CONNECTICUT STATE COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)
at
Capital, Gateway, Naugatuck Valley, Northwestern, Norwalk, and Three Rivers Campuses

NURSING PROGRAM STUDENT HANDBOOK 2023-2024

A Guide to CT-CCNP Standards and Practices

CT STATE
COMMUNITY COLLEGE

GENERAL PROGRAM INFORMATION

The *Nursing Program Student Handbook* is a guide to CT-CCNP standards and practices. Students are required to review and abide by the contents of the *Nursing Program Student Handbook* each academic year or upon re-entry into the program. A signed acknowledgement for receipt of the *Nursing Program Student Handbook* must be provided to the nursing program administrator or designee (Appendix J).

Program Mission, Vision, and Philosophy

The CT-CCNP is a collaborative of associate degree nursing programs that prepare students to be candidates for entry-level practice as registered nurses. Consistent with the Connecticut State Community Colleges' mission and the mission of colleges offering the program, the *Mission* of the CT-CCNP is to *support students' aspirations to become a registered nurse, to advance their education, and to improve health within the communities served.*

The *Vision* of the CT-CCNP is to be a personally and professionally rewarding academic program of choice. The CT-CCNP fosters diversity, innovation, quality, and excellence. As lifelong learners, CT-CCNP graduates impact the lives of those they care for, their communities of practice, and the profession of nursing.

The *Philosophy* of the CT-CCNP Curriculum is grounded in the metaparadigm of nursing, and a belief in dynamic, professional relationships between students and faculty. The metaparadigm or focus for the nursing discipline describes the roles of the nurse and directs professional practice. The metaparadigm includes four concepts, the *Person**, the *Environment,* the *Nurse,* and *Health*. The *Person* is considered within *Environments* of care where the *Nurse* promotes *Health* and manages illness in partnership with the *Person* and the interprofessional health care team.

The *Person* as the recipient of health care is distinctive, holistic, and worthy of respect. Their values, beliefs and goals must be honored and supported, regardless of the nurse's own values, beliefs and goals. The person is the central focus of the professional nurse. Sensitive and caring nursing practice demands an awareness of and respect for infinite types of relationships and perceptions of the world.

Environment is a literal or relative term. The environment of care is a healthcare setting or place where the human experience occurs and where nurses are a component of the interaction. Nurses interact with patients in a variety of settings within healthcare systems.

Health has multiple definitions; it is a dynamic state of the person/individual, family,

group, community or population as they interact with the environment. Nurses assess and intervene in human responses to actual and potential health problems along a continuum from wellness to acute conditions, chronic illness, and end of life. Nurses assess patient's definition of health and collaboratively plan for patient-centered care.

The *Nurse* provides a unique interpersonal, professional service, cognizant of legal and ethical principles and grounded in caring. Nurses recognize the need for integrity, accountability, advocacy, and systems-based thinking as they provide safe, effective patient-centered care. A commitment to continuous quality improvement, leadership development, and lifelong learning is essential for nursing practice. The *Nurse* possesses the knowledge, skills and attitudes (KSAs) to apply the nursing process using evidence, reflection, and caring. Nurses also consider patient preferences when making clinical judgments to reach positive patient outcomes.

The CT-CCNP Concept-Based Curriculum (CBC) is organized by concepts within the categories of *Nursing Profession*, *Health and Illn*ess, *Health Care Systems* and *Patient Attributes*. The curriculum is guided by local, regional and national standards and trends within healthcare, higher education, and the nursing discipline. The delivery of the curriculum is accomplished through a dynamic educational experience, which involves active and diverse learning processes. CT-CCNP graduates possess the capacity for sound clinical judgment that enables the achievement of optimum patient outcomes along the health-illness continuum across the lifespan**.** The nursing program *Plans of Study* are shown in Appendix A.

End-of-Program Student Learning Outcomes

While providing nursing care to individuals, families, groups, communities, and populations within the health care system, the nursing graduate:

1. Demonstrates communication strategies that promote accurate exchange of information, prevent and manage conflict, and establish and maintain therapeutic relationships.

2. Integrates evidence-based practice into clinical decision-making for the provision of patient-centered care.

3. Uses data and patient care technology to communicate, differentiate, and manage patient information to support clinical decision-making for optimal patient outcomes.

