Health Sciences at Lowry Campus

Licensed Practical Nurse to Bachelor of Science in Nursing Bridge Program (LPN-BSN) Student Handbook

2024-2025

Contents

Purpose of the Handbook

The purpose of this handbook is to provide information regarding the guidelines, policies, and procedures for the Community College of Denver Practical Nursing to Bachelor of Science in Nursing Bridge (LPN-BSN) program. This information supplements the College Catalog. Students are expected to review and follow all policies in the Catalog including both college-wide policies and Nursing department specific policies.

This document serves as a reference for all undergraduate nursing program students.

Welcome

We would like to welcome each of you to the Community College of Denver's (CCD) Licensed Practical Nursing to Bachelor of Science in Nursing (LPN-BSN) Bridge Program. Our program is committed to providing you the necessary knowledge and skills to operate as a competent and compassionate care provider upon graduation.

Although nursing school is known for its rigor, our faculty and staff are committed to providing all students the essential resources and support to ensure success. This handbook will introduce you to the program's expectations and outline all the policies and procedures students are responsible for while progressing through the program. This handbook is an additional resource to CCD's course catalog which further outlines institutional policies, as well as services that are available to all of our students. Our culture is to model professionalism both in and outside the patient care environment. Students are expected to uphold the American Nurse's Association's Code of Ethics in the treatment of patients and all others. Students are also expected to be responsible for their learning by being prepared, engaged, and accountable. Students must adhere to the policies and procedures outlined in this handbook to successfully complete their program requirements and should make any necessary preparations to ensure they are able to meet those expectations. Students will be held to both personal and professional standards throughout the program to mirror the expectations set forth in the healthcare industry.

Please take this time to orient yourself to the Nursing Student handbook and reach out with any questions. Students will sign numerous acknowledgement forms to verify receipt of the handbook and understanding of the expectations outlined within.

We are excited to begin our new year with each of you and wish you all the best as you venture into your next chapter in life as nursing students. Remember, we are here to help and guide you to success in this program. Always reach out when you need assistance.

Nursing Program Faculty
Community College of Denver

Accreditation

The Community College of Denver (CCD) is a two-year public community college. It is a member of the Colorado Community College System (CCCS) and is fully accredited by the Higher Learning Commission.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
800-621-7440; 312-263-0456
Higher Learning Commission

The LPN-BSN Bridge Program is approved by the Colorado Community College System (CCCS) and has full approval from the Colorado State Board of Nursing (CSBON).
Colorado State Board of Nursing
1560 Broadway, Suite 1350
Denver, CO 80202
303-894-2430
Colorado State Board of Nursing

Effective (Date BON approved), the LPN-BSN Bridge Program is eligible to pursue candidacy for accreditation by the Accreditation Commission for Education in Nursing, (ACEN) formerly the National League for Nursing Accrediting Commission (NLNAC).

ACEN can be contacted at:

Accreditation Commission for Education in Nursing

3343 Peachtree Road NE, Suite 500

Atlanta, GA 30326

404-975-5000

Email: info@acenursing.org www.acenursing.org

Attendance at a non-accredited nursing school may make you ineligible to attend an accredited nursing school in pursuit of additional education, and licensure and employment eligibility.

GENERAL INFORMATION

Mission

The mission of the LPN-BSN program at CCD is to advance professional nursing practice by delivering high quality, accessible education which prepares learners to meet complex health and wellness needs of diverse clients and communities.

The program is committed to accomplishing this mission through the use of effective and diverse instructional methods that encompass both traditional as well as technology-based strategies.

Vision

To strive to develop nurses who can provide safe, quality, evidence-based, patient- centered care to the diverse populations that encompass the Denver community as well as the greater global community.

The Department of Nursing is committed to providing a nursing program that is accessible to a diverse community of learners.

Delivered by a dedicated faculty, the program provides a collaborative teaching-learning environment to promote critical thinking, lifelong learning, and offers positive role models in an ever changing and global society.

Philosophy

The Community College of Denver's Nursing Program Philosophy Statement combines concepts from the National League of Nurses (NLN) Education Competencies Model and the National Council of State Boards of Nursing (NCSBN) Practice Analysis for RN Programs and corresponding NCLEX-RN test plan to identify key concepts and competencies necessary to achieve competency as a Registered Nurse and is used to guide our curriculum.

These competencies are congruent with the mission and student learning outcomes of the college. They contribute to the understanding of the student learning outcomes. These core concepts are critical to a transformed curriculum that is closely aligned with current workforce trends. The framework acknowledges these integrating concepts as equally important.

NLN Integrating Concepts

The NLN Integrating concepts are as follows, and can be found [here.](#)

A. Safety: Safety is the foundation upon which all other aspects of quality care are built (NLN, 2010, p. 25). A nurse, who practices safely, minimizes risk of harm to patients and providers through both system effectiveness and individual performance (Cronenwett et al., 2007). Safe practice includes the individual's purposeful use of knowledge to provide safe care in a deliberate, skillful and informed way.

B. Quality: The Institute of Medicine defines quality as the degree to which health services to individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge (IOM, 2001). Quality is operationalized from an individual, unit and systems perspective (NLN, 2010)

C. Team/Collaboration: To function effectively within nursing and the inter- professional team is critical to effective and safe nursing practice. Team/collaboration refers to fostering open communication, mutual respect, and shared decision-making to achieve quality patient care (NLN, 2010).

D. Relationship-Centered Care: Core to nursing practice, relationship-centered care includes caring; therapeutic relationships with patients, families and communities; and professional relationships with members of the inter- professional team (NLN, 2010). It integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, mutual trust, civility, self- determination, and regard for personal preferences and desires.

E. Systems-Based Care: Nurses practice in systems of care to achieve health care goals. Nurses must demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

F. Personal/Professional Development: This refers to the individual's formation within a set of recognized responsibilities. It includes the notion of good practice, boundaries of practice, and professional identity formation (NLN, 2010). It also includes knowledge and attitudes derived from self-determination and empathy, ethical questions and choices that are gleaned from a situation, awareness of patient needs, and other contextual knowing.

NCSBN NCLEX-RN Test Plan

The NCSBN NCLEX Test Plan Blueprint and integrating concepts are as follows, and can be found [here](#).

NCSBN NCLEX Test Plan Blueprint

- CLIENT NEEDS
    - Safe and Effective Care Environment
        - Management of Care
        - Safety and Infection Control
    - Health Promotion and Maintenance
    - Psychosocial Integrity
    - Physiological Integrity
        - Basic Care and Comfort
        - Pharmacological and Parental Therapies
        - Reduction of Risk Potential
        - Physiological Adaptation
- INTEGRATED PROCESSES
    - Caring – interaction of the nurse and client in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides encouragement, hope, support and compassion to help achieve desired outcomes.
    - Clinical judgement- the observed outcome of critical thinking and decision-making. It is an iterative process with multiple steps that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern and generate the best possible evidence-based solutions in order to deliver safe client care.
    - Communication and Documentation – verbal and nonverbal interactions between the nurse and the client, the client's significant others and the other members of the health care team. Events and activities associated with client care are recorded in written and/or electronic records that demonstrate

adherence to the standards of practice and accountability in the provision of care.

- o Culture and Spirituality – interaction of the nurse and the client (individual, family or group, including significant others and population) which recognizes and considers the client-reported, self-identified, unique and individual preferences to client care, the applicable standard of care and legal considerations.
- o Nursing process – a scientific, clinical reasoning approach to client care that includes assessment, analysis, planning, implementation and evaluation.
- o Teaching and Learning – facilitation of the acquisition of knowledge, skills and attitudes to assist in promoting a change in behavior.

- CLINICAL JUDGEMENT
  - o Recognize cues- identify relevant and important information from different sources
  - o Analyze cues- organize and connect the recognized cues to the client's clinical presentation
  - o Prioritize hypotheses- evaluate and prioritize hypotheses
  - o Generate solutions- identify expected outcomes and use hypotheses to define a set of interventions for the expected outcomes
  - o Take action- implement the solutions that address the highest priority
  - o Evaluate outcomes- compare observed outcomes to expected outcomes

LPN-BSN Bridge Program Description

The LPN-BSN program provides access to an affordable, quality program that allows LPNs to advance their training, expand their practice, develop their leadership abilities, and be prepared for the NCLEX-RN. Passing of the NCLEX-RN examination will enable LPNs to obtain their Registered Nurse licensure and operate as a Registered Nurse in the healthcare industry, and thus this program offers professional growth opportunities and a path to career advancement.
The Program is a six-semester program including summers after successful completion of all pre-requisite and admission requirements.

This program is offered in a hybrid format. All 2000 level nursing courses will be completed in-person to include didactic, lab, simulation, and clinical components. All 3000 and 4000 level courses will be offered online excluding clinical/practicum hours which will be completed in-person at clinical facilities.

LPN-BSN Organizing Framework

The Community College of Denver's LPN-BSN Program Organizing Framework has as its foundation in arts, sciences, humanities, and nursing knowledge. The structure of the curriculum is built upon five key concepts from the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice:*

- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

- Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

- Essential III: Scholarship for Evidence-Based Practice

- Essential IV: Information Management and Application of Patient Care Technology

- Essential V: Healthcare Policy, Finance, and Regulatory Environments

- Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

- Essential VII: Clinical Prevention and Population Health

- Essential VIII: Professionalism and Professional Values

- Essential IX: Baccalaureate Generalist Nursing Practice

The curriculum is also guided by the Colorado State Board of Nursing (CSBON) and the American Nursing Association (ANA) standards and the Quality and Safety Education for Nurses (QSEN) competencies. These concepts thread through each course and guide the development of each part to create a whole curriculum. This structure promotes the progressive development of breadth and depth of knowledge. The desired characteristics of program graduates reflect the concepts in this framework and are summarized as competencies in the

National League of Nursing (NLN) roles of the nurse - Provider of Care which incorporates teacher and advocate, Designer/Manager/Coordinator of Care, and Member of the Profession. The generalist BSN nurse must direct care of the sick in a variety of diverse environments, participate in health promotion and clinical prevention, and incorporate population-based health care to communities in need. These desired characteristics are defined further in program-specific competencies and are used to guide content, course objectives, and the outcome evaluation processes. These core concepts are critical to a transformed curriculum that is closely aligned with current workforce trends.

Program Learning Outcomes

LPN-BSN Program Learning Outcomes are developed as performance indicators which provide evidence that the program is meeting its mission and goals set by the faculty. Program Learning Outcomes show the effectiveness of the educational program and serve as a mechanism to guide program development and revisions. Program Learning Outcomes have been developed using the Accreditation Commission for Education in Nursing (ACEN) criteria and guidelines. The following program outcomes are congruent with the mission of CCD and the LPN-BSN program.

Program Learning Outcome #1 – Retention and Graduation
- At least 80% of the students enrolled in the LPN-BSN will complete the program within 150% of the program length from the date of the first nursing course.

Program Learning Outcome #2 – Licensure Pass Rates
- The annual pass rate in the NCLEX RN examination is at least 75% for first-time test takers and at least 80% for first-time test-takers and repeaters.

Program Learning Outcome #3 – Attainment of End of Program Student Learning Outcome
- 80% of students earn at least 77% or passing score on each evaluation criteria.

Program Learning Outcome #4 - Job Placement Rates
- 85% of graduates who respond to the Post-Secondary Vocational Graduate Follow-Up Survey (VE-135) will report that they are employed as an RN within twelve months of passing the RN licensure exam after graduation.

LPN-BSN End of Program Student Learning Outcomes

Upon successful completion of the LPN-BSN Nursing Program, graduates will be able to:

- **Quality Care -** Interpret research to promote best practice and use data to monitor the outcomes of care processes. Propose an evaluation process to continuously improve the quality and safety of health care systems and deliver quality care to individuals and diverse populations. (E1, 2, 3, 4, 7, 9*).

- **Professionalism -** Formulate a plan that demonstrates an enhanced commitment to professionalism embracing excellence, caring, legal and ethical practice, civility, accountability, and professional development. (E1, 2, 5, 6, 8, & 9).

- **Communication -** Evaluate effective communication and collaboration with colleagues, interprofessional groups, and members of the community to promote health, safety, and well-being across the lifespan and across the continuum of the healthcare environment. (E1, 2, 6, 7, 8, & 9).

- **Leadership -** Evaluate the contribution of leadership, quality improvement principles, and impact of organizational systems in transforming, managing, and coordinating safe, quality, and cost-effective person-centered care. (E2, 3, 5, 6, 8 & 9).

- **Critical thinking/clinical reasoning -** Integrate a systematic process of critical inquiry with nursing, natural and behavioral sciences, arts, and humanities to make evidence-based practice decisions to improve the nursing care of individuals, families, populations, and communities. (E1, 2, 3, 4, 5, 6, 7, 8, 9).

*E1-9 refer to the Essentials of Baccalaureate Education for Professional Nursing Practice

Student Learning Outcomes are congruent with the mission and student learning outcomes of the college. They guide the curriculum and student evaluation.

Nursing Department

The LPN-BSN Bridge Program is made available through the Community College of Denver's Nursing programs. The Nursing Programs is part of CCD's Health Sciences Pathway.

The LPN-BSN Bridge Program employs full-time and adjunct (part-time) instructors to deliver instruction throughout the program. The Clinical Coordinator – Health Sciences Division provides additional oversight and development in the clinical environments.

The full-time and part-time nursing faculty in the LPN-BSN program bring to the program ample nursing experience from a variety of nursing specialties. Full-time faculty hold a minimum of a master's degree in nursing and provide instruction in the classroom, labs, simulation and clinical settings. Adjunct faculty hold a minimum of a bachelor's degree in nursing and serve a variety of instructional roles in the classroom, lab, simulation, and clinical settings.

Faculty	Email	Phone
Full-Time Faculty		
Stephanie Uhlhorn	Stephanie.Uhlhorn@ccd.edu	(303) 365-8304
John Nezbeth	John.Nezbeth@ccd.edu	(303) 365-8395
Part-Time Faculty		
Nicole Hanish	Nicole-.Hanish@ccd.edu	
Milvia Jumani	Mivlia.Jumani@ccd.edu	
Geena Tyler	Geena.Tyler@ccd.edu	
Adrienne Ruhf	Adrienne.Ruhf@ccd.edu	
Mike Rodriguez	Mike.Rodriguez@ccd.edu	
Associate Nursing Instructional Personnel		
Julia Davis	Julia.Davis@ccd.edu	
Brittany Bizelli	Brittany.Bizelli@ccd.edu	
Rita Manaugh	Rita.Manaugh@ccd.edu	
Taylor Gore	Taylor.Gore@ccd.edu	

Administrators and Support Staff		
Dr. Fida Obeidi (Dean)	Fida.Obeidi@ccd.edu	(303) 365-8388
Hank Weigel (Associate Dean)	Hank.Weigel@ccd.edu	(303) 352-6203
Stephanie Beane (Clinical and Apprenticeship Coordinator)	Stephanie.Bean@ccd.edu	(303) 365-8359
Tyler Casias (Health Science and Student Success Coordinator)	Tyler.Casias@ccd.edu	(303) 365-8303

Advisory Committee and Shared Governance

The Advisory Committee for the nursing programs is composed of a representative group of respected nursing administrators and staff from several health care institutions, faculty members, and students. The purpose of the committee is to review curriculum, policies and procedures, and make recommendations to the faculty regarding their appropriateness to the current practice of nursing. The committee also provides accurate occupational information including trends in employment.

Student representation in the nursing program's governance activities is achieved by electing/appointing up to three student officers who have demonstrated leadership skills to serve as liaisons to faculty and students. These student representatives attend faculty and advisory committee meetings and offer input about issues that impact student success and life within the program.

Students interested in sitting on the advisory board may contact the Director of Nursing Education Programs for more information.

College Information

General information about the Community College of Denver, including and not limited to academic calendar, hours of operation, student services, employee directory, crime statistics, catalogs, schedules, etc. can be accessed through the college's website at CCD Website. Course catalogs specifying institutional policies, program outlines, and course descriptions can be found here at CCD Course Catalog.

Non-Discrimination Statement

Community College of Denver prohibits all forms of discrimination and harassment, including those that violate federal and state law, or the State Board for Community Colleges

and Occupational Education Board Policies 19-60. The College does not discriminate on the basis of sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, genetic information, gender identity, or sexual orientation in its employment practices or educational programs and activities. Community College of Denver will take appropriate steps to ensure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs. The notice of non-discrimination can be found on CCD's website.

Title IX: Sexual Misconduct, Discrimination, Harassment and FERPA

Under Title IX of the Education Amendments of 1972, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." In addition to protecting students, faculty, and staff from discrimination and harassment based upon sex, gender identity, and sexual orientation, Title IX of the Education Amendments of 1972 also prohibits any form of discrimination based upon pregnancy or related conditions.

The College has designated Shana Stovall, HR Executive Director, as its Affirmative Action Officer / Equal Opportunity Coordinator / Title IX Coordinator with the responsibility to coordinate its civil rights compliance activities and grievance procedures.

For information, contact:	You may also contact Office for Civil Rights
Shana Stovall	303.844.5695
Executive Director, Human Resources Title IX/ EO/ ADA/ 504 Coordinator	U.S. Department of Education, Region VIII
303.352. 3220	Cesar E. Chavez Memorial Building
King Center, Suite 565 Campus Box 240	1244 North Speer Boulevard, Suite 310
P.O. Box 173363	Denver, CO 80204
Denver, CO 80217-3363	

FERPA: The Nursing program follows all Family Educational Rights and Privacy Act (FERPA) of 1974 guidelines as required by federal law and CCD.

American Disabilities Act (ADA)

The Community College of Denver abides by the American Disabilities Act (ADA) by offering students accommodations when approved by Accessibility Center.

The [Accessibility Center](#) (AC) is committed to serving students with physical health, mental health, learning, and/or temporary medical conditions and believes everyone should have access to the resources they need to reach their academic potential. The AC opens the door to a rich college experience by providing services, resources, and reasonable accommodations for our students with disabilities.

Students with documented disabilities who need reasonable accommodations to access their courses should apply for services at the Accessibility Center (AC) or call. Faculty members are not obligated to provide accommodation without proper notification from the AC.

CCD is committed to providing equal access for persons with disabilities in accordance with the Americans with Disabilities Act of 1990 (ADAAA) Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, in addition to Section 508. In support of its commitment to provide equal access to all students, CCD offers accommodations and support through the Accessibility Center (AC). Through the AC office, all students will have equal access to all programs, services, and activities offered at CCD.

Students should contact AC before courses begin to provide ample time for approval. Students who receive accommodations by the AC should inform their instructors so accommodations can be implemented before the beginning of the course. Students who require accommodations after the start of the program can still request accommodations and should provide instructors their accommodations as soon as they are approved. Examples of accommodations include, but are not limited to, priority seating in classrooms, recording of class lectures, testing accommodations, accessible seating, and excused rest periods.

If a student is pregnant or has a pregnancy related condition, the student may be granted accommodations through the interactive process and for as long as a medical provider deems them medically necessary. Nothing in these statements should be construed as a modification to the essential elements or functions of any academic program, course or practicum assignment.

• Students who are pregnant or have a pregnancy related condition, will be granted the same reasonable accommodations given to any other student with a temporary medical condition. Please see the Reasonable Accommodations section.

• Accommodations for pregnancy and related conditions may include, but are not limited to, allowance for makeup work, excused absences, extended deadlines, online learning options, and reasonable adjustments to a student's educational environment, even if they are outside of the instructor or faculty's typical practice, course syllabus or program handbook.

• Students are protected from any unwanted attention or reveal of a student's pregnancy status without their consent.

• When a pregnant student returns to school, CCD will take reasonable step to ensure the student is returned to the same academic status as before the student's medical leave began to the extent possible.

• Breastfeeding students will be allowed reasonable time and space to express breast milk and in an appropriate location.

Tobacco Policy

Community College of Denver has a no tobacco policy on its campuses. This includes e-cigarettes and any other form of tobacco. Clinical sites do not allow smoking, and y do not allow the smell of smoke on one's person while working or attending clinical in the facility. The Community College of Denver Nursing Program has established a "NO SMOKING" policy. No smoking is allowed at the clinical facility, preceding or during a clinical shift. If a student is found smoking, in possession of a smoking apparatus, or if there is any odor of smoke on a person or their clothing, the student will be dismissed from the clinical experience and incur an absence which can lead to clinical failure. This includes use of cigarettes, pipes, vapes or any apparatus used to consume nicotine.

Communication Policies

Chain of Communication and Conflict Resolution

There is an expectation of mutual respect and civility between faculty and students. If an issue should arise, the student should schedule a meeting with the faculty member to discuss the issue. Quite often, issues can be resolved through direct communication between the faculty member and the student. If the issue is not resolved, involvement of the Director of Nursing Education Programs may be pursued.

Should a student feel that they have been treated unfairly or unjustly and is unable to resolve the matter informally, the student may elect to file a complaint by following the process established through the Student Grievance Procedure available in the LPN-BSN Student Handbook and [CCD Website](). Academic or instructional concerns, such as grading or course processes found in the course syllabus, should be directed initially to the Instructor or Faculty of that course. A Student could choose to escalate the concern beyond the Instructor or Faculty by contacting the Director of Nursing Education Program, then the Instructional Dean if the issue is not resolved at the Director of Nursing Education Program level. Allegations that a decision was motivated by discrimination and/or harassment should be filed under the college's Civil Rights Grievance and Investigation Process.

Line of Communication

Clinical Instructor

⬇

Lead Instructor

⬇

Director Nursing Education Programs

⬇

Dean of Health Sciences & STEM

Email Communication

The Colorado Community College System (CCCS) assigned student email account shall be the primary and official means of communication between faculty and students. Students are required to use their CCCS email when communicating with faculty. Emails sent from private email accounts

will not be opened or responded to as faculty are not able to verify student identities.

Students are required to check their college email frequently and are required to respond to emails within 48 hours. Instructors are also required to respond to student communication within 48 business hours and will respond within normal business hours.

Information Technology

Courses within the nursing program use online resources as a learning and communication tool between faculty and students. Students will need access to a computer and network internet connection. Students will receive orientation to D2L, ATI, HER, and other electronic resources prior to the use of these platforms. Students are expected to know their access information and ensure access to these platforms prior to any course/exam that will require use of those technologies. Students who do not maintain their accounts will be subject to class/test dismissal without make-up possibilities. Additional D2L training can be found here.

Online Conduct

Students are expected to maintain professional behavior while in the online learning environment and may be subject to disciplinary action for unprofessional conduct. Refer to t h e Student Nurse Code of Conduct policy and the Core Rules of Netiquette for expectations. Students who fail to abide by these expectations are subject to point deductions, course failure, and other disciplinary actions.

Students are to abide by the Core Rules of Netiquette as follows:

Core Rules of Netiquette

Netiquette, or network etiquette, is concerned with the "proper" way to communicate in an online environment. Consider the following "rules," adapted from Virginia Shea's The Core Rules of Netiquette, whenever you communicate in the virtual world.

Rule 1: Remember the Human

When communicating electronically, whether through email, instant message, discussion post, text, or some other method, practice the Golden Rule: Do unto others as you would have others

do unto you. Remember, your written words are read by real people, all deserving of respectful communication. Before you press "send" or "submit," ask yourself, "Would I be okay with this if someone else had written it?"

Rule 2: Adhere to the same standards of behavior online that you follow in real life

While it can be argued that standards of behavior may be different in the virtual world, they certainly should not be lower. You should do your best to act within the laws and ethical manners of society whenever you inhabit "cyberspace." Would you behave rudely to someone face-to-face? On most occasions, no. Neither should you behave this way in the virtual world.

Rule 3: Know where you are in cyberspace

"Netiquette varies from domain to domain." (Shea, 1994) Depending on where you are in the virtual world, the same written communication can be acceptable in one area, where it might be considered inappropriate in another. What you text to a friend may not be appropriate in an email to a classmate or colleague. Can you think of another example?

Rule 4: Respect other people's time and bandwidth

Electronic communication takes time: time to read and time in which to respond. Most people today lead busy lives, just like you do, and don't have time to read or respond to frivolous emails or discussion posts. As a virtual world communicator, it is your responsibility to make sure that the time spent reading your words isn't wasted. Make your written communication meaningful and to the point, without extraneous text or superfluous graphics or attachments that may take forever to download.

Rule 5: Make yourself look good online

One of the best things about the virtual world is the lack of judgment associated with your physical appearance, sound of your voice, or the clothes you wear (unless you post a video of yourself singing Karaoke in a clown outfit.) You will, however, be judged by the quality of your writing, so keep the following tips in mind:

- Always check for spelling and grammar errors
- Know what you're talking about and state it clearly
- Be pleasant and polite

Rule 6: Share expert knowledge

The Internet offers its users many benefits; one is the ease in which information can be shared or accessed and in fact, this "information sharing" capability is one of the reasons the Internet was founded. So in the spirit of the Internet's "founding fathers," share what you know! When you post a question and receive intelligent answers, share the results with others. Are you an expert at something? Post resources and references about your subject matter. Recently expanded your knowledge about a subject that might be of interest to others? Share that as well.

Rule 7: Help keep flame wars under control

What is meant by "flaming" and "flame wars?" "Flaming is what people do when they express a strongly held opinion without holding back any emotion." (Shea, 1994). As an example, think of the kinds of passionate comments you might read on a sports blog. While "flaming" is not necessarily forbidden in virtual communication, "flame wars," when two or three people exchange angry posts between one another, must be controlled or the camaraderie of the group could be compromised. Don't feed the flames; extinguish them by guiding the discussion back to a more productive direction.

Rule 8: Respect other people's privacy

Depending on what you are reading in the virtual world, be it an online class discussion forum, Facebook page, or an email, you may be exposed to some private or personal information that needs to be handled with care. Perhaps someone is sharing some medical news about a loved one or discussing a situation at work. What do you think would happen if this information "got into the wrong hands?" Embarrassment? Hurt feelings? Loss of a job? Just as you expect others to respect your privacy, so should you respect the privacy of others. Be sure to err on the side of caution when deciding to discuss or not to discuss virtual communication.

Rule 9: Don't abuse your power

Just like in face-to-face situations, there are people in cyberspace who have more "power" than others. They have more expertise in technology or they have years of experience in a particular skill or subject matter. Maybe it's you who posesses all of this knowledge and power! Just remember: knowing more than others do or having more power than others may have does not give you the right to take advantage of anyone. Think of Rule 1: Remember the human.

Rule 10: Be forgiving of other people's mistakes

Not everyone has the same amount of experience working in the virtual world. And not everyone knows the rules of netiquette. At some point, you will see a stupid question, read an unnecessarily long response, or encounter misspelled words; when this happens, practice kindness and forgiveness as you would hope someone would do if you had committed the same offense. If it's a minor "offense," you might want to let it slide. If you feel compelled to respond to a mistake, do so in a private email rather than a public forum.

Adapted from The Core Rules of Netiquette Shea, V. (1994). Core rules of netiquette. *Netiquette* (Online ed., pp. 32-45). San Francisco: Albion Books.

IT Support

Students experiencing IT issues or having difficulties accessing their email, D2L or Portal may contact the Help Desk for support. The help desk may be contacted as follows:
Monday – Thursday, 7:30 a.m. – 6:00 p.m.
Friday, 8:00 a.m. – 5:00 p.m.
Phone: 303.352.3030
Email: HelpDesk@ccd.edu

Recording Devices and Laptops

A student may not record lectures or classroom discussions unless permission has been obtained

from the class instructor, all students in the class, and any guest speakers. Everyone must be informed that audio/video recording may occur.

Students must only record lecture content and refrain from recording any discussion before or after lectures, or during breaks to avoid recording private conversations not associated with the course lecture.

A student granted permission to record may use the recording only for his or her own study purposes and may not publish or post the recording on YouTube or any other medium or venue without the instructor's explicit written authorization.

Students are allowed to use laptop computers in the classroom for academic purposes only (i.e. taking notes, downloading resources or files). Instructors are permitted to ask students not to use laptops and other technology in the classroom setting.

Students who require recordings to enhance their learning will need to obtain an accommodation prior to the start of the course. Please provide a copy of your accommodation to the instructor and accommodations will be provided for you.

Cell Phones and Mobile Devices

All cell phones and mobile devices are to be "non-audible" during class and lab. Phones are to be OFF during testing of any kind (class or lab) and during simulation. Return calls must be made at break or after class is over. During clinicals students are not to have their phones out in any patient areas or nurse's stations. All cell phones should be turned off and kept with your belongs. Students who are found to be using electronics for non-academic purposes will not be permitted to use that technology in the class for the rest of the semester per the discretion of the instructor and will receive a written warning. Repeated offenses will result in a Performance Improvement Plan and a review for progression by the Director of Nursing Education. Students can be subject to clinical site dismissal by the facility management and/or instructor for using personal or employer phones/computer for non-clinical related business and will also result in a Performance Improvement Plan and review for progression by the Director of Nursing Education.

Social Media Policy

CCD nursing students, faculty, and staff may not post any material or information that could potentially violate patient, staff, student, or faculty confidentiality or professional behavior guidelines on social media sites.

Although Zoom, D2L and other online tools used in a nursing course are not considered social media sites, students are expected to observe professional standards for communication in all interactions. Students will be subject to disciplinary action by the school and the clinical agency for any violation of the social media policy. HIPAA and FERPA regulations apply to comments made on social networking sites and Sakai or other online tools, and violators are subject to the same prosecution as with other HIPAA and FERPA violations.

1. Social media includes, but is not limited to, blogs, podcasts, discussion forums, online collaborative information, cell phone content or transmissions and publishing systems that are accessible to internal and external audiences (e.g., Wikis, RSS feeds, video sharing, and social networks like TikTok, Twitter, YouTube, Snapchat, and Facebook).

2. Postings on social networking sites are subject to the same professional standards as any other personal interactions. The permanence, worldwide access, and written nature of these postings make them even more subject to scrutiny than most other forms of communication.

3. Restricted postings include, but are not limited to, protected health information – individually identifiable information (oral, written, or electronic) about a patient's physical or mental health, the receipt of health care, or payment for that care. Additionally, postings of student information, such as clinical site assignments are not permitted.

4. Online postings or any discussions of patients or events are strictly prohibited, even if all identifying information is excluded.

5. Under no circumstances should photos or videos of patients, or photos depicting the body parts of patients be taken or displayed online.

6. Statements made by you within online networks or on any electronic device (e.g., cell phone) will be treated as if you verbally made the statement in a public place.

7. Any photos taken and posted on social media in the clinical setting cannot include any

patient or facility information. Students are not permitted to post on social media where they are attending clinical.

8. Students will not degrade their college, nursing program, clinical partners, patients and/or the profession of nursing through negative commentaries, TikTok videos or in any other means.
9. College Employees are not permitted to be associated with students on social media platforms until the graduation of the student.
10. Students are not permitted to share or distribute any course materials, recordings, or pictures distributed or taken during class to ensure privacy and adherence to intellectual property rights.

Social Media Presence

Remember, your online presence reflects you as a professional. Be aware that your actions captured via images, posts, or comments can reflect on you and many recruiters routinely search social networking venues when considering someone as a new hire. Students are not permitted to post any information regarding other students or patients they care for on social media per HIPAA and FERPA privacy regulations.

LPN-BSN Nursing Curriculum

Below is the list of all courses that comprise the LPN-BSN program: 32 credits will transfer from the Practical Nursing program, 18 pre-requisite courses, and 70 credits in the LPN-BSN program. The hyperlink of each course includes the course description, course learning outcomes, and course topical outline as listed in the Colorado Community College System Common Course Numbering database.

LPN Transfer Credit:

Course Code	Course Name	Credit Hours	Contact Hours	Banner Schedule Type
NUR 1005	Practical Nursing Arts and Skills	6	135	Lecture/Lab
NUR 1010	Pharmacology for Practical Nursing	3	45	Lecture

NUR 1002	Alterations in Adult Health I	4	60	Lecture
NUR 1004	Alterations in Adult Health II	5	75	Lecture
NUR 1013	Basic Concepts of Maternal/Newborn Nursing	2	45	Lecture/Lab
NUR 1014	Basic Concepts of Pediatric Nursing	2	45	Lecture/Lab
NUR 1016	Basic Concepts of Geriatric Nursing	1	15	Lecture
NUR 1070	Clinical I	3	135	Clinical
NUR 1071	Clinical II	2	90	Clinical
NUR 1072	Clinical III	1	45	Clinical
NUR 1073	Clinical IV	3	135	Clinical
	Total	32	825	

Prerequisites:

BIO 2101	Basic Anatomy & Physiology w/ Lab I	4	75	Lecture/Lab
BIO 2102	Basic Anatomy & Physiology w/ Lab II	4	75	Lecture/Lab
BIO 2104	Microbiology w/ Lab	4	75	Lecture/Lab
ENG 1021	English Composition I	3	45	Lecture
MAT 1120	Math for Clinical Calculations	3	45	Lecture
	Total	18	315	

*Note for prerequisites, BIO 2101, BIO 2102, BIO 2104 must be within ten (10) years of admission.

First Semester (Fall)

Course Code	Course Name	Credit Hours	Contact Hours	Banner Schedule Type
BIO 2116	Pathophysiology	4	60 4 credit lecture (60 contact hours)	Lecture
ENG 1022	English Composition II	3	45 3 credit lecture (45 contact hours)	Lecture
PSY 2440	Human Growth & Development	3	45 3 credit lecture (45 contact hours)	Lecture
NUR 2002	Transition from LPN to Professional Nursing	3	90 1 credit lecture (15 contact hours) + 1 credit lab (30 contact hours) + 1 credit clinical (45 contact hours)	Lecture/Lab/Internship
	Total	13	240	

Second Semester: (Spring)

Course Code	Course Name	Credit Hours	Contact Hours	Banner Schedule Type
NUR 2006	Advanced Concepts of Medical-Surgical Nursing I	6.5	165 3.5 credit lecture (52.5 contact hours) + 1.5 credit lab (45 contact hours + 1.5 credit clinical (67.5 contact hours)	Lecture/Lab/Clinical
NUR 2012	Pharmacology II	2	30 2 credit lecture (30 contact hours)	Lecture
NUR 2011	Psychiatric-Mental Health Nursing	4	99 2.7 credit lecture (40.5 contact hours) + 1.3 credit clinical (58.5 contact hours)	Lecture/Clinical
	Total	12.5	294	

Third Semester: (Summer)

Course Code	Course Name	Credit Hours	Contact Hours	Banner Schedule Type
GT-AH	Any GT - Art and Humanities course	3	45 3 credit lecture (45 contact hours)	Lecture
MAT 1260	Intro to Statistics	3	45 3 credit lecture (45 contact hours)	Lecture
PSY 2222	Psychology of Death/Dying	3	45 3 credit lecture (45 contact hours)	Lecture
	Total	9	135	

Fourth Semester (Fall)

Course Code	Course Name	Credit Hours	Contact Hours	Banner Schedule Type
NUR 4010	Community Health Nursing/Practicum	6	120 5 credit lecture (75 contact hours) + 1 credit clinical (45 contact hours)	Lecture/Clinical
NUR 3003	Nursing Research/Evidence Based Practice	3	45 3 credit lecture (45 contact hours)	Lecture
GT-AH	Any GT - Art and Humanities course	3	45 3 credit lecture (45 contact hours)	Lecture
	Total	12	210	

Fifth Semester: (Spring)

Course Code	Course Name	Credit Hours	Contact Hours	Banner Schedule Type
NUR 4008	Legal & Ethical Issues Related to Professional Nursing Practice	3	45 3 credit lecture (45 contact hours)	Lecture
NUR 3002	Trends in Nursing Practice	3	45 3 credit lecture (45 contact hours)	Lecture
NUR 3001	Integration into BSN Practice	3	45	Lecture
NUR 2016	Advanced Concepts of Medical Surgical Nursing II	5	156 2.3 credit lecture (34.5 contact hours) + 2.7 credit clinical (121.5 contact hours)	Lecture/Clinical
	Total	14	291	

Sixth Semester: (Summer)

Course Code	Course Name	Credit Hours	Contact Hours	Banner Schedule Type
NUR 4011	Senior Seminar	3	45 3 credit lecture (45 contact hours)	Lecture
NUR 4009	Leadership in Nursing profession/Practicum	3.5	82.5 2.5 credit hours (37.5 contact hours) + 1 credit clinical (45 contact hours)	Lecture/Internship
GT-HIS	Any GT History course	3	45 3 credit lecture (45 contact hours)	Lecture
	Total	9.5	172.5	

Progression Policies

Sequence of Courses

Nursing courses are sequential and must be taken in the assigned semester as outlined in the curriculum. The successful completion of each course is a prerequisite for the next level of successive courses within the same cohort group. The LPN-BSN Bridge Program only offers courses once a year. If students need to repeat or postpone taking a course, they will need to take the course in the following year when the course is next offered. There may be the option for a student to transfer to another cohort if there is seat availability. Please see the readmission policies.

General study courses can be taken any semester. The only exception is MAT 1260 Introduction to Statistics must be completed prior to the start of NUR 3003 Nursing Research/Evidence Based Practice.

Transfer of Nursing Courses

Nursing courses completed satisfactorily with a grade of "C" or higher may be considered for transfer to the CCD LPN-BSN Bridge Program if the following criteria are met:

1. The student submits a letter of intent to the Director of Nursing Education to state the reason for the transfer. The student includes an unofficial transcript of all nursing coursework completed for evaluation.

2. The student has not failed or withdrew from two (2) nursing courses in another nursing program

3. The student was never on probation or was never dismissed for academic dishonesty. The student submits the require verification form

4. Requested courses meet the CCCS course requirements (course objectives/competencies, and credit/contact hours)

5. The last nursing course is not more than one year old prior to the student's enrollment in the program

6. The student will meet the minimum 25% of the credits to be completed at CCD in order to qualify for graduation with a CCD certificate.

7. NUR 2106 Advanced Concepts of Medical-Surgical Nursing II will be taken at CCD in semester 5 of the program regardless of prior completion

The Director of Nursing Education Programs must evaluate and approve transfer course work. If approved, a program plan will be created to reflect your remaining requirements. Approval is not guaranteed. It is the responsibility of the student to transfer their credits from their original college to CCD if approved to ensure these credits are reflected on their CCD transcripts to be eligible for graduation.

Advising

Nursing candidates may receive academic advising from the Admission Coordinator. Academic advising and general college information is available on CCD campuses and provides comprehensive services to assist new and current students to develop LPN-BSN Bridge Program prerequisites, understand policies and procedures, and access campus resources to facilitate student success. Please refer to the Academic Advising hours for each campus at [Academic Advising](#) or at www.ccd.edu

Grading

In order to progress through the nursing program, a student must achieve a grade of "C" or better in every required course, satisfactorily complete all labs, simulations, clinical hours; and maintain satisfactory clinical performance.

Individual course syllabi/guides will identify grading parameters. The following grading scale will be used throughout the nursing program for all NUR courses. Please note that grades will not be rounded. To further illustrate, 76.9% will not be rounded to 77% and will result in a D in the course.

$$A = 90 - 100\%$$
$$B = 83 - 89\%$$
$$C = 77 - 82\%$$
$$D = 69 - 76\%$$
$$F = \text{below } 69\%$$

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, and will require a student to repeat the course if eligible.

Clinicals

The following didactic courses have clinical/practicum requirements. Course and clinical grades for these courses are mutually impacted when a student fails either the didactic or clinical. Students must satisfy a minimum of 77% to pass the theory course and a passing score in their clinicals to pass the course. Failing one component will result in a failure in both course components. Component of

their course.

Courses
NUR 2002
NUR 2006
NUR 2011
NUR 2016
NUR 4009
NUR 4010

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, tutoring or disability accommodations.

Students must satisfy all the required minimum clinical/practicum hours determined by the Colorado State Board of Nursing regulations for professional nursing programs. These hours are minimal hours and are subject to increased hours dependent on facility schedules, hours/shift that is attainable, and whether simulation is used for clinical time.

 The student is responsible for contacting the instructor in a timely manner concerning problems.

Withdrawal

The academic calendar and course syllabi will specify the withdrawal date for each course. In the event a student is not performing well in a course, instructors will notify students of their academic status prior to the withdrawal date. Students should discuss their grade and class status with faculty before withdrawing from a course. Students are required to withdraw from the course themselves through approved College procedures.

Withdrawn courses that are the result of poor course performance will be reflected as a "W" on the transcripts and will not impact overall GPA. However, the nursing program will consider the course a course failure and will be subject to progression policies.

Please refer to the college course catalog for additional information on the withdrawal process, and its impact on grades, progression, and financial aid.

ATI Assessment Testing

The CCD Nursing Program has implemented the Assessment Technologies Institute (ATI) Complete Partnership and is utilized to evaluate student comprehension throughout the program. Used as a comprehensive program, ATI tools can help students prepare more efficiently, as well as increase confidence and familiarity with NCLEX-RN®-related content. ATI content and testing fees are assessed and included in scheduled CCD fees. These fees may undergo an annual adjustment.

The Assessment Technologies Institute (ATI) Content Mastery Series is an assessment-driven approach to assist colleges of nursing in preparing students for successful matriculation through the nursing curriculum. The Content Mastery Series is aligned with the RN curriculum to assist students in nursing content mastery. Students in the RN curriculum must complete the ATI Content Mastery Series as assigned.

Each Content Mastery area in the Series includes an electronic textbook with multimedia supplements, tutorials, practice assessments, and a proctored assessment. Students are assigned to complete Content Mastery review material with the course in which the proctored assessment is given.

The score achieved on each proctored ATI Content Mastery Assessment will determine the score posted in the gradebook of the designated course. The assessment grade and ATI practice quizzes will be weighted at no more than 10% of the Course Grade. See Course Syllabi. Grades will be awarded as follows: Level III-100%, Level II-90%, Level 1-83%, below Level I-77%. A proctored ATI Content Mastery Assessment may only be attempted once.

Remediation Plan Following Proctored Assessment

A remediation plan is completed following each proctored ATI Content Mastery Assessment. The purpose of a remediation plan is for an individualized review of content areas based on proctored ATI Content Mastery Assessment performance. Students who score less than a LEVEL II (2) on the exam are required to complete remediation in all areas under 80% proficiency. Students will be required to perform focused readings and complete remediation assignments to successfully satisfy the requirements of their course. Any student who does not complete remediation will receive a

course failure. If a student submits components of the remediation plan after the due date, the Late Assignment policy will be enforced. The remediation plan must be completed prior to the end of the course.

The remediation plan process is outlined in the following table. If a proctored assessment is cancelled by the nursing program, the percentage allotted in the gradebook to the remediation plan will be distributed equally to all other grade categories.

Complete the Proctored ATI Content Mastery Assessment	
For topics listed in the Topics to Review feature of ATI, the student will complete a required minimum number of handwritten Active Learning Templates and will spend a required minimum remediation time in content review on the ATI site based on the Proctored Assessment score. Begin with those topics with the lowest scores until the required minimum number is met. Level III-1 hour minimum: 3 Active Learning Templates Level II-2 hours minimum: 6 Active Learning Templates Level 1-3 hours minimum: 9 Active Learning Templates Below Level 1-4 hours minimum: 12 Active Learning Templates	Submit a copy of each of the required Active Learning Template(s) and an ATI Transcript showing completion of the required minimum time in focused review on the ATI site, prior to the deadline on the course calendar.

ATI Comprehensive Predictor Exam "Exit Exam"

All RN students are required to take the RN ATI Comprehensive Predictor Examination "Exit Exam" which is administered in the final semester of the program. Students will be required to

meet the 65% minimum test score (not NCLEX probability) requirement on their Exit Exam in order to pass the program. Students will be offered two attempts to achieve this minimum cumulative score. Students who do not meet the 65% minimum requirement will receive a failure and will be required to repeat the course when it is next offered.

Please note students are required to pass their ATI Comprehensive Exam "Exit Exam" with 65% proficiency. Remediation efforts will facilitate achieving a higher score in the Exit Exam.

It is recommended that ALL students achieve a 92% probability of passing the NCLEX before sitting for the NCLEX.

ATI Capstone and Live Review

All RN students will be enrolled in the ATI Capstone course towards the end of their program. This course is designed to assess the student's overall competency in all nursing subjects and predicts student performance on their ATI exit exam. Students will be guided by an ATI instructor and will be required to complete pre and post assessments as well as remediation (as instructed) in all subject areas.

All RN students are required to take the ATI NCLEX-RN live review course prior to taking the NCLEX-RN examination and will be administered during the final semester of the program. This course reviews concepts learned in the LPN-BSN program and reviews test-taking strategies to prepare for the NCLEX-RN exam.

Skills Checkoffs and Exams

Throughout the Nursing Program, there are mandatory competency exams that must be successfully completed to progress in the program. These include:

- Nursing skills checkoffs in NUR 2002
- Nursing skills checkoffs in NUR 2006

Students are provided instructional sheets that detail the specific sequence of steps for each nursing skill to be performed in preparation for their checkoffs. Students will be evaluated by a faculty member to ensure the sequence is performed in the correct order and performed correctly by the student. Students have two attempts for each skill to successfully demonstrate their competencies. In the event a student is

unable to perform their nursing skills with competency, the student will receive a course failure and will not be permitted to progress in the program.

Appeals Process

In the event a student has an objection to a course failure, or their issued grade, they should first follow the informal appeal process followed by the formal appeal process.

Informal Appeal

This process must be used first.

- Students should email their instructors requesting an appointment to meet and review the student's concern.
- If this fails, the student may meet with the instructor and the Director of Nursing Education Programs to resolve the issue. Students should submit in writing to the Director of Nursing Education Programs their concern, steps taken to resolve the concern, and any evidence that ought to be reviewed in the appeals process to reconsider the decision made at the instructor level.
- If the issue is not resolved during the informal process, the student may initiate the formal appeal process.

Formal Appeal

A formal appeal must be initiated according to the procedures and timelines listed in the current college catalog. In the event the student is not satisfied with the decision of the Director of Nursing Education Programs, the student should contact the Dean of Health and Natural Sciences for a formal appeal. Students should provide the same explanation and evidence so the Dean can evaluate the decision of the instructor and Director of Nursing Education Programs.

Extenuating Appeals Process

In the event of an extenuating circumstance, an appeal can be submitted using the [CCD Extenuating](#) [Circumstance Appeal Process Form](#)

Readmission Guidelines

To progress in the LPN-BSN Bridge Program , students must:

- Achieve a "C" or higher in their required nursing coursework.
- Successfully complete all labs and simulations as scheduled, and
- Successfully complete all the clinical requirements they are assigned to.
- Successfully pass all skills checkoffs.
- Successfully pass all dosage calculation examinations, and
- Successfully pass the ATI Comprehensive Exit Exam with minimum passing score.
- Or have an extenuating circumstance that has led to an approved Leave of Absence and/or waiver

Students who do not meet these requirements will be evaluated for readmission into the next cohort available. Students who meet the published readmission criteria below and follow the readmission procedure may be readmitted on a space available basis. Space is dependent upon attrition, availability of clinical sites, and faculty staffing.

Readmission cannot be guaranteed. Readmission decisions are made by the Director of Nursing Education Programs and Dean. Students will be notified of their status by letter prior to the semester in which readmission is requested. Students approved for readmission to the LPN-BSN Program will be subject to the most current LPN-BSN Program Student Handbook, located on the CCD website.

Readmission Requirements

Readmission is for student's who remain enrolled in the nursing program but are required to continue their studies or repeat courses in a later semester.

1. Readmission placement may occur only once and must occur within one year.
2. The student must supply requested information to support readmission eligibility.
3. Students will be subject to readmission exams and must meet minimum grade criterions to determine re-entry point for admission.
4. Students who are unsuccessful in more than one course are not eligible for readmission and will be withdrawn from the program.

Readmission Options

Students who receive a **single** failure will have their coursework evaluated by the DNEP to determine which semester the student can re-enter the program to continue their studies. The DNEP

will evaluate all options available to ensure a student's progression is minimally impacted, however, readmission will typically result in an extension of the student's graduation date.

Procedure for Readmission

- Submit the following to the DNEP within one week of failure/withdrawal from the program:
    - An informal letter stating your desire for readmission to the LPN-BSN Program. The letter must include the student's S#, cohort #, current mailing address, personal email, phone number, and semester you are requesting to be readmitted to.
    - Explain the issues that contributed to your withdrawal from the program and what changes have occurred and/or what you plan to do to ensure your success in the program.
    - CCD issued nursing ID
    - If more than one year passes without attendance, the student must be required to pay for and complete a new background check and drug screen.

Students who restart courses six (6) months or longer after their last course will be subject to readmission exams and skill checkoffs. A remediation plan will be devised and must be completed to ensure retention of prior nursing knowledge and skills. Students will be required to complete one or more readmission exams to measure knowledge retention in previous coursework. Content of exams is dependent on how far the student has progressed in the program. Students should expect to be evaluated on their knowledge for all courses prior to the semester they did not complete. Students must score 65% on each readmission exam to demonstrate proficient retention of knowledge. Students will have two opportunities to achieve a 65% in the event it is not achieved in the first attempt. Students who do not achieve a 65% may be required to retake courses or restart the program in order to regain knowledge and skillsets essential to their success

- Students will also be required to complete a skills checkoff to evaluate their nursing skills performance. Students will be required to successfully demonstrate up to five (5) essential skills to be considered for readmission. Students will be responsible for retesting fees (for skill lab supplies). Average cost for

standard skills is $75/student.

- All students who are eligible for readmission will be ranked by the following guidelines by the Readmission Committee, and will be readmitted according to available space by their ranking.

    a. Reason for exiting program (including if passing or failing)

    b. ATI test scores (If available)

    c. Readmission Exam score(s)

    d. Successful completion of skills checkoffs

    e. Grades in BIO courses

    f. Grades in NUR courses

    g. Review of warnings/remediation/performance improvement plan (PIP)

    h. # of times needed to pass dosage calculation exams

    i. # of times needed to pass lab returns

    j. Input from instructors/advisor

- When decisions have been made about readmissions, all students who have applied will receive a letter informing them about their readmission status. If they are granted readmission, they will have a list of requirements that they must complete, or their readmission may be revoked.

- Students who have been readmitted into the program will be required to update any immunizations, certifications, background checks, and other admission requirements as needed prior to the start of their courses.

- Any student who wants to be readmitted to the nursing program after one (1) year must restart the program from the beginning of the program to ensure an appropriate foundation of skills and knowledge is maintained to ensure safe practice.

Students will be dismissed and are ineligible for readmission into the LPN-BSN Program for at least two (2) years if any of the following apply:

- A student receives two NUR course failures in their total enrollment in the LPN-BSN Program (courses associated with clinical result in "double failures" but are considered as only one failure)

- A student fails NUR 2002, first semester course
- A student who was dismissed for unprofessional or unsafe behaviors in the college and/or clinical setting.
- Any student who violates HIPAA regulations
- Any student who has already been readmitted into the program and receives another course failure.

GRADUATION REQUIREMENTS AND BOARD OF NURSING LICENSING

Students who successfully complete the requirements for the BSN program may apply to take the Registered Nursing Licensing Exam (NCLEX-RN). Students need to do the following to be able to take the NCLEX-RN:

1. Apply for graduation with a Bachelor of Science in Nursing from CCD according to the information and deadlines published in the college schedule and catalog.
2. Request an official transcript sent from the CCD Records Department to the student, to be provided by the student to the Colorado State Board of Nursing.
3. See the Colorado Board of Nursing website at www.dora.state.co.us/nursing for the complete application process, information and required forms.
4. Complete the application forms required by the State Board of Nursing and NCLEX-RN registration forms and pay the required fees to take the exam.

All degree requirements must be confirmed by the college to ensure each student has met the requirements to graduate from the LPN-BSN Nursing Program.

Nursing Pinning Ceremony

The pinning ceremony is a traditional ceremony held at the conclusion of the program to celebrate students' achievements. The ceremony is marked by the "pinning" of a school pin on a graduating student by their faculty member(s) to symbolize their transition from nursing school to becoming a professional nurse.

Students participating in the pinning ceremony are required to wear graduation regalia and

professional attire. Graduation regalia is provided by the College and instructions for picking up regalia will be shared before the month of graduation. Nursing pins will be provided to all graduates at the pinning ceremony. Students are permitted to decorate their graduation caps but must refrain from inappropriate language and/or offensive slogans that do not embrace the culture of inclusivity or represent the standards of the nursing industry.

Health and Safety Guidelines/Essential Skills and Functional Abilities

Health Declaration

It is essential that nursing students be able to perform a number of physical activities in the clinical portion of the program. At a minimum, students will be required to lift clients, stand for several hours at a time and perform bending activities. Students must be able to implement direct client care with no restrictions.

Requirements

1. Completed medical history requirements defined in the current Nursing Program Application at the time student is admitted.

2. All students entering nursing courses must meet all health and safety requirements to maintain enrollment status. Students meet these requirements by providing a completed CCD Nursing Program Immunization Record. Students must have a current TB screening. This record must be submitted by the due date of the application. A physician's note or other documentation will not negate the need to complete the requirements due to the need to protect client safety.

3. In circumstances of student illness, injury or other health limitation, the Director of Nursing Education Programs will work with the faculty member and student to determine a student's ability to give adequate nursing care and determine if the student can remain and/or return to the clinical experience, regardless of a physician's approval for return.

4. A current American Heart Association BLS certification in Basic Life Support for Health Care providers is required and must be valid for the entire program.

5. A completed criminal background check and evaluation for disqualifying offenses according to the Colorado Community College System

a. Submission of a background check at time of application is required and may need to be repeated for spring semester depending upon individual clinical site requirements.

6. For continuing and returning students, the requirements for any immunizations, TB screens, BLS cards, or background screens cannot expire during an academic semester.

   a. Students must renew their influenza vaccine and PPD tests annually, CPR certification every two years, and Tetanus shot every ten years.

   b. The Nursing Department must receive documentation prior to the start of classes unless other directions are given by the Director of Nursing Education Programs.

Disability Related Information

1. Students are expected to participate fully in activities required by the program. See the Essential Skills and Functional Abilities for Nursing Students.

2. Students requesting disability accommodations should first meet with an Accessibility Specialist from the Accessibility Center (AC) by calling the Accessibility front desk phone number at 303-556-3300. It is recommended students set up their intake appointment with the AC prior to starting the Nursing Program. Specific information regarding the accommodation process can be accessed through the AC.

3. Accommodations will only be provided if a student provides an updated copy of the accommodation letter to the student's individual faculty each semester.

4. Accommodations that negate the essential skills and functional abilities for nursing students requirements is not applicable in the nursing program

Essential Functions for Nursing Students

Individuals enrolled in the CCD LPN-BSN Program must be able to perform technical standards. In preparation for nursing roles, nursing students are expected to demonstrate the ability to meet the demands of a nursing career.

Certain functional abilities are essential for the delivery of safe, effective nursing care. If a student

believes that they cannot meet one or more of the essential functions without accommodations, the Nursing Program must determine, on a case-by-case basis, whether a reasonable accommodation can be made.

If student circumstances change and the student's ability to perform these functions change, the student must notify the Director of Nursing Education Programs for re-evaluation. Failure to do so could result in the dismissal from the nursing program. Please refer to the following table for technical standard requirements.

Functional Ability	Standard	Examples of Required Activities
Motor Abilities	Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength to provide patient care. Must be able to lift 50 lbs.	Mobility sufficient to carry out patients care procedures such as: • Assisting with ambulation clients • Administering CPR • Assisting with turning and lifting patients • Providing care in confined spaces such as treatment room or operating suite
Manual Dexterity	Demonstrates fine motor skills sufficient for providing safe nursing care	Motor skills sufficient to handle small equipment such as insulin syringes and administering medications by all routes, perform tracheotomy suctioning, insert urinary catheter
Perceptual/ Sensory Ability	Sensory/perceptual ability to monitor and assess clients	• Sensory abilities sufficient to hear alarms, auscultatory sounds, cries for help, tone of voice • Visual acuity to read calibration on 1cc syringe, assess color • Tactile ability to feel pulses, temperature, palpate veins • Olfactory ability to detect smoke or noxious odor

Functional Ability	Standard	Examples of Required Activities
Behavioral/ Interpersonal/ Emotional	• Ability to relate to colleagues, staff, and patients with honesty, civility, integrity, and in a nondiscriminatory manner. • Capacity for development of mature, sensitive, and effective therapeutic relationship. • Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural, and intellectual backgrounds. • Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism. • Capacity to demonstrate ethical behavior, including adherence to the professional nursing code and student code of conduct.	• Establishes rapport with patients/clients and colleagues • Work with teams and workgroups • Emotional skills sufficient to remain calm in an emergency situation • Behavioral skills sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibilities and attend to the diagnosis and care of clients • Adapts rapidly to environmental changes and multiple tasks demands • Maintains behavioral decorum in stressful situations
Safe Environment for patients, families and co-workers	• Ability to accurately identify patients • Ability to effectively communicate with other caregivers • Ability to administer medications safely and accurately	• Prioritizes tasks to ensure patient safety and standard of care • Maintains adequate concentration and attention in patient care settings

Functional Ability	Standard	Examples of Required Activities
	• Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family, and co-worker falls	• Seeks assistance when clinical situation requires a higher level or expertise/experience • Responds to monitor alarms, emergency signals, call bell from patients, and orders in a rapid effective matter
Communication	• Ability to communicate in English with accuracy, clarity and efficiency with patients, their families, and other members of the health care tea, (including spoken and non-verbal communication, such as interpretation of facial expressions, affect, and body language) • Required communication abilities, including speech, hearing, reading, writing, language skills, and computer literacy • Communicate professionally and civilly to the health care team including peers, instructors, and preceptors	• Gives verbal directions to, or follows verbal directions from other members of the healthcare team and participates in health care team discussions of patient care • Elicits and records information about health history, current health state, and responses to treatment from patients or family members • Conveys information to clients and others as necessary to teach, directs and counsels individuals in an accurate, effective, and timely manner • Establishes and maintains effective working relations with patients and co-workers • Recognizes and reports critical patient information to other caregivers

Functional Ability	Standard	Examples of Required Activities
Cognitive/Conceptual/ Quantitative abilities	• Ability to read and understand written documents in English and solve problems involving measurements, calculation, reasoning, analysis and synthesis • Ability to gather data to develop a plan of action, establish priorities, and monitor and evaluate treatment plans and modalities • Ability to react effectively in an emergency situation	• Calculates appropriate medication dosage given specific patient parameters • Analyzes and synthesizes data and develops an appropriate plan of care • Collects data, prioritize needs, and anticipates reactions. • Comprehends spatial relationships adequately to properly administer injections, start intravenous lines, or assess wounds of varying depths • Recognizes an emergency situation and responds effectively to safeguard the patient and other caregivers • Transfers knowledge from one situation to another • Accurately processes information on medication container, physicians' orders, monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records and policy procedural manuals

Functional Ability	Standard	Examples of Required Activities
Punctuality/Work Habits	• Ability to adhere to policies, procedures, and requirements as described in the nursing student handbook, CCD student handbook/planner, college catalog and course syllabi • Ability to complete classroom clinical assignments and submit assignments at the required time • Ability to adhere to classroom and clinical schedules	• Attends class and clinical assignments punctually • Reads understands, and adheres to all policies relation to classroom and clinical experiences • Contacts instructor in advance of any absence or late arrival • Understands and completes classroom and clinical assignments by due date and time.

Drug Screen Policies

All students participating in the nursing program will be required to complete an initial drug screen and are subject to additional drug screens at the discretion of the Director of Nursing Education Programs, Clinical Instructor, and/or clinical sites if suspected of impairment. As patient-care providers, nursing students are required to comply with healthcare facilities' drug-free workplace policies to ensure patient safety.

Drug Screening Guidelines

1. All newly admitted students are required to submit to a drug screening as a condition of acceptance in the Nursing Program.
2. Admitted students are subject to additional drug screening if there is suspicion of use.
3. The CCD Human Resources receives drug screen reports and notifies the Nursing Program if a student has failed.
4. If a urine drug screen is positive, the student is disqualified from the nursing program. If the urine drug screen is a negative diluted sample, it will be treated as a positive result and will disqualify the student from admission or continuation in the nursing program.
5. Although the State of Colorado has legalized the recreational and medicinal use of marijuana, students and healthcare professionals must not test positive for marijuana on drug screens. Medical marijuana prescriptions are not considered and will not waive this requirement.
6. Students who fail the drug screen are disqualified from the nursing program.

Reasonable Suspicion Based" Drug Testing

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

The Nursing Department may test students on a reasonable cause basis.

1. "For Cause" Testing. If there is reasonable cause to suspect a student may be using drugs/alcohol or if the student is exhibiting behavior that, in the opinion of the instructor, is consistent with the use of drugs and/or alcohol, the student will be required to provide urine and/or blood samples for alcohol and illegal drug screening:

a) The instructor will remove the student from the client care or assigned work area and notify the clinical agency supervising personnel.

b) Upon receipt of student's oral consent, the instructor will contact a transportation service and arrange for student transport to a designated medical service facility.

c) The student will be required to present identification at the facility and will be tested for alcohol or drug use. The student will need to arrange transport home.

d) Drug screening will be required whether or not the student admits to drug or alcohol use.

e) The student will be required to pay all costs associated with the "Reasonable Suspicion Based" drug testing and related transportation.

2. If the results of the test(s) are negative for drugs and alcohol the student must meet with the Director of Nursing Education Programs within 24 hours of the test results to discuss the circumstances surrounding the impaired behavior. Based on the information provided, if warranted, the Director of Nursing Education Programs will make a decision regarding a return to the clinical setting.

3. If the results of the test(s) are positive for drugs or alcohol, the student will be removed from the nursing program and administratively withdrawn from all nursing courses. See Readmission Guidelines Related to Substance Abuse.

4. If a student refuses "Reasonable Suspicion Based" drug testing:

   a. The instructor will remove the student from the clinical setting pending a full investigation through established college procedures and system policies.

   b. The instructor will arrange for transport of the student from the clinical site.

   c. The student will not be allowed to participate in the nursing program until the investigation is completed.

5. **A refusal to test will be considered a positive result** and will be subject to appropriate disciplinary action.

Readmission Guidelines Related to Substance Abuse

Students who are administratively withdrawn from nursing courses for reasons related to substance abuse will:

1. Submit a letter requesting readmission to the Nursing Program.
   a) Include documentation from a therapist specializing in addiction indicating status of abuse, addiction, recovery and/or documented rehabilitation related to alcohol/drug abuse.
   b) Include documentation of compliance of a treatment program as identified by the therapist including a statement that the student will be able to function effectively and provide safe therapeutic care for clients in a clinical setting.
2. Repeat drug screening for alcohol/drug use immediately prior to readmission.
3. If a student, after being readmitted to the nursing program, has positive results on a drug/alcohol screening, the student will be permanently dismissed from the nursing program and may be subject to college disciplinary sanctions.

CODE OF CONDUCT POLICIES

Nursing Student Standards of Conduct

Students are expected to adhere to all school and program policies and procedures listed in the CCD Course Catalog and within the Student handbook. Students who do not follow these requirements may be subject to disciplinary action, up to and including dismissal from the LPN-BSN Program and expulsion from CCD.

Standards of Professional Conduct

The nursing faculty believe standards of professional conduct are an inherent part of professional socialization and expect students enrolled in the nursing program to adhere to these standards. Students practice within the boundaries of the Colorado State Board of Nursing rules and regulations and Nurse Practice Act, the ANA Code of Ethics for Nurses, the guidelines of the Community College of Denver Nursing Program and the policies and regulations of the healthcare agencies where they are assigned for clinical learning.

In addition, students are subject to college authority and civil-criminal authority. Students enrolled in specialized programs, like the Nursing Program, are required to follow the standards specified in their respective program student handbook, the Community College of Denver Student Handbook, as

well as local, state and federal laws.

Standards of professional conduct are those behaviors, along with nursing discipline specific skills or knowledge, that are vital for successful completion of the nursing program. The expectation is that students will adhere to the Standards of Professional Conduct in all settings – the classroom, lab, simulation, clinical facilities, the college and the community when representing the CCD Nursing Program.

Standards of Professional Conduct include:
- Confidentiality: Respects the privacy of clients and respects privileged information.
- Communication: Effectively uses various methods of communication to interact appropriately with various constituents.
- Accountability: Accepts responsibility and answers for one's actions and resulting outcomes; seeks out constructive feedback to improve skills and interpersonal interactions.
- Dependability: Displays reliability and is trustworthy.
- Responsibility: Fulfills commitments and executes duties associated with the nurse's role.
- Active Learner: Identifies sources of learning to improve and grow knowledge, skills and understanding.
- Veracity: Exhibits truthfulness; adheres to precision and honesty.
- Critical Thinking and Problem Solving: Recognizes and defines problems in a logical and thoughtful manner; develops fact-based solutions and effectively evaluates outcomes.
- Respectfulness: Treats others with consideration and courtesy; reads and adheres to agency policies and procedures.
- Punctuality and Promptness: Presents oneself on time and ready to begin at scheduled times for classroom, lab and clinical. Assignments and required documentation are turned in on time.
- Professional Appearance: Adheres to established dress code in all clinical and professional settings.
- Ethical and Legal: Adheres to the ANA Code of Ethics and operates within the standards of care established for the role of student nurse.
- Safety: Prevents or minimizes risks for physical, psychological, or emotional jeopardy, injury or damage.

- Civility: Practices reflective, courteous, empathetic behaviors when interacting with classmates, instructors, college and clinical staff, clients and their families.
- Students are also expected to adhere to the American Nurses Association Code of Ethics described below.

The American Nurses Association has developed the Code of Ethics. Student nurses are expected to uphold the 9 provisions of the ANA Code of Ethics in the classroom and patient-care setting.

ANA Code of Ethics

Students are also expected to adhere to the American Nurses Association Code of Ethics described below. Additional program expectations have been itemized under each provision.

Provision 1

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

- Professional conduct towards peers, faculty and health care teams is expected in all classroom and clinical settings.
- Students will refrain from inappropriate behaviors to include use of profanity, demonstration of violence, being disruptive in class, gossiping, using social media to vent issues, and placing judgement.
- Students will write professional feedback in peer, faculty, and healthcare staff/center evaluations.
- Students will follow the grievance policy in the event there is a concern or complaint and always manage conflict in a professional manner.
- Professional conduct towards patients and families is expected in all settings.

Provision 2

The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3

The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

- Students must report any evidence of unsafe behaviors within the clinical setting

immediately.

- Students must speak up when they identify medical errors or incorrect process/procedure to prevent patient harm.
- Students must self-report in the event a near-miss or medical error occurs in their practice.

Provision 4

The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

- Students must abide by the Nursing Scope of Practice and will operate within the scope. Any procedures or steps that require instructor supervision will be secured prior to administering cares to a patient. Any procedures or steps that are prohibited by the Nursing Program and/or facility will not be performed.
- Students will ask for assistance if they have not performed, or do feel confident in performing, a task prior to performing the task with assistance.

Provision 5

The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

- Students will arrive to clinical prepared through appropriate training and knowledge acquisition in order to provide safe care.
- Students must demonstrate competency throughout the program and will be periodically evaluated in lab, simulation, and clinical settings. Students who fail to demonstrate competency may require remediation and/or repeating courses. Students who do not demonstrate competency will not be permitted to care for live patients to ensure patient safety.
- Students will take responsibility for their learning and take accountability for making necessary arrangements to meet learning requirements.
- Students must pass a background check and drug screen, meet clinical compliance requirements, and meet technical and essential requirements to deliver safe care.

Provision 6

The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work settings and conditions of employment that are conducive to safe, quality health care.

- Students will remain civil in the college and clinical settings.
- Students will abide by all college, nursing program, and clinical site policies and will reference these policies to guide their decisions and actions prior to making them.

Provision 7

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

- Students are responsible for adhering to FERPA regulations at all times, see FERPA policy for specific expectations.
- Students are responsible for adhering to HIPAA regulations at all times, see HIPAA policy for specific expectations.

Provision 9

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

- Students will be respectful to others and provide a safe and inclusive learning environment for all.
- Students will demonstrate veracity (truthfulness) in classroom and clinical settings. Acts of plagiarism, academic dishonesty, cheating, or falsification of medical records.

Professionalism

Professional Boundaries

Students enrolled in the nursing program are expected to learn and understand the importance of

establishing and maintaining professional boundaries. In a student role, professional boundaries exist between student and faculty and between student and client. Students unclear of proper behavior or appropriate response to a situation should consult the instructor for guidance.

Student and Faculty

1. Faculty and students will maintain a professional relationship.

    -   Students should not expect an instructor to act as a personal counselor or therapist.

    -   Students should not ask or expect an instructor to join an individual, group or class in any social situations while the course is in progress.

    -   Instructors may accept cards or notes when students wish to thank an instructor.

2. Student and Clients relationship:

    -   The relationship between nurse and client is based on a high degree of trust. Students entering nursing have an obligation to conduct themselves in a manner that reflects honesty, integrity, and respect for others. Students are expected to achieve a level of maturity that is always reflected by appropriate conduct.

    -   Professional Boundaries: Students providing nursing care should strive to inspire the confidence of the client. Students must treat all clients, as well as other health care providers, professionally. Clients should expect those providing nursing care to act in their best interests and respect their dignity. The student should never attempt to obtain personal gain at the client's expense and should refrain from inappropriate involvement in a client's personal relationships.

    -   Boundary violations can result when there is confusion between the needs of the student and those of the client. These may be characterized by excessive personal disclosure by the student, secrecy or reversal of roles and may cause additional distress to the client.

    -   Students should not care for a family member, friend, or acquaintance as it may be a conflict of interest; this is a general standard of practice in health care professions.

General Expectations

1. Suspend judgment and do not engage in gossip.
2. Participate in post-conference; balance verbal comments so a level of appropriate

participation is achieved.

3. Be active and responsible for learning. Take an active role and be responsible for seeking out new learning opportunities.

4. Maintain a positive attitude, be responsible, take accountability for your actions, work together as a team, and develop focus on developing professionally.

5. Treat everyone including clients, staff, peers, and clinical instructors with respect, dignity, and professionalism.

6. Utilize the Chain of Command to effectively address any issues or concerns that may arise.

Reporting Unprofessional or Unsafe Conduct

During the course of study in the nursing program, a student may observe behaviors in others that appear to violate standards of academic or professional integrity or actions that have a potential to harm another person. Each student has the responsibility to report any questionable activity or unsafe behavior to the instructor or Director of Nursing Education Programs.

Instructors are obligated to report any conduct that may result in unsafe environments, or threat to self and/or others through Student Services. A follow-up will be conducted by Student Services to ensure the safety of all students.

Classroom Information

Faculty believe the student will derive the greatest benefit from class if they prepare by completing the activities identified by faculty prior to attending class or lab. Assigned reading, workbook exercises, critical thinking exercises, computer programs, videos, etc. enhance learning and are expected to be completed prior to class.

Active learning strategies are essential for academic success and require students to organize and assimilate new information to ensure learning. Passive learning techniques do not support in-depth understanding and application of theoretical knowledge and will inhibit knowledge retention and critical thinking. Active learning strategies include:

- Reading textbooks and required readings prior to course

- Creating skeletal notes from readings

- Using lectures as an opportunity to enhance understandings from readings and correct gaps in knowledge

- Adding detailed notes to skeletal notes with new material or understandings from lecture

- Reviewing notes frequently, at least 3 times prior to examinations

- Creating study materials including: quizlets, games, flashcards, NCLEX-style questions, teaching segments to engage material in a variety of formats

- Teaching content out loud to determine knowledge gaps that require review

- Study partners/groups to explain content, provide challenging reviews, or complete group projects

- Using NCLEX-RN review books to practice applying new content with higher level critical thinking

Passive learning techniques that should be avoided include:

- Skimming or not reading textbooks and assigned readings

- Using ATI textbooks in lieu of course textbook

- Relying on outside materials that condense materials and encourage memorization versus understanding rationales

- Relying on lecture power points and handouts to consolidate learning

- Not taking written notes, electronic note taking and audio recordings are proven to inhibit knowledge retention and assimilation

- Passively listening to material, but not taking notes or reviewing materials

Classroom Attendance Guidelines

Students must be registered for a class in order to attend. Please refer to each course syllabus for specifics on attendance expectations for the course.

Nursing Classes

In-person nursing classes prepare students for safe client care and Faculty expect students to attend each class to develop the theoretical and practical components of the nursing role. Students who do not arrive at the scheduled start time will be required to wait until the next break time to enter the classroom. Instructors are permitted to dismiss late students and have them return at the scheduled break time.

Students who are unable to attend a lecture should contact their instructor in advance to discuss content being reviewed and request any materials that will be distributed in class. Recordings of live lectures may not always be available and is not a requirement. Students should contact their instructors in advance to discuss whether a recording of live session is available. In the event recordings of live lectures are not available, students should coordinate with their instructor or a peer to record the lecture on their behalf.

Online nursing courses require regular participation as described by the course syllabus. Students are expected to meet weekly deadlines for course assignments, discussions and projects. Students may also be engaged in group work and will also be required to meet deadlines as set by the group to not impede on the group's completion of assigned work. Students who fail to fully participate will be receive grade deductions and possible course removal.

Absences

Students must report absences **at least one hour** prior to scheduled start times with their assigned instructor for all lab, simulation and clinical hours. If a student is missing more than one class, the student must report their absence to each instructor. Instructors are not responsible for communicating absences on behalf of the student.

Absences must be reviewed by the Director of Nursing Education Programs prior to a student returning to class or clinical. Students may only return to class or clinical after the Director of Nursing Education Programs has given them an excused absence.

Unexcused absences are not permitted and will result in a course or clinical failure. In order for

an absence to be excused, the following conditions must be met:

- The student reported their absence before the scheduled start time per policy.
- Students will be required to submit documentation verifying the reason for their absence.
- The reason for absence is not due to a non-essential issue or the result of unpreparedness (i.e. conflict with work, attending another event, confusion over assigned schedule, traffic)

Documentation Requirements:

- Students must submit documentation verifying the reason for their absence and to clear them to return to class/clinical. If a student is ill or has suffered an injury, a physician's note must be issued the day of the absence with a release from the physician to return to class/clinical. The physician can designate a future date for return, otherwise, a second note may be required by a physician if the student is not cleared to return to class/clinical beyond 2 days.
- Any student who is unable to secure documentation within the required timeframe must speak with the Director of Nursing Education Programs to discuss their extenuating circumstances.
- Students who have extenuating circumstances where documentation is not available immediately (i.e. death certificates), all made up work will be contingent on the submission of documentation.

Tardiness

Students are responsible for anticipating barriers that can result in a late arrival. Examples include leaving earlier in inclement weather, having multiple childcare options, securing reliable transportation, and setting alarms to wake up on time.

Students who are late for examinations will not be permitted to enter the classroom as to not disrupt test takers. This can result in an exam failure. Students are expected to arrive 15 minutes early to ensure their participation.

Written Assignments

Directions, explanations, and guidance regarding the preparation and evaluation of written assignments will be discussed in each course. Written papers will be expected to follow the professional

standards of a formal college paper using the 7th edition APA format and submitted to Turnitin through D2L.

Any student found not adhering to academic honesty and anti-plagiarism policies will automatically receive a "0" on the assignment. Students will be referred to the Director of Nursing Education Programs and may be subject to disciplinary action. See Academic Dishonesty policy.

AI Software Policy

Misuse of generative AI software such as ChatGPT and other AI language models—including copying content directly from an internet source for purposes of cheating and/or plagiarism—is a violation of CCD's Student Code of Conduct. Such violations may result in disciplinary action, including failing an assignment and/or failing a course and other penalties consistent with CCD's policy on Academic Integrity.

Late Policies

Late or Missed Assignment Policy

Assignments

Students submitting a late assignment will receive a 10% per day point deduction. If the assignment is not turned in within three (3) calendar days of the due date, the grade for that assignment will become a zero (0). All assignments must be completed regardless of grade penalty for successful completion of all courses.

Students with excused absences have up to one week to complete missed assignments and examinations. If a student is unable to meet this requirement, they must meet with the DNEP to discuss their circumstances and receive an exception.

Examinations

1. Examinations will have the weight of no less than 70% of the course grade.
2. Students are expected to take all exams as scheduled.
3. Exam times will not be delayed nor extended for students who fail to maintain access to D2L, ATI, or other required technologies used in testing.

Late or Missed Quiz and Exam Policy

1. Quizzes and exams must be taken at the date and time assigned in the course calendar. Any exam/quiz not taken on the date given or window provided, will be given a zero (0) unless extenuating circumstances apply, in which case, appropriate documentation is necessary to reopen the exam/quiz. Retakes will be a different version of the quiz/exam than the original.

2. If the student knows in advance that they are unable to take the exam/quiz on the assigned date and time, the student should ask the instructor to take the exam/quiz early. The student will receive no penalty for taking an exam/quiz early. Early quizzes/exams will be a different version than the original.

4. Students requiring testing accommodations should provide instructors with their accommodations prior to the first exam to ensure accommodations are provided. Please see accommodations policy for further instruction.

5. Students should contact the faculty on or before the day of the exam when they are unable to take the exam at the scheduled date/time (unless an emergency exists). Students must obtain an excused absence from the Director of Nursing Education Programs before being administered a make-up exam. Please see Absence policy for further instruction. Faculty will arrange a date to take an alternate exam in the college testing center. Alternate exams will be a different version of the original exam.

6. Students with excused absences have up to one week to complete missed assignments and examinations. If a student is unable to meet this requirement, they must meet with the DNEP to discuss their circumstances and receive an exception.

7. Electronic answer sheets and # 2 pencils are required for all paper and pencil exams. Some exams may be taken electronically. Test results will be available to students at the faculty's discretion. If calculators are allowed during testing, they will only include arithmetic functions and will be provided by the faculty. Answers marked on the Scantron are the final answers. Students are not permitted to keep original copies of their exams or scratch paper used during the exam. These must be turned into the instructor at the conclusion of each test or test-review.

8. Electronic devices including cell phones, headphones, or any other printed materials

are not allowed during testing. All hats, backpacks, books, papers, phones must be left in the front or the back of the classroom. Phones must be turned completely off.

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

10. The nursing faculty believe reviews of unit examinations is an integral component of the learning process. Test review helps the student to understand reasons for incorrect, as well as correct answers. It is also an opportunity for the student to learn test taking skills. Examination reviews will be conducted in group format in the classroom. If a student desires an individual review, the student must schedule an appointment with the faculty for individual review of the exam. Individual review of a unit examination must be done no later than seven (7) days after the unit examination.

11. Students who are found cheating during a quiz and/or examination will be removed from the testing site and receive a "0" on their exam. The student will be referred to the DNEP to evaluate their behavior which can result in up to termination from the program.

12. Students are responsible for knowing their account information to access ATI, D2L and other technologies used for testing. Failure to know this information or failure to maintain access to these accounts will not result in a test delay or extension. Students who are unable to reconcile this issue will not be permitted to complete testing and make-up testing will not be permitted.

13. If a student chooses to submit a Request for Test Question Review, it must be provided to the instructor within 24 hours after the group review (must be emailed using the student CCD email) and must include a reference from the syllabus resource list. The faculty will review the request and a decision will be made to accept or reject the review within seven (7) days. Students must utilize the supplied Request for Test Question Review form.

LABORATORY POLICIES

Laboratory Attire

Students must adhere to the same uniform requirements as in the clinical setting.
See clinical uniform policy.

On-Campus Labs

Students should prepare for lab by reading the objectives for lab experience, and by completing any assigned reading and/or viewing of audiovisuals related to specific skills prior to the lab experience. Students who come to lab and are not prepared may be asked to leave. Punctuality is required.

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

All students must demonstrate selected skills satisfactorily to the instructor in the lab before these skills are performed in the clinical setting. Testing proficiency of lab skills will be completed for selected procedures with satisfactory performance determined by the nursing instructor(s). Failure to successfully complete these skills will prevent the student from continuing in the course. The student has up to two attempts to pass a skill check off. The student must pass the skill check off to pass the course.

Students are responsible for helping keep the lab in order and for returning equipment to appropriate storage areas when the lab is completed.

Open Lab

Open Lab will be offered for additional time to review and practice skills. Students will be required to sign-up for Open Lab at least 24 hours in advance to ensure faculty supervision is available.

Students should bring any lab supplies they have been provided to practice skills. Extra supplies are provided on a limited basis (i.e. items that are not reusable).

Students are responsible for helping keep the lab in order and for returning equipment to appropriate storage areas when the lab is completed.

Lab Attendance Guidelines

All lab sessions are mandatory and must be attended. The state of Colorado Board of Nursing determines the minimum number of hours that a nursing program must offer and require the student to complete. Additional hours are determined by the curriculum and clinical agency requirements.

Students are expected to arrive 15 minutes prior to the scheduled start time to ensure they can start on time.

Absences

Students must report absences **at least one hour** prior to scheduled start times with their assigned instructor. If a student is missing more than one class, the student must report their absence to each instructor. Instructors are not responsible for communicating absences on behalf of the student.

Absences must be reviewed by the Director of Nursing Education Programs prior to a student returning to class or clinical. Students may only return to class or clinical after the Director of Nursing Education Programs has given them an excused absence.

Unexcused absences are not permitted and will result in a course or clinical failure. In order for an absence to be excused, the following conditions must be met:

- The student reported their absence before the scheduled start time per policy.
- Students will be required to submit documentation verifying the reason for their absence.
- The reason for absence is not due to a non-essential issue or the result of unpreparedness (i.e. conflict with work, attending another event, confusion over assigned schedule, traffic)

Documentation Requirements:

- Students must submit documentation verifying the reason for their absence and to clear them to return to lab. If a student is ill or has suffered an injury, a physician's note must be issued the day of the absence with a release from the physician to return to lab. The

physician can designate a future date for return, otherwise, a second note may be required by a physician if the student is not cleared to return to lab beyond 2 days.

- Any student who is unable to secure documentation within the required timeframe must speak with the Director of Nursing Education Programs to discuss their extenuating circumstances.
- Students who have extenuating circumstances where documentation is not available immediately (i.e. death certificates), all made up work will be contingent on the submission of documentation.

Tardiness

Students are expected to arrive 15 minutes before their scheduled start time in lab. If a student anticipates a late arrival, students must contact their instructor at least 15 minutes before the scheduled start time and must arrive no later than 15 minutes after the scheduled start time. Students who fail to contact their instructor at least 15 minutes before the scheduled start time will not be permitted to attend lab sessions if they arrive after the scheduled start time.

Students who contacted their instructors to report an anticipated late start but are more than 15 minutes late are not permitted to come to lab sessions due to the disruption in instructional delivery it imposes.

Multiple tardies are not permitted. A second tardy will result in an unexcused absence.

Students are responsible for anticipating barriers that can result in a late arrival. Examples include leaving earlier in inclement weather, having multiple childcare options, securing reliable transportation, and setting alarms to wake up on time.

Students who are late for examinations will not be permitted to enter the classroom as to not disrupt test takers. This can result in an exam failure. Students are expected to arrive 15 minutes early to ensure their participation.

Making Up Missed Hours

All lab hours missed are required to be made up for successful completion of the course requirements. These hours are a Colorado Board of Nursing requirement, and all students must satisfy these hours to successfully complete the program requirements.

In order to make-up missed hours, the following conditions must be met:

- The student has an excused absence from the Director of Nursing Education Programs
- The student has only had one late arrival. More than one tardy will result in an unexcused absence and will not be eligible for make-up hours.
- Availability of instructors to make-up hours is secured.

Excessive absences will result in either a course withdrawal or course failure.

Lab hours are not always possible to make-up and students should not expect make-up time to be available. Make-up hours can be done on weekends and/or nights. When an excused absence results in the inability of the student to meet the required hours of the course necessary to successfully complete the course, the student cannot receive a passing grade. In the event make-up hours cannot be completed within the course; an incomplete may be required. An incomplete can result in the student not progressing as planned and must return when the course is next offered to complete their outstanding requirements.

CLINICAL AND PRACTICUM POLICIES

Outside Employment

Due to the rigor of the nursing program, outside employment should be kept to a minimum if possible. Students are not permitted to work up to eight (8) hours prior to a clinical rotation for the safety of the patients. It is the responsibility of the student to arrange work schedules around class, lab, simulation, and clinical requirements. Clinicals require flexibility and schedules are often not finalized until two weeks prior the start of clinical. Clinical schedules cannot be changed due to a work or personal schedule conflict.

Required Clinical Documentation

Student data including, but not limited to, full name, last four to six digits of social security number, date of birth, address, CCCS email address, and telephone number may be required by the clinical facilities in order to facilitate access to client data records. Dates documenting immunizations, tuberculosis (TB), and CPR are also provided to the clinical facility, per facility requirements.

My Clinical Exchange (mCE)

Students will be participating in clinical settings that utilize My Clinical Exchange (mCE) to track compliance records. In preparation for clinical, students will be pre-registered in mCE by the clinical coordinator. One-time registration fees associated with an mCE account have been included in the student fees. Students will receive training on how to access mCE at www.myclinicalexchange.com, and will learn how to upload the identified documentation and complete all training modules prior to the start of clinical.

Students are expected to upload and keep all documentation and training modules updated and current throughout their entire time as a nursing student at CCD. The clinical coordinator will send students deadlines for all documentation and training to be completed by. Students who fail to complete their clinical requirements by the designated deadline will not be permitted to go to clinical and accommodations will not be made to secure students alternative clinical placement.

All documentation must be in PDF format prior to uploading to mCE. Uploading documentation to mCE is in addition to providing "hard copies" of documentation for admission into the CCD LPN-BSN Program. All renewed documentation must be uploaded to mCE and a hard copy must be provided to the clinical coordinator to keep student records updated.

Clinical/Practicum Attendance Guidelines

All clinical and practicum sessions are mandatory and must be attended. The State of Colorado Board of Nursing determines the minimum number of hours that a nursing program must offer and require the student to complete. Additional hours are determined by the curriculum and clinical agency requirements.

Students are expected to arrive 15 minutes prior to the scheduled start time to ensure they can start on time.

Absences
Students must report absences **at least one hour** prior to scheduled start times with their assigned instructor. If a student is missing more than one class, the student must report their absence to each instructor. Instructors are not responsible for communicating absences on behalf of the student.

Absences must be reviewed by the Director of Nursing Education Programs prior to a student

returning to clinical. Students may only return to clinical after the Director of Nursing Education Programs has given them an excused absence.

Unexcused absences are not permitted and will result in a clinical failure. In order for an absence to be excused, the following conditions must be met:

- The student reported their absence before the scheduled start time per policy.
- Students will be required to submit documentation verifying the reason for their absence.
- The reason for absence is not due to a non-essential issue or the result of unpreparedness (i.e. conflict with work, attending another event, confusion over assigned schedule, traffic)

Documentation Requirements:

- Students must submit documentation verifying the reason for their absence and to clear them to return to class/clinical. If a student is ill or has suffered an injury, a physician's note must be issued the day of the absence with a release from the physician to return to class/clinical. The physician can designate a future date for return, otherwise, a second note may be required by a physician if the student is not cleared to return to class/clinical beyond 2 days.
- Any student who is unable to secure documentation within the required timeframe must speak with the Director of Nursing Education Programs to discuss their extenuating circumstances.
- Students who have extenuating circumstances where documentation is not available immediately (i.e. death certificates), all made up work will be contingent on the submission of documentation.

Tardiness

Students are expected to arrive 15 minutes before their scheduled start time in the clinical setting. If a student anticipates a late arrival, students must contact their instructor at least 15 minutes before the scheduled start time and must arrive no later than 15 minutes after the scheduled start time. Students who fail to contact their instructor at least 15 minutes before the scheduled start time will not be permitted to attend clinical if they arrive after the scheduled start time.

Students who contacted their instructors to report an anticipated late start but are more than 15 minutes

late are not permitted to come to clinical due to the disruption in instructional delivery or patient care it imposes.

Multiple tardies are not permitted. A second tardy will result in an unexcused absence.

Students are responsible for anticipating barriers that can result in a late arrival. Examples include leaving earlier in inclement weather, having multiple childcare options, securing reliable transportation, and setting alarms to wake up on time.

Making Up Missed Hours

All clinical hours missed are required to be made up for successful completion of the course or clinical requirements. These hours are a Colorado Board of Nursing requirement, and all students must satisfy these hours to successfully complete the program requirements.

In order to make-up missed hours, the following conditions must be met:

- The student has an excused absence from the Director of Nursing Education Programs
- The student has only had one late arrival. More than one tardy will result in an unexcused absence and will not be eligible for make-up hours.
- Availability of instructors and/or sites to make-up hours is secured.

Students are not permitted to miss more than 24 hours of clinical per semester. Excessive absences will result in either a course withdrawal or course failure.

Clinical hours are not always possible to make-up and students should not expect make-up time to be available. Make-up hours can be done on weekends, nights, and at any clinical site. When making up clinical time, a full shift must be made up. Partial clinical shifts are not permitted. When an excused absence results in the inability of the student to develop and demonstrate clinical practice objectives, or to meet the required hours of the course necessary to successfully complete the course, the student cannot receive a passing grade. In the event make-up hours cannot be completed within the course; an incomplete may be required. An incomplete can result in the student not progressing as planned and must return when the course is next offered to complete their outstanding requirements.

Clinical Policy Related to School Closures

1. The college policy for school closures, including weather related closures, can be found at https://www.ccd.edu/weather-campus-closures

2. If the weather-related college closure is announced before the start of the clinical shift, the clinical day will be cancelled. If the weather-related college closure is announced during the clinical day, the clinical will be cancelled at that time. All missed clinical time must be made up and will be coordinated by the clinical coordinator.

3. If the closure is for a non-weather-related event on campus, clinical will continue unless otherwise directed by the clinical coordinator.

Clinical Rotations

Scheduling

The clinical coordinator is responsible for scheduling student's clinical rotations. Students are prohibited from contacting Unit Managers or any clinical facility personnel to change or request clinical assignments or preceptors. Student assignments may include day, evening, night, and weekend assignments as well as 8-, 10- and 12- hour shifts.

Student learning will be considered in the assignment of clinical rotations; however, living near a certain clinical facility is generally not a consideration for clinical assignments. Student clinical assignments may change at any time for any reason including individual student learning needs, administrative reasons, or clinical facility availability. Students are responsible for providing their own transportation to and from the clinical facility.

Preparation

Success in the clinical setting depends a great deal on the student's preparation for client care. Students are expected to be thoroughly prepared to care for their clients. Preparation needs to occur prior to the beginning of each assigned shift. Student papers (worksheets) must not contain client identifiers.

Each student is responsible for researching pertinent information regarding the individual clients they are assigned and practicing anticipated procedures in the learning lab. Students will initiate data collection at the clinical site. To visit the clinical site the student must wear professional attire and their CCD photo ID. Students must obtain pertinent information from their client's chart, research

the information, and prepare the required worksheets. Please see individual course clinical packets for more information.

Clinical/Practicum Graded Assignments

Students will complete assigned clinical assignments by the deadline specified by the clinical faculty. Clinical assignments are accompanied by a grading rubric and serve as a checklist of requirements that must be satisfied to complete the assignment. Students must achieve 77% on every assignment for successful completion. Clinical assignments are required. Incomplete assignments will result in a clinical failure. Clinical Assignments can be in the form of concept maps, reflection journals, patient education, debriefing reports, case studies, research, and other activities as specified by the clinical instructor.

Clinical/Practicum Evaluations

Students participating in a standard or precepted clinical will be evaluated using a clinical evaluation tool specific to the assigned course and patient population you are working with. Students are responsible for bringing the evaluation tool with them to every clinical day. It is the responsibility of the student to ensure all areas have been completed by the student and instructor prior to submitting for final grading.

Students will receive two evaluations, a mid-term evaluation and final evaluation, and must have a score of P or higher in their summative (final) evaluation in order to pass the clinical course successfully. The mid-term evaluation will occur in the middle of the clinical schedule. The student is required to complete their portion prior to the mid-term evaluation with their instructor. The instructor will complete their evaluation and discuss their observations throughout the first half of the clinical experience. Both student and instructor will sign the mid-term evaluation after the evaluation is completed.

It is expected that if a student is not performing well in the clinical setting, the instructor will provide immediate feedback and not wait until the evaluation to discuss their concerns or observations. Students who do not perform to the standards of their level of training may be required to return to the lab setting on-campus for remediation. Instructors are permitted to assign additional assignments if they believe it will support and enhance a student's performance in the clinical setting. The

instructor will review a plan of action with the student to share their observations and specify expectations for improvement.

Students will also receive a final evaluation at the end of the clinical experience and will undergo the same process as the mid-term evaluation. Students who received a U or lower in their mid-term evaluation must satisfy the minimum score of a P or higher by the final- evaluation to be pass the clinical course. Any student who receives a score of U or lower in their final evaluation, regardless of their mid-term evaluation score, will fail the clinical course.

Clinical courses are associated with didactic courses and students must complete both components successfully to receive the earned grade in the didactic course and a passing grade in their clinical course.

Medication Pass and Head-to-Toe Assessment Checks

Students will be required to demonstrate at least one head-to-toe assessment and one medication pass during each clinical course. Students have up to two attempts to satisfy this requirement. Students will be provided skill sheets that identify the proper procedure for each skill and are expected to perform these skills, in sequence, consistently. Students who do not pass their skill checks in clinical will receive a summative score of U or lower on their final clinical evaluation which may result in completing remediation prior to returning to the clinical setting or resulting in a clinical failure.

Remediation

Students in the clinical setting have undergone skills checkoffs prior to their clinical assignments. Students are expected to maintain their clinical skills throughout the program through lab and simulation opportunities. Students who do not perform skills safely in the clinical setting will be required to undergo remediation in the simulated environment with their instructor. Students will be advised on what skills they are being evaluated for and ample time for preparation will be afforded to the student. Students should sign-up for open labs to practice their skills prior to their remediation evaluation day. Students will not be permitted to return to clinical until they successfully complete remediation.

Any student who does not successfully complete remediation will receive a summative score of U or lower on their clinical evaluation resulting in a clinical failure. Students who require remediation will be placed on a Performance Improvement Plan to ensure continued growth throughout the program.

Safety Advisory and Guidelines

All nursing personnel and nursing students are professionally and ethically obligated to provide client care with compassion and respect for human dignity. Hence, they may not ethically refuse to care for clients solely because the client is at risk of contracting, or has an infectious disease, such as COVID-19, HIV, AIDS or HBV. All rules of confidentiality are followed when working with clients. The following information is provided to reduce risks to students that may occur in health care settings.

1. Radiation
   a. Proper measures need to be taken when observing or working in areas of close proximity to radiation exposure.
   b. Leave client and stand behind a lead wall.
   c. Students are never required to hold or steady a client during radiation exposure.
   d. If a student chooses to hold a client, protective gloves, and apron covering reproductive organs must be worn.
   e. Follow any other procedures expected/suggested by the radiography department, i.e., wearing a monitoring device (film, badge, etc.).
2. Standard Precautions – Exposure to Body Fluids
   a. All blood and body fluids are considered potentially infectious and are treated as if known to be infectious for HIV, HBV and other blood borne pathogens.
   b. Contaminated sharps shall not be bent, recapped or reopened. Shearing or breaking of contaminated needles is prohibited.
   c. Contaminated sharps must be placed in an appropriate container as soon as possible.
   d. Eating, drinking, applying cosmetics or lip balm and handling contact lenses are

prohibited in the work area where there is a likelihood of occupational exposure. Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited.

    e. When exposure is possible, personal protective equipment shall be used, as follows:

        i. Gloves shall be worn when it can be reasonably anticipated that the individual may have hand contact with blood, mucous membranes, other potentially infectious materials, non-intact skin, when performing vascular access procedures and when touching contaminated items or surfaces.

        ii. Masks, eye protection and face shields shall be worn whenever splashes, spray splatter or droplets of blood other potentially infectious materials may be generated, and eye, nose or mouth contamination can be reasonably anticipated.

        iii. Gowns, aprons and other protective clothing shall be worn in occupational exposure situations and will depend upon the task and the degree or exposure anticipated.

        iv. Surgical caps or boots and shoe covers shall be worn in instances when gross contamination can be reasonably anticipated.

        v. Wash hands immediately after removal of gloves or other personal protective equipment.

        vi. Follow all requirements of clinical facility including masking and face shield as appropriate.

3. Exposure Guidelines

    1. Students must wear appropriate protective clothing/equipment when performing any tasks that may involve exposure to body fluids or radiation.

    2. Any direct exposure to body fluids occurring while functioning as a nursing student must be reported immediately to the clinical instructor.

    3. Students exposed to body fluids shall follow hospital or clinical facility protocol.

Safe Clinical Practice Responsibilities

Safe practice is described in the Nurse Practice Act. Students must practice with appropriate knowledge, skills and ability. To ensure compliance with the Nurse Practice Act, and to protect both the client and the student, the following guidelines for safe clinical practice have been established:

1. Supervision is required for all skills performed in the clinical setting. Remember, it is your responsibility to know your level of ability in performing each skill.
2. Interventions/interactions are limited to assigned clients unless directed otherwise by the instructor.
3. The student will prepare for client care including procedures by consulting appropriate references.
4. The student has the responsibility to consult with the instructor if there is any uncertainty regarding safe practice.
5. The student must adhere to all policies and procedures.
6. All students must report all errors to the instructor immediately.
7. All students must report abnormal observations/changes in client status to the RN or clinical instructor immediately.

List of Procedures Nursing Students **CANNOT** perform in the clinical setting:

1. Witness any consent forms.
2. Perform any task that requires certification or advanced instruction (such as arterial blood gas (ABG) puncture, chemotherapy, or removal of PICC lines).
3. Take physician orders, verbal, or phone.
4. Transcribe chart orders.
5. Witness the waste of controlled substances.
6. Administer controlled substances.
7. End-of-shift controlled substance count.
8. Have narcotic keys in their possession.
9. Verify blood administration and/or witness blood administration forms.
10. Verify epidural doses or changes.

11. Verify PCA doses or changes.
12. Perform any invasive procedure on each other and/or family or friends (i.e., injections, catheterization, IV starts) in any setting.
13. Any task outside student nurse scope of practice as identified by the CCD Nursing Program or clinical facility.

Technology Use in the Clinical Setting

The following policy is determined by the clinical facilities:

1. Personal cell phones and pagers must be turned off during clinical hours and stored with student belongings.
2. Students may respond to personal cell phones and pagers during meal and break periods in the cafeteria or in designated break rooms. Students should never have cell phones or pagers out around patients or at the nurse's station.
3. The use of any cell phones for photography within or on clinical site premises is not allowed. Exceptions will only be made if it is part of a course assignment or cohort photos in unidentifiable areas with permission.
4. In accordance with HIPAA, confidentiality of client information must always be protected. Students who violate client privacy by use of mobile devices and/or any other means will be subject to HIPAA infractions of the clinical agency, which may include federal fines.
5. Social networking sites: When contributing to a social networking site, such as Facebook, Twitter, etc., it is important to remember that everyone can see and read what is written on the site. Never share client information. Do not post information about clinical including but not limited to patients, patients' family, staff, or the clinical site. What may seem harmless to you may in fact identify the client or their family members and could be a violation of The Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Uniform Policy

Students must always present themselves in a professional manner. Students must always follow the professional dress code guidelines to remain in the clinical setting. If there are exceptions,

alternate styles of dress will be determined and described by the clinical coordinator.

The following guidelines are mandatory for students to remain in compliance with the dress code:

1. For researching patients, students must wear professional attire or uniform and their college issued ID badge. (No jeans, leggings in place of pants, t-shirts, revealing clothes, un-ironed clothes.)

2. Students are to wear the official CCD Nursing Program uniform in all lab and clinical settings unless the setting or agency requires other attire. The uniform will have the CCD Student Nurse patch on the left shoulder. Uniform pants must not drag on the floor.

3. College issued ID badges are to be worn at all times above the waist with the picture facing forward in the clinical setting.

4. A program-specified uniform scrub jacket with the CCD Student Nurse patch on the left shoulder can be worn over the scrub top; no sweaters or street jackets are allowed. A clean solid color white or black shirt may be worn under the uniform scrub top if sleeves are tight fitting enough to be pulled up to allow for hand washing and aseptic techniques.

5. Shoes must be clean, with closed toe and heel. Soles must be non-skid. Socks must be worn at all times.

6. Tattoos must be covered. If tattoos are unable to be covered, such as tattoos on the hands, student must consult with clinical coordinator prior to the first day of clinical. In the event a clinical site will not permit a student to remain on the unit due to an inability to cover tattoos, a student is subject to clinical dismissal.

7. The only jewelry that may be worn with the uniform is a wedding/engagement ring, one small earring in each ear, and a wristwatch. In certain rotations, it may be required to not wear any jewelry at all. Medical alert jewelry is acceptable.

8. No visible facial or body piercing jewelry is allowed. No objects of any type may be worn in the tongue. Ear lobe expanders (gauges) larger than size 6 (4.1 mm) must be removed and Band-Aids applied over the site. Gauges 4.1mm and smaller must be covered with a flesh-colored cap.

9. Hair must be clean, natural in color (not pink, blue, etc.), tied back or pinned up from the face while in uniform to meet health and safety standards. Extreme hair styles are not permitted in lab or clinical settings. Closely trimmed beards, sideburns and mustaches are

permitted but must meet facility policy for client safety.

10. Gum chewing while in the lab or clinical setting is prohibited.

11. The uniform must be clean and wrinkle-free. Undergarments must be worn at all times and cannot be visible.

12. A watch that counts seconds, a penlight, a stethoscope, bandage scissors, and a black pen are required.

13. Students are expected to maintain appropriate personal hygiene, including oral care. Students will be free of offensive body odor and/or cigarette smell. No e- cigarettes or any form of tobacco can be carried or used. No cologne, aftershave, scented lotions and/or perfume are permitted.

14. Fingernails must be clean, and short. Polish is only permitted if it is a neutral color and non-chipped. Artificial nails, nail wraps or extenders are not permitted in the lab or clinical setting.

15. Maternity uniforms must be made from the same fabric and similar style as the current student uniform.

16. If any clinical facility requires stricter dress codes than those stated above the students attending that facility must adhere to the facilities dress code.

17. Scent Free Environment:

    a. To provide a safe, healthy environment for all learners, the lab and clinical sites are scent free. Students are asked to refrain from using scented products while in the classroom, clinical, or lab for any reason. This includes, though is not limited to hairspray, colognes, perfumes, smoke, or body odor.

    b. Students may not smoke while in program uniform while on campus. The smell of smoke on a student uniform will be considered unprofessional in the clinical, lab and classroom setting.

    c. If the student's clothing is heavily scented with fragrances/odors, the student then may be asked to leave lab or class to change. This may result in an unsatisfactory grade for the lab experience.

    d. The student will be removed from the clinical, lab or classroom setting until they are able to return without the fragrance/odor as determined by the

instructor.

Students who arrive to clinical and are not in compliance with the uniform policy must be able to correct the infraction immediately or they will be sent home with an unexcused absence. Examples of infractions that can be resolved immediately include removal of piercings, and examples of infractions that cannot be resolved immediately including ID badges being left at home.

Insurance – Malpractice/Liability and Workers' Compensation

CCD provides annual malpractice/liability insurance coverage for nursing students in off-campus clinical settings as part of the registration fees.

Students are covered by Workers' Compensation for clinical injury and exposure to infectious disease while in the off-campus clinical settings. In the event of an injury or exposure, the student must do the following:

If a student is injured at clinical site:

- Report incident immediately to clinical instructor.
- Follow through with agency requirements for on-site treatment and documentation. Provide a copy of agency documentation to CCD Human Resources. Follow-up care needs to be provided by CCD Workers' Compensation providers listed on the CCD Designated Medical Provision for Work-Related Injuries and Illnesses which will be available from your clinical instructor.
- If treatment is not available at the facility and injury is an emergency, use the nearest emergency room. If not an emergency, use one of the facilities listed on the CCD Designated Medical Provision for Work-Related Injuries and Illnesses.
- Check client chart for history of Hepatitis B or any other communicable disease, if applicable.

In addition, at CCD:

- Students must report all injuries as soon as possible to their instructor and complete a "first report of injury" within 24 hours of the injury. Medical care for school-related injuries is provided at HEALTHONE clinics/providers or Concentra clinics.
- The student's faculty and/or a Human Resources Benefits Specialist will provide the

student with the appropriate information.

- Students may be financially responsible if they do not go to a designated worker's compensation approved provider, excluding emergencies.
- All questions regarding workmen's compensation should be referred to Community College of Denver's Benefits Specialist at 303-352-3004.

THE LOWRY HOSPITAL- SIMULATION CENTER POLICIES

All simulation sessions are mandatory and must be attended. The State of Colorado Board of Nursing determines the minimum number of hours that a nursing program must offer and require the student to complete. Additional hours are determined by the curriculum and clinical agency requirements.

Students are expected to arrive 15 minutes prior to the scheduled start time to ensure they can start on time.

Absences

Students must report absences **at least one hour** prior to scheduled start times with their assigned instructor. If a student is missing more than one class, the student must report their absence to each instructor. Instructors are not responsible for communicating absences on behalf of the student.

Absences must be reviewed by the Director of Nursing Education Programs prior to a student returning to class or clinical. Students may only return to class or clinical after the Director of Nursing Education Programs has given them an excused absence.

Unexcused absences are not permitted and will result in a course or clinical failure. In order for an absence to be excused, the following conditions must be met:

- The student reported their absence before the scheduled start time per policy.
- Students will be required to submit documentation verifying the reason for their absence.
- The reason for absence is not due to a non-essential issue or the result of unpreparedness (i.e. conflict with work, attending another event, confusion over assigned schedule, traffic)

Documentation Requirements:

- Students must submit documentation verifying the reason for their absence and to clear them to return to lab. If a student is ill or has suffered an injury, a physician's note must be issued the day of the absence with a release from the physician to return to lab. The physician can designate a future date for return, otherwise, a second note may be required by a physician if the student is not cleared to return to lab beyond 2 days.
- Any student who is unable to secure documentation within the required timeframe must speak with the Director of Nursing Education Programs to discuss their extenuating circumstances.
- Students who have extenuating circumstances where documentation is not available immediately (i.e. death certificates), all made up work will be contingent on the submission of documentation.

Tardiness

Students are expected to arrive 15 minutes before their scheduled start time in simulation. If a student anticipates a late arrival, students must contact their instructor at least 15 minutes before the scheduled start time and must arrive no later than 15 minutes after the scheduled start time. Students who fail to contact their instructor at least 15 minutes before the scheduled start time will not be permitted to attend simulation sessions if they arrive after the scheduled start time.

Students who contacted their instructors to report an anticipated late start but are more than 15 minutes late are not permitted to come to simulation sessions due to the disruption in instructional delivery it imposes.

Multiple tardies are not permitted. A second tardy will result in an unexcused absence.

Students are responsible for anticipating barriers that can result in a late arrival. Examples include leaving earlier in inclement weather, having multiple childcare options, securing reliable transportation, and setting alarms to wake up on time.

Making Up Missed Hours

All simulation hours missed are required to be made up for successful completion of the course requirements. These hours are a Colorado Board of Nursing requirement, and all students must satisfy these hours to successfully complete the program requirements.

87

In order to make-up missed hours, the following conditions must be met:

- The student has an excused absence from the Director of Nursing Education Programs
- The student has only had one late arrival. More than one tardy will result in an unexcused absence and will not be eligible for make-up hours.
- Availability of instructors to make-up hours is secured.

Excessive absences will result in either a course withdrawal or course failure.

Simulation hours are not always possible to make-up and students should not expect make-up time to be available. Make-up hours can be done on weekends and/or nights. When an excused absence results in the inability of the student to meet the required hours of the course necessary to successfully complete the course, the student cannot receive a passing grade. In the event make-up hours cannot be completed within the course; an incomplete may be required. An incomplete can result in the student not progressing as planned and must return when the course is next offered to complete their outstanding requirements.

Simulation Expectations

Students will be required to participate in simulated patient-case scenarios within the Lowry Hospital. The purpose of simulations is to practice skills and patient care in a safe setting prior to administering care to live patients. Simulation can be used for lab training, clinical hours, remediation, and/or skills checkoffs.

The following are permanent expectations of the Lowry Hospital Simulation Center:
- Ink pens are not permitted in any room with simulation manikins; only pencils are allowed for gathering notes on assessment data.
- Treat each patient with respect and dignity. Students who do not demonstrate respectful communication and treatment of their patients will be removed from the lab/sim environment.
- Do not attempt to rough handle or dismantle a patient.
- Simulation is a place of safe learning. Mistakes will be made and can be discussed during simulation. However, what happens in simulation stays in simulation. See confidentiality section.

- The Simulation Center may provide real-life scenarios that are triggering for students. In the event you feel discomfort with the learning experience, please express them with the simulation coordinator and/or instructor.

Confidentiality

Students are expected to treat the simulated hospital environment as the same as any patient care environment. Mannequins are treated identical to human patients, and the care rendered will be delivered at the same standard as those we deliver in healthcare settings.

Discussions about patient care and the simulated experience are confidential and are only permitted to be discussed during debriefings in the presence of the instructor.

Preparatory Assignments

In preparation for simulated care, students will be required to complete supplemental readings and assignments prior to the start of simulation. Assignments are mandatory and will be checked prior to simulation. Any student who does not complete their assignments to the required standard specified by the instructor will not be permitted to participate in simulation and will receive an unexcused absence. Simulations hours are mandatory and must be made up in the event a student is unable to attend or does not meet the entry requirements.

In preparation to deliver care in the simulated environment, students will be required to complete mandatory simulation preparation. Simulation preparation consists of preparatory reading and review followed by a comprehension quiz.

Students will have access to all simulation preparatory assignments and quizzes from the first day of their clinical course. Students are to complete their required quizzes by the designated deadlines.

Students will be required to complete a 10-20 question quiz and score 100% to demonstrate preparedness for simulation. Students can retake the quizzes an infinite number of times but must ensure they achieve a 100% to participate in simulation.

Not completing preparatory work by the designated deadline has consequences. The following timeline outlines these consequences.

Timeline	Grading/Access Decision	Consequence
Submit Quiz with a score of 100% by deadline (one day prior to Sim Day by 0800)	You will receive a Passing grade and will be permitted to partake in Sim Day	None
Submit Quiz with a score of 100% by Sim Day (0800 day of Sim)	You will receive a Passing grade and will be permitted to partake in Sim Day.	Students will be required to complete an additional assignment. This assignment is a requirement for passing the clinical course if assigned.
Submit Quiz past Sim Day or <100% score	You will receive a Failing grade and will not be permitted to partake in Sim Day. This will result in a clinical failure unless there are extenuating circumstances.	Clinical Failure Course Failure

Simulation Attire

Students will adhere to the uniform policy for the clinical setting when delivering care to patients (in simulated environments).

Electronic Charting

The Lowry Hospital uses EHR ATI to maintain patient charts. Students will be oriented to this program to become familiarized with how to navigate a patient chart and to document in the patient chart.

Students must come prepared for simulation and have their username and password readily available in order to access this software and fully participate in simulations. Students who do not have their user information available may be dismissed from simulations for unpreparedness.

Debriefings

The Lowry Hospital and Simulation team uses the Debriefing with Good Judgement Debriefing Model. This model allows students to process input from the instructor to better understand learning and opportunities for improvement. Debriefing is an essential tool in simulation and is critical to the learning process in simulated learning environments.

Recordings

The Lowry Hospital and Simulation teams may use SimCapture to record students in the simulated environment. This feature allows students to self-evaluate their performance and enables instructors to share observations throughout the patient scenario to enhance student learning. Recordings are shared during debriefings and are not used for any purpose outside of simulation learning.

Remediation

Students who are found to be inadequately prepared for simulation and/or do not perform at the expected level of training will be required to complete remediation work.

If a student is lacking knowledge, critical thinking or clinical judgment skills, additional assignments can be assigned to further their understanding. Examples include case studies, pathograms, medication cards, reflections, and research papers.

If a student is found to be deficient in nursing skills, the student will receive remediation training in the lab and will have to perform a check-off prior to performing these skills in the clinical setting.

DISCIPLINARY PROCEDURES

Academic Honesty, Cheating, and Plagiarism

Students are expected to adhere to the highest standards of academic honesty and integrity. Examples of behavior that violate these standards include but are not limited to plagiarism, falsely citing literature, cheating, illegitimate possession and/or use of examinations, purchase use and dissemination of test banks, and falsification of official records.

Students who do not adhere to the policies will be referred to the DNEP for evaluation. Violations can result in a Performance Improvement Plan, assigned reflective exercises, and up to dismissal from the program.

Disciplinary Actions

All students must review the CCD Student Handbook and the CCD Student Code of Conduct. Any nursing student found to be in violation of requirements or guidelines outlined in the Nursing

Student Handbook, CCD Student Code of Conduct, or the CCD Student Handbook, will be subject to discipline which will include any of the following:

1. Performance Improvement Plan (PIP) – Appendix E
2. Incident/Warning Report – Appendix F
3. Remediation – Appendix G
4. Additional assignments
5. Dismissal from the Program

Performance Improvement Plans

Students are expected to operate in a professional and safe manner at all times in the classroom and clinical setting. Students who do not comply with college, Nursing Program, or health care facility policies or operate in an unsafe manner will be removed from the setting and be referred to the Director of Nursing Education Programs for a Performance Improvement Plan (PIP).

The PIP is a process used to identify areas for improvement and to develop a plan to improve in one or more areas. Students will be required to meet with the Director of Nursing Education Programs to discuss the issue(s) that were presented by the instructor. The student will be asked to reflect on the experience, identify the areas that were problematic, and identify an improvement plan.

A follow-up meeting will be held to evaluate the student's progress in implementing these strategies and improving in the areas requiring improvement.

Students may not incur more than two PIPs throughout the Nursing Program. In the event more than two PIPs are required, the student will be evaluated for dismissal from the Nursing Program.

A PIP is not a required step prior to dismissal from a course or the Nursing Program. It is the discretion of the Director of Nursing Education Programs to determine if a student's behavior or performance warrants dismissal from the program without remediation or PIP opportunities.

Incident/Warning Reports

Students who demonstrate unprofessional behaviors or do not adhere to policies set forth by the College, the Nursing Program, or affiliated Clinical Sites will receive a written warning. Written warnings will be maintained in the student file and will be tracked for compliance. Repeated

warnings can result in disciplinary actions up to dismissal from the Nursing Program.

Written warnings are not required if the Director of Nursing Education Programs determines immediate dismissal is necessary.

Dismissal from the Program

Students may be dismissed from the program for any of the following:

- Persistent violations of policy
- Policy infractions that have legal consequences (i.e. HIPAA and OSHA violations)
- Academic Dishonesty/Cheating/Plagiarism in any coursework or during quiz/examinations
- Failed remediation attempt(s)
- Two course failings within the Nursing Program
- Uncivil or unsafe behaviors that violate safe working and learning environments
- More than two Professional Improvement Plans (PIP), or unsuccessful improvement in areas identified in a PIP

STUDY SKILLS GUIDE - DAY-TO-DAY STUDY SKILLS

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

2. Reading Your Textbook
- Read your assignment before the lecture on the subject.
- First, preview the chapter; look at introduction, chapter headings, graphs, illustration, and summary.

- Now read assignment front to back underlining the main idea and key words as you read.
- The main idea is often, but not always, contained in the first or last sentence of the paragraph.
- Number in the margins to indicate the sequence of points the author makes in developing the main idea.
- Use the margin for questions you have on the material.

3. Taking Notes on Your Textbook

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

4. Listening to the Lecture (if applicable)

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

5. Taking Notes During a Lecture

- Label the date and topic on your page and write down any questions you wish answered.
- Never try to take word for word notes. You will not grasp the meaning and will be too busy writing to listen.

- Develop your listening skills until you can take notes. Notes should be a condensation of what you hear.
- Underline the main ideas in a lecture and then list 1, 2, 3, etc., and other data under the main ideas. Use a separate line for each point.
- Leave generous space for additional material or explanations. Make notes to yourself in the margins. Ask questions about any part of the lecture you did not understand. Jot down everything the teacher writes on the board.

6. Reviewing the Chapter or Subject

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

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

STUDENT ACKNOWLEDGEMENT FORMS

By initialing the following, students accept responsibility to adhere to each of the guidelines and policies outlined below.

CCD Nursing Program Guidelines and Expectations

I understand while I am enrolled in the CCD LPN-BSN Program, I will be subject to the current LPN-BSN Student Handbook, CCD Student Handbook and CCD Student Code of Conduct. I understand violations will result in disciplinary action.

_____ Student Initial

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 job-related duties in accordance with the Community College of Denver and health care facility privacy and security policies. I understand that by signing this Agreement, I will comply with this Nursing Student Confidentiality Agreement and the Health Insurance Portability and Accountability Act (HIPAA)

_____ Student Initial

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 Initial

Permission for Assignment Use

I give permission for the Community College of Denver LPN-BSN Program to keep any of my written assignments/projects for use in their Program Portfolio. Names and identifying information will be removed.

_____ Student Initial

Confidentiality Statement for Examinations and Simulation Labs Including Use of Social Media

The Community College of Denver LPN-BSN Student Handbook contains program requirements including professional conduct. Confidentiality is considered to fall within the realm of professional conduct. Students are expected to keep all exam questions confidential. Students are expected to keep all events, procedures, and information used in conjunction with the Simulation lab strictly confidential. This includes patient history information obtained prior to the actual simulation experience, as well as information obtained and used in the pre and post conferences. Please note: This includes information about the simulation as well as information about your performance and your peer's performance. Students are not to share information about their simulation experience with other students, so everyone gets an equal opportunity for learning. The use of social media such as Facebook, YouTube, Twitter, Allnurses.com, blogs, etc. cannot be used to discuss exam questions or simulation experiences.

Violation of this confidentiality statement is a violation of the Community College of Violation of this

confidentiality statement is a violation of the Community College of Denver LPN-BSN Program requirements and will lead to consequences for the student, possibly up to and including removal from the nursing program.

I have read the statement above and understand it.

_____ Student Initial

HIPAA

1. As a student performing a clinical rotation at a medical facility, you will have access to confidential medical information.
2. Federal and state laws protect this confidential medical information.
3. It is illegal for you to use or disclose this confidential medical information outside the scope of your clinical duties at the medical facility.
4. Guidelines for the use of this information:
    a. You may use this information as necessary to care for your patients.
    b. You may share this information with other health care providers for treatment purposes.
    c. Do NOT photocopy patient information.
    d. Do NOT download or email patient information for private use, to include clinical assignments.
    e. You may only access the confidential information of patients for whom you are caring. Access the minimum amount of information necessary to care for your patient or carry out an assignment. Do not access information about patients other than those you are caring for or for specific course assignments.
    f. Do not record patient names, dates of birth, address, phone number, social security number, etc., on the assignments you will turn in to your instructor.
    g. Be aware of your surroundings when discussing confidential information. It is inappropriate to discuss patients in elevators, cafeteria, etc.
    h. If you have questions about the use or disclosure of confidential health information, contact your instructor.
    i. Information concerning clients/clinical rotations must NOT be posted in any online

forum or webpage such as Facebook, You Tube, My Space, Twitter, Allnurses.com, blogs, etc.

_____ Student Initial

FERPA: Family Education Rights and Privacy Act

a. Do not share student information such as S#, address, phone # or other identifiable information with others verbally, in written form, in texts or on social media.
b. Do not share student information related to school such as schedules, or clinical assignments with others verbally, in written form, in texts or on social media.
c. Do not verify or deny a student's enrollment nor provide information on their performance within the program.
d. Do not post photos of other students unless explicit consent is provided by the student and does not violate FERPA or HIPAA regulations.

I have read and understand the information. I realize that there are civil and criminal penalties for the unauthorized use and disclosure of confidential patient information. I will abide by the guidelines when completing my clinical rotation.

_____ Student Initial

Photographic/Videotape/Interview Release

With intent to be legally bound, I give permission to Community College of Denver and its campuses (Auraria and Lowry), and to the Colorado Community College System to photograph or videotape me and use my name, and my remarks given in an interview for the purpose of promoting Community College of Denver and its campuses to the public. I relinquish all rights, title, and interest in the finished photographs, negatives, and videotape film.

_____ Student Initial

Release of Classroom Audio Recording

Students may audio record classroom lectures if all in the class members agree and sign the release for classroom audio recording. TEST REVIEWS WILL NOT BE AUDIO RECORDED!

If at any time a student revokes their release, audio recordings will no longer be permissible in class. All classroom recordings are for the use of students enrolled in the course. The recordings are not to be shared on any social media forum or with anyone outside of the current course members.

By signing below, I acknowledge and give permission for my voice to be recorded during classroom lecture. I understand these recordings will only be used for student activities related to the course and will not be shared outside of the course members.

This release shall remain in effect throughout the program term (from first semester of the program to the completion of the last semester of the program). I may revoke this release at any time by contacting the course faculty and signing the revocation section below.

I consent to classroom audio recording which may capture my voice.

_____ Student Initial

I revoke the above signed consent dated _____

Printed Name _____

Signature _____

Date _____

Records

All student files, required documentation, academic work, etc., will be destroyed three (3) years after the student completes or exits the program.

_____ Student Initial

Tutoring Request

Tutoring requests must be made through the Excel Zone Online Tutoring Request Form which can be found at: CCD Excel Zone:

_____ Student Initial

Request an Appointment

The following processes are required for setting up individual tutoring requests. Only one 25-minute appointment request can be made per student per day.

1. All form fields below marked as required must be completed (i.e. Name, S#, student email, course name/number)
2. Brief description of assignment and help requested
3. Provide 3 different dates/times you are available during Excel's hours of operation (Note: hours of operation vary by department.)
4. After submitting this form, you will receive two emails:
    a. An automated message confirming that your request was received
    b. An appointment confirmation with a WebEx link sent to your required student email. *Your appointment is not confirmed until you have received this second email
5. Same-day appointments are not guaranteed; however, we will do our best to accommodate your requests
6. All form submissions will be scheduled on a first-come, first-served basis
7. Appointment requests should be made no less than two hours in advance I understand the process for submitting a tutor request.

_____ Student Initial

OSHA Compliance

Student has received blood-borne pathogen safety training and standard precaution training.

_____ Student Initial

Handbook Acknowledgement Form

I have received a copy of the Community College of Denver LPN-BSN Program Student Handbook. I have read these policies and I understand my obligations as stated in this document. I further realize that failure to adhere to these policies will result in disciplinary action which may include dismissal from the LPN-BSN Program. I understand that modifications to the LPN-BSN Program Student Handbook and/or Nursing Course Syllabi may be made with reasonable notification to students.

_____ Student Initial

I acknowledge that I have received training and the necessary handouts to consent to the above policies and guidelines. I understand that I am responsible to adhere to these policies and guidelines and is a requirement to progress in the LPN-BSN Nursing Program.

_____   _____

Student Name (Printed)   Date

_____   _____

Student Signature   S #

Note: A copy of this form will be provided for the student to sign and will be filed in the student's folder.

APPENDICES

Appendix A

American Nurses Association Code of Ethics

Approved 2015

Provision 1	The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
Provision 2	The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
Provision 3	The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
Provision 4	The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
Provision 5	The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
Provision 6	The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
Provision 7	The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
Provision 8	The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
Provision 9	The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Appendix B

College Resources

Faculty Advisor

Each student will be assigned a nursing faculty advisor (may vary by semester) for assistance in progressing through the program. Advisors are available to students by appointment and students are encouraged to meet with them. Students may request a change in advisor at any time by contacting the Director of Nursing Education Programs and discussing the rationale for the change.

Dental Clinic

Community College of Denver's Dental Hygiene Clinic, located at Lowry, provides preventive and therapeutic dental services to adults and children (ages four and older). With approximately 1,500 people visiting annually, this clinic is a self-supporting, non-profit facility operated by college faculty, staff, and students.

Dental hygiene students—instructed and supervised by dental hygiene faculty— provide all dental hygiene care while the clinic dentists provide dental exams for every patient. In addition, our faculty review and evaluate all of the treatment rendered by students.

CCD Dental Hygiene Clinic is equipped with state-of-the-art equipment, and we employ universal precautions for infection control, safety, and health. To make an appointment, it is recommended to call the clinic (303.365.8338) early in the semester or use this online appointment request form:

https://www.ccd.edu/about/about-ccd/community-clinics/becoming-dental-patient-appointment-request-form

Testing Center

The Testing Center is located on the Auraria Campus and supports teaching and learning by providing high-quality test administration and excellent customer service in a comfortable and secure testing environment. For more information please go to:

https://www.ccd.edu/org/testing-center

For Important Testing Information please go to:

The Testing Center provides class testing services to CCD students for makeup, retake, midterm, and final exams provided by your instructor.

*Should you require testing accommodations approved by the Accessibility Center, you must schedule your appointment at the Accessibility Center (Confluence Building, Room 121).

ID REQUIREMENT

A government-issued ID is required to take a test. Upon request, an additional form of identification must be shown.

Counseling

Counseling services are available to registered CCD students from the Auraria campus and our locations at Lowry and the Advanced Manufacturing Center. The Counseling Center is located in Tivoli Student Union, and each student is eligible for up to eight sessions each academic year.

Services Include:

- stress management
- grief support
- self-care support
- anxiety support
- crisis support

Crisis Support

The Auraria Campus Crisis Line (303.615.9911) is available to the Auraria campus community and all CCD students through Colorado Crisis Services.

This is a free and confidential crisis phone line is available 24/7 to help in all mental health situations, ranging from anxiety and depression to suicide and self-harm. This resource is also available to consult with those supporting individuals going through a crisis. Mobile units and walk- in clinics are also available. See ColoradoCrisisServices.org for more information or call the number listed above.

Office of Financial Aid

Financial Aid is available to students who are in approved degree or certificate programs. The LPN-BSN Program at CCD is financial aid eligible.

For more information on types of aid, eligibility requirements and how to apply, please visit: https://www.ccd.edu/administration/non-academic-departments/financial-aid- scholarships/fa-what-is-it-how-to-apply

You may also contact the Financial Aid Office at: 303-556-5504 or FinancialAid@ccd.edu

Location:

Auraria Campus Confluence Building, Suite 120
800 Curtis Street
Denver, CO 80204

Library

You will have the opportunity to research the current literature in your nursing courses and this task will be much less daunting if you are familiar with the library. Therefore, the faculty strongly encourages you to visit the library early in the semester to become aware of all that is offered by this state-of-the-art facility.

Instructors may put articles, books, or audiovisuals on reserve for you to use in the library or to check out for short periods of time.

The Auraria Campus is home to two four-year universities — Metropolitan State University of Denver and the University of Colorado Denver. This unique partnership creates a one-of-a-kind campus experience, allowing CCD students to have access to a university-caliber library.

The library can also be accessed online at:

https://library.auraria.edu/#_ga=2.182686630.1075287651.1586276307-1393603519.1572886491

Lowry Nursing Student Library

The Nursing Program manages their own library for student use at the Lowry Campus. This library includes copies of all course and ATI textbooks, as well as resources for NCLEX-RN preparation. Students are permitted to check-out books from the Lowry Nursing Student Library for a designated period of time by contacting the DNEP.

Academic Support Center and Accessibility Center

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 strategies, and course content clarification.

Check with your 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. Students who are having academic difficulty and need support outside of class please fill out a tutoring request form (see page 50)

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
- Do all of your own assigned work

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.

- Students requesting disability accommodations should first meet with an Accessibility Specialist from the Accessibility Center (AC) by calling the Accessibility front desk phone number at 303-556-3300. It is recommended students set up their intake appointment with the AC prior to starting the Nursing Program. Specific information regarding the accommodation process can be accessed through the AC.
- Accommodations will only be provided if a student provides an updated copy of the accommodation letter to his or her individual faculty each semester.

Appendix C

College Directory

College directory can be found at https://www.ccd.edu/directory

Appendix D

Performance Improvement Plan

Student Name: _____   S number: _____

The Performance Improvement Plan is designed to encourage success in any student who is not fully meeting requirements. It provides written documentation of the issues that are causing a student to be at risk, the necessary changes, and a "student-driven" plan to help the student resolve the issue/concern.

Detailed description of incidence or concern: (Identify course, specific assignments/grades, behaviors/discussions). Attach formative notes as needed.

Faculty:

Requirements/Objectives or Policies not being met:	Objective evidence of behaviors, actions, or events:

Faculty: Description of expectations deadlines and consequences to ensure student success.

Student: Attach your written plan of what you (the student) will do to meet the above requirements or outcomes in the SMART goal format. Be very specific about what you plan to do. Include date if/whenever applicable.

Date the student and Faculty will meet to review the student's progress: _____

_____   _____

Student Name (printed)   Faculty Name (printed)

_____   _____

Student Signature   Faculty Signature

_____   _____

Date   Date

Witness: _____ Signature: _____

Date: _____

Performance Improvement Plan Update Information

Student Name: _____   Original Plan Date: _____

Today's Date: _____

Student: Attach a document that describes what you have done to improve performance since the last meeting, and whether you met your goals. Be as specific as possible.

Has the student met the goals agreed upon in the original meeting? Yes No

Faculty: Requirements that were not being met (from the original PIP)

Necessary to meet again? YES or NO   If Yes, when? _____

Is the performance Improvement Plan Closed? Yes _____ No _____

If it required that the PIP remain open and additional meetings are to be conducted, please

112

outline additional expectations, deadlines, and consequences to ensure student success.

_____   _____

Student Name (printed)   Faculty Name (printed)

_____   _____

Student Signature   Faculty Signature

_____   _____

Date   Date

Witness: _____ Signature: _____

Date:_____

Appendix E

Incident/Warning Report

Course: _____   Date: _____

Student Name: _____

Has a similar incident occurred previously? Yes No

When and Where did this incident occur?

Describe the incident/observation:

Refer to (pp. in Handbook, Code of Conduct, Syllabus, Clinical Objectives, etc.):

Plan (What student must demonstrate to remedy the violation):

_____   _____
Student Name (printed)   Faculty Name (printed)

_____   _____
Student Signature   Faculty Signature

_____   _____
Date   Date

*Signature indicates student has been informed of the unsatisfactory performance this time.

Failure to correct behavior may result in remediation and/or a failing grade.

Appendix F

Remediation Plan

Student Name: Date:

<u>Concern</u> (Description of the violation):

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

Describe specific observations:

Plan (What student must demonstrate to remedy the violation):

Remediation will be in effect until: _____

Consequence(s) of failure to remedy violation:

_____   _____
Student Name (printed)   Faculty Name (printed)

_____   _____
Student Signature   Faculty Signature

_____   _____
Date   Date

Follow-up date: _____

_____ Student has met plan requirements with termination of remediation

_____ Student has not met plan requirements with the following consequence(s):

_____   _____
Student Name (printed)   Faculty Name (printed)

_____   _____
Student Signature   Faculty Signature

_____   _____
Date   Date

Appendix G

Immunization Requirement

The immunizations required are standards set by the Colorado Department of Health (CDPHE) and Centers for Disease Control (CDC) and Prevention.

Measles (Red Measles, Rubeola)

- Dates of two doses of measles or MMR vaccine after one year of age or
- Report of immune titer proving immunity

Mumps

- Date of two mumps or MMR vaccine or
- Report of immune titer proving immunity

Rubella (German Measles)

- Date of one rubella or MMR vaccine or
- Report of immune titer proving immunity

Tetanus/Diphtheria

- Date of booster vaccination, regardless of date of birth.
- This must have been received within the last 10 years.

Chicken Pox (Varicella)

- Date of two vaccinations or
- Report of immune titer proving immunity
- History of disease is no longer accepted

COVID-19 Card

- Date of two vaccinations

Recommendation for Hepatitis B Vaccinations

In December of 1991, the Federal Rule on OSHA for blood borne pathogens passed. This put into law employer and employee responsibilities for the education and management of all potential individuals who may have occupational exposure to blood borne pathogens.

Although your role as a student in nursing does not fall under this legislation, CCD faculty believe it is in the best interest of our students to complete the Hepatitis B vaccine series.

More information regarding Hepatitis B can be found at this CDC link:
https://www.cdc.gov/hepatitis/hbv/hbvfaq.htm#overview

Students may be exposed to the blood or body fluids of persons with acute or chronic Hepatitis B virus (HBV) infection while performing your clinical assignment. The primary vaccination series consists of three doses of vaccine. Hepatitis B vaccination does not replace the need for following Standard Precautions.

Students are required to acknowledge and document that they have been advised of the recommendation for Hepatitis B vaccination.

Please complete EITHER the Hepatitis B Vaccination Verification form OR the Hepatitis B Immunization Waiver form which are completed as part of the application to the CCD LPN-BSN Nursing Program

Hepatitis B

- Date(s) of vaccination(s). The Hepatitis B vaccine is given in a series of three doses. The first two are given one month apart followed by the third dose five months after the second or
- Signed declination letter or
- Report of positive antibody (if secondary to disease, a signed declination letter is required)
- Report of immune titer proving immunity

Annual Influenza Vaccine

- Details and timeframe for administration of vaccine are be guided by the Colorado

Department of Health.

- Medical reasons for non-administration will require follow-up and additional documentation.
- The Influenza Vaccine should be received in the early Fall (August- September timeframe)

Tuberculin Test

- QuantiFERON-TB Gold (QFT)
  - QFT is a simple blood test that aids in the detection of mycobacterium TB and is an alternative to the two step PPD test. Must be performed within 90 days of the start of the semester.
- Mantoux tuberculin skin (PPD) test
- The TB skin test (Mantoux tuberculin skin test) is performed by injecting a small amount of fluid (called tuberculin) into the skin in the lower part of the arm. A person given the tuberculin skin test must return within 48 to 72 hours to have a trained health care worker look for a reaction on the arm.
- Mantoux must be no more than 90 days prior to the first day of the semester and may need to be repeated during the school year depending on requirements of clinical/practicum sites.

If either test is positive, the individual must have the following:

- A negative chest x-ray within five years prior to beginning clinical experience. This test may be required more frequently by clinical site requirements.
- If greater than one year, must complete form reviewing active symptoms.
- Statement from health care provider deeming student may attend clinical experience.

Appendix H

Request for Test Question Review

Course: _____   Test: _____

Faculty Member(s): _____

Student Requesting Review: _____

Process

- Submit within 24 hours
- Substantiate request with appropriate rationale with references from required textbooks/eBooks or other sources from syllabus. References must include the page number and paragraph. Copies of rationale are preferred.
- Submit request to faculty member with requesting student(s) names.

Test Question #: _____   Reference: _____

Rationale: _____

_____

_____

Test Question #: _____   Reference: _____

Rationale: _____

_____

_____

Test Question #: _____   Reference: _____

Rationale: _____

_____

_____

Test Question #: _____   Reference: _____

Rationale: _____

_____

_____

Appendix I

Course Syllabus Signature Form

This form is to be completed at the beginning of each course.

Handbook:

I have read and understand the CCD LPN-BSN Program Student Handbook and I know I am responsible for the content and the policies within the handbook.

Student Name (printed): _____

Student Signature: _____

Date_____

Semester/Year: _____

Course Syllabi/ Clinical Packet:

Each course in the nursing program abides by policies in the Nursing Program Student Handbook. Any additional requirements or policies for specific courses are printed in the Course's Syllabus.

I have read and understand the NUR _____ Course Syllabus for the course I am currently enrolled. I understand that I am responsible for the contents in the syllabus. I will ask the faculty for any clarification needed so that I can fulfill the student responsibilities to successfully complete the course.

I understand that there may be changes to the syllabus during the course and these changes will be updated in the D2L NUR Course Announcement and Content sections or given as written information in class.

Student signature: _____

Student printed name: _____

Current Course: _____

Date_____

Appendix J

Clinical Orientation Form

Student Name: _____

Date _____Clinical Site: _____

Objective: To determine a working knowledge of the hospital unit's physical set-up. Please check and date when completed. Enter N/A if non-applicable. Must be signed by student and clinical instructor.

Orientation to Nursing Unit	Date of Completion
1. Introduction to Clinical Manager and Staff	
2. Tour of Unit	
3. Patient Rooms	
4. Clean/Dirty Utility Room, Kitchen	
5. Treatment Room	
6. Patient Bathrooms	
7. Nurse's Station	
8. Supply System Equipment Linen	
9. Clinical Manager's Office, Conference Room, Waiting Area, Public Restroom Lockers, Restrooms Exits, Elevators, Stairways	
10. Patient Call System	
11. Telephones; Paging System	
12. Medication System, Medication Room, & Carts	
13. Manuals & Reference Materials, Nursing Policies & Procedures	
14. Patient Charts	
15. Emergency Equipment	
16. Code Red Response/Fire Alarms	
17. Code Blue Response	
18. Fire Extinguisher/O2 shut off/Vacuum	

19. Security Procedures	
20. Assignment Posting (as applies)	

Student Signature: _____Date:_____

Clinical Instructor's Signature: _____Date:_____

Appendix K

Clinical Site Evaluation by Student

Agency _____   Unit(s)_____

Semester/Year_____   Dates/Shift _____

Clinical Course: _____

Directions: Listed below are a number of statements that describe factors in the clinical setting that may facilitate or inhibit learning. Choose the rating that best describes your evaluation of each statement.

Please return this evaluation to your Clinical Instructor.

Students are expected to write professional feedback adhering to ANA Code of Ethics and CCD Student Conduct Policies and will refrain from offensive, degrading, or uncivil communication.

Ratings

Strongly Disagree=1   Disagree=2   No Opinion=3   Agree=4   Strongly Agree=5

Factor	Rating
1. Experiences are available that appropriately meet course objectives.	
2. Experiences offer opportunities to apply and synthesize classroom theory.	
3. Experiences are available that facilitate student creativity.	
4. Experiences are available that facilitate critical thinking at an appropriate level.	
5. Experiences are varied and broad in scope.	
6. Experiences offered opportunities to utilize and develop clinical skills.	
7. The facility's medication system upheld the safe practice of medication administration.	
8. There are an adequate number of experiences for clinical assignments.	
9. There is evidence the nursing staff uses the nursing process model in delivering care.	

10. The unit(s) facility provides opportunities for individualized student learning needs.	
11. Nursing staff are professional nurse role models.	
12. Faculty-nursing staff relationships facilitate open communication.	
13. Student-nursing staff relationships facilitate the student's learning.	
14. Unit/Facility staffs' expectations of students are realistic.	
15. Adequate conference space is provided.	
16. The overall atmosphere of the facility or unit is conducive to learning.	
17. The clinical environment is physically safe.	
18. The clinical environment is psychologically safe (i.e., enhancement of self-image, absence of harassment, etc.)	
19. Faculty/Students are made aware of changes in client condition and treatments in a timely fashion.	
20. Privacy is provided for faculty/student consultation.	
21. Unit(s) facility staff follows accepted Standards of Care.	
22. I would recommend use of this facility to other nursing students.	

Please feel free to make any comments, offer additional feedback, or offer suggestions. The faculty greatly appreciates your assistance in our evaluation processes! Use the back of this form if necessary.

Appendix L

Student Evaluation of Clinical Instructor

Course: _____ Clinical Instructor_____ Semester: _____

Year: _____ Facility_____ Unit(s): _____

Place a check mark in the box that best describes the clinical instructor's performance for each expectation listed. Students are expected to write professional feedback adhering to ANA Code of Ethics and CCD Student Conduct Policies and will refrain from offensive, degrading, or uncivil communication. Thank you for your feedback.

Expectation of Instructor	Meets Expectation	Does Not Meet Expectation
Clinical sessions reflect organization and advanced, effective planning.		
1. Organizes clinical experiences in a manner that is meaningful to the student.		
2. Is flexible when need arises.		
3. Is available to students during scheduled shift.		
Demonstrates mastery of course content.		
4. Demonstrates mastery of specialized area of nursing to guide students learning		
Clinical sessions show clear relationships to course outcomes.		
5. Facilitates student-learning activities based on course/clinical outcomes.		
6. Utilizes established course forms/guidelines.		
7. Explains concepts clearly.		
8. Utilizes a variety of methodologies and goal-oriented activities, which support clinical outcomes/ course outcomes.		
9. Utilizes appropriate learning opportunities/experiences as they		

occur in the clinical setting.		
10. Attempts to motivate students and foster active student involvement.		
11. Utilizes questions and strategies to stimulate critical thinking and analysis.		
12. Encourages student independent thinking and learning.		
Clinical sessions reflect professional, effective communication and relationships with students and staff.		
13. Demonstrates respect and courtesy in instructor/student relationships.		
14. Demonstrates recognition and understanding of student individuality.		
15. Respects the confidentiality of student relationships.		
16. Maintains open and effective communication with students.		
Promotes a positive instructional environment		
17. Creates a climate in which students feel free to ask questions or ask for help.		
18. Gives sufficient, objective, verbal/written evaluative feedback on written assignments.		
19. Returns assignments in a timely manner.		
20. Offers students clear feedback about clinical performance.		
21. Implements course/nursing program policies and procedures.		
22. Maintains clinical sessions as scheduled.		
23. Reflects enthusiasm for healthcare and for teaching in clinical role.		

COMMENTS: Please use back of page or additional pages. Students are expected to write professional feedback adhering to ANA Code of Ethics and CCD Student Conduct Policies and will refrain from offensive, degrading, or uncivil communication.

Appendix M

Course Evaluation

Course: _____ Semester/Year: _____

Instructions: THIS IS NOT AN INSTRUCTOR EVALUATION. This is an evaluation of the course and its curriculum. Please respond to the questions focusing on the course content.

Students are expected to write professional feedback adhering to ANA Code of Ethics and CCD Student Conduct Policies and will refrain from offensive, degrading, or uncivil communication.

Ratings:

Strongly Disagree=1   Disagree=2   No Opinion=3   Agree=4   Strongly Agree=5

Topic	Rating
1. Do you feel that the objectives of this course were met?	
2. Was the information given in the course appropriate to the clinical experience?	
3. Did the classroom experience articulate well into the class skills laboratory experience?	
4. Were the learning experiences appropriate to your learning style?	
5. Did the course exams reflect the assigned material?	
6. Did the course seem at an appropriate level at your current place in this program?	
7. Do you feel you are prepared to go into the next level of nursing?	
8. Do you think the required general education courses adequately prepared you for this course?	
9. Do you feel the study time required is appropriate for the semester hours?	
10. Did the classroom experience articulate well into the Simulation laboratory experience?	
11. Did the simulation experience(s) assist you in meeting the course objectives?	

12. Were you able to apply knowledge acquired in the simulation lab to patients in the clinical setting?	

What were the strengths of this course?

What were the weaknesses of this course?

Was the classroom space adequate for your learning needs?

Please comment on the use of D2L in the course.

Please include any additional comments you might have.

Appendix N

Instructor Evaluation

Instructor Name: _____ Course Number: _____ Semester: _____

Students are expected to write professional feedback adhering to ANA Code of Ethics and CCD Student Conduct Policies and will refrain from offensive, degrading, or uncivil communication.

	POOR	AVERAGE	GOOD	EXCELLENT
1. The instructor's ability to foster my learning was:				
2. The instructor's ability to provide clear, well-organized instruction was:				
3. The instructor met my learning needs				

What was most effective about the instructor's teaching and presentation? What did the instructor do that worked well and what did the instructor do that didn't work well?

Please comment on the organization and materials of this course (for example: Syllabus, textbooks, handouts, assignments, labs, case studies, out-rotations). What helped you understand the material?

Discuss any areas that could be improved related to methods, delivery, personal style, instruction, innovation, rapport etc. and explain.

Appendix 0

Textbook Evaluation by Student

Course: _____ Semester: _____ Year: _____

Name of Textbook _____ Edition _____

Your feedback is important to the faculty. One method for ensuring excellence in our course is to evaluate the textbook. Please assist us by completing this form.

Students are expected to write professional feedback adhering to ANA Code of Ethics and CCD Student Conduct Policies and will refrain from offensive, degrading, or uncivil communication.

Ratings

Strongly Disagree=1   Disagree=2   No Opinion=3   Agree=4   Strongly Agree=5

	Rating
Table of Contents and Index were helpful in locating topics.	
Organization of the text followed logical order.	
Content was delivered at an understandable level.	
Style of presentation stimulated my critical thinking skills.	
Examples, illustrations, charts, etc. helped explain and reinforce theory.	
Material was presented in a clear and interesting manner.	
Text was appropriate for this course.	

Appendix P

Lowry Hospital Simulation Agreement

I acknowledge that I have read the Lowry Hospital Simulation Center section of the LPN-BSN program student handbook and will abide by the following rules during simulation:

1. I will not use ink pens near the simulation manikins.

2. I will not bring food or drink into the lab and/or simulation areas.

3. I will treat each patient with respect and dignity and not roughhouse simulation equipment.

4. I will assist in cleaning and break down of simulation setups and maintain a care environment that is clean and safe.

5. I will respect the confidentiality of each patient and experiences that occur during simulated experiences.

6. I will uphold a safe learning environment of simulation for self and others.

7. I give permission to be recorded during simulated scenarios for the specific purpose of evaluating student performance during scenarios for debriefing.

8. I will uphold all school and program policies on student conduct while in the lab and simulated environment.

_____   _____

Student Name (printed)   Date

_____   _____

Student Signature   S#