blanca Avenue
Alamosa, CO 81101
719-589-2511

For information concerning Worker's Compensation claims call Trinidad State Junior College Human Resources office. Lorrie Velasquez, 719-846-5534 or lorrie.velasquez@trinidadstate.edu

CURRICULUM – ASSOCIATE DEGREE NURSING Colorado Community College System - AAS (ADN) Nursing		
ADMISSION REQUIREMENTS		Credits
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
BIO 204	Microbiology (OR HPR 205 AND HPR 206 OR BIO 208)	4
ENG 121	English	3
PSY 235	Human Growth and Development	3
TOTAL CREDITS		18
First Semester		
NUR 109	Fundamentals of Nursing	8
NUR 112	Basics of Pharmacology	2
HPR 108	Nutrition (OR HWE 100 OR ALH 106/ALH 107)	1
MAT 103	Math / Clinical Calculations	3
TOTAL CREDITS		14
HPR 108 (Nutrition) and MAT 103 must be successfully completed prior to entrance into Second Semester		
Second Semester		
NUR 106	Medical and Surgical Nursing Concepts	9
NUR 150	Nursing Care of Obstetric and Pediatric Clients	7
BIO 216	Pathophysiology	4
TOTAL CREDITS		20
BIO 216 must be successfully completed prior to entrance into Third Semester		
Third Semester		
NUR 206	Advanced Concepts of Medical Surgical Nursing I	8
NUR 212	Pharmacology II	2
Elective	Humanities/Social Behavior	3
TOTAL CREDITS		13
Fourth Semester		
NUR 211	Nursing Care of Psychiatric Clients	4
NUR 230	Leadership, Management and Trends	5
NUR 216	Adv. Concepts of Medical Surgical Nursing II	6
TOTAL CREDITS		15
TOTAL PROGRAM CREDITS		80
NUR 189	Transition from LPN to AD	4
NUR 169	Transition into Practical Nursing	5

APPENDICES

AMERICAN NURSES ASSOCIATION CODE OF ETHICS Approved June 30, 2001

Preamble:

The Code for Nurses is based upon belief about the nature of individuals, nursing, health and society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities, and whose values and circumstances command respect at all times. Nursing encompasses the promotion and restoration of health, the prevention of illness, and the alleviation of suffering. The statements of the Code and their interpretation provide guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care.

Code for Nurses:

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

AMERICAN NURSES ASSOCIATION STANDARDS OF PRACTICE

Nurses provide care to patients using a set of generic standards that guide and direct their nursing practice. The following standards are approved by the American Nurses Association:

- I. The collection of data about the health status of the client/patient is systematic and continuous. The data are accessible, communicated and recorded.
- II. Nursing diagnoses are derived from health status data.
- III. The plan of nursing care includes goals from the nursing diagnosis.
- IV. The plan of nursing care includes priorities and the prescribed nursing approaches or measures to achieve the goals defined from the nursing diagnosis.
- V. Nursing actions provide for client/patient participation in health promotion, maintenance and restoration.
- VI. Nursing actions assist the client/patient to maximize his/her health capabilities.
- VII. The client's/patient's progress or lack of progress toward goal achievement is determined by the client/patient and the nurse.
- VIII. The client's/patient's progress or lack of progress toward goal achievement directs reassessment, reordering of priorities, new goal setting, and revision of the plan of nursing care.

TRINIDAD STATE JUNIOR COLLEGE NURSING PROGRAM GUIDELINES FOR MINIMUM FUNCTIONAL ABILITIES

Individuals enrolled in the TSJCNP must be able to perform essential skills. If a student believes that he or she cannot meet one or more of the standards without accommodations, the nursing program must determine, on an individual basis, whether a reasonable accommodation can be made.

Functional Ability	Standard	Examples Of Required Activities
Motor Abilities	Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength, to provide patient care.	Mobility sufficient to carry out patient care procedures such as assisting with ambulation of clients, administering CPR, assisting with turning and lifting patients, providing care in confined spaces such as treatment room or operating suite.
Manual Dexterity	Demonstrate fine motor skills sufficient for providing safe nursing care.	Motor skills sufficient to handle small equipment such as insulin syringe and administer medications by all routes, perform tracheotomy suctioning, insert urinary catheter.
Perceptual/ Sensory Ability	Sensory/perceptual ability to monitor and assess clients.	Sensory abilities sufficient to hear alarms, auscultatory sounds, cries for help, etc. Visual acuity to read calibrations on 1 mL syringe, assess color (cyanosis, pallor, etc.) Tactile ability to feel pulses, temperature, palpates veins, etc. Olfactory ability to detect smoke or noxious odor, etc.
Behavioral/ Interpersonal/ Emotional	Ability to relate to colleagues, staff and patients with honesty, integrity and nondiscrimination. Capacity for development of mature, sensitive and effective therapeutic relationships. Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds. Ability to work constructively in stressful and changing environments with the	Establish rapport with patients/clients and colleagues. Work with teams and workgroups. Emotional skills sufficient to remain calm in an emergency situation. Behavioral skills sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibilities attendant to

	<p>ability to modify behavior in response to constructive criticism.</p> <p>Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.</p>	<p>the diagnosis and care of clients.</p> <p>Adapt rapidly to environmental changes and multiple task demands.</p> <p>Maintain behavioral decorum in stressful situations.</p>
Safe environment for patients, families and co-workers	<p>Ability to accurately identify patients.</p> <p>Ability to effectively communicate with other caregivers.</p> <p>Ability to administer medications safely and accurately.</p> <p>Ability to operate equipment safely in the clinical area.</p> <p>Ability to recognize and minimize hazards that could increase healthcare associated infections.</p> <p>Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.</p>	<p>Prioritizes tasks to ensure patient safety and standard of care.</p> <p>Maintains adequate concentration and attention in patient care settings.</p> <p>Seeks assistance when clinical situation requires a higher level or expertise/experience.</p> <p>Responds to monitor alarms, emergency signals, call bells from patients, and orders in a rapid and effective manner.</p>
Communication	<p>Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communication, such as interpretation of facial expressions, affect and body language).</p> <p>Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy.</p>	<p>Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in health care team discussions of patient care.</p> <p>Elicits and records information about health history, current health state and responses to treatment from patients or family members.</p> <p>Conveys information to clients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner.</p> <p>Establish and maintain effective working relations with patients and co-workers.</p> <p>Recognizes and reports critical patient information to other caregivers.</p>
Cognitive/ Conceptual/ Quantitative Abilities	<p>Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis.</p> <p>Ability to gather data, to develop a plan of action, establish priorities and monitor and evaluate treatment plans and modalities.</p>	<p>Calculates appropriate medication dosage given specific patient parameters.</p> <p>Analyzes and synthesizes data and develop an appropriate plan of care.</p>

	<p>Ability to comprehend three-dimensional and spatial relationships.</p> <p>Ability to react effectively in an emergency situation.</p>	<p>Collects data, prioritize needs and anticipate reactions. Comprehend spatial relationships adequate to properly administer injections, start intravenous lines or assess wounds of varying depths. Recognizes an emergency situation and responds effectively to safeguard the patient and other caregivers. Transfers knowledge from one situation to another. Accurately processes information on medication container, physicians' orders, and monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records and policy and procedure manuals.</p>
<p>Punctuality/ work habits</p>	<p>Ability to adhere to TSJCNP policies, procedures and requirements as described in the Student Nurse Handbook, college catalog and student handbook and course syllabus.</p> <p>Ability to complete classroom and clinical assignments and submit assignments at the required time.</p> <p>Ability to adhere to classroom and clinical schedules.</p>	<p>Attends class and clinical assignments punctually. Reads, understands and adheres to all policies related to classroom and clinical experiences. Contact instructor in advance of any absence or late arrival. Understand and complete classroom and clinical assignments by due date and time.</p>

STUDY SKILLS GUIDE

DAY-TO-DAY STUDY SKILLS

Tools

- Use a separate loose-leaf-type notebook or binder for each class. Keep your notebook neat and organized. Divide the notebook into chapter or subject sections or exams.
- Do not be afraid to mark, underline, or make notes in your textbook. It is yours.
- If you are given a course syllabus or outline, use it. It is important. Most important, attend classes regularly! If you miss due to illness, be sure you make up assignments.

Reading Your Textbook

- Read your assignment before the lecture on the subject.
- First, preview the chapter; look at introduction, chapter headings, graphs, illustration, and summary.
- Now read assignment front to back underlining the main idea and key words as you read.
- The main idea is often, but not always, contained in the first or last sentence of the paragraph.
- Number in the margins to indicate the sequence of points the author makes in developing the main idea.
- Use the margin for questions you have on the material.

Taking Notes on Your Textbook

- Be sure you label your notes well: chapter, page numbers, and dates.
- Put your textbook notes on the right side of your notebook, leaving the left side for lecture notes on the same subject.
- Turn your chapter headings into questions, leaving plenty of space for answers.
- Fill in data necessary to answer the question in short, concise lists or sentences.
- Make a short vocabulary list; look up meanings of any words you do not understand.
- Write a short summary of the chapter.

If you have a syllabus or study manual for the course, coordinate that material and questions with what you have learned from the text.

Listening to the Lecture

- Prepare for what you expect to hear. Read text, notes on text, review course outline.
- Listen for the main trend in the title and opening paragraph.
- Listen for the enunciation of the main point and for important divisions of a lecture.
- Listen for repetition of important ideas.
- Listen very closely after a dramatic pause.
- Listen for a summary at the close of the lecture.

Taking Notes During a Lecture

- Label the date and topic on your page and write down any questions you wish answered.
- Never try to take word for word notes. You will not grasp the meaning and will be too busy writing to listen. Avoid taping lectures. Develop your listening skills until you can take notes. If you do use a tape, you should take notes from the tape.
- Notes should be a condensation of what you hear.
- Underline the main ideas in a lecture and then list 1, 2, 3, . . . etc., and other data under the main ideas. Use a separate line for each point.

- Leave generous space for additional material or explanations. Make notes to yourself in the margins.
- Use laboratory form or teacher form for laboratory notes.

An example might be:

- (1) aim-object (4) results
- (2) apparatus (5) conclusion
- (3) method

- Ask questions about any part of the lecture you did not understand. Jot down everything the teacher writes on the board.

Reviewing the Chapter or Subject

- Combine your text notes and lecture notes on the chapter or subject into a summary.
- Review your summary at least once a week to keep the material fresh in your mind.

NOTE TO THE STUDENT: All this seems very time consuming, but once you get into the habit of treating a chapter or subject in this manner, you will be surprised how little time it takes to be well organized. Your goal is to organize the material so that it will be complete and make sense to you.

EXAMINATIONS

Preparation

The surest way to do well on an examination is to keep up with your notes and reading and to review your chapter summary often.

- Do not cram--spend several short periods preparing.
- Review your text by skimming the material--stop and reread the most difficult passages.
- Review your text and lecture notes.
- Make sure you practice Math Calculations.
- If you have practice problems, rework every third problem.
- Spend most of your time on your chapter and subject summary.
- Fix in your mind the main ideas.
- Memorize the factual data: dates, time frame, people, vocabulary, etc.
- Stop, reflect, and organize the material in your head.
- Review--go over chapter headings and lecture main points converting them to question form.
- Can you answer each question in a clear, logical manner, recalling facts, figures, and support data? If so, you are ready.
- Do they emphasize facts, concepts, or general ideas?
- Are they essay, objective, or both?
- Ask the instructor if the test will be essay, objective, or both.

Taking an Examination

- Relax!! Tension brings mental blocking.
- Bring a watch. Set a time schedule and plan time at the end to review your answers.
- Read the directions and questions carefully. Be sure you understand what the instructor wants and that you communicate what you know.
- Read every word. Circle or highlight key terms. Example: Show (three) ways. . .
- Work hardest and longest on those items that have the most points.

- Use good reasoning techniques in answering the question. Check for grammar or logic clues in the question. See if one question gives information that helps with a later question. Be aggressive in answering. Do not expect your instructor to read your mind.
- Make guesses as logically and intelligently as possible.
- At end of testing, read all rational whether you answered correctly or incorrectly.

Computerized Tests

- Be aware of eye fatigue.
- When doing practice questions, do small amounts (i.e. 20-25 questions) at a time, working up to 50-75 questions.
- Complete computerized tests in a quiet environment with minimal distractions, if completing at home.
- Try to complete 100 questions, minimum per week, to build confidence and comfort in taking thesis tests, to prepare for the National Licensing Exam.

Standardized Tests

- These tests help assess learning and are not based on course examinations.
- Use basic test taking skills to answer questions (see above) if content is unfamiliar.
- Review test report after completing the examination and then print out report at home and compile in a notebook for reference.
- Review rationales for ALL questions before leaving testing environment.
- Go to assessment testing website and review report and remediation information and compile in a notebook for future reference.

TRINIDAD STATE JUNIOR COLLEGE NURSING PROGRAM NIGHTINGALE HONOR CODE

“We, the incoming Trinidad State Junior College Associate Degree Nursing class, come together, joined as a community of learners, to pledge our commitment to the highest standards of the nursing profession. We pledge our commitment to work together and to support each other to excel. We commit ourselves to ethical behavior, to honesty, integrity, accountability, and professionalism in all areas of our learning. As future professional RN’s, we affirm our responsibility to work hard and to gain the required nursing knowledge, while always upholding the ethics of the nursing profession. We pledge to treat peers, faculty, staff and patients with dignity and to respect their values and beliefs. We pledge honesty in all interactions, and we commit ourselves to continue our nursing education, always adhering to these principles so that we may best care for our patients and our communities and be living role models of excellence in nursing.”

As you begin your studies in the Trinidad State Junior College Nursing Program, you begin to be responsible for the integrity and the ethics of the profession of nursing. YOU are responsible to uphold the School of Nursing Nightingale Honor Code, which is the visible marker of the honor and the ethics required of professional nurses. Your responsibility goes well beyond passively knowing the code. You are responsible for living the code. Being an honorable nursing student, and growing towards being a professional nurse, means being an active guardian of the integrity of the school and what it stands for. ANY dishonorable act undermines the honor of all of us and therefore will not be tolerated. The first and most critical element of the School’s honor code is to be honest. The community of learners and teachers that make up the Trinidad State Junior College Nursing Program demand that students act as nurses, and be honest in all of their academic work. The Nightingale Honor Code is based on:

1. The integrity of your word
2. Your display of intellectual and academic honesty
3. Your respect for and consideration of others and their property

Each student will be asked in a Nightingale Honor Code ceremony to affirm your willingness to be bound by the Code. Each of you entering professional nursing will answer a roll call and pledge your intent to the Trinidad State Junior College Nursing Program Nightingale Honor Pledge as a sign of commitment to guarding the honor code, and to guarding the profession of nursing. This pledge will serve as a symbol of your commitment to the “Peak of Excellence” of the Trinidad State Junior College Nursing Program until you graduate and take the NIGHTINGALE PLEDGE at your Pinning Ceremony.