4. Integrates leadership and priority-setting skills into the management and coordination of safe, quality, patient-centered care.

5. Uses the nursing process to provide patient-centered care that is responsive to the patient's physiological, pharmacological, psychological, cultural, and sociological preferences, values, and needs.

6. Integrates integrity and accountability that upholds established regulatory, legal, and

ethical principles into cost effective, standard-based nursing care.

7. Uses quality improvement to promote the delivery of patient-centered care and to optimize patient outcomes.

8. Promotes a safe culture that minimizes the risk of harm to patients, self, and others at the work unit and health care system levels.

9. Analyzes the impact of the health care system on the provision of safe, quality patient-centered care at the level of the work unit.

10. Collaborates with the interprofessional health care team to manage and coordinate the provision of safe, quality, patient-centered care.

Approval and Accreditation

The nursing programs at the Capital, Gateway, Naugatuck Valley, Northwestern CT, Norwalk and Three Rivers campuses of CT State are approved by the Connecticut State Board of Examiners for Nursing (CT SBEN) as a collaborative with the consent of the Commissioner of the Connecticut Department of Public Health (CT DPH). All six programs maintain national program accreditation through the Accreditation Commission for Education in Nursing (ACEN) located at 3390 Peachtree Road NE, Suite 1400; Atlanta, GA 30326; Phone: 404-975-5000; Fax: 404-975-5020; web address: https://www.acenursing.org/, email: info@acenursing.org.

Non-discrimination Notice

The CT-CCNP abides by the Connecticut State Community College Continuing Notice of Non-discrimination and can be viewed at http://ct.catalog.acalog.com/content.php?catoid=2&navoid=27.

Core Performance Standards

The *Core Performance Standards* (Appendix B) reflect a sample of performance abilities and characteristics necessary to successfully complete the nursing program with or without reasonable accommodations; these standards are not admission requirements. The student is responsible for notifying the *Disability Services Coordinator* of conditions that may impact the student's ability to meet the *Core Performance Standards*.

Connecticut State Community College provides reasonable accommodations to students who qualify under the Americans with Disability Act (ADA) of 1990 and the ADA Amendments Act (ADAAA) of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill performance abilities and characteristics that are necessary for completing the nursing program.

If you are a student with a documented disability and you believe you will need accommodations or academic adjustments for this class, it is your responsibility to contact the Office of Disability Services at your specific. To avoid any delay in receipt of accommodation or academic adjustments, you should contact the Office of Disability Services as soon as possible. In response to your request, the Office of Disability Services may ask you to provide supporting medical documentation, diagnostic test results or professional prescriptions to evaluate your request for the accommodations or academic adjustments. The Office of Disability Services may also obtain its own professional determination of whether specific requested accommodations or academic adjustments are necessary.

Please note that accommodation or academic adjustments cannot be provided until approved and an accommodation letter from the Office of Disability Services has been received by faculty and student. If you experience a temporary impairment, medical condition, [or are pregnant,] and it interferes with your schoolwork, contact your campus nursing program.

RN Licensure

The Connecticut State Community College Nursing Program (CT-CCNP) at Capital, Gateway, Naugatuck Valley, Norwalk, Northwestern, and Three Rivers meets the state education requirements for a Registered Nurse license in the state of Connecticut.

The CT-CCNP has not determined if the associate degree registered nurse program meets the state education requirements in any other state, any U.S. Territory, or the District of Columbia. Applicants should investigate licensure requirements prior to accepting an offer of admission to any CT-CCNP program.

The licensure boards in each state are responsible for establishing the requirements for licensure/certification for their state. Students who intend to seek licensure in any state other than Connecticut need to consult with the state professional licensing board. The state professional licensing boards make the decision on whether an individual is eligible for licensure based on the rules and regulations in place at the time the individual submits their application for licensure. Websites for each State Regulatory Agency for Nursing can be found at this link: www.ncsbn.org/14730.htm.

Student Advisement

Each student is assigned a faculty academic advisor and a Guided Pathway Advisor (GPA). Enrolled nursing students should meet at least once a semester with their faculty advisor to review their plan of study, program progression, and to discuss strategies for success.

Additionally, faculty are available during office hours and by appointment to advise students. Nursing students are encouraged to seek counsel for personal or financial issues through Student Services at individual campuses.

