



**FRONT RANGE
COMMUNITY COLLEGE**

Nursing Student
Handbook
SPRING, 2017

TABLE OF CONTENTS

FRCC- College Wide Statements	
Associate of Applied Science Degree and Licensure	3
FRCC Mission and Philosophy of the Nursing Program	4-6
Definitions of major concepts used in FRCC Nursing Program	7-9
FRCC Organizational Framework	10
Student Learning & Program Educational Outcomes	11-12
Curriculum	13
FRCC College Wide Academic and Clinical Policies	
Critical Program Requirements	15
Required Standards /Reasonable Accommodations	16-19
Alcohol and Drug Testing Policy	20-21
Essential Clinical Expectations	22
Safe Practice Guidelines	23-24
College Closure/Video Recording	25
Other	26
Injury/HIPAA.....	27
Grievance/Academic Appeals/Discipline Procedure	28-31
Westminster Campus Specific Academic and Clinical Policies	
Welcome.....	33
Westminster Nursing Department Contact List.....	34
Uniform.....	35
Attendance Policy	36-37
Testing Policy/Math Contract.....	38
Grading/Writing Standards.....	39
Program Progression/Withdrawal.....	40
Deferral/Dismissal/Readmission/Transfer.....	41-42
Sexual Harassment.....	43
Advising/Graduation.....	43
General Westminster Campus Program Information/ Resources	44-48
College Hill Library	
Learning Services	
Testing Center	
Academic Success Center	
Disability Services	
Financial Aid	
Student Records/ change in information	
Incident/Accidental Injury or Exposure	
Front Range (Westminster) Student Nurse Association FRSNA	
Appendices:	
I. Worker’s Compensation Concentra Medical Centers	49-51
II. Exit Interview Checklist	52-53
III. Legal Requirements for Licensure	54
IV. Acknowledgement of Policies/Permissions.....	55-57
V. Family Educational Rights Privacy Act (FERPA) release form	58
VI. Student Lab Manual/Policies.....	59-68
Lab Policy Acknowledgement	68

Associate of Applied Science Degree (AAS)

Larimer and Westminster

This program prepares students for entry-level professional nursing practice as a registered nurse. The nursing program is a two-year curriculum. Registered nurses function in a variety of roles: provider of care and manager of care in various health care settings including acute care hospitals, long term care settings, and community settings such as clinics, home health and health maintenance organizations. As a member of this discipline of nursing, registered nurses practice within the scope of practice as outlined in the Colorado Nurse Practice Act. Many students pursue a baccalaureate or master's degree after completion of an associate degree in nursing. Graduates of the nursing program are eligible for advanced placement into baccalaureate nursing programs through the Colorado Articulation Model. More advanced positions usually require advanced degrees. Military commissioned status after graduation has special requirements. Contact an advisor for further information.

Upon successful completion of the nursing program, the student is awarded an Associate in Applied Science (AAS) degree in Nursing. Graduates are eligible to submit an application to complete the NCLEX exam for licensure as a registered nurse. Front Range Community College Associate of Applied Science in Nursing is approved by the Colorado Board of Nursing and accredited by the ACEN.

The program offers an "exit option" course at the completion of the first year. This is for students who would like to complete the requirements to be eligible to apply for the PN NCLEX®. Students completing NUR 169 and the first year of their program may apply for the NCLEX® exam for practical nursing licensure.

Assessment testing is required of all students. Students who are reading at the college level and obtain the following Accuplacer scores should have the basic skills necessary for success in program course work. Reading: RC-80 or greater, English – SS95 or greater and WP8-12, Mathematics: Accuplacer: EA 61 or greater or CCPT Score: BAAD106(Basic Algebra Adaptive Assessments OR PAADI 59% (Pre-algebra Diagnostic Test) or must complete MAT 050, Science: department standard.

In order to work as a nurse, a graduate must secure a license from the State of Colorado as an RN or LPN. Please refer to guidelines found at the Colorado State Board of Nursing Web Site.

<http://www.dora.state.co.us/nursing/>

The Front Range Community College Larimer Campus and Westminster Campus Nursing Programs have Continuing Full Approval by the Colorado Board of Nursing and are accredited by the Accreditation Commission for Education in Nursing (ACEN). The ACEN can be contacted at the following address:

Accreditation Commission for Education in Nursing
Peachtree Road NE, Suite 850
Atlanta, GA 30326
www.acenursing.org
404-975-5000 Phone
404-975-5020 Fax

FRONT RANGE COMMUNITY COLLEGE MISSION AND PHILOSOPHY OF THE NURSING PROGRAM

Approved 5/06, 5/07, 5/09, 7/10, 5/13 Reviewed and approved 6/2015

The mission statement of the Department of Nursing is consistent with the mission and values of the Front Range Community College. The mission of the College states that **we enrich lives through learning**. The College vision is learner-centered and responsive to the diverse needs of student goals, including service to the community. The college is committed to serving the community by educating vocational, academic and business oriented students to succeed in a highly competitive economy, focusing on quality, technology, self-initiative, and problem solving. The core values of the college are students, teaching and learning, community, and employees.

Mission Statement Department of Nursing

The mission of FRCC Department of Nursing is to provide excellent education that prepares the learner to become a member of the nursing profession, meeting the needs of diverse populations.

Department of Nursing Philosophy

The FRCC nursing faculty members believe that nursing is an art and science that promotes optimal function of the individual by maintaining, improving, or recovering physical, mental, socio-cultural and spiritual health across the life span. Changing needs of society require varying patterns of practice and delivery of health services occurring in a variety of settings. Therefore, the faculty believes in the value of integrating general education and promoting educational mobility through our support of the Colorado Articulation Model. We, the nursing faculty, plan and implement a program of study from the following beliefs about health, society, individuals, nursing, nursing education, teaching /learning, and professionalism.

Health

Health is a dynamic state that is influenced by inherited characteristics, environment, and life experiences. Wellness is defined by the individual's perception of wellness and influenced by the presence of disease and individual's ability to adapt. Health and wellness are ever-changing states of physical, psychological, social and spiritual wellbeing. Health is not merely the absence of disease but the optimal level of functioning for each individual. Health and illness are inevitable dimensions of the person's life and are not mutually exclusive. Individuals have an inherent right to be active participants in achieving health as they perceive it.

Community

Society consists of dynamic and interactive systems involving individuals, families, groups and communities. These systems are influenced by variables such as diverse populations of cultures, races, socioeconomic levels, religions, lifestyles, environmental changes, and political and economic influences. Nurses recognize and respect human differences and diversity of populations within society.

Individual

The individual is unique and complex, a holistic being of biological, psychological, social, cultural, and spiritual dimensions. Each individual operates within a personally determined value system which is acquired and shaped through experience, personal judgments, and interaction. An individual interacts holistically with the environment, and strives for balance and a sense of wellbeing within personal and societal contexts. Individuals have the right and responsibility to be informed in order to make choices about their health and health care.

Nursing

Nursing is a profession deriving knowledge from the arts, sciences, humanities, and human experience. As a scholarly discipline, nursing utilizes diverse theories to formulate an evidence-based practice that promotes, maintains and restores optimal functioning. Nursing as an art and science incorporates the following into practice: clinical competence, critical thinking, communication, teaching/learning, professionalism, caring, and cultural competency. The nursing process is utilized by nurses as they function in the roles as provider, teacher, manager, member of the profession and advocate. Nurses collaborate with diverse disciplines in formulating solutions to individual and community health problems. Nursing practice requires commitment to professional development to facilitate evidencebased practice in response to emerging health care issues, scientific discoveries and new technologies in the profession. Nursing practice also requires personal commitment to lifelong learning.

Nursing Education

Learning is the acquisition of knowledge, understanding and skills and is a lifelong process. Learning is the cultivation of the potential of the individual learning that is meaningful and participatory, stimulates intellect, curiosity, creativity, and critical thinking. The educational process is a cooperative interaction between students and faculty. Diverse teaching/learning strategies are utilized to meet individualized needs of students in both the academic and practice settings. Through the educational process, students assimilate and synthesize knowledge, cultivate critical thinking abilities, and develop care strategies that reflect standards of care that address the areas of cultural humility, communication, technology, and therapeutic intervention. Nursing education is concerned with helping the individual to understand and utilize the nursing process, and incorporate standards of nursing professional nursing practice.

Teaching/Learning

Faculties utilize teaching and learning theories to organize and evaluate learning situations. Faculties believe that learning is a process which supports the acquisition of knowledge, understanding and skills. Learners and educators interact in a process whereby students gain competency required to function within their scope of practice

Professionalism

Nursing is not only a science (knowledge and skills) but also an art (caring, compassion and professionalism). Professionalism includes accountability, advocacy, a sense of responsibility and a commitment to professional ethical behavior. The expectation in the Nursing Program is that students must demonstrate professional and caring behaviors and attitudes.

Definition/Description of the Levels of Nursing Education Practical Nurses

The practical nurse provides direct patient care for clients who have common, well-defined health problems and needs, collect basic data, utilize established nursing diagnosis, and modify care based on evaluation. The practical nurse functions primarily in structured health care setting such as hospitals, nursing homes, and clinics where the policies and procedures and protocols for provision of care are established and there is ready recourse for assistance and support from the registered nurse. The practice of practical nursing is designed to promote and maintain health, prevent illness and injury, and provide care utilizing standardized procedures and the nursing process, including administering medications and treatments; practice with supervision of the licensed professional nurse and/or other licensed health care professionals; and as a member of the discipline of nursing, functions within the legal and ethical scope of practice.

Associate Degree Nurses

The associate degree nurse practices in the role of provider of care, manager of care and member within the discipline of nursing; provides direct patient care with more complex health care needs, modifies care based on client response as patient situations change; collects and analyzes data from patients, families, and other health care resources; formulates appropriate nursing diagnoses; develops and revises plans based on effectiveness.

The associate degree nurse provides and coordinates care for groups of clients with more complex health care needs, adjusting care as the situation changes. The level of responsibility of the associate degree nurse is for a specified work period and is consistent with identified goals of care. The associate degree nurse is prepared to function both within acute care and long term settings where policies and procedures are specified and guidance is available. Associate degree nurses maintain professional relationships by advocating and supporting client decisions, and by collaborating and communicating with clients, families, and other health care professionals. In providing care, the associate degree nurse may delegate aspects of care to licensed and unlicensed personnel. In delegating the care to others, associate degree nurses remain accountable for care of their own clients and clients delegated to others under their direction.

Baccalaureate Degree Nurses

The baccalaureate degree nurse provides direct care to patients with complex health problems; collects and analyzes data from patients, families, groups and communities; formulates nursing diagnoses; uses nursing theory and research to formulate nursing care plans; and evaluates and revises plans based on effectiveness as changes occur. Baccalaureate degree nurses maintain professional relationships by advocating for patients and other health care providers, and by collaborating and consulting with patients, families peer groups and communities; manages and is accountable for planning and evaluating care delegated or provided to the patient, and at times other licensed and unlicensed health care providers, and demonstrates leadership in collaboration with other health care providers and community members. The baccalaureate degree nurse is prepared to function in a wide variety of health care settings. The setting in which the baccalaureate nurse practices may or may not have established protocols, procedures, and policies, and also has the potential for variations requiring independent nursing decisions.

Definitions of Major Concepts Used in the FRCC Nursing Program Student Learning Outcomes and Competencies: Implemented Fall, 2012 Reviewed re-approved 6/2015

Caring: In nursing, those values, attitudes, and behaviors that engender feeling cared for. (Duffy, 2010). Also, “promoting health, healing, and hope in response to the human condition” (NLN, 2010, p. 65).

Clinical judgment: A process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse’s knowledge and perspective (Tanner, 2006). Involves ways in which nurses come to understand the problems, issues, or concerns of clients and patients, to attend to salient information, and to respond in concerned and involved ways (Benner, Tanner, & Chesla, 2009).

Clinical microsystem: A small group of people who work together on a regular basis – or as needed – to provide care and the individuals who receive that care (who can also be recognized as members of a discrete subpopulation of patients) (Trustees of Dartmouth College, 2004, p. 5).

Clinical reasoning: An iterative process of noticing, interpreting, and responding – reasoning in transition, with a fine attunement to the patient and how the patient responds to the nurse’s actions. (Benner, Tanner, & Chesla, 2009, p. 230).

Collaboration: “Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.” (Quality and Safety Education for Nurses [QSEN], 2007). Collaboration also includes communication and partnerships with providers, patients, families, and stakeholders.

Critical thinking: “Identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning” (NLN, 2010, p. 67). Critical thinking is the basis of clinical reasoning, clinical judgment, and clinical problem solving.

Cultural competence: Cultural competence is the ability to respect the beliefs, language, interpersonal styles, and behaviors of individuals, families and communities receiving services as well as the health care professionals who provide the services. Culture is the integrated patterns of human behavior that include the language, thoughts, actions, customs, beliefs, and the institutions of racial, ethnic, social, or religious groups (<http://ojccnh.org/project/faq.shtml> retrieved August 14, 2015)

Diversity: “Recognizing differences among persons, ideas, values, and ethnicities, while affirming the uniqueness of each (NLN, 2010, p. 12).

Ethics: “Involves reflective consideration of personal, societal, and professional values, principles, and codes that shape nursing practice. Ethical decision making requires applying an inclusive, holistic, systematic process for identifying and synthesizing moral issues in health care and nursing practice, and for acting as moral agents in caring for patients, families, communities, societies, populations, and organizations. Ethics in nursing integrates knowledge with human caring and compassion, while respecting the dignity, self-determination, and worth of all persons” (NLN, 2010, p. 13).

Evidence-based care: Care that integrates the best research with clinical expertise and patient values for optimum care (IOM, 2003).

Healthcare environment: the aggregate of surrounding things, conditions, or influences; surroundings; milieu. (dictionary.com). In healthcare, nurses turn the environment into a caring and healing environment by initiating and sustaining a therapeutic relationship with patients and their families (Koloroutis, 2004).

Human flourishing: “An effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.” (NLN, 2010, p. 66-67).

Informatics: The use of information and technology to communicate, manage knowledge, mitigate error, and support decision making (Quality and Safety Education for Nurses [QSEN], 2007).

Information management: Refers to “the processes whereby nursing data, information, knowledge, and wisdom are collected, stored, processed, communicated, and used to support the delivery of health care” (Nelson, 2010, p. 653).

Integrity: “Representing the dignity and moral wholeness of every person without conditions or limitation” (NLN, 2010, p. 13).

Knowledge, skills, and attitudes: In nursing education there are three domains of learning in which faculty engage students. The cognitive domain represents the knowledge needed to carry out the professional roles of the nurse. The skills are the psychomotor activities that are represented by the psychomotor domain. Attitudes represent the beliefs and values about all aspects of the patient and health care that represent the affective domain. The content of each domain is equally important and necessary for the student to fulfill the roles of the professional nurse.

Leadership: Leadership is Standard 12 of the American Nurses Association’s Scope and Standards of Practice (2010, p. 55). Leadership is defined and evaluated with the following measurement criteria related to the student nurse:

- Oversees the nursing care given by others while retaining accountability for the quality of care given to the healthcare consumer.
- Abides by the vision, the associated goals, and the plan to implement and measure progress of an individual healthcare consumer or progress within the context of the healthcare organization.
- Demonstrates a commitment to continuous, lifelong learning and education for self and others.
- Mentors colleagues for the advancement of nursing practice, the profession, and quality health care.
- Treats colleagues with respect, trust, and dignity.
- Develops communication and conflict resolution skills.
- Participates in professional organizations.
- Communicates effectively with the healthcare consumer and colleagues.
- Seeks ways to advance nursing autonomy and accountability.
- Participates in efforts to influence healthcare policy involving healthcare consumers and the profession.

Nursing: Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities and populations.

Nursing-sensitive indicators: Nursing-sensitive indicators reflect the structure, process and outcomes of nursing care. The structure of nursing care is indicated by the supply of nursing staff, the skill level of the nursing staff, and the education/certification of nursing staff. Process indicators measure aspects of nursing care such as assessment, intervention, and RN job satisfaction. Patient outcomes that are

determined to be nursing sensitive are those that improve if there is a greater quantity or quality of nursing care (e.g., pressure ulcers, falls, and intravenous infiltrations). Some patient outcomes are more highly related to other aspects of institutional care, such as medical decisions and institutional policies (e.g., frequency of primary C-sections, cardiac failure) and are not considered "nursing-sensitive". (ANA's Nursing World:

<http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/PatientSafetyQuality/Research-Measurement/Nursing-and-Quality.pdf> Retrieved August 14, 2015).

Nursing judgment: “Encompasses three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ those processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation” (NLN, 2010, p. 67).

Patient: The recipient of nursing care or services. Patients may be individuals, families, groups, communities, or populations (American Association of Colleges of Nursing [AACN], 2008, p. 38).

Patient-centered care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs (Quality and Safety Education for Nurses [QSEN], 2007).

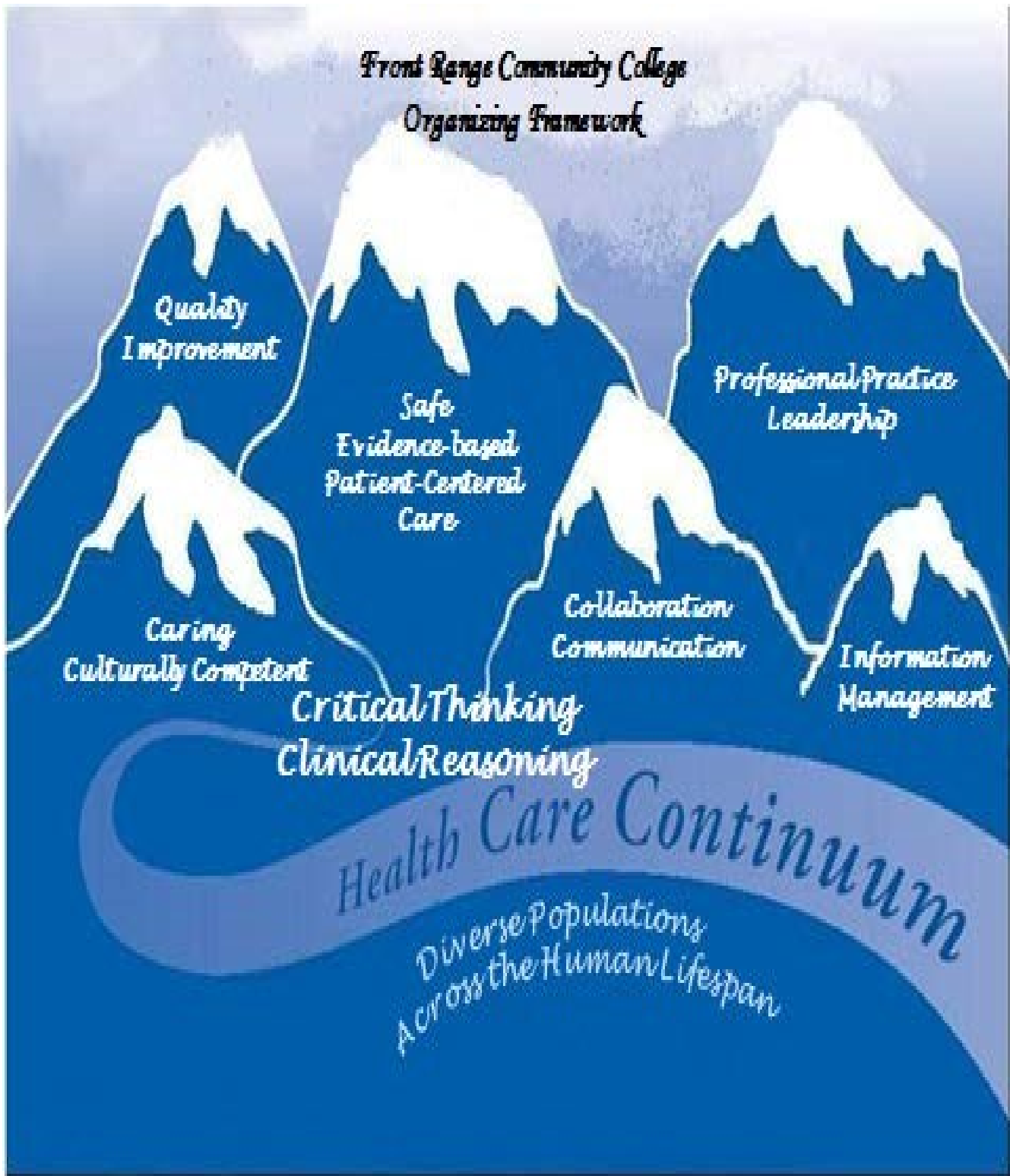
Personal and professional development: “A lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession's history, goals, and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care providers; and (c) give nurses the courage needed to continually improve the care of patients, families, and communities and to ensure the profession's ongoing viability” (NLN, 2010, p. 68).

Professional identity: “Involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grow in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evidence in the lived experience of the nurse, in his or her ways of being, knowing, and doing” (NLN, 2010, p. 68).

Quality improvement: “Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems” (Quality and Safety Education for Nurses [QSEN], 2007). Also relates to the improvement of healthcare processes and at the local, state, and federal levels to affect positive outcomes from the impact of economics on healthcare quality.

Relationship-based care: Health care is provided through relationships. The activities of care are organized around the needs and priorities of patients and their families. Relationship-based care depends on a caring and healing environment in which care providers respect the dignity of each patient and each other. The nurse as a leader creates caring and healing cultures. Positive interdisciplinary collaboration is a significant predictor of quality care in a relationship-based care environment (Koloroutis, 2004).

Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance (Quality and Safety Education for Nurses [QSEN], 2007).



**Revised and approved 5/2012 Reviewed and approved 6/2015
Implemented Fall, 2012**

STUDENT LEARNING OUTCOMES

Students graduating the FRCC Nursing Program will be able to:

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.
2. Engage in critical thinking and clinical reasoning to make patient-centered care decisions.
3. Implement quality measures to improve patient care.
4. Participate in collaborative relationships with members of the interdisciplinary team, the patient and the patient's support persons.
5. Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
6. Provide leadership in a variety of healthcare settings for diverse patient populations.
7. Assimilate professional, legal, and ethical guidelines in practice as a professional nurse.
8. Promote a culture of caring to provide holistic, compassionate, culturally-competent care.

Revised and approved 5/2012. Implemented Fall, 2012.

Credit to contact hour ratio change for clinical/lab courses (1:3) implemented Fall, 2014

NURSING PROGRAM EDUCATIONAL OUTCOMES

revised 5/13, 8/13, 5/14

Nursing Program Outcomes are developed as performance indicators which provide evidence that the FRCC nursing program is meeting its mission and goals set by the faculty. Program Outcomes show the effectiveness of the educational program and serve as a mechanism to guide program development and revisions. Program Outcomes have been developed using the Accrediting Commission for Education in Nursing (ACEN) criteria and guidelines. The following Nursing Program Outcomes are congruent with the mission and philosophy of the FRCC and the Nursing Program. At completion of their program of learning:

Outcome #1 Performance on licensure exam: The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period.

Outcome #2 Program completion: 70% of students will progress to graduation within 150% of anticipated program length after beginning their first nursing course. (6 semesters).

Outcome #3a Program satisfaction: 80% of graduates who respond to a program satisfaction survey will demonstrate satisfaction with their program of learning on the Post-Secondary Vocational Graduate Follow Up Survey (VE 135) and on the Nursing Program Summative Evaluation

Outcome #3b Program satisfaction: 80% of area employers will report satisfaction with graduates at Advisory Board meetings, at focused site visits, and on the Employer Satisfaction Survey.

Outcome #4 Job placement: 80% of graduates who respond to the Post Secondary Vocational Graduate Follow Up Survey (VE135) will report that they are employed as an RN or pursuing further education within six to nine months of graduation.

Current Outcomes are posted on the Front Range Community College, Westminster Campus Nursing Department Website at

<https://www.frontrange.edu/programs-and-courses/academic-departments/westminster-campus-departments/westminster-nursing>

Front Range Community College-Westminster Campus
FOR WC IMPLEMENTATION F2015
Associate Degree Nursing Curriculum F2014

PREREQUISITE SEMESTER	COURSE CREDITS
ENG 121 English Composition	3
PSY 235 Human Growth & Dev	3
BIO 201* Anatomy & Physiology I	4
HPR 108 Dietary Nutrition	1
BIO 204* Microbiology	4

Total 15 Pre-req

Must complete MAT050 or acceptable Math Assessment score to place into MAT103

FIRST SEMESTER	Course Credits	SECOND SEMESTER	Course Credits
NUR 109 Fundamentals of Nursing	6	NUR 106 Medical and Surgical Nursing Concepts	7
NUR 112 Basic Concepts of Pharmacology	2	NUR 150 Maternal-Child Nursing	6
BIO 202* Anatomy and Physiology II	4	BIO 216* Pathophysiology	4
MAT 103 (concurrently) Math for Clinical Calculations	3		
Total	15	Total	17
Year 1 Total			32

Optional - NUR 169 Transition into Practical Nursing - Needed before eligible for NCLEX LPN	5
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NUR 189 Transition from LPN to ADN (only for LPN's entering at Level II)	4
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THIRD SEMESTER	Course Credits	FOURTH SEMESTER	Course Credits
NUR 206 Advanced Concepts of Medical- Surgical Nursing	6.5	NUR 216 Advanced Concepts of Medical-Surgical Nursing II	5
NUR 212 Pharmacology II	2	NUR 230 Transition to Professional Nursing	4
NUR 211 Psychiatric Mental Health Nursing	4	Elective**	3
Total	12.5	Total	12
Year 2 Total			24.5
5 Semester Total			71.5

***Must be within 7 years of admission**

****Elective: Arts & Humanities or Social & Behavioral Sciences**

* Must be taken concurrently in the first semester of the nursing program

FRCC NURSING PROGRAM ACADEMIC AND CLINICAL POLICIES

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

Learning depends on class attendance, participation, and preparation. Nursing courses are different from many of those taken before in that each subsequent course builds on prior learning. In addition, nursing is different from any other career. The knowledge gained in class, laboratory, and clinical experiences provides the foundation for all aspects of professional practice as a nurse.

The faculty recognizes and appreciates the multiple roles and responsibilities of students. Students are encouraged to consider what priority higher education has as compared to personal commitments. At times, it may be necessary for students to withdraw from the Nursing Program when personal commitments must receive a higher priority than their educational goals.

CRITICAL PROGRAM REQUIREMENTS

All students must adhere to the following requirements throughout the nursing program in order to successfully complete the program. Any student who does not follow these or any program requirements shall be subject to disciplinary action, up to and including dismissal from the FRCC Nursing Program and dismissal from FRCC. Along with these program requirements, students must comply with the FRCC Student Code of Conduct found in the FRCC College Handbook.

1. The Student must safeguard the patient's right to privacy by maintaining confidentiality of information concerning the patient. As part of this, the student must comply with the Health Insurance Portability and Accountability Act (HIPAA) at all times. Dismissal from the program may result if confidentiality is compromised.
2. Safe nursing practice (see Safe Practice Guidelines) is expected at all times. Any mistake, accident, or unusual occurrence involving a student must be reported immediately to the instructor and to the appropriate health team member so that prompt action can be taken to initiate treatment or to alleviate harm. Concealing mistakes can lead to disciplinary action and/or the student's inability to progress in the Nursing Program (see Dismissal Policy in this Handbook)
3. Students must comply with all policies of individual Clinical Agencies to which they are assigned. Disciplinary action up to and including dismissal from the FRCC Nursing Program may result if these policies are not followed.
4. Proof of current American Heart Association CPR for Healthcare Professionals verification, coverage by a health insurance policy, TB and other required immunization status must be in students' files at all times and may include additional requirements per agency contracts. Students will be required to submit updated documents at the beginning of the semester for documentation that expires at any time during the semester. Students without current documentation will not be allowed to go to a clinical agency under any circumstances.
5. Students must maintain a "C" or better in each required course (nursing and non-nursing). BIO202, MAT103 and HPR108 must be completed with a minimum of a C prior to beginning 2nd semester in the nursing program. BIO216 must be completed with a minimum of a C prior to beginning 3rd semester of the nursing program. Withdrawal while earning less than a "C" in MAT103 or earning a D or F in MAT103 will be considered as a one time failure in the nursing program.
6. Students who have taken MAT103 or Pharmacology prior to the time the applicant enters the Nursing program will be given a competency test. If the applicant does not pass the competency test at 90% or above, he/she may be required to retake MAT103 or Pharmacology (NUR 112) during the first semester of the Nursing program.
7. Professional conduct and courtesy toward peers, faculty, staff, patients and families are expected in all classes, conferences, labs, and clinical experiences. Cell phones and pagers must be turned off or on silent mode during class time.
8. Students are expected to notify the course instructor of impending absences, tardiness or early departure. This is the student's responsibility.
10. A faculty member has the authority to ask a student to leave, or have the student removed, from an academic activity upon observing student behavior that demonstrates irresponsible, unsafe, or unprofessional conduct in class, laboratories, or clinical experiences.
11. Advanced preparation (i.e., reading, completion of assignments, etc.) will be necessary for students to participate in classroom sessions and clinicals by asking questions, exploring solutions, and discussing topics
12. All students must attend a Regulatory Requirement Session provided by the Nursing department and demonstrate compliance with clinical partner requirements each calendar year while they are in the program prior to any clinical experience.
13. Students must provide their own transportation to and from clinical and to and from the college. The student is responsible for arriving at clinical or labs on-time regardless of the method of transportation.
14. Students will be providing care to patients with infectious diseases and are expected to use C.D.C. (Center for Disease Control) guidelines in all patient care areas. No nursing student may refuse to treat a patient solely based on their disease process.
15. Plagiarizing, lying, cheating, falsifying documentation, or helping someone else violate reasonable standards of academic behavior or the FRCC Student Code of Conduct are grounds for disciplinary action.

REQUIRED STANDARDS POLICY

Introduction

Front Range Community College has adopted the following standards for admission, progression and graduation of all Nursing Program students in clinical courses involving direct client care. Candidates for these degrees must be able to meet these minimum standards with or without reasonable accommodations for successful completion of degree requirements.

1. Standards Communication and Observation Skills

Students are expected to sufficiently demonstrate the following verbal, non-verbal, written, computer assisted entry, and observational skills during professional interactions with others during their professional nursing practice. Communication includes not only speech, but also seeing, reading, writing, and computer literacy abilities in the classroom and clinical on and off-campus settings; the ability to communicate with a wide variety of people; and the ability to be easily understood. The following are examples of communication and observation skills. The nursing student needs to be able to:

- Speak clearly and effectively in English
- Hear and observe patients in order to elicit information, describe changes in mood, activity and posture, and to perceive nonverbal communications
- Communicate in writing or computer entry, as well as orally using standard, professional nursing and medical terminology
- Communicate effectively and sensitively with patients' family members and other members of the healthcare team, as well as faculty and peers in a 1-1 or group situation
- Elicit, convey or exchange information at a level that allows for the implementation and evaluation of the nursing process
- Communicate in ways that are safe and not unduly alarming to patients, family members, and other members of the healthcare team
- Relay appropriate information to patients; teach, explain, direct and counsel a wide variety of individuals, as well as provide clear, direct communication in English during highly stressful, crisis situations.

2. Cognitive Abilities

Nursing students on admission and throughout the program are expected to sufficiently demonstrate cognitive abilities which include intellectual, conceptual, integrative, quantitative, critical thinking and comprehension skills that allow her/him to carry out the nursing process in the care of patients. The following examples include, but are not limited to, nursing students demonstrating these related cognitive skills:

- Sufficient skills to read and understand written documents in English
- Sufficient skills in problem solving including measurements, calculations, reasoning, memory, analysis, and synthesis of subjective and objective data as well as critically appraise the best available research evidence
- Sufficient skills to comprehend three-dimensional relationships and to understand the spatial relationships of structures
- Critical thinking ability sufficient for academic and clinical judgments demanded of nurses which require the intellectual abilities to critically appraise, to synthesize knowledge, integrate and prioritize all aspects of patient care in a prompt, timely fashion; synthesis of objective and subjective findings and diagnostic studies in order to formulate nursing diagnoses and initiate a plan of care integrating patient preferences

- Incorporate data from multiple patient sources (e.g. physical assessment, vital signs, lab values, interdisciplinary documentation) in a prompt manner in order to provide appropriate, safe patient care
- Recognize, make decisions quickly, and respond rapidly and safely to changes in a patient's status based on a variety of sources, such as physical assessment and pertinent laboratory findings, and ability to revise care to promote appropriate patient outcomes

3. Gross Motor Skills, Strength, Mobility, and Physical Endurance

The student is expected to be able to perform gross and fine motor movements required to provide comprehensive nursing care. Examples of care that the student must be able to perform safely include, but are not limited to:

- Lifting as described below:
- Turning and positioning patients as needed to prevent complications due to bed rest or minimal movement
- Transferring patients in and out of bed
- Transporting and exercising patients
- Pulling and pushing patients and/or equipment
- Administering cardiopulmonary resuscitation (CPR)
- The student is expected to have the psychomotor skills necessary to perform or assist with procedure treatments, administration of medications, and emergency interventions. On a regular day whether in the classroom or clinical (on-campus simulation or off campus clinical), the student may be expected to sit, walk and stand. Examples include but are not limited to, the ability to:
 - Stand and/or sit for long periods of time (e.g., minimum of 3-4 hours)
 - Stand and maintain balance while transferring patients, reach below the waist and overhead while providing patient care procedures
 - Walk without a cane, walker, casts, walking boots, or crutches, as well as, arms free of casts or other assistive/restrictive devices in order to ambulate patient and provide bedside or general nursing care
 - Have two hands, real or prosthetic

4. Behavioral and Social Attributes/ Abilities

Nursing students must exhibit the professional behavioral and social attributes embedded in National League for Nursing and American Nurses Association professional nursing competencies. They must possess the emotional and mental health required for full use of their intellectual, communication/ observational, motor and sensory abilities in order to exercise appropriate judgment and promptly complete all responsibilities attendant to the diagnosis and care of patients 'in a variety of settings and from different cultures.

The following are examples, which are not limited to, the behavioral and social attributes and abilities that nursing students need to demonstrate;

- a. Ability to relate to patients, family members, as well as work cooperatively with other members of the healthcare team and colleagues with honesty and integrity, and with nondiscrimination in relation to the patient's race ethnic group, age, gender, religion or political preference, ability to pay, gender or sexual orientation
- b. Ability for the development of a mature, sensitive and effective therapeutic relationship with clients
- c. Ability to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients

- d. Ethical behavior reflecting adherence to the professional nursing code of ethics, students nurse' code of ethics and student academic integrity policy
- e. Sufficient emotional and mental stability to:
- f. Tolerate physically taxing workloads
- g. Handle emotions that might affect practice performance
- h. Function effectively when stressed
- i. A level of consciousness and attentiveness that guarantees patient safety
- j. Ability to participate in the professional care of a patient, before and after procedures that he/she may be in disagreement with
- k. Ability to care for patients with communicable diseases using appropriate standard precautions and/or guidelines
- l. Ability to accept and integrate constructive criticism given in e classroom and clinical settings
- m. Ability to examine and change his/her behavior when it interferes with productive individual or team relationships and/or the care of patients
- n. Ability to work in close quarters with patients, healthcare team members and nursing faculty

5. Sensory Skills

Nursing students must have hearing, visual and tactile skills sufficient to monitor, access, and respond to patient health needs. Nursing students must possess these skills in connection with the other identified technical skills in order to observe and learn from demonstrations in the on-campus clinical simulation laboratory in the off-campus clinical patient care areas, and o make observations accurately at a distance and lose at hand of the patient and the patient's environment. Observation necessitates the functional us of the senses of vision and other sensory modalities it is enhanced by the functional use of the specimens; and obtains information from digital, analog, an waveform representations of treatment/therapy.

Examples of the necessary sensory skills include, but are not limited to:

- Normal tactile feeling and use of touch to feel sensitivity to heat, cold, pain, pressure, etc.
- Use of auditory sense to detect sounds related to bodily functions using a stethoscope; to hear and interpret many people and correctly interpret what is heard; that is, physicians' or nurse practitioner orders whether verbal or over telephone, patient complaints, physical assessment (especially heart and other body sounds), fire and equipment alarms, etc.
- Auditory sense to communicate clearly in telephone conversations and respond effectively with patients and with other members of the healthcare team
- Acute visual skills necessary to detect signs and symptoms, body language of patients, color of wounds and drainage, and possible infections anywhere; interpret written words accurately, read characters and identify colors on the computer screen
- Observation skills to observe lectures, demonstrations, research and patient situations in the practice of healthcare professions; observation is necessary to perform competent health assessments and interventions and necessitates functional use of vision, hearing, tactile and somatic senses
- Capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. (adapted from The New York University College of Nursing Technical Standards for Core Nursing Competency Performance, 2009, 2011)

Normative difficulties. The policy is not intended to address the common and expected difficulties experienced by a majority of nursing students particularly as they start a new clinical course. These normative difficulties might include, but are not limited to, mild emotional reaction and adjustment difficulties, mild r transient difficulty keeping up with academic work, and normative conflict with professors, fellow students, supervisors and administrators in clinical placements.

Reasonable Accommodation

It is the policy of Front Range Community College to provide reasonable accommodation to qualified students with disabilities so they can meet these required standards. Students who need reasonable accommodations must contact the Disability Support Services directly. There are services available to students with disabilities and special needs. It is the individual students' responsibility to request such services and to provide appropriate current documents of the need for such services.

**FRONT RANGE COMMUNITY COLLEGE DEPARTMENT
OF NURSING
ALCOHOL AND DRUG TESTING POLICY**

The Front Range Community College Department of Nursing Program conforms to the common health profession requirement for drug testing. Both initial enrollment in the FRCC Nursing Program and subsequent placement at clinical sites is contingent upon presentation of a negative drug test. FRCC will not accept a previous employment drug test. Some clinical agencies may require additional testing during the program. This may result in additional cost to the student.

All students enrolling in the FRCC Department of Nursing Program, in addition to other established entry criteria, must agree to present documentation of a current drug test. **The drug test and/or any necessary transportation to a testing facility must be paid for at the student's expense.** If additional drug tests are required for any clinical agency, the student is responsible for the cost. For drug testing, students must use the designated lab and testing date identified by the FRCC Nursing Department.

Only the person for whom a prescription drug is prescribed can bring the medication on FRCC property or a clinical setting. The prescription drug must be in its original container. The student must use the prescription drug only in the manner, combination, and quantity prescribed. Suspicion based alcohol or drug testing will be performed if performance or behavior in the nursing program is suspected to be substance related. Under no circumstances may the students use medical or recreational marijuana.

Refusal to Participate. Students may refuse to participate in initial or suspicion based testing. However those students refusing will not be admitted into the Nursing Program and any student who refuses to test based on reasonable suspicion while they are in the program could lead to disciplinary action, up to and including dismissal from the Nursing Program. The FRCC Department of Nursing supports and enforces a zero (0) tolerance alcohol and drug policy.

Definitions

Alcohol Testing: Providing a breath, blood or urine sample to determine the presence of alcohol.

Authorized Lab: A collection site or sites identified by the FRCC Nursing program where students may present themselves for the purpose of taking a drug test.

Controlled Substance: *has the meaning assigned by the Title 21 United States Code (USC)*

Controlled Substances Act Section 21 USC 802 and includes all substances listed on Schedule I through V as they may be revised from time to time (21 CFR 1308), such as amphetamines, natural and synthetic opiates, marijuana, cocaine, barbiturates, methadone, phencyclidine, benzodiazepines and propoxyphene and their metabolites, and prescription drugs for which the student does not have a current prescription.

Drug Test: Providing a blood and/or urine sample to be analyzed for the presence or absence of specific controlled substances, as well as for substitution, adulteration, or dilution of the sample.

Positive Test: The presence in the test sample of illegal drugs, including medical or recreational marijuana, and/or metabolites, or of prescription drugs and metabolites for which the student does not have a current prescription, at levels exceeding current testing guidelines. Dilute test results may be considered to be positive test results. Although possession and use of marijuana for certain medical conditions and recreational use consistent with the requirements of the Colorado Constitution is no longer a crime in the State of Colorado, the possession and use of marijuana remains illegal under federal law. Consistent with federal law, including the Controlled Substances Act and the Drug-Free Schools and Communities Act, the use and/or possession of marijuana continues to be prohibited while a student is on campus, including while on a clinical experience or representing the College.

Drug: Any substance (other than alcohol) that is a controlled substance as defined in this section.

On Duty Time: Beginning when a student arrives at a clinical rotation site until the time he/she leaves the clinical rotation site, or all time actively participating in any FRCC Nursing Program class, lab or other activities including volunteer activities.

Reasonable Cause: When the College or clinical rotation site believes the actions or appearance or conduct of a nursing student who is on duty is indicative of the use of alcohol or a controlled substance.

Substance Abuse Professional: A licensed physician, or a licensed or certified psychologist, social worker (certified by the national Association of Alcoholism and Drug Abuse Counselors Certification Commission) with knowledge of and clinical experience in the diagnosis and treatment of controlled substance-related disorders. This includes the Colorado Peer Assistance program.

Suspicion-Based Testing: The student may be required to submit to a drug test if Nursing Program personnel or clinical site personnel have reasonable cause to believe that a student's performance problems or displayed behavior may be substance related.

Initial Drug Test

Prospective Nursing students must, in addition to other established entry criteria, present documentation of a current drug test. **The drug test must be paid for at the student's expense** and must be conducted by the due date provided at time of admission. Students must use an authorized lab.

Initial Testing Results Positive. Upon acceptance into the program, if the result of the initial drug test is positive for controlled substances, as defined in this procedure, the student will be unable to enter the program unless a retest (of the same sample) is requested at the time notification of test failure is given. The student is fully responsible for the cost of this additional testing. If the results of the retest are still positive, the student will be unable to enter the Nursing Program and tuition may be refunded in accordance with the College refund policy as stated in the catalog. This delayed progression counts as the student's one time deferment.

Refusal to Participate in Drug Test. If a prospective student refuses to provide a timely drug test upon entry into the program, the student will be denied entry. Tuition may be refunded in accordance with the College refund policy as stated in the catalog.

Suspicion Based Testing

The Department of Nursing may test students on a reasonable cause basis. If a student is having performance problems or if the faculty member or clinical staff directly observes behavior that may be alcohol or drug related, the student will be requested to submit immediately to drug or alcohol testing at the student's expense. If this must be performed at an alternative site, transportation must be arranged via taxi and the student is responsible for paying for transportation. Continuance in the nursing program is contingent on consent by the student for testing. Refusal to consent to testing will result in disciplinary action up to and including dismissal from the program. The program has the right to access and review the results of any testing. If the test is positive and/or the student is impaired the student will be sent home via alternative transportation, at the student's expense. The student will be dismissed from the program and the criteria under prior section "Initial Drug Testing" as well as "Program Reenrollment" must be followed.

Program Enrollment/ Re-enrollment

Students who refuse either the initial drug test or a suspicion-based drug test or whose test results are positive for controlled substances must show proof that they have been evaluated by a certified substance abuse professional/Licensed Chemical Dependency Health Counselor. Proof that the substance abuse professional or LCDHC is certified must be given to the FRCC Nursing Director. Students must show proof of successfully completing the prescribed program (highly recommend 1 year of treatment). This proof must be reviewed and approved by the Director. If re-enrollment is approved, student will be subject to unannounced drug/alcohol testing during the duration of the program, at the student's expense. If any test is positive student will be subject to disciplinary action, up to and including dismissal from the Nursing Program and the student will be ineligible for re-entry. Diluted drug tests may be considered positive test results.

COLORADO ASSOCIATE DEGREE NURSING PROGRAMS POLICY STATEMENT ON THE ESSENTIAL CLINICAL EXPECTATIONS FOR THE STUDENT NURSE

FRCC Nursing Faculty embraces the following statement by the Colorado Council on Nursing Education which delineates essential clinical behaviors and expects students in the Nursing Program to fulfill them.

Student nursing practice includes assessment, analysis, planning, implementation, and evaluation. The process integrates cognitive, affective, and psychomotor skills. Competency statements developed by the Colorado Council on Nursing Education are designed to reflect current educational outcomes. The faculty in Colorado has identified the following nursing roles: provider, advocate, teacher, manager, and member of the profession. The Registered Nurse license granted upon successful completion of the NCLEX-RN exam is nonrestrictive. Because practice is not limited to any particular area the learning experiences of the student must be broad enough to cover all clinical areas, knowledge, and practical skills expected of an entry-level professional nurse.

To achieve these competencies, skills must be learned and practiced at job entry levels. Clinical practice is evaluated utilizing the clinical evaluation tools for each course. A general overview of the essential clinical expectations of the student nurse follows:

- Establish and maintain a professional nursing relationship with the client and/or family.
- Independently perform health assessment, interviewing, and examination.
- Provide physical care for persons of all ages, size, gender, race, national origin or disability, whether conscious and helpful, or unconscious and helpless. This includes, but is not limited to, helping the client move in bed, move out of bed, and assist in walking.
- Use nursing knowledge, skills, and established protocols to safely perform nursing measures according to the needs of the client/family.
- Perform a variety of sterile and non-sterile nursing procedures safely and accurately on clients.
- Use a variety of technical and mechanical equipment safely and accurately.
- Assume responsibility for nursing care of the client/family in structured settings.
- Implement a variety of strategies to educate the client/family, according to their needs.
- Use critical thinking to review and analyze data to identify potential, emerging, and/or actual client/family problems.
- Develop nursing care goals with the client/family.
- Document client data, nursing care, and client/family responses.
- Use management concepts within a health care delivery system.
- Assume responsibility for professional self-development.
- Assume accountability for quality nursing practice.
- Function as a member of the health care team, in compliance with the Nurse Practice Act and its Rules and Regulations.
- When obtaining/researching patient assignments in agencies or medical libraries, the student is to be **RESPONSIBLE AND PROFESSIONAL** including strict adherence to HIPAA regulations. Family members may not accompany student to any clinical units.

SAFE PRACTICE GUIDELINES

The definition of safe clinical practice for all nursing students includes the following items. Individual instructors may require additional items for specific learning situations or for certain clinical rotations.

The student shall:

1. Come to the pre-conference/pre-shift meeting with the instructor with a completed individualized plan of care for each patient.
2. Research all medications prior to clinical hours; if a new order, research prior to administration of the medication.
3. Review performance criteria and hospital procedures for nursing skills as needed prior to the clinical day; if a new order, review prior to care.
4. Demonstrate ability to perform assigned skills safely as needed.
5. Demonstrate orally and/or in writing, as required by the instructor, nursing care planning for each patient.
6. Report pertinent changes in the patient's health status immediately to instructor and team leader.
7. Seek help from instructor as needed. Do not perform new skills/additional skills without consent or supervision of the instructor.
8. Compute math/med calculations correctly. Have calculations checked by the instructor prior to administering any medications.
9. Report requests for medication or treatments from patients not assigned to the appropriate staff person. Do not administer medications or treatments to patients not directly assigned without consent or supervision of the instructor.
10. **MEDICATION ERRORS:** If a medication error occurs, the student will, under the supervision of the instructor, complete an occurrence report according to the facility policy. The student is expected to know basic medication procedure. The student is responsible for reporting any error he or she discovers and to question any medication order that he or she does not understand.
11. Follow guidelines on course/clinical syllabus.

TERMINATION OF CLINICAL EXPERIENCE: If a student is demonstrating a pattern of unsafe performance, lack of accountability, or inconsistency in performance in the clinical area at the expected level of the course, the clinical experience may be terminated by the instructor, even if there are days remaining at the clinical site. This is necessitated by the extremely high patient acuity and the critical need for patient safety. The grade for the clinical experience will be a "U"(Unsatisfactory) which reverts the theory grade to a failure, and the student may be subject to disciplinary action, up to and including dismissal from the Nursing Program

SAFE PRACTICE GUIDELINES (CON'T)
List of Procedures Students CANNOT Perform in Clinical

STUDENTS MAY NOT:

1. Witness any consent forms.
2. Perform any task that requires certification or advanced instruction. (i.e., arterial blood gas (ABG) puncture, chemotherapy, remove PICC lines, telemetry).
3. Take physician orders, verbal or phone. Transcribe chart orders.
4. Initiate invasive monitoring, regulate epidural analgesia, solely monitor client during or following conscious or moderate sedation.
5. Witness wastage or sign out controlled substances in any medication delivery system.
6. Perform end of shift controlled substance count, if applicable. Have narcotic keys in their possession, if applicable.
7. Verify blood administration and/or witness blood administration forms.
8. Perform any invasive procedure on each other, staff, or faculty (i.e., injections, catheterization, IV starts) in any setting.
9. Any skill/procedure not covered in a nursing lab or by course content.
10. Any task outside RN scope of practice as identified by facility.
11. Any task not allowed by students as identified by facility.

Other General Information/Policies

COLLEGE CLOSURE GUIDELINES

If the college is closed due to bad weather or other emergencies, announcements will be posted on the FRCC website. www.frontrange.edu

- If the college closes before the start of the clinical shift, the clinical day will be cancelled.
- If the students and instructor are at the clinical facility when the college closes:
 - If the instructor chooses to stay, the students can also choose to stay or leave. Students who leave will have to make up any clinical time missed.
 - If the instructor chooses to leave, the students must also leave and will have to make up any clinical time missed.

Voice/Video recording of lectures:

Per FRCC policy:

-Except where a student is entitled to make an audio or video recording of class lectures and discussions as an educational accommodation determined through the student's interactive process with college disability services, a student may not record lectures or classroom discussions unless written permission from the class instructor has been obtained and all students in the class as well as guest speakers have been informed that audio/video recording may occur. A student granted permission to record may use the recording only for his or her own study and may not publish or post the recording on YouTube or any other medium or venue without the instructor's explicit written authorization.

1. Mandatory Pre-clinical Dosage Calculation Tests

A clinically oriented dosage calculation test will be administered prior to the start of any clinical associated with a nursing course. See campus Dosage Calculation Test Policy. Individual course syllabi may outline other specific criteria.

2. Schedule and Work Recommendations

Due to the fast pace and heavy academic demands in the nursing program, the nursing faculty urges students to avoid working fulltime. Working more than 20 hours a week has been found to have a significant correlation with failure to pass nursing courses. Clinical shifts may be 8 to 12 hours and may include days, evening, and weekends. Clinical shifts are subject to last minute changes each semester. In addition, clinical shifts are scheduled at a variety of clinical sites that may be 50 miles or more from campus. Therefore reliable transportation is needed. Requests for placement into a specific clinical site cannot be accommodated. Therefore, students' personal commitments must remain flexible to accommodate program requirements.

3. Review of required student documentation for Clinical Practice

The health care clinical facilities that we contract with for student clinical experiences require current documentation of various items from each student and faculty practicing in their facility. This documentation must be submitted to the facilities prior to the clinical practicum so it is crucial that the student submit the following items to the Nursing Program at the beginning of the semester.

- Current American Heart Association CPR Certification for Healthcare Providers. If the student does not have this, they must provide documentation that they are registered to take a CPR course prior to the first week of their first clinical practicum.
- Documentation of current health care policy coverage.
- Documentation of the following immunizations or laboratory verification of immunity:
MMR** (Measles-Mumps-Rubella)
Hepatitis B (The student will be required to sign a waiver if the series is not completed)
Varicella
- Documentation of the following immunizations:
Tetanus/Diphtheria/acellular Pertussis (Adacel/Adult Tdap) once as adult, within the last 8 years.
Seasonal Influenza Vaccine every year
- Documented Tuberculosis (TB) screening must have been completed within the past year and remain current through the semester.
- Completed Criminal Background Check and Drug testing as required by the Colorado Community College System (CCCS) through the website: <http://cccs.castlebranch.com/>

IF AT ANY TIME THE STUDENT COMMITS A DISQUALIFYING OFFENSE DURING THE NURSING PROGRAM, AFTER COMPLETION OF THE CRIMINAL BACKGROUND CHECK, THE STUDENT IS OBLIGATED TO DISCLOSE THIS OFFENSE TO THE NURSING PROGRAM DIRECTOR OR ASSISTANT DIRECTOR. COMMISSION OF DISQUALIFYING OFFENSE OR FAILURE TO DISCLOSE SUCH COMMISSION WILL RESULT IN DISCIPLINARY ACTION, UP TO AND INCLUDING DISMISSAL FROM THE NURSING PROGRAM.

INJURY/ACCIDENTAL EXPOSURE

Students are covered under Worker's Compensation for clinical injury and exposure to infectious disease. Students are **NOT** covered by Worker's Compensation if injury or exposure occurs at the college. If a student sustains an injury or is accidentally exposed to an infectious disease (needle stick, exposure to TB, etc.) in the clinical area, she/he must notify the instructor immediately. An occurrence report will be completed according to agency policy and immediate treatment will be at the facility, if available. If treatment is not available at the facility and the injury is an emergency, use the nearest emergency room. If not an emergency, use the facility listed in Appendix I. The student must fill out a Worker's Compensation form in the office of Human Resources within 24 hours of the incident (unless over a weekend.) A sample form is in Appendix I. It is critical that one of the facilities listed in Appendix I be used for any required FOLLOWUP CARE to have Worker's Compensation pay. If a facility other than this is used, payment for services rendered will be the student's responsibility.

HIPAA

Protecting the Privacy of Patients

All students are required complete on-line modules/testing each year, prior to clinical, detailing the Occupational Safety and Health Act (OSHA) and Health Information Portability and Accountability Act (HIPAA) requirements for education required by clinical agencies. Students may also be required to attend specific agency OSHA, HIPAA, or computer training sessions outside of or in addition to scheduled clinical time.

All Protected Health Information (PHI) is to be used and/or disclosed only as needed to provide care to the patient. Protected Health Information (PHI) is defined as:

Individually identifiable health information that is transmitted by or maintained in electronic media or transmitted by or maintained in any other form or medium and includes but may not be limited to:

Patient name, address, all dates related to patient, telephone number, fax number, email address, social security number, medical record number, health plan number, account number, certificates or licenses, vehicle ID, including license plate, device IDs and serial numbers, web URLs, IP addresses, finger or voice prints, photographs or images, any other unique identifying number, characteristic, or code.

ANY DESCRIPTION OF A PATIENT, THEIR CONDITION, OR THE CARE DELIVERED COULD CONSTITUTE PHI.

The clinical agency is responsible for the security of its patients' PHI and is required to ensure the confidentiality of each patient's electronic information.

Therefore: NO communication of any kind (written or electronic) relating to patients, their clinical care, or the agency in which the care was performed may be removed from the hospital OR posted on any social networking site. This includes taking of pictures, (including pictures of vehicles), Facebook, Instagram OR ANY OTHER INTERNET WEB SITE POSTINGS, or use of texting or electronic messaging in the clinical setting.

NO ELECTRONIC DEVICES MAY BE USED IN ANY REQUIRED OR VOLUNTARY CLINICAL ACTIVITY, INCLUDING EAR BUDS, EAR PHONES OR BLUE-TOOTH.

ALL CELL PHONES or OTHER ELECTRONIC DEVICES MUST BE OFF AND STORED BEFORE ENTERING THE CLINICAL SETTING. COMMUNICATION WITH THE INSTRUCTOR MAY BE FACILITATED BY HOUSE PHONES. UNDER NO CIRCUMSTANCES WILL ELECTRONIC MESSAGING OR TAKING OF PHOTOGRAPHS BE ALLOWED IN ANY REQUIRED OR VOLUNTARY CLINICAL SETTING.

Additional HIPAA/OSHA requirements may be noted during the clinical orientation or during the required annual update.

Failure to comply will result in disciplinary action, up to and including dismissal from the Program.

GRIEVANCE, ACADEMIC APPEALS, 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 Assistant Director of the Nursing Program if the issue is not resolved;
- If necessary, follow the Appeals Process as outlined in the FRCC 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.

1. Procedure for Academic Appeals. These follow the Board Policy BP 4-31, System President's Procedure SP 4-31 and FRCC Student Services Policy SS 4.1

Academic Appeals Procedures

Also see [Legal Notices](#) as well as FRCC and the Student Appeals Process.

1. Statement of Purpose

To secure equitable solutions to problems of an academic nature that affect a student's academic progress.

2. Basis for Appeals

Academic appeals may be initiated in the following areas:

- Denial of program completion/graduation
- Academic dismissal from a program
- Final grades

Note: Appeals/grievances of a non-academic nature are handled by the Dean of Student Services in accordance with the current student grievance procedure.

3. Procedure

1. Informal Appeal — This process must be used first. The student and instructor should attempt to resolve the problem on an informal basis whenever possible. If this fails, the student may meet with the instructor and the department chair to resolve the issue. If the issue is not resolved in the informal process, the student may initiate the formal appeal process.
2. Formal Appeal — A formal appeal must be initiated according to the procedures and timelines listed below:
 - Final grade appeals must be initiated by the student within thirty calendar days of the awarding of the grade.
 - Denial of program completion/graduation or academic dismissal appeals from any program must be initiated within ten calendar days following the notification to the student.
 - The student may initiate a formal appeal by submitting a written statement to the Dean of Instruction describing the exact nature of the complaint and the remedy the student is seeking. Appeals may be submitted outside the timelines indicated above only if documented extenuating circumstances exist. These circumstances must be fully explained in the written appeal request and accompanied by the supportive documentation. Acceptance of late appeals will be at the discretion of the instructional dean.
 - The Dean of Instruction will convene an administrative hearing.
 - Participants in the administrative hearing will include the student, the instructor, and the Dean of Instruction. If the instructor is unavailable, the department chair will represent the instructor.
 - The student and the instructor may submit written statements by other individuals having information regarding the complaint.
 - After the hearing, the Dean of Instruction will review all oral and written statements and reach a decision. Both student and instructor will receive written notification of the decision within ten calendar days after the hearing.

Petition for Review: Subsequent to the appeals decision by the Dean of Instruction, the student may submit a written request to the campus Vice President for review of the proceedings. The Petition for Review must be

submitted within ten calendar days of the written notification of the initial decision. Failure to meet the ten-day deadline for a written request for review will result in the initial decision made by the Dean of Instruction being final and not subject to additional review. All decisions of the Vice President are final.

<http://web1.frontrange.edu/catalog/4249.htm>

2. Disciplinary Process

If disciplinary action is ever taken students have the right to appeal the decision. The Disciplinary Process follows Board Policy BP 4-30, System President's Procedure SP 4-30 and FRCC Student Services Policy SS 4.2.

Students are expected to adhere to the Student Code of Conduct and policies and procedures of the College and if a student is charged with violating his/her College's code, he/she is entitled to have these procedures followed in consideration of the charge. The formal grievance process for matters of this nature is outlined below and can be found in the FRCC Code of Conduct available electronically at <http://www.frontrange.edu/conduct/>

Student Grievance Procedure

FRCC has a formal student grievance procedure that provides students the right to seek redress, when they believe that their rights or freedoms have been violated. A grievable offense is any alleged action that violates or inequitably applies written college policies or procedures. Students may not formally grieve a course grade, but may pursue grading clarification with the faculty member and the Dean of Instruction, and file a formal academic appeal. Procedures for lodging informal and formal grievances are available in the Office of Student Life, college information desks, the Office of the Dean of Student Services, or from the link to Student Grievance Procedure found at <http://www.frontrange.edu/conduct/>.

FRCC DISCIPLINARY PROCEDURE The full disciplinary procedure is found at <http://frontrange.smartcatalogiq.com/2016-2017/Catalog/Student-Responsibilities-Code-of-Conduct/Disciplinary-Procedures>

Aaron Prestwich, Dean of Student Services 303 404 5332 is the designated Chief Student Services Officer at the Westminster Campus.

Decision

The CSSO or designee shall receive all allegations of student misconduct, investigate the complaints, which includes meeting with the student to give him/her the opportunity to respond to the allegations of misconduct. If the allegations of misconduct are discrimination and/or harassment based on federal or state civil rights laws, the college will investigate those incidents through the Civil Rights Grievance and Investigation Process, System President's Procedure (SP) 3-50b and (SP) 4-31a via the following link: <https://www.cccs.edu/about-cccs/state-board/policies-procedures/>.

Once the investigation is complete, either through this process or the Civil Rights Grievance and Investigation Process, the CSSO or designee shall render a sanction decision.

The CSSO or designee may decide that the charges can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to them. If an administrative resolution is not achieved, the CSSO or designee shall issue a decision which determines whether the alleged conduct occurred; whether the conduct violated the Code of Conduct or College procedures; and impose a sanction(s) if appropriate.

In cases of domestic violence, dating violence, sexual assault and stalking, the complainant and the respondent will be notified simultaneously in writing of the outcome of any disciplinary proceeding, as well as any changes to those results or disciplinary actions prior to the time that such results become final and shall be given the rationale for the discipline decision.

The student shall receive written notice of the decision and be advised of his/her right to appeal the decision, subject to the grounds below, by filing a written appeal with the CSSO or designee within seven (7) days of service of the decision.

Appeal

In the event of an appeal, the CSSO or designee shall give written notice to the other party (e.g., if the accused student appeals, the appeal is shared with the complainant who may also wish to file a response), and then the CSSO or designee will draft a response memorandum (also shared with all parties). All appeals and responses are then forwarded to the appeals officer or committee for initial review to determine if the appeal meets the limited grounds and is timely. The original finding and sanction will stand if the appeal is not timely or substantively eligible, and the decision is final. If the appeal has standing, the documentation is reviewed. Because the original finding(s) and sanction(s) are presumed to have been decided reasonably and appropriately, the party appealing the decision must specifically cite the error(s) in the original determination on which the appeal is based. The ONLY grounds for appeal are as follows:

1. A material procedural or substantive error occurred that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures); which must be explained in the written appeal; or
2. To consider new evidence, unavailable during the investigation or hearing that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included in the written appeal, as well as the reasons the new evidence was not available during the original proceeding. Failure to participate in the initial process does not constitute as new information for the appeal process.

If the appeals officer or committee determines that a material procedural or substantive error occurred, it may return the complaint to the CSSO or designee with instructions to reconvene in order to cure the error. In rare cases of bias, where the procedural or substantive error cannot be cured by the CSSO or designee in cases of bias, the appeals officer or committee may order a new hearing be held by a different individual acting in the place of the designated CSSO or designee. The results of a reconvened hearing cannot be appealed. The results of a new hearing can be appealed, once, on (either or both of) the two applicable grounds for appeals.

If the appeals officer or committee determines that new evidence should be considered, it will return the complaint to the CSSO or designee to reconsider in light of the new evidence, only. If the subject matter pertains to civil rights violations pursuant to SP 4-31a, the appeals officer or committee will return the complaint to the Title IX/EO Coordinator to reconsider in light of the new evidence only. The reconsideration of the CSSO, designee, or Title IX/EO Coordinator is not appealable.

The procedures governing the hearing of appeals include the following:

All parties should be timely informed of the status of requests for appeal, the status of the appeal consideration, and the results of the appeal decision

If the appeals officer or committee determines there is new evidence or error in the original proceeding, every opportunity to return the appeal to the CSSO or designee for reconsideration (remand) should be pursued

Appeals are not intended to be a full rehearing of the complaint (de novo). In most cases, appeals are confined to a review of the written documentation or record of the original hearing, and pertinent documentation regarding the grounds for appeal

An appeal is not an opportunity for an appeals officer or committee to substitute their judgment for that of the CSSO or designee merely because they disagree with its finding and/or sanctions

Appeals decisions are to be deferential to the original decision, making changes to the findings only where there is clear error and a compelling justification to do so

Sanctions imposed are implemented immediately unless the CSSO or designee stays their implementation in extraordinary circumstances, pending the outcome of the appeal

The appeals officer or committee will render a written decision on the appeal to all parties within seven (7) days from receiving the appeal request. The committee's decision to deny appeal requests is final

Additional Process Provisions

The student may have the opportunity to be advised by a personal advisor of their choice, at their expense, at any stage of the process and to be accompanied by that advisor at any meeting or hearing. An advisor may only consult and advise her/his advisee, but not speak for the advisee at any meeting or hearing. These procedures are entirely administrative in nature and are not considered legal proceedings. The CSSO may remove or dismiss an advisor who becomes disruptive or who does not abide by the restrictions on their participation.

The student is responsible for presenting his/her own case and, therefore, advisors are not permitted to speak or to participate directly in any hearing except when the student is under the age of eighteen (18) or incapacitated.

Student shall have the right to identify documents, witnesses and other material he/she would like the CSSO or designee to review before making a final decision.

Any hearing held shall be conducted in private unless all parties agree otherwise.

A record of the hearing should be maintained by the CSSO or designee.

Audio and/or Video Recording - the College, at its discretion, may audio or video record any meeting throughout the process. Should a recording exist, the student may request a copy at the end of the process. No other audio or video recording will be allowed.

If student has a disability and would like to request an accommodation to assist him/her through the discipline process they may do so by informing the CSSO or designee. The CSSO or designee will then work with disability support services to accommodate the request.

Proceedings under this procedure may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus.

Standard of proof-the college will use the preponderance of evidence standard in the disciplinary proceedings, meaning, the college will determine whether it is more likely than not a conduct code was violated.

All sanctions imposed by the original decision maker will be in effect during the appeal. A request may be made to the CSSO or designee for special consideration in exigent circumstances, but the presumptive stance of the institution is that the sanctions will stand. Graduation, study abroad, internships/externships/clinical placements, etc. do not, in and of themselves, constitute exigent circumstances, and students may not be able to participate in those activities during their appeal. In cases where the appeal results in reinstatement to the institution or of privileges, all reasonable attempts will be made to restore the student to their prior status, recognizing that some opportunities lost may be irretrievable in the short term.

The procedural rights afforded to students above may be waived by the student.

All timelines may be extended as agreed upon by both parties.

Retaliatory Acts

It is a violation of this procedure to engage in retaliatory acts against any employee or student who reports an incident(s) of code of conduct violations or any employee or student who testifies, assists or participates in the discipline proceeding, investigation or hearing related to such allegation(s) of code of conduct violations.

Revising this Procedure

CCCS reserves the right to change any provision or requirement of this procedure at any time and the change shall become effective immediately.



FRONT RANGE COMMUNITY COLLEGE



Westminster Campus Nursing Student Policies 2016-2017

Dear Nursing Student,

Welcome to the Nursing Program at Front Range Community College Westminster (FRCC-W). You may be a returning student or this may be your first semester. You will find this year full of challenges and rewards. You will make new friends. Some of those friendships may even last a lifetime! You will also make a difference in the lives of your patients and their families as you grow in your skill as a nurse.

The Nursing Faculty developed this handbook to guide you as you move through the nursing program. Information on courses, expectations, and policies specific to the nursing program are included. We expect that you will read and be familiar with this Handbook, along with the FRCC College Catalog, and the FRCC Student Handbook (available from Student Services or online).

As a new nursing student you must read and follow all policies in each of the documents and **MUST** sign by the beginning of the semester the form distributed at orientation. All returning students must also sign the form at the end of this handbook to indicate acknowledgment of any updates. Please submit the signed form to the Nursing Department office by the specified date of the semester. The signed form is placed in your student record. Lack of knowledge about the contents of these documents is not justification or defense for unacceptable or inappropriate actions. If you have any questions about any of the material you read, please talk with your nursing advisor or a faculty member.

Again, welcome to this year in the nursing program. We look forward to getting to know you. Feel free to stop by the office of any faculty member, and especially the office of your advisor. A list of the nursing faculty and staff is provided on the following page. We love sharing your excitement as you learn and grow and eventually become our professional colleague in nursing!
Sincerely,

Suzanne Villiers, Nursing Program Director on behalf of
The Faculty of the FRCC Westminster Campus Nursing Program

The Front Range Community College Westminster Campus Nursing Program is accredited Spring 2011 through Spring 2024 by the Accreditation Commission for Education in Nursing (ACEN) 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326.

The Front Range Community College Westminster Campus Nursing Program is approved by the Colorado Board of Nursing.

**WESTMINSTER CAMPUS NURSING PROGRAM
FACULTY/STAFF**

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Program Admin Assistant	Rebecca Martin	Rebecca.Martin@frontrange.edu	303-404-5208
Nursing Coordinator	Linda Capan	Linda.Capan@frontrange.edu	303-465-7054
Dean of Instruction	Linda Calvert	Linda.Calvert@frontrange.edu	303-404-5393

UNIFORM POLICY

The student uniform must be worn in all clinical experiences, except where other types of dress are the exclusive uniform of the staff (i.e., dress clothes, scrubs). Exceptions will be outlined in specific course clinical information.

Student Uniform:

1) Picture ID

- a) The official FRCC student nurse picture ID shall be worn whenever the student is in a clinical facility as a student—including when researching clients.
- b) This picture ID must be visible at all times.
- c) Picture IDs must be purchased by students through Student Life.

2) Uniform

- a) Students are expected to wear:
 - i) The FRCC approved uniform with the FRCC logo. In clinical areas where students do not wear program uniform, students will follow guidelines given in class.
 - ii) White, black, or brown leather uniform shoes or white or black leather athletic shoes with minimal colored trim are acceptable. The foot must be completely covered. Soles should be non-skid.
No open back or open toe shoes are allowed in any clinical setting.
- b) Uniform must be neat, clean, and ironed.
- c) Picture ID and a lab coat with professional attire or the college approved uniform must be worn to research patient assignments.
- d) No jeans are to be worn in any clinical setting, even when researching patient assignments.
- e) No long sleeved shirts are to be worn under the uniform scrub top.

3) Personal Appearance

- a) Hair must be clean, a natural color, and off the face. Hair longer than shoulder length must be tied back or pinned up. Beards are acceptable if groomed.
- b) Jewelry should be minimal. Watches with a second-hand indicator are part of the uniform. Only engagement rings, wedding rings, and one pair of small post-style earrings will be allowed. No facial or tongue jewelry. It is required that students cover body piercing and tattoos. Ear lobe expanders (gauges) are not permitted.
- c) Perfume, perfumed lotion, and shaving lotion are not permitted. Students should be aware that strongly scented shampoos, deodorants, and other lotions might also be offensive and cause nausea in some hospital patients.
- d) Gum must not be chewed in clinical.
- e) Fingernails must be short, clean, and unpolished. False nails or acrylic nails must not be worn. Fingernail jewelry (“bling”) is also not permitted.
- f) Tobacco odors and second hand smoke are offensive and physiologically dangerous to some patients and are unacceptable in the clinical area. Breath mints must be used by students who smoke and by other students as needed.
- g) If agency dress code is more restrictive, the agency policy/code must be followed.

4. Outside Employment

- a) Students are not allowed to wear the FRCC approved uniform or the cover up jacket with the FRCC logo while functioning as a paid employee.
- b) Students may not wear their student picture ID outside the clinical setting.

Failure to follow the uniform policy may lead to disciplinary action, up to and including dismissal from the Nursing Program.

ATTENDANCE POLICY

1) Classroom Attendance

- a) Classroom attendance is strongly advised.
- b) Some courses have specific attendance guidelines as part of the course grade. See individual course syllabi for specific policies.
- c) Students are responsible for accessing, reading and responding appropriately to all announcements, handouts, and other material presented in class and for meeting all course requirements.
- d) Punctuality is expected. Students should plan accordingly for traffic and weather.
- e) **CHILDREN IN CLASS:** It is understood that childcare is an issue for many students. The faculty is empathetic to problems that sometimes occur. However, we must also be attentive to the learning needs of all of our students. Children merely by being children, create a distraction in class for both the parent and for other learners. Therefore, children will not be permitted in lecture or lab at any time.

2) Laboratory Attendance

- a) Attendance is **mandatory** for all laboratory sessions.
- b) Policies governing laboratory attendance are as follows:

Absences:

- (1.) Excused absence: when the student follows guidelines for reporting lab absences as outlined in the course syllabi (e.g. notification of the course lead faculty prior to the lab experience) and the absence is for serious or unexpected occurrences such as illness (with physician verification), court appearance (with verification) and/or other extenuating circumstance.
- (2.) Unexcused absence: when the student does not follow the guidelines for reporting absences as outlined in the course syllabi or the absence does not meet any of the above circumstances.
 - (a) ONE unexcused absence from the lab experience will result in an official reprimand and will be noted in the student's record.
 - (b) TWO unexcused absences from the lab experience will result in the lowering of the course theory grade by one letter
 - (c) THREE unexcused absences from the lab experience may result in failure of the course and subsequent dismissal from the nursing program.

All absences from the laboratory component of any course, either excused or unexcused must be made up. Arrangements must be made with the course lead instructor for makeup activities as soon as possible after returning to school. Lab makeup may include reading textbook assignments, viewing tapes or videos, and completing assigned computer assisted instructional modules or simulation.

Lateness to lab:

Being on-time for mandatory experiences is a component of professional behavior. Therefore, students are expected to arrive on time for all labs. The consequences for lateness to labs may include a statement of reprimand being placed in the student's file, the development of a remediation plan and in cases of continuing absences, failure in the course.

****NOTE:** A student who is exhibiting a pattern of repeated unexcused lateness to or absences from labs across courses throughout the program may face disciplinary action up to and including dismissal from the program even if the total allowed number has not been reached within one course.

3) Clinical Attendance

- a.) Attendance is **mandatory** for all clinical experiences
- b.) Policies governing clinical attendance are as follows:

Absences:

Excused absences: when the student follows the guidelines for reporting absences and the absence is for serious or unexpected occurrences such as illness (with physician verification), court appearance with verification, or other extenuating circumstances.

Guidelines for reporting clinical absence:

- Call the clinical agency and speak to the Charge RN on your assigned unit.

- Identify yourself as a FRCC Student Nurse and obtain the name of the person to whom you are speaking
- Ask the Charge RN to inform your instructor that you will be absent
- ****NOTE:** If and only if you have permission from your clinical instructor, call your instructor and relay your absence
- ****Reporting an expected absence should be done NO LATER than 30 minutes prior to the start time of the clinical experience**

Unexcused absences: when the student does not follow guidelines stated above for reporting absences or does not meet any of the above circumstances. A “no call, no show” is considered an unexcused absence. Unexcused absences will result in disciplinary action, up to and including termination from the program.

Excused absences from any clinical day must be made up regardless of the reason for the absence.

The purpose for clinical makeup days is to allow students who have experienced extenuating circumstances to complete the required clinical work necessary to pass the course when clinical days are missed. Makeup days will be scheduled as a full day or a half day and may be scheduled based on the availability of a clinical facility and an instructor. This time may include weekends, evenings or night shifts as available

The nursing program cannot guarantee that the resources of a clinical space and a clinical instructor will be available to every student who has had a single or multiple excused clinical absences. In cases where the program is unable to provide a clinical make-up experience, the student may receive a grade of “Incomplete” in the course until the clinical rotation can be rescheduled and the absence made up. In the event that the student is unable to make up the absence/s the student may receive a failing grade for the course.

The clinical orientation day and the day for pre-clinical computer training are both considered part of the clinical experience; if a student fails to attend clinical orientation/ and/or computer training, he/she will be unable to start the clinical which will result in termination of progression in the program.

Lateness to clinical:

Unexcused lateness:

- (a) ONE occurrence of unexcused lateness will result in an official program reprimand and will be noted in the student record.
- (b) TWO occurrences of unexcused lateness will result in a lowering of the course theory grade by one letter grade.
- (c) THREE occurrences of unexcused lateness will result in disciplinary action, up to and including dismissal from the program.

If a student will be late or absent, students must notify the clinical facility (not the school or the course lead instructor) at least one hour prior to the clinical start time **and** call the clinical instructor if instructed to do so by the instructor and leave a message. Be sure to ask the name of the individual with whom you leave the message at the facility.

Students may not leave the clinical facility for any reason (i.e. breaks, lunches, dinners etc.) unless there are extenuating circumstances approved by the clinical instructor.

****NOTE:** A student who is exhibiting a pattern of repeated unexcused lateness to or absences from clinical experiences across courses throughout the program may face disciplinary action up to and including dismissal from the program, even if the total allowed number has not been reached within one course.

NURSING TEST-TAKING POLICY

Students are expected to take all exams the day on which the exam has been scheduled and at the scheduled start time. If an extenuating reason exists for having missed the exam, the student must:

- a. By the day and time of the exam, notify the course lead instructor that they are unable to take the exam.
- b. Upon returning to the college, the student is responsible for contacting the instructor stating the reason for having missed the exam and requesting a makeup exam.
- c. The faculty will establish the alternate exam date.
- d. Makeup exams may be different from the original exam, including short answer, essay or other types of questions at the instructor's discretion. Makeup exams will be available under the instructor's name in the testing center.
- e. If a student arrives late for an exam, there is no guarantee that additional time will be allowed to complete the exam.

If the final exam is missed, the student may receive an incomplete for the course. Arrangements for making up the final exam will be at the discretion of the course lead faculty and the program director.

Students choosing to use calculators during exams may only use the calculator provided by the nursing program. It is the student's responsibility to determine that the calculator is in good working condition before the exam.

Students may not wear hats, electronic devices including hands-free cell phone devices, PDAs, or headphones during the exam. All backpacks, papers, books, etc. need to be left in the front or back of the room during the exam. Cell phones may NOT be on the student's person, and must be left in a backpack turned OFF. If a student is found to have a cell phone out within sight during an exam, faculty reserve the right to stop the student from proceeding with the exam and the student will receive the grade they have earned for the portion of the test completed.

Exam results will be posted as soon as possible following test analysis to the students. If Scantrons are used, the answers marked on the Scantron will be the answers graded. Exam review may be scheduled at the instructor's discretion. Students with additional questions or those that wish to review the exam further should contact the lead instructor. All grades will be posted on line on the Desire2Learn platform. Due to FERPA regulations, grades will not be given or reported to any person other than the student and will not be reported over the phone.

Taking/copying exam questions or answers are prohibited, both during the exam and during the review period.

Students are expected to initiate interactions with the course lead faculty regarding their academic standing. Any student not achieving 77% or greater on an exam should make an appointment with the instructor before the next scheduled examination. Tutoring may be available through the Academic Success Center.

Mandatory Pre-clinical Dosage Calculation Tests/Math Contract

A clinically oriented dosage calculation test will be administered prior to the start of any clinical associated with a nursing course. This test must be passed at 100% before the student may administer medications. A maximum of 2 attempts on the test will be allowed to successfully complete this requirement. However, if the student does not successfully complete the test at 100% after two attempts, he/she will not be allowed to continue in the clinical experience, and will therefore fail the course which will halt Nursing Program Progression. Individual course syllabi outline specific criteria. Students will sign a math contract prior to taking the calculation test to acknowledge their understanding of this process.

GRADING SYSTEM

The following grading scale will be used throughout the nursing program for all NUR courses and MAT103:

A = 90 – 100

B = 83 – 89

C = 77 – 82

D = 69 – 76

F = below 69

A final theory grade below 77% will result in a grade of “D” or “F” for the course, regardless of clinical performance or other course requirements. A summative rating of “Unsatisfactory” on a clinical performance evaluation reverts the course grade to “failing” regardless of the grade earned in theory. Individual course syllabi/guides will identify additional grading parameters. Students should speak directly with the theory instructor(s) about any concerns, i.e., grading course materials, or special needs. The student is responsible for contacting the instructor in a timely manner concerning problems.

STANDARDS FOR WRITTEN WORK

Including APA Written Format

Graduates of the FRCC Nursing Program must be able to communicate in writing in a professional manner. With this goal in mind, assignments in the nursing program will require the use of **APA format** to cite references and/or write a reference list. APA (American Psychological Association) style refers to a set of rules that are commonly accepted by professional groups, editors, and publishers in the social and behavioral sciences as the standard form of professional written communication. The FRCC Writing Center is available for assistance with APA formatting questions. These standards apply to all papers with the exception of weekly care plans/care maps unless specified by the instructor.

The most current APA-writing text is a required textbook in NUR109 and will be used throughout the nursing program.

❖ APA reference format is required.

- A. All reference lists must follow the format as outlined in the Publication Manual of the American Psychological Association, 6th Ed., which can be found on reserve in the FRCC library or public library. B. See also <http://owl.english.purdue.edu/owl/resource/560/01/> for examples of how to reference sources.
- C. An APA tutorial can be found on the APA website at <http://www.apastyle.org/learn/tutorials/basicstutorial.aspx>

ADMISSION TO THE NURSING PROGRAM

Admission to the Westminster Campus Associate Degree Nursing Program is based on a competitive process. Competitive entry requirements are published on the Westminster Campus Nursing <https://www.frontrange.edu/programs-and-courses/academic-departments/westminster-campus-departments/westminster-nursing/nursing-admissions-at-westminster-campus> Attendance at a Nursing Program Information Session is highly recommended. Information sessions are held on the Westminster Campus Rm. B0353 on the 2nd Wednesday of the month (no sessions in July or December) from 6 to 7 pm.

The LPN to ADN Bridge nursing program is a three semester advanced placement program allowing currently licensed Practical Nurses career mobility to obtain an Associate of Applied Science in Nursing. Upon successful completion of the LPN to ADN Bridge program, students are eligible to take the NCLEX-RN exam to become a Registered Nurse (RN). A limited number of qualified LPNs may be admitted into the third semester after completion of the bridge course. All students are admitted competitively. Competitive entrance requirements can be found on the Westminster Campus Nursing Department page <https://www.frontrange.edu/programs-and-courses/academic-departments/westminster-campus-departments/westminster-nursing/lpn-adn-bridge-program-admissions-at-westminster-campus>

PROGRESSION IN THE PROGRAM

Once admitted to the Westminster Campus Nursing Program, the student's place is guaranteed as long as progression continues. In order to progress through the Nursing Program, a student must continue to meet all of the following criteria:

- achieve and maintain a theory grade of "C" or higher in every required nursing program course, which includes MAT103.
- satisfactorily complete all on-campus labs
- earn a summative rating of "satisfactory" for all clinical experiences
- demonstrate the professional behaviors identified for successfully meeting the nursing program student learning outcomes
- achieve a grade of "C" or above in all required co-requisites

Failure of the theory, laboratory or clinical component of a course, constitutes failure in the course. Any course failure requires that all components of the course (theory, lab and/or clinical) are repeated if and when the student re-takes the course. The student must be eligible to repeat the course according to the readmission policy. If a student is unsuccessful in one nursing program course (including MAT103) they may be eligible for re-admission into the program. Students who earn a course grade less than a "C" in a nursing program course (including MAT103) a second time OR who have two concurrent (in the same semester) nursing program course grades of less than "C" (including MAT 103) will not be eligible for re-entry. Earning a grade less than "C" in BIO216, Pathophysiology will prevent a student from progressing into third semester if they are unable to re-take and pass the course prior to third semester.

Progression in the program may also halt if a clinical agency/facility requests that a student not return to their facility (to complete a current or future clinical). The nursing program has the right to terminate the clinical experience and record this as a student failure (F) in the associated theory course. This not only halts progression, but may also result in disciplinary action, up to and including permanent dismissal from the program. Students who are eligible may apply for re-entry into the program. (Please see Readmission to Nursing Program for further information.)

WITHDRAWAL

Students are encouraged to discuss their class status with a theory instructor if considering withdrawal from a nursing program course. Upon withdrawal, students must meet with the Assistant Program Director. Students withdrawing from the course should also complete the appropriate form in the Admissions and Records office. See the course syllabus/course calendar for the last date to withdraw and receive a refund. Students must return their picture ID to the Nursing Program Assistant/Advisor.

If the current course grade is below a "C" at the time the student withdraws, that withdrawal will be considered as one program failure in terms of readmission. Withdrawal from a clinical course while on a clinical remediation plan will also be considered as a failure in the course in terms of readmission. Withdrawal

with a grade below a “C” in MAT 103 is also considered a failure in terms of readmission. Students who withdraw from more than one NUR course in the same semester (or an NUR course and MAT 103 in first semester) with both course grades below a “C” at the time of withdrawal, will be ineligible to re-enter the nursing program. The program retains the right to determine whether the conditions under which the student withdraws are extenuating, which might subsequently affect the number of times the student may re-enter.

DEFERRAL

Students may choose to halt their own progression in the nursing program by deferring entry into a specific course and/or into their next successive semester. In order to defer, students must successfully complete all components of the course/courses in which they are currently enrolled. In cases of deferral, students must meet with the Assistant Program Director and follow exit interview guidelines. When students choose to defer, readmission guidelines will apply (e.g. may be dependent on availability of clinical placement) The program reserves the right to limit the number of times a student may defer.

GROUND FOR DISMISSAL FROM THE NURSING PROGRAM

The following circumstances are grounds for dismissal from the Nursing Program:

- a. Consumption of alcoholic beverages prior to or during laboratory, clinical experiences, voluntary Health Fairs (flu shot clinic, hearing and vision screening, etc).
- b. Use of drugs, except under a doctor’s written permission, prior to or during laboratory or clinical experiences.
- c. Diverting drugs in the clinical setting.
- d. Positive drug or alcohol test.
- e. Cheating, plagiarism, or any form of dishonesty.
- f. Verbally or physically abusive behavior toward patients, faculty, staff, or students.
- g. Unprofessional behavior in any setting.
- h. Unexcused absence
- i. Disruptive/ disrespectful/uncivil behavior in the classroom that impairs the learning of others.
- j. Commission of a disqualifying offense after clear background check obtained.

Students are expected to adhere to the other rights, freedoms, and responsibilities outlined in the Student Code of Conduct, the Front Range Community College Student Handbook, and the current college catalog. Students who violate the Student Code of Conduct are subject to the disciplinary sanctions outlined in the Front Range Community College Disciplinary and Judicial Board Procedures.

READMISSION POLICY

Students who defer progression, withdraw failing, withdraw passing or those who are dismissed from the nursing program may be eligible to return to the FRCC WC nursing program one time only on a space available basis.

Readmission **cannot** be guaranteed.

Conditions/criteria for readmission will be communicated to the student in writing within two weeks of the end of the course, and may be amended if re-admission time is prolonged. Readmission placement should occur within one calendar year from the time the last nursing course was taken and successfully completed. **If more than one calendar year has passed from the time the last nursing course was successfully completed, readmission criteria may include the required completion of a review course based on specific student needs.**

1. Eligibility for Readmission

- a. An LPN license or practice as an LPN may be required for readmission to the third or fourth semester.
- b. The student is required to supply (or re-supply) information necessary for clinical placement, including but not limited to: negative TB, OSHA/HIPAA, current immunizations; CPR, health insurance, background check, drug test.
- c. Students may be required to successfully complete all required non-nursing courses prior to readmission.

2. Readmission Application Procedure

The following are steps students must take in order to be considered for readmission to the FRCC-W Nursing Program.

- A. Meet with the Assistant Program Director and complete the exit interview. The student will provide information at that time, which addresses what the student believes led to their failure/dismissal as well strategies they intend to implement in order to be successful if readmitted.
- B. The program's Placement Committee will meet within two weeks of the end of the course from which the student is exiting. The committee will determine the student's eligibility to return to the program as well as any additional requirements that must be fulfilled by the student in order to do so.
- C. The student will receive a letter from the Program Assistant/Advisor detailing the findings of the Placement Committee
- D. The student will then send a letter to the Assistant Program Director, stating their intent in terms of program re-entry. In addition, the student should state their plans for and/or progress toward meeting any re-entry requirements given by the Placement Committee.

The Placement Committee will use the following **GUIDELINES** to determine if a student is eligible for re-entry:

- (1) Availability of clinical space.
- (2) Analysis of clinical evaluations of all nursing courses taken.
- (3) Analysis of potential for success in this nursing program.
- (4) Verified successful work experience may be a consideration for re-entry for students failing the clinical component of a course.
- (5) Proof of having had a physical and/or mental health exam as indicated
- (6) Analysis of professional conduct.
- (7) Analysis of the student's ability to meet required standards (p. 16-19)

TRANSFER INTO THE NURSING PROGRAM

Students may request transfer from another nursing program into the FRCC-W Nursing Program on a space available basis. If a student is eligible to return to their native nursing program, they are highly encouraged to do so. Only under extenuating circumstances will a student be considered for transfer to the FRCC-W Nursing Program if they are eligible to continue at their initial program. Transfer into the FRCC-W Nursing Program is not guaranteed. All transfer requests will be reviewed by the Nursing Program Director and Assistant Director. Eligibility for transfer will be determined with input from the Placement Committee, using guidelines outlined in the readmission policy. If the transfer student has failed two Nursing Program courses in their native program, the student will not be eligible for re-admission after one FRCC-W Nursing Program course failure.

Students who have completed the PN exit option at a CCCS Nursing Program, are licensed as an LPN for over one year, and wish to complete the RN curriculum, may be required to complete NUR189 Transition from LPN to RN and apply to FRCC-W as an advanced placement (bridge) student.

SEXUAL HARRASSMENT

Front Range Community College does not tolerate sexual harassment. Sexual harassment will be considered a violation of the Student Code of Conduct and subject to disciplinary action. Sexual harassment in the educational environment may occur between students, administrators, faculty, staff, visitors, or other persons on campus or at college related activities (i.e., off-campus educational experiences). The FRCC policy related to sexual harassment is found at <http://www.frontrange.edu/being-a-student/campus-safety/sexual-harassment>

Unwelcome and unwanted behaviors may include, but are not limited to:

- Sexual flirtation or prolonged staring
- Sexually suggestive looks, gestures, or sounds
- Sexually explicit statements, jokes, or anecdotes
- Pressure for dates
- Sexually demeaning comments that infer that one sex is inferior to another
- Deliberate physical contact such as patting, pinching, cornering
- Pressure for sexual activity
- Requests for sex in exchange for grades or favors, or to avoid poor grades or discipline

Because behavior cannot be expected to change unless there is awareness of the need for change, any student offended is strongly encouraged to communicate to the offender that he/she finds the behavior unwelcome and unwanted. If the behavior continues after the request for a change has been communicated, consultation with the Nursing Program Director or Assistant Program Director and Dean of Student Services is encouraged. The Colorado Community College System policy related to student sexual harassment can be found at the following URL <https://www.cccs.edu/wp-content/uploads/2013/09/SP-3-120a.pdf>

ADVISING

1. Each student will be assigned a **FACULTY ADVISOR** (may vary by semester) Students will meet with their advisors during scheduled times to discuss the courses that should be taken each semester. Advisors are available to students by appointment for discussions at other times.
2. It is crucial that a student talk to her/his course lead faculty member or the Nursing Program Director/Assistant Director if she/he plans to **DROP OR WITHDRAW FROM A COURSE** or is earning less than a "C" in a course during the semester.
3. Students may request a **CHANGE IN ADVISOR** at any time by contacting the Assistant Director.

GRADUATION

Graduation requirements are presented in the FRCC College Catalog. An application for graduation must be completed and submitted to the Admissions and Records Department during the first week of the semester in which graduation is expected. The process for graduation application, including the required forms can be obtained from the Admissions and Records office or online at <https://www.frontrange.edu/graduation-and-beyond/graduation>

INFORMATION: GENERAL RESOURCES

College Hill Library

Students will attend an orientation and information session arranged to acquaint student with the research and collection services available at the library.

Instructors may put articles, books, or videotapes on reserve for you to use in the library or check out for short periods of time. The reserve section is located behind the circulation desk.

A computerized catalog, CARL, and computerized periodical indices make it easy to find materials for your research. The library also subscribes to the *Cumulative Index to Nursing and Allied Health Literature (CINAHL)*, a valuable resource for locating nursing and health articles.

Students will need to obtain a student ID card (Wolf Card) from Student Life and have it activated at the library to check materials out and to use the reserves. This card is available to all students enrolled at FRCC without regard to resident status.

ACADEMIC SUCCESS CENTER (Located in the College Hill Library)

The Academic Success Center (ASC) is FRCC's main provider for academic assistance. The Math Center and Writing Center are your primary and most valuable form of support. It is a great way to study alone or in groups and is especially good for completing homework assignments. Be sure to utilize this resource early and often!

Math Center (L-280) Hours: Monday – Thursday: 9 am – 7 pm
Friday: 10 am – 1 pm
Saturday: 1 pm – 4 pm

Writing Center (L-264) Hours: Monday – Thursday: 9 am – 7 pm
Friday: 10 am – 1 pm

In collaboration with tutoring services and the Math department, there will be a math tutor available to nursing students needing remedial help with MAT103, Drug Dosages and Calculations. Please see the course lead faculty for information about times.

VOCATIONAL TUTORING

Services may be available for students who have declared a vocational major such as nursing through the ASC.

- 1) Attend the weekly peer-led group study sessions for this course. Student leaders not only help you with course material, but help you develop skills needed to become a successful and self-sufficient student.
- 2) Organize a study group (3+ students) and contact the ASC Coordinator Pandi.Bromley@frontrange.edu 303.404.5372 to schedule a group tutor.
- 3) Students experiencing difficulty in a course not supported by group study or instructional lab can come to the ASC to request assistance for the course.
 - a. Check with your instructor to verify that support is not offered for the course.
 - b. Make an appointment with the ASC Coordinator Pandi.Bromley@frontrange.edu 303.404.5372 to obtain a Course Assistance Request (CAR) form.
 - c. After completing the request, an ASC staff member will contact you for a follow-up meeting. ASC staff are committed to helping you identify an academic support option for the requested course that can equip you with tools and resources you need to succeed in the course. This assistance may come in the form of helping establish an independent study group, utilizing an effective campus resource, attending sessions with an ASC tutor, or learning new study habits. All students enrolled in the course will be notified of the support options available to them.

Tutoring is not meant to take the place of classroom instruction or independent student studying or group studying and cannot be scheduled during class time. It is intended to look at studying habits, reading study strategies, and course content clarification. Check with the course instructor to determine if tutoring would be helpful and to obtain a referral. Students are expected to have done all required reading prior to tutoring sessions.

To Faculty/Instructors:

Signing the CAR implies the following:

- The student is attending class regularly
- The student is turning in assignments on a regular basis
- Despite an apparent best effort, the student is having academic difficulties (“C” or below) and is in danger of failing the class

Students who request individualized tutoring under the above guidelines are expected to:

- Maintain regular class attendance
- Be current in their class assignments or are making an effort to become current

Students who are placed with individual tutors are expected to:

- Keep scheduled appointments with tutors
- Call the tutor if you are not able to meet as scheduled (the tutor has set aside time from their busy day to meet with you)

- Do all of your own assigned work

Students will lose the privilege of tutoring if:

- They miss two scheduled sessions without informing the tutor
- Are disrespectful of the tutor in any way
- Do not attend class regularly

Students who lose tutorial privileges may appeal for reinstatement by applying to the Director of the ASC

TESTING CENTER/ASSESSMENT CENTER

Another service offered by the college is the Testing Center. Here students who have missed tests, or who need to take a test early, can do so with prior approval from their instructor. Tele-course tests are also taken here. Testing Center hours vary each semester but are posted around campus and are at the Information Center. Students will need a picture ID to use the Testing Center.

DISABILITY SUPPORT SERVICES

There are many services available to students with disabilities and special needs. It is the individual student’s responsibility to request such services and to provide appropriate, current documentation of the need for such services. A sample of services provided follows:

- Interpreters for hearing impaired students
- Two part carbonless paper for note takers
- Readers
- Audio recording of texts and class lectures
- Extra time on exams
- Referral to off-campus agencies for diagnostic testing (at student’s expense).
- Requests for services should be directed to:

Westminster Campus Director of Disability Support Services, Joanna Bennett 303 404 5302.

DISABILITY ACCOMMODATIONS FACULTY & STUDENT RIGHTS & RESPONSIBILITIES

Faculty Rights:

- To know that a request for accommodation is valid
- To be informed about the accommodations that the student needs
- To receive official, and as possible, advance notice of the need for accommodation
- To suggest alternatives to a requested accommodation if a better method is available
- To disagree with a request if it would require fundamental change in the program, create an undue financial burden on the school, significantly and negatively impact the rest of the students in the class; the student is not “otherwise qualified” to be in the class or program, or the request is of a personal nature or for an individually prescribed device.

Faculty Responsibilities:

- To cooperate with the Disability Support Services when a request for accommodation is made
- To encourage the student to notify Disability Support Services (if an instructor is approached with a request for accommodations)
- To foster an accepting classroom environment for students with disabilities
- To grade students with disabilities fairly on the basis of competencies attained and in the same manner as non-disabled students are graded
- To communicate to the student with a disability a realistic picture of her/his progress in the classroom

Student Rights:

- To have the confidentiality of information about their disabilities respected.
- To participate in any programs or classes for which they are qualified, with modifications determined by their disabilities
- To be treated equally with other students regarding grades and class participation
- To receive accommodations in a timely manner once they have been properly requested

Student Responsibilities:

- To meet requirements to be in the class or program
- To notify Disability Support Services and the instructor of need for accommodations and supply documentation of that need in a timely manner
- To cooperate with Disability Support Services and the instructor in obtaining the modification
- To fulfill all instructor requirements for completing the class with or without accommodations

OFFICE OF FINANCIAL AID POLICIES & PROCEDURES

Financial Aid is available to students who are in approved degree or certificate programs. For more information on types of aid, eligibility requirements and how to apply, please visit www.frontrange.edu/financialaid.

You may also contact the Financial Aid Office at 303.404.5250 or email through the following URL <https://www.frontrange.edu/paying-for-college/financial-aid/email-financial-aid-office>.

The following actions have eligibility implications for financial aid recipients: non-attendance, dropping courses, withdrawing from courses, repeating courses, academic progress, and the number of credit hours attempted and completed. You are strongly encouraged to seek financial aid advising throughout the term if you have any questions about eligibility implications.

STUDENT CHANGE OF INFORMATION AND COMMUNICATION

All students must notify the Nursing Program Administrative Assistant in writing if there is a change in the student's address, phone number, or e-mail. Forms are available in this handbook or from the Nursing Program Admin Assistant. This must be done within 48 hours of the change.

1. Student's must also access the student record system (Banner) and change the above mentioned information there as well.
2. Information about faculty office hours is addressed in course syllabi; hours are also posted outside faculty office doors. Appointments may also be made.
3. Each faculty member has voice mail. Faculty phone numbers are indicated on course syllabi.

STUDENT RECORDS

The nursing department maintains a file of the student's progress through the nursing program. These files contain copies of CPR certificates, FERPA release forms, TB testing, OSHA, HIPPA certifications, transcripts, clinical evaluations, health forms, and any special documentation pertinent to the individual student. These files are maintained for regulatory purposes or if a student desires employment recommendations from a nursing faculty member. These records are maintained for seven years and are confidential records in accordance with national FERPA standards. If you need access to these files please contact a faculty member or the Nursing Program Administrative Assistant. Upon graduation, students are encouraged to collect and retain all health information for their personal records.

INCIDENT/ACCIDENTAL INJURY

If a student is injured or exposed to body fluids or toxic substances at any lab or clinical site, the student must report the circumstances of the injury to FRCC Human Resources within one business day. See Appendix II for worker's compensation forms.

STUDENT NURSE ASSOCIATION

The Front Range Community College Westminster Student Nurses Association (FRSNA-W) is modeled after the Colorado Student Nurses Association, which is a state chapter of the National Student Nurses Association. This organization mentors the professional development of future registered nurses and facilitates their entrance into the profession by providing education resources, leadership opportunities, and career guidance. You are encouraged to become an active member of the FRSNA-W and to take advantage of their many volunteer, networking, educational, and leadership opportunities. All students accepted into the nursing program are considered members of the FRSNA-W. Due to the progressive admission and graduation process of the nursing program, FRSNA-W leadership undergoes dynamic change, modeling shared governance and providing a forum for individual and group creativity in nursing. Full membership in the Colorado Student Nurses Association and National Student Nurses' Association (NSNA) offers the student many additional professional services and is encouraged. Current offerings can be explored on the organization's website: www.NSNA.org. Designated full-time nursing faculty members serve as advisors to the group.

APPENDICES

APPENDIX I

Front Range Community College Designated Medical Provision for Work-Related Injuries and Illnesses

All FRCC employees (including Work Study Students, Student Hourly, Off-Site Clinical Students and Practicum Students) must obtain treatment of work-related injuries and illness from one of our designated medical providers **ONLY**.

Except for life-or-limb threatening emergencies, all work related injuries and illness must be treated by a **designated** medical provider. Emergencies and/or serious injuries occurring after-hours (when the **designated** medical provider nearest you is closed) should be treated at the nearest emergency medical facility. Follow-up care **MUST** be provided by a **designated** medical provider.

If an employee is treated by an unauthorized medical provider, the employee will be responsible for payment of said treatment.

By law, all work related injuries and illness must be reported to the Human Resources Office within four (4) working days of the occurrence. You can reach the HR Representative at your campus by calling:

Boulder County Campus: 303.678.3723

Westminster Campus: 303.404.5307

Larimer Campus: 970.204.8106

Boulder County Campus	Westminster Campus	Larimer Campus
Arbor Occupational Medicine 1860 Industrial Circle Longmont, CO 80501 303-682-2473	Arbor Occupational Medicine 290 Nickel Street, #200 Broomfield, CO 80020 303-460-9339	Concentra Medical Center 620 S. Lemay Ave Fort Collins, CO 80524 970-221-5811
Careplus Medical Center 1551 Professional Lane #140 Longmont, CO 80501 303-776-2001	CCOM 8510 Bryant Street Westminster, CO 80031 303-650-7973	Banner Occupational Health SVCs 1703 E. 18 th Street #4 Loveland, CO 80538 970-278-4580
Longmont Clinic 1925 W. Mountain View Ave Longmont, CO 80501 303-776-1234	Concentra Medical Center 500 E 84 th Ave, Ste B-14 Thornton, CO 80229 303-287-4040	Occupational Health SVCs 4674 Snow Mesa Dr. Ste 200 Fort Collins, CO 80528 <p style="text-align: center;"><u>Or</u></p> 2500 Rocky Mtn Ave, Ste 330 Loveland, CO 80538 970-495-8450 (both locations)
Workwell Occupational Medicine 205 S. Main St, Unit C Longmont, CO 80501 303-702-1612	HealthOne 9195 Grant St, Ste 100 Thornton, CO 80229 303-650-0445	Workwell Occupational Medicine 1600 Specht Pt Rd #115 Fort Collins, CO 970-672-5100 80525

Employee Procedures for Work-Related Injuries

1. I have reported a work-related injury to my supervisor and Human Resources within four (4) working days of the occurrence.

2. I have completed a Worker's Comp First Report of Injury form and have returned it to Human Resources.

3. **Please read all options and then check one of the four boxes below:**

- I have reported a work-related injury and am **not requiring immediate attention** (medical services can be provided at a later time). I will schedule an appointment with a **designated** medical provider within 24 hours.
- I have reported a work-related injury and am **requiring immediate attention**. I will go to one of the providers listed above and the injury will be treated immediately. (Note: Employee is responsible to transport him/herself or contact 911.)
- I have reported a work-related injury, which **required immediate medical attention outside of business hours and went** to an emergency room. I will schedule a follow-up with one of the providers listed above the following day. Note: (Employee is responsible to transport him/herself or contact 911.)
- I have reported a work-related injury and was offered medical treatment from my employer but am **declining medical attention for this injury**.

I have read the above documentation and am fully aware of the company policy regarding work related injuries and illness. In addition I am fully aware that I must notify my supervisor and Human Resources within 4 days when an injury occurs, regardless of how minor the injury may be. I also understand that if I am treated by an unauthorized medical provider, I may be responsible for payment of said treatment.

Broadspire is Front Range Community College's workers' compensation carrier and can be contacted at 1.800.321.9515. Should I have any questions about any of the above information I will contact my HR Representative as indicated above.

Print Name

S#

Signature

Date



FIRST REPORT OF INJURY

(All employees, including work study students, student hourly, co-op Ed-Students/non-paid, off-site clinical students & practicum students)

Full Name		Social Security #	
Address		City	State
Phone Number		Date of Birth	Date/Time of Injury
Sex: ___M___F		Marital Status: ___Single___Married___Divorced	
Occupation:		Date of Hire:	
Supervisor/Instructor:		Department/Course:	
Was Supervisor/Instructor Notified? ___Y___N		Notification: Date____Time____ ___Phone___In-Person___Email ____Other (explain)	
Status: ___P/T___F/T___Work Study___Co-Op-Ed___Clinical Student___Practicum			
Wage (if applicable) ___Hour___Week___Month		Workdays per Week (circle all that apply) M T W Th F Sa Su	
RETND for Work? ___Y___N			
Hours Worked Each Day (i.e. Mon. 8-5): ___M___Tu___W___Th___F___Sa___Su			
Date Returned:		Date/Time work began on day of injury:	
Accident/Injury/Exposure Location:			
What equipment (if any) was being used?			
Activity of Employee/Student:			
How did accident occur?			
Part of body injured (be specific, i.e. right arm, left foot)			
Was safety equipment provided? ___Y___N		Was safety Equipment Used? ___Y___N	
What safety equipment was used?			
Did you seek medical attention? ___Y___N		Name and Location of Physician	
Witness Name:		Witness Phone:	
Witness Address:			
Employee/Student Signature:			Date Signed:

APPENDIX II

Exit Interview Checklist: FRCC-W Nursing Program

Student's Name _____ Student

ID _____ Date _____

Circumstances:

- ___ Withdrawing from the program, currently passing all courses
- ___ Withdrawing from the program, currently failing one / more than one (please circle) course
- ___ Failure in a course (first time)
- ___ Failure in a course (second time)
- ___ Other circumstances _____

In all circumstances:

- ___ Student FRCC photo ID turned in
- ___ Any clinical agency "badges" turned in
- ___ Instructed as to which courses must be dropped. (Informed that the college will follow their own policies regarding tuition refunds according to posted drop dates for NURSING courses)
- ___ In instances of course failure or dismissal, information about the grievance process/ due process was given
- ___ You MUST meet with a Financial Aid advisor if you have been receiving any type of financial aid, including loans

For students ineligible for re-entry:

___ I hereby acknowledge that I am ineligible to re-enter the FRCC-WC Nursing Program.

Readmission Procedure : When applicable

General information about readmission to the nursing program:

- Only *one readmission* is allowed into the nursing program and should occur within one calendar year from the time the last nursing course was taken and successfully completed.
- Readmission is limited to the number of clinical/classroom placements available after waiting list students have been admitted. Readmission *cannot be guaranteed*.

- ___ 1 Make an appointment with the Nursing Program Assistant Director within 2 weeks of exiting from the course. Complete the required form, addressing what you believe led to your being unsuccessful in the course as well as strategies you intent to implement in order to be successful if readmitted.
- ___ 2 You will be sent a written letter from the Nursing Program Placement Committee, providing information regarding your admission status. The letter MAY contain recommendations made or mandatory requirements set by the NUR Program Placement Committee, that must be completed before readmission.
- ___ 3 After receiving the above letter, submit a letter of response to the Nursing Program Assistant, addressed to the Placement Committee, acknowledging that you have received our letter. Please state in your letter whether it is your intention to still seek reentry as well as your intentions and/or progress toward meeting any re-entry requirements given by the Placement Committee.

Your letter MUST state your current mailing address, e-mail address, telephone number, and student ID number.

Student's Signature _____ Date: _____

Assistant Program Director _____ Date: _____

**Front Range Community College
Nursing Program: Westminster Campus
Exit Interview Addendum**

In order to be considered for re-entry into the FRCC-WC nursing program, it is vitally important that you are able to reflect on the factors that led to your being unsuccessful. In the space below, please share with the Placement Committee what those factors were, and more importantly, what your plans are for achieving success if you are granted re-entry.

Please provide the following information:

Address _____

Phone number: _____

E-mail address: _____

Student ID number: _____

APPENDIX III LEGAL REQUIREMENTS FOR NURSING LICENSURE: RN or LPN

1. In order to work as a nurse, a graduate must secure a license from the State of Colorado as an RN or LPN. Please refer to guidelines found at the Colorado State Board of Nursing Web Site.
<http://www.dora.state.co.us/nursing/>

If you have any questions related to the licensing requirements you may need to meet with the Director of the Nursing Program for advising as the Colorado State Board of Nursing has specified requirements for licensure that must be met.

The State Board of Nursing will consider whether a person can be licensed if she/he has had a criminal record or chemical dependency problem on an individual basis. Having had the problem does not necessarily mean that licensure will be denied. However, the Board is very strict about individuals being truthful about past problems. If an individual is not truthful on the application form, perjury is committed and licensure may be denied. The Board has the following information on the application form:

Please be advised that in Colorado, supplying false information in application for licensure is punishable by law.

I state under penalty of perjury in the second degree, as defined in 18-8-503, Colorado Revised Statutes, that the information contained in this application is true and correct to the best of my knowledge. I understand that under the Nurse Practice Act, providing false information is grounds for denial, suspension or revocation of a Nursing License and may be punishable by law. You may not practice as a Nurse as defined in CRS, 1985, 12-38-111 (112), until you have completed the requirements for licensure.

APPENDIX IV STUDENT FORMS: Please sign and return indicating your agreement

A. NURSING PROGRAM STUDENT HANDBOOK AGREEMENT

I have received, read, and understand the policies and statements contained in this Nursing Program Student Handbook. I understand while I am enrolled in the Nursing Program, I will be subject to the most current Nursing Program Student and FRCC Student Handbook which I can access online through the FRCC website or request a hard copy from the appropriate office. I do elect to abide by these policies in pursuit of my goal to become a graduate nurse.

I understand violations of standards, regulations, or code of conduct may result in disciplinary sanctions up to and including expulsion and/or program dismissal.

I am aware this Nursing Program Student Handbook does not cover every policy. I will avail myself of the FRCC-W Nursing Student Lab Manual, FRCC Catalog, FRCC Student Handbook, and other official FRCC publications. I indicate my willingness to adhere to these policies and statements by my signature.

Student Signature

Date

Printed Name

S Number

B. NURSING STUDENT CONFIDENTIALITY AGREEMENT

I understand that in the course of my assignment as a nursing student, I may come into the possession of health information. I have a legal and ethical responsibility to safeguard the privacy of all clients and to protect the confidentiality of the clients' health information. I understand the facilities in which I may be placed must assure the confidentiality of human resources, payroll, fiscal, research, internal reporting, strategic planning, communications, computer systems and management information, collectively, with client identifiable health information.

In the course of my assignments, I understand I may come into the possession of this type of confidential information. I will access and use this information only when it is necessary to perform my school-related duties in accordance with the Front Range Community College and health care facility privacy and security policies. I understand that by signing this Agreement, I will comply with this Nursing Student Confidentiality Agreement.

Student Signature

Date

Printed Name

S Number

C. DISQUALIFYING OFFENSES I understand the Colorado Community College System (CCCS) **Disqualifying Offenses for Nursing Programs** may be different than Disqualifying Offenses for some health care facilities and/or hospitals. As a student, I understand I may be assigned to a clinical rotation with stricter disqualifying offenses than those required by the CCCS for admission; and could impact my progress in the Nursing Program.

Student Signature

Date

Printed Name

S Number

D. PERMISSION FOR ASSIGNMENT USE

I give permission for the Front Range Community College/Westminster Campus Nursing Program to keep any of my written assignments/projects for use in the Accreditation Process. Names and identifying information will be removed.

Student Signature

Date

Printed Name

S Number

E. CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEORECORD

Simulation Laboratory

During your participation in the simulation laboratory in the Nursing Program at FRCC-Westminster, you will be both an active participant and an observer in simulation scenarios.

The objective of the simulation laboratory is to educate students to better assess and improve their performance in evolving health care crisis situations.

By signing this agreement, you agree to maintain strict confidentiality regarding both yours and others performance, whether seen in real time, on video or otherwise communicated to you. Failure to maintain confidentiality will compromise the simulation experience for your fellow colleagues.

You will be discussing the scenarios during debriefing, but we believe that “Whatever takes place in the simulation lab, stays in the simulation lab!” To maintain optimal simulation experiences for other learners who will be following you in the lab, you are to maintain strict confidentiality during the specific scenarios, as well as what happened during the simulation experience. A breach of confidentiality is considered highly unprofessional behavior.

In order to enhance the simulation laboratory experience for all student participants the faculty uses live streaming and video recording technology in the simulation laboratories.

Please initial the following statements to show that you have read and understand them, then sign and date below.

_____ I agree to maintain strict confidentiality about the details of the scenarios, participants, and performance of any participant(s).

_____ I authorize the FRCC-W Nursing Program faculty to live-stream/ video record my performance during the simulation laboratory.

_____ I authorize the FRCC-W faculty to use the live-streaming/ video recording(s) for purposes including, but not limited to: debriefing, faculty review and educational purposes.

_____ I will not post any part of the video on-line, or on any social networking site. It is strictly for the internal use of FRCC-W Nursing Program faculty and students.

Student Signature _____

Date _____

APPENDIX V



Student Reference Request and FERPA Release

Boulder County Campus
Miller Drive
Longmont, CO 80501
303-678-3722
Fax: 303-678-3637

Larimer Campus
South Shields
Fort Collins, CO 80526
970-204-8107
Fax: 970-204-8365

Westminster Campus
3645 West 112th Avenue
Westminster, CO 80031
303-404-5414
Fax: 303-404-5150

Student Name (please print): _____ S #: _____
Last First

I request _____ to serve as a reference for me.
(Please print faculty member's name)

The purpose(s) of the reference(s) are (check all that apply):

- _____ Application for employment
- _____ Scholarship or honorary award
- _____ Admission to another education institution

The reference may be given in the following form(s) (check all that apply):

- _____ Written
- _____ Oral
- _____ Electronically

I authorize the above named faculty member to release information and provide an evaluation about any and all information from my education records at Front Range Community College deemed necessary by said person to provide the above reference. This release pertains to (check all that apply):

1. _____ All prospective employers **and/or**
2. _____ All educational institutions **and/or**
3. _____ All organizations considering me for a scholarship or award **and/or**
4. _____ The following employers, educational institutions and/or organizations considering me for an award or scholarship:

I understand further that: (1) I have the right not to consent to the release of my education records; (2) I have a right to receive a copy of any written reference upon request; (3) and that this consent shall remain in effect until revoked by me, in writing, and delivered to the above named faculty member, but that any such revocation shall not affect disclosures previously made by said faculty prior to the Front Range Community College's receipt of an such written revocation.

(Student's Signature)

(Date)

Appendix VI

**FRONT RANGE COMMUNITY COLLEGE
WESTMINSTER NURSING PROGRAM**

STUDENT LAB MANUAL



Table of Contents

Goal	p 60
Introduction/Philosophy	p 60
The Laboratories	p 60

General Lab Student Orientation	p60
Lab Conduct/Expectations	p 61
Lab Attendance	p 62
Class Cancellation	p 63
Open Labs	p 63
Infection Control Policy	p 63
Latex Warning	p 63
“Clean” Needlestick Guidelines	p 63
Security and Emergencies	p 63
Orientation to Technology and Use of Equipment	p 64
Inventory and Supplies	p 64
Clean-up	p 64

Simulation	p 7
What is Simulation?	p 7
How to Get the Most Out of Simulation	p 7
Simulation Guidelines	p 7
What Is Debriefing?	p 65
Video and Recording Equipment	p 65

Appendices	p 67
Student Lab Responsibilities (please read and sign)	p 67

STUDENT SKILLS AND SIMULATION LAB MANUAL
FRONT RANGE COMMUNITY COLLEGE- WESTMINSTER NURSING PROGRAM

“I hear, I forget; I see, I remember; I do, I understand” – Confucius

Goal

The primary goal for the use of Nursing Skills and Simulation laboratories is to promote safe, knowledgeable and effective nursing care through the demonstration and reinforcement of skills at the highest level of performance, and by providing students an opportunity to practice those skills in a low risk setting.

Introduction/Philosophy

The purpose of the Front Range Community College- Westminster (FRCC-W) lab experience is to complement and reinforce classroom theory and provide students an opportunity to apply that theory into practice. Lab exercises, both skills and simulation experiences, are related to the didactic course objectives. Students will be provided opportunities to complete self-analysis of their performance and integrate critical thinking skills during, and following each lab experience. To this end the faculty will provide constructive feedback and facilitate debriefing.

The Laboratories

The FRCC-W Nursing Department has four laboratories- two general skills and two simulation laboratories.

Skills Laboratories

- **B0302/B0403** (back section attached to B0302)- often referred to as the “Funds Lab” although any semester may use this lab.
- **B0301**- often referred to as the IV Lab, although may be used for other labs as well.

Simulation Laboratories

- **B0152**- adult simulation laboratory (also contains Noelle, a birthing manikin)
- **B0412**- maternal-child simulation laboratory

General Lab Student Orientation

Lab Conduct/Expectations

All users of the laboratory space must act in a manner that will not disturb the learning of others in the lab. No laboratory user shall infringe upon the privacy, rights, privileges, health, or safety of other laboratory users. Conduct during labs should be professional. The same ethical standards applied in the clinical and theory components of the program are expected to be followed during lab experiences.

- Students should bring a stethoscope, watch and writing tool to every lab.
- Scrubs or program uniforms are to be worn to every lab experience unless otherwise specified by a faculty member. Students will be required to follow program guidelines regarding personal appearance. Please consult the Nursing Student Handbook for further information.

- No books, supplies or other material should be removed from the laboratories without permission from a faculty member.
- No eating or drinking is allowed in the laboratories. If a student has a medical reasons that requires him/her to eat or drink this should be discussed with the instructor prior to the lab.
- No ink pens, markers or newsprint are to be used near ANY of the manikins. These items can leave permanent markings on the manikin's "skin". Pencils are acceptable for any notes or documentation.
- Beds are only to be used by students when assuming the role of the patient. Equipment should not be used for any purpose other than specified for the lab experience.
- Sharps should be placed in the red sharps containers near the bed or medication cart. Do not remove needles from the syringes. Do not cut, bend or recap needles. To avoid injury, please do not overstuff the sharps container. A faculty member should be notified immediately when a sharps container is full.
- Cell phones and pagers must be in at least vibrate mode during lab time. Students are to place all cell phones in bags, and not have them out during lab time. No texting is allowed during lab time. If a phone call or text must be made, a student is to obtain permission from the instructor and step out of the room.
- Children will not be permitted in the laboratories, unless they are part of the lab experience as outlined by the course instructor.

Students must come to all labs prepared; if the student is not prepared, this will jeopardize the student's ability to meet lab/ course objectives. There will be an orientation to all labs prior to beginning any hands on experiences.

As per the FRCC-W Nursing Student Handbook, a student in the lab, as in clinical, may incur a drop in theory grade or be dismissed from the FRCC-W Nursing Program for any of the following reasons:

- Consumption of alcoholic beverages prior to or during lab.
- Use of drugs, except under a doctor's written permission, prior to or during lab.
- Positive drug or alcohol test during lab.
- Cheating, plagiarism, or any form of dishonesty.
- Verbally or physically abusive behavior toward faculty, staff, students or "patients" (i.e. manikins).
- Unprofessional behavior.

Lab Attendance

In order to progress through the FRCC- W Nursing Program, a student must satisfactorily complete all course specific labs, thus:

- Attendance is mandatory for all lab sessions.

- Punctuality is required. Arriving late for lab sessions is considered the same as arriving late for a clinical experience. Missed content and practice of skills must be made up. Unexcused absences or failure to make up any missed lab may result in a drop in the theory grade and may constitute a failure in the course. Please see the Nursing Student Handbook.
- Absence from the lab component of any course is considered the same as an absence from a clinical component and must be made up. Arrangements must be made with the course instructor for makeup activities as soon as possible after returning to school. If available, lab makeup may include reading textbook assignments, viewing tapes or videos, and completing assigned computer assisted instructional modules.
- Students must notify a faculty member involved with the course prior to the lab if there is to be an absence.

Class Cancellation

In the event of inclement weather, FRCC-W may be closed. If the college is closed, ALL Nursing Program labs scheduled for that day will be cancelled. Any make-ups for the lab experience will be arranged by the faculty. Due to possible changes in lab hours, the lead instructor for the course will make every effort to contact students if a change in schedule is needed.

Open Labs

The skills laboratories are available throughout the semester for “open labs”, which are designed to provide additional skill practice time or remediation of previously learned skills to students. Open labs are also used as make-ups for students who have missed a lab session. If referred to the open lab for remediation or make-up, students MUST come prepared for the lab experience by reading the assigned material prior to arriving for the lab. The student should be prepared to practice the assigned nursing skills. Students should expect to stay in the lab for the full time designated by the lead faculty for the course. Open labs are staffed by faculty who can assist students during the open lab time. The open lab schedule is subject to change each semester; the schedule for the open labs is found in each student’s semester schedule. Students are not to be in the laboratories unattended without specific permission from a full time faculty member.

Infection Control Policy

While participating in lab experiences, students need to be aware of Standard Precautions and Transmission based precautions (droplet, airborne, contact). All equipment, linens, utensils, dressings, etc. that come in contact with a “client’s” body fluids are considered contaminated and need to be handled accordingly.

Basic Guidelines

- Wash hands before and after client care.
- Use personal protective equipment (eyewear, masks, gloves, gowns) when indicated.
- Dispose of equipment and other materials appropriately (such as in sharps containers).

Latex Warning

Some of the equipment in the laboratories contains **latex**. If a student has a known sensitivity/allergy to latex, faculty should be informed as soon as possible. Every effort has been made to replace equipment with latex-free products. However, in some cases a suitable substitute is not available.

Students should see a faculty member for information regarding latex containing items used in the laboratory. Students who suffer from latex allergies should take precautions while using or handling the latex parts by wearing non-latex protective gloves. Further barrier equipment can be provided if needed.

If a serious latex-related reaction is suspected, immediately call 9-911 and the Campus Security and Preparedness Department at extension 5411. Emergency telephones are found in B0302, B0301 and all of the classrooms. Immediately notify a faculty member.

“Clean” Needlestick Guidelines

In accordance with the Centers for Disease Control (CDC) all sharps are to be handled safely and disposed of properly. In the event of a “clean” needle stick, these guidelines are to be followed:

- Inform the faculty immediately.
- Wash hands with soap and water, render first aid as needed.

Security and Emergencies

In case of any emergency, immediately notify a faculty member and contact the Campus Security and Preparedness Department via extension 5411.

Orientation to Technology and Use of Equipment

Orientation to technology specific to student learning in the nursing program occurs throughout the program as the need arises, and will occur during the lab experience in which the equipment is introduced. Course specific orientation to the use of high tech equipment is included prior to the use of equipment.

For all technology used in the laboratories, open lab time is always available for students who need additional instruction or help.

Guidelines to follow when working with the equipment:

- Students should wash their hands prior to using any manikin.
- Injection pads should not be used to inject liquids- only inject air into the pads. Powder with corn starch may be used to decrease plastic rubbing sounds.
- Silicone spray should be used sparingly to lubricate airways and other orifices. Care should be exercised when using these sprays as the floor can become very slippery around the manikins and this can become a fall risk.
- Manikins are to be kept in the beds during the lab experience. Do not move these manikins unless it is part of the skill assignment (i.e. lifting, moving, etc.). The manikins are fragile and should be handled with care.
- When using SimPads the hand straps need to be in use at all times. When SimPads are not in use they need to be plugged in and kept in the drawers next to the manikins.

Inventory and Supplies

- When supplies are running low, the faculty members in the laboratory should be notified.
- Return all supplies to the same cabinet in which they were found. Cabinets are labeled.
- Many skills require equipment that can be reused (i.e. IV tubing, foley catheter kits, dressing materials). Please be fiscally responsible.
- Needles/sharps should not be reused under any circumstances. All syringes should be disposed of properly immediately after use in the sharp containers. (See Sharps bullet under Laboratory Conduct/Expectations).

Clean-up

Students are expected to assist faculty with clean-up at the end of each lab. Students are to leave the laboratory the way in which it was found. At its conclusion, the laboratory area should appear as a patient room in a clinical arena- safe, neat and ready to use for the next person.

- Beds should be remade and left in the lowest position.
- Over-bed tables are to be placed at the foot of the bed with garbage pail in place.
- Linens, that are non-soiled and dry after use on manikins, can be refolded and put back into the linen supply carts. Linens used on students should always be placed in the dirty linen containers when finished. Any linens that are soiled should be placed in the hampers found in room B0403. If the linens are wet please hang them on the carrels to dry prior to placing them in the hampers.
- Any basins, bedpans, urinals are to be washed, dried and put away in appropriate cabinets.
- Please assist faculty in the task of cleaning the task trainers and manikins. They are to be cleaned with mild soap and water only. Rinse, drain and air dry manikin parts after any introduction of foreign substances.
- If lubricating sprays are used during the laboratory please check the floor around the area for any slippery spots. Silicone spray on the floor will make it quite slick and people have fallen as a result of it not being wiped up.
- Please promptly notify faculty regarding any broken or missing equipment.

Simulation

“We don’t learn from experience, we learn from the reflecting about that experience.” John Dewey

What is Simulation?

Hands-on experience is the best teacher for some students, and using simulation in nursing education can provide a more interactive classroom/lab learning environment for the student. Students will be exposed to a variety of nursing simulation scenarios ranging from basic to critical care. Such an environment allows students to practice in a life-like, hands-on situation in a low risk environment. Simulations and case scenarios mimic the clinical setting and are designed to help develop problemsolving and decision-making skills. Simulations include all environmental factors to make learning realistic and authentic. These simulations will help students think on their feet and help with the transition from lab to clinical.

How to Get the Most Out of Simulation

- Make it a real experience. The student should prepare mentally to act the part, play the role asked, and conduct him/herself as if this was a REAL clinical setting. Use the equipment provided in its intended manner. For instance, don’t just say the IV will be hooked up, actually do so.
- Do not assume, unless specifically told otherwise, that an intervention did not work because there is a technical problem with the simulator. The intervention performed may not be the correct one to improve the “patient”.
- The simulation lab is a learning environment. The students involved in the scenario should treat each other with respect. Situations simulated in the lab are to be used as an opportunity to learn.
- A debriefing session will occur for all simulation experiences. This is an opportunity for the student to reflect on the simulation experience with peers and the faculty member.
- Following the debriefing session, the students will be asked to fill out an evaluation form. This is an opportunity for the student to reflect on the simulation experiences and offer constructive feedback for improvement.

Simulation Guidelines

Please follow these guidelines when participating in simulation lab experiences:

- All simulation experiences are to be kept confidential. Participants are not to discuss any aspect of the experience with students who have not yet participated. To do so is to rob a peer of the chance to fully experience and learn from the simulation. Students are free to discuss a scenario with someone who has also participated in the same scenario. All students will be asked to sign a confidentiality agreement during first semester prior to participating in the first lab to ensure that this policy is understood.
- It is expected that all students will be wearing either scrubs or their FRCC- W Nursing Program uniform to all simulation labs. **Students who fail to do so will not be allowed to participate in the simulation.**
- It is expected that all students will be active participants in both the simulation scenarios and the debriefing experience.

- The simulation manikins should be treated with respect and be treated as if they are live patients; all simulation lab activities should be approached as if in an actual clinical environment.
- Students are not permitted to use the manikins in the simulation laboratory without a faculty member in attendance.
- Students will be expected to use safety measures during the scenarios, including introduction of self to patient and any family members, checking standard patient identifiers, performing appropriate hand hygiene and explaining procedures (HIPPS). If medications need to be administered, please use the six rights of medication administration.
- At the conclusion of **each** simulation scenario students should reset the room by returning the manikin, and the room to the condition it was upon entry at the start of the scenario so the next group can immediately begin.
- If any equipment is broken or supplies need to be restocked please immediately notify a faculty member.

What is Debriefing?

Debriefing is an opportunity to engage in reflective analysis of performance, and answer critical thinking questions. It provides immediate feedback regarding the simulation exercise just completed. Debriefing is a time for learning, through constructive feedback and discussion about what took place during the scenario. To that end, debriefing should take place in a respectful environment where no raising of voices, swearing at or belittling fellow students and faculty will be tolerated. Simulation lab is a place where students are allowed to make mistakes. Debriefing provides the opportunity to learn from those mistakes.

Faculty members will guide the students during the debriefing. To that end, the student might be asked the following types of sample questions:

- Explain the rationale behind actions taken during the simulation.
- Were the actions appropriate? Effective?
- What changes would be made if the simulation were to be repeated?
- What, if any, obstacles were encountered?
- How did the student feel during the simulation?

Video and Recording Equipment

The simulation labs are capable of recording student's performances. Recordings are for educational purposes and debriefing opportunities only. Students are expected to always maintain a professional demeanor when viewing videos for debriefing. Please refrain from making joking or sarcastic remarks regarding things that are seen on the videos. No video is permitted to be placed on any internet, or social media site. The videos are strictly for the internal viewing of FRCC-W students and faculty for learning purposes. The confidentiality agreement signed by the student protects privacy and discourages inappropriate discussion of the video contents, or student's performance in the simulation scenarios.

FRONT RANGE COMMUNITY COLLEGE - WESTMINSTER

STUDENT LAB RESPONSIBILITIES

I _____ *(print name) will do the following:*

I will:

1. Review the skill(s) to be practiced and/or demonstrated and read the assigned articles or chapters **PRIOR** to attending the lab.
2. Demonstrate professionalism, respect and consideration for self and others at all times.
3. Turn off all cell phones and pagers.
4. Not eat or drink in the laboratory practice areas.
5. Not bring pens, markers or newsprint near any of the manikins.
6. Approach situations and scenarios as if they are ACTUAL client interactions.
7. Follow safety measures at all times. This includes, but is not limited to: disposing of sharps appropriately; alerting the instructor of any allergies, including latex; reporting damage or malfunction of manikins or equipment to faculty immediately.
8. Inform the instructor of any particular learning needs.
9. Maintain cleanliness of the entire lab area- before, during and after the lab.
10. Assist with clean-up of the laboratory at the conclusion of each lab by gathering and returning equipment used during the lab- as directed by faculty. If I am not sure where to locate equipment, supplies or resources I will ask for assistance.
11. Advise instructor if handouts or supplies are running low.
12. Call well in advance if delayed or unable to attend the scheduled lab time.
13. Follow college conduct and nursing program rules as outlined in the student handbook, including attendance, tardiness, ethics, professionalism, confidentiality, etc.
14. Sign in and out during open lab experiences and discuss with instructor if additional time is needed outside open lab hour times

Student Signature _____

Date _____