Program Fees

Nursing students will incur additional fees including, but not limited to, a clinical program fee and a fee to support assessment of learning and preparation for the NCLEX-RN$^{®}$. Fees are assessed on a per semester basis. Additional expenses for students in the nursing program may include uniform attire, travel and parking fees, and clinical practice requirements such as annual physicals, immunizations, vaccinations, toxicology screenings, and criminal background checks.

Employment

Balancing employment with the demands of the nursing program is very difficult. Students are expected to be attentive in classroom, laboratory/simulation and clinical learning experiences for academic success and client safety. Classroom, laboratory, and clinical expectations and schedules will not be altered to accommodate student employment. The CT-CCNP accepts no responsibility for a student's performance during employment activities in a health care agency.

Request for Letter of Recommendation

Students requesting a reference for prospective employers or for college or scholarship applications are required to complete a *Faculty Recommendation Request Form* (Appendix C) and submit it to the faculty member who will write the recommendation.

PROGRAM STANDARDS

Student Conduct

As aspiring registered nurses, nursing students not only represent themselves but also the nursing program and the trusted nursing profession. CT-CCNP students are expected to demonstrate and uphold professional behaviors according to the regulatory, legal, and ethical principles of the profession in both academic and clinical settings. As such, character and behavior consistent with the *National Student Nurses' Association Code of Ethics* is required of nursing students at all times, regardless of setting. The NSNA code of ethics can be viewed online at https://www.nsna.org/nsna-code-of-ethics.html.

Students are also held to the *Board of Regents BOR/CSCU Student Code of Conduct* (http://www.ct.edu/files/pdfs/nursing-student-code-of-conduct.pdf) found within the student handbook. Any student who violates standards of professional behavior or codes of conduct will be subject to disciplinary action up to and including dismissal from the nursing program.

Some students may need the guidance and assistance of faculty to realize the expectations for professional behavior consistent with the nursing profession. A Performance Improvement Plan (PIP) can be initiated by any nursing faculty, lab assistant or Nursing Program Administrator to draw a student's attention to behaviors inconsistent with professional expectations in any setting (Appendix E). The PIP is designed to connect students with helpful resources to assist with addressing identified behaviors before success in the nursing program is compromised. If the PIP is not resolved:

1. *Program or Clinical Warning* is designed to further assist the student to identify, address, and obtain assistance with identified performance areas in need of improvement. See Appendix F for related document.

    a. A student will be placed on Program or Clinical Warning when the student fails to meet the requirements of the *Performance Improvement Plan* (PIP), commits any serious violation of program or clinical performance expectations, or has multiple competency areas in need of improvement.

    b. A student may be placed on Program or Clinical Warning at any time during the semester.

    c. The recommendation for Program or Clinical Warning is made by the course faculty or Nursing Program Administrator. The student will be advised of their status, in writing, including a statement of the course learning outcomes/competencies which the student performed unsatisfactorily or inconsistently.

    d. A student placed on Program or Clinical Warning must meet the student learning outcomes (SLOs) and competencies in order to pass and progress to the next

nursing course. Failure to do so will result in dismissal from clinical, a clinical failure, and/or a grade of "F" for the course.

e. A student who, in the professional judgment of faculty, demonstrates inappropriate, unethical, or unsafe behavior or who places a client or anyone else in imminent danger, may be removed immediately from the classroom, laboratory, or clinical assignment and receive a clinical or course failure, and/or a grade of "F" for the course.

Technology Requirements, Social Media, Personal Electronic Devices, and Recordings

Selected portions of the nursing curriculum are taught, reinforced, or reviewed using educational software, instructional media, publisher resources, computer programs, or audio/video recordings, as examples. Students are required to adhere to all copyright policies when using these resources. Students acknowledge agreement with the *Confidentiality Agreement and Consent to Video Record* (Appendix I) through their signature on the *Nursing Student Handbook Acknowledgement of Receipt and Agreement to Comply* (Appendix J).

Learning experiences can be on-ground/in-person or online/virtual. Students must have access to the required technology (i.e. computer, webcam, etc.) to enable participation in all learning activities, whether on-ground/in-person or online/virtual. Please see Appendix H, *Personal Technology Guidelines for CT-CCNP Students,* for more information. In addition, Students should refer to college course syllabi for more specific requirements or information.

 Some clinical agencies do not allow personal electronic devices on the premises; students must abide by the policies of the clinical agency. If use is permitted for academic purposes, devices must be set to silence mode. Disrupting other students, faculty or staff with the use of electronic devices in the classroom, laboratory or clinical setting may subject the student to disciplinary action.

Nursing students are reminded that posts to any social networking or social media (i.e., Facebook, Twitter, blogs, Snapchat) must reflect the same behavioral standards of honesty, respect, consideration, and professionalism that are expected in academic and clinical environments. In any social media posts or communications, students must adhere to the same restrictions related to privacy, for fellow students, faculty, and clients/patients as they do in classroom, laboratory, or clinical environments, in accordance with the federal *Health Insurance Portability and Accountability Act (HIPAA).* Information related to clinical experiences must NOT be posted on any social media platform. Inappropriate use of social media by students is subject to disciplinary action up to and including dismissal from the program.

Students should review *A Nurse's Guide to Social Media* made available through the National Council of State Boards of Nursing (NCSBN) and the *ANA's Principles for Social Networking and the Nurse* for additional guidance.

Attendance

Attendance at classroom, college laboratory/simulation and clinical learning experiences is required to meet course and end of program student learning outcomes whether on-ground/in-person or online/virtual. Excessive absences may result in the inability to meet course outcomes and consequently, course failure. Students must attend all laboratory/simulation and clinical learning experiences whether on-ground/in-person or online/virtual. Any extenuating circumstances must be documented and approved by the Nursing Program Administrator or designee.

- If the student is unable to attend a laboratory session, the student must notify the course leader and/or the faculty teaching the session per college instructions.
- If the student is unable to attend a clinical session, the student must notify the nursing faculty prior to the start of the clinical experience per college instructions.
- Lab and clinical absence require a make-up assignment.

The colleges have limited ability to provide opportunities for students to make-up clinical hours and college laboratory sessions. Make-up assignments for laboratory sessions and clinical absences will be determined and assigned by course faculty. Successful completion of assigned clinical and laboratory make-up assignments are required to pass the course.

Following health-related absences, documentation from a health care provider that clearly states the student's ability to participate in class, clinical, or lab activities, whether on-ground/in-person or online/virtual, must be submitted to the Nursing Program Administrator to receive clearance without restrictions to return to the program and/or to participate in clinical learning activities without restrictions. Faculty will assess laboratory/simulation and clinical attendance in relation to students' progress in meeting course learning outcomes. If a student is unable to meet student learning outcomes (SLOs) and competencies due to absenteeism, the student will receive a clinical failure and consequently a course failure (grade of F).

School Closing/Inclement Weather

The student should refer to area radio and television stations or the college website for class delays, late openings, cancellations, or school closing. Students should sign up for text and voicemail alerts through their college of attendance. If college classes are cancelled, clinical

experiences for that date will be cancelled or conducted online according to each college's direction. Course faculty will review clinical site-specific instructions and methods of communication regarding inclement weather.

Testing Standards and Practices

It is expected that students will be present for all examinations regardless of whether the test is administered on-ground/in-person or online/virtual. If a student misses an examination for any reason, it is the student's responsibility to contact the course leader prior to the administration of the examination and make arrangements for a make-up examination. Any student taking a make-up examination will have 10 points subtracted from the make-up examination grade unless an extenuating circumstance is documented and approved by the Nursing Program Administrator or designee. Any student who is in violation of testing standards and practices or the college code of conduct during testing will be subject to disciplinary action. Refer to the course syllabi for specific technological requirements (Appendix H), testing standards and practices and *Board of Regents BOR/CSCU Student Code of Conduct*.

CLINICAL PRACTICE REQUIREMENTS
Health Requirements

Documentation of specific student health requirements is mandatory, prior to participation in any clinical experience, whether on-ground/in-person or online/virtual. The college of attendance will provide students with the college-specific *Health Assessment Form* and procedures for submission of the form. Students are required to follow all instructions for documentation of immunization status with the required laboratory reports and the health care provider's signature. Certain clinical requirements may require annual or more frequent action during the nursing program. Failure to complete and submit requirements on time in accordance with the *Health Assessment Form may* result in dismissal from the nursing program.

College nursing laboratories and many clinical sites are not latex-free. Students who enter the program with a latex sensitivity/allergy must notify the Nursing Program Administrator and Office of Disabilities/Accessibility at the respective college to develop a plan of action. Students participating in live clinical experiences are at risk for exposure to contagious diseases. Students are expected to follow applicable practice standards to minimize risk for exposure.

Students who are hospitalized or who have a major change in health status are required to notify the Course Leader and/or the Nursing Program Administrator. Documentation from a health care provider that clearly states the student's ability to participate in class, clinical, or lab activities, s

whether on-ground/in-person or online/virtual, must be submitted to the Nursing Program Administrator to receive clearance to return to the program and/or to participate in clinical learning activities without restrictions.

Criminal Background Check & Toxicology Screening

Due to clinical affiliate agreements, criminal background checks and toxicology (drug) screening can be required prior to participation in any clinical experiences. Students must follow instructions for obtaining criminal background checks and toxicology screenings at their college of attendance. Confidential screening is done through a vendor(s) adopted by the College Results of criminal background checks and toxicology screening do not become a part of the student's educational record, as defined by the Family Educational Rights and Privacy Act ("FERPA").

The following procedures and guidelines apply to criminal background checks and toxicology screening for any student:

1. Fees for all screenings must be paid by the student;
2. The need for additional screening/assessment, beyond the initial screening/assessment, is related to clinical affiliate requirements and/or results of the initial screening/assessment;
3. Notification and recordkeeping of toxicology screening results and/or criminal background checks are performed in a manner that ensures the integrity, accuracy and confidentiality of the information;
4. Students are not allowed to hand-deliver results of either toxicology screening or criminal background checks;
5. Students are required to sign a release for results of toxicology screenings and criminal background checks to be sent to their respective nursing program.
6. Student refusal of either the background check or toxicology screening will result in dismissal from the nursing program due to the inability to complete clinical practice requirements.

Criminal Background Checks

Students who are found guilty of committing a felony and/or misdemeanor can be prevented from participating in clinical experiences per clinical facility policy. If a student is unable to be placed at a clinical learning site, the student will not be able to meet student learning outcomes. In this case, the Nursing Program Administrator will contact the student and provide an opportunity for the student to withdraw from the program. Refusal to withdraw from the program will result in dismissal from the program. Students have an on-going duty to inform the Nursing Program Administrator of any conviction that occurs after the initial criminal background check and/or while they are enrolled in the nursing program. Failure to report a

conviction can result in dismissal.

<p style="text-align:center">Toxicology Screening</p>

Positive toxicology screens can prevent students from participating in a clinical assignment per facility contractual agreements. The following guides the response to a **positive** toxicology screening for any student:

1. All specimens identified as non-negative/positive on the initial test shall be confirmed, reviewed, and interpreted by the vendor;

2. The student must provide documentation by a healthcare provider in the event there is a medical explanation for a positive result (i.e. the result of a prescribed medication). In accordance with federal law, a positive toxicology screen for legally prescribed marijuana can prohibit a student from being placed in a clinical setting that accepts federal funding.

3. If a student challenges a result, only the original sample can be retested.

If a student tests positive for drugs that are illegal substances, non-prescribed legal substances, or the student is deemed unsafe for the clinical setting by a healthcare provider, the student will be immediately dismissed from the nursing program.

Readmission following dismissal from the program in response to a confirmed positive toxicology screen is subject to re-entry guidelines and the following conditions:

1. The student provides documentation from a qualified healthcare professional indicating status of abuse, addiction, or recovery, and/or documented rehabilitation related to the alcohol/drug abuse;

2. Documentation of a confirmed negative toxicology screen immediately prior to readmission; and,

3. All other readmission/re-entry requirements are met.

Students may also be required to submit additional toxicology screening during the nursing program, in accordance with clinical affiliate contracts, or when reasonable suspicion of impairment exists. Observations that constitute reasonable suspicion may place the student at risk for disciplinary action up to and including program dismissal. Reasonable suspicion screening may be a response to observations by faculty and/or staff to include, but not be limited to, the following:

1. Physical symptoms such as slurred speech, unsteady gait, confusion or other manifestations of drug/alcohol use;

2. Presence of an odor of alcohol or illegal substance;

3. Abnormal conduct or erratic behavior during clinical or on-campus learning activities, chronic absenteeism, tardiness, or deterioration of performance regardless of any threat to

patient safety;

4. Suspected theft of medications including controlled substances while at the clinical facility; and

5. Evidence of involvement in the use, possession, sale, solicitation or transfer of illegal or illicit drugs while enrolled in the nursing program.

Basic Life Support (BLS) Training

Students are required to provide documentation of current health care provider training in Basic Life Support (CPR & AED) for the adult, child, and infant. A training certificate can <u>only</u> be earned through the *American Heart Association* or the *American Red Cross* and must remain current throughout the nursing program. Failure to comply will result in exclusion from the clinical learning experience whether on-ground/in-person or online/virtual.

Health and Safety Training

Students are required to successfully complete the online CT Hospital Association (CHA) [Health and Safety Training Course](#) prior to participation in clinical experiences whether on-ground/in-person or online/virtual.

Injury Insurance & Reporting Incidents

Any student who sustains an injury (i.e., exposure to body fluids, needlestick injury, etc.), in the college laboratory/simulation or at the clinical site, will follow the policies of the institution. The student must report to the nursing faculty immediately and complete appropriate forms per facility and college policies.

All registered full-time and part-time students are covered by an Accident Insurance Policy. Please see the School Time Injury Only Insurance Plan for the specific details of coverage. The clinical learning facility will provide emergency medical care to students and/or faculty who become ill or who are injured, while on duty, or arrange transport to an acute care facility, as applicable. The cost of such care shall be the responsibility of the individual receiving it.

It is strongly encouraged that students obtain a health insurance policy to ensure proper healthcare coverage. Evidence of personal health insurance may be required at some clinical facilities. Students may want to evaluate the options available via Connecticut's health insurance exchange: online at [Access Health CT](#) via phone at 1-855-354-2428, or if the student is not a Connecticut resident, at https://www.healthcare.gov/.

Malpractice Insurance

Professional liability insurance is provided for students by the college of attendance. Students may also purchase additional professional liability insurance which is available at a reduced cost through membership in the National Student Nurses' Association.

Transportation & Parking

Students are responsible for transportation to and from the college and clinical agencies. Students will travel to clinical agencies located throughout Connecticut and may need to travel to agencies located in neighboring states. Students are subject to the parking regulations established by clinical agencies and are expected to park in designated areas only. If a violation occurs, the car may be towed at the student's expense. The College and the CT-CCNP are not responsible for travel, parking, towing expenses or injury to property sustained at a clinical agency.

Dress Code

Student apparel and grooming during clinical experiences must conform to health, sanitation, safety, professional standards, and clinical agency policies. Professional attire should also be worn when attending CT-CCNP sponsored activities/events outside of the College. The complete uniform is to be worn during clinical experiences, laboratory/simulations, unless otherwise directed by the faculty. The uniform includes a designated jacket, top and bottoms with nursing program logo, water-resistant, closed heel & toe, medical professional shoes, stockings or socks and protective eyewear as required for patient care. Uniforms must fit appropriately, be clean and free of stains, wrinkles and odors. The college uniform may not be altered in any way.

1. For professional appearance, and personal and patient safety, visible jewelry and hair ornaments are discouraged.
2. Visible tattoos may need to be covered in accordance with clinical site policies.
3. Hair must be neat, clean and maintained away from the face; long hair must be held back in place and off the uniform. Headwear is not allowed unless serving cultural or religious purposes.
4. Facial hair should be neat, clean and well-trimmed. N-95 masks cannot be properly fitted with facial hair; therefore, facial hair is not allowed when wearing a N-95 mask.
5. Fingernails must be clean and trimmed. If nail polish is worn, it must be clear and free of chips. Artificial nails, nail adornments, or acrylics are not allowed in accordance with clinical site policies.
6. Smoking, vaping, chewing tobacco or gum is not permitted on-campus or in the clinical setting.

7. Perfume, cologne, after shave or heavy fragrance should not be worn.

8. Personal hygiene practices should ensure the lack of body odor.

Nursing faculty reserve the right to dismiss or restrict a student from the clinical setting whether on-ground/in-person or online/virtual for failure to comply with the dress code or for extremes in personal grooming. Dismissal or restriction from the clinical area will result in a clinical absence and a clinical unsatisfactory rating for the day.

PROGRAM PROGRESSION & GRADING

Progression Requirements

Students must meet all course requirements to progress to the next course. Nursing courses are sequential and have prerequisite and/or co-requisite course requirements, which may include nursing and general education courses. All nursing courses must be successfully completed in the prescribed order to progress in the nursing program. The CT-CCNP plans of study are in Appendix B. It is the student's responsibility to:

1. Obtain the minimum grade requirement for nursing (NUR) courses: 74% or higher.

2. Obtain the minimum grade requirement for co-requisite Courses: A grade of C or higher is required for all non-nursing courses. Exceptions are BIO*2111 & 2112 for which a grade of C+ is required.

3. Verify that transfer credits are recorded on the college transcript. Transfer credits are not included in the college GPA, but grades must meet the nursing and co-requisite course grade requirements. Transfer credits completed prior to acceptance into the Program and/or not submitted for admissions evaluation will not be accepted in transfer if the credits were not evaluated during the admissions process.

4. Complete all course requirements including standardized testing.

5. Pass all dosage calculation competencies.

6. Meet the graduation requirements of the college and the nursing program plan of study.

7. Apply for eligibility to take the NCLEX-RN® and obtain licensure as a registered nurse.

Grading for the Theoretical Component of Nursing Courses

The grade for the theoretical component of nursing courses is determined by performance on quizzes, examinations, and other assignments as outlined in course syllabi. The grading scale is as follows:

A = 93-100	B- = 80-82	D+ = 67-69
A- = 90-92	C+ = 77-79	D = 64-66
B+ = 87-89	C = 74-76	D- = 63-60
B = 83-86	C- = 70-73	F = less than 60

Grades for quizzes, examinations, and written/other assignments are computed to the second decimal point throughout the course using conventional rounding procedures. Final course grades are computed to a whole number. A grade at or above .50 will be rounded up to the next whole number; any grade at or below .49 will be rounded down to the whole number.

Example:
Final Course Grade = 73.49 = 73 = C-   The student does not pass the course.
Final Course Grade = 73.50 = 74 = C   The student passes the course.

Grade of Incomplete: A student whose course work is incomplete at the time grades are submitted may receive a grade of incomplete ("I") with faculty approval. Course requirements must be completed within two weeks unless an extension is pre-approved by the Nursing Program Administrator. The student is not allowed to progress to the next nursing course until the grade of "I" has been changed to a grade of "C" or higher.

All assignments are due on the assigned date. Late assignments are subject to point deduction per course syllabi. Written work is expected to be original and completed independently unless otherwise instructed. American Psychological Association (APA) format is to be used for all written assignments. Citations must be used to acknowledge sources and avoid plagiarism in accordance with APA standards. Plagiarism /self-plagiarism is considered a violation of the BOR/CSCU Student Code of Conduct and is addressed accordingly. Submission of previously submitted material/assignments is considered self-plagiarism.

Grading for the Clinical Component of Nursing Courses

Supervised clinical learning experiences are offered in the nursing laboratory using simulation and in clinical practice settings (i.e., hospitals, long-term care facilities, community-based settings, etc.). Course specific *Clinical Evaluation Forms* are used to document the student's progress toward achievement of student learning outcomes (SLOs) and competencies throughout the nursing courses (formative evaluation). The final (summative) evaluation must indicate "Satisfactory" (S) in all competencies to pass the course and progress in the nursing program. If a student receives an unsatisfactory grade (U) in one or more competencies in the summative clinical evaluation at the end of the semester, the student will receive a grade of "F" for the course.

Course grades for students who receive an overall clinical grade of "Satisfactory" (S) are derived from the numerical grade earned for the theoretical component of the course. A student who does not meet the student learning outcomes (SLOs) and competencies will receive a course grade

of "F" (clinical failure) regardless of the numerical grade earned for the theoretical component of the course.

Selected clinical skills cannot be performed by students until the student's performance of the skills has been validated. These specific skills, and the methods by which they are evaluated, will be identified by nursing faculty and specified in each nursing course syllabus.

Satisfactory Performance in Simulated Learning Laboratory/Clinical

Students must attain Satisfactory achievement of all applicable behaviors identified on the clinical evaluation.

Students are required to successfully demonstrate multiple nursing skills in the Nursing Labs. Written guidelines outlining the expectations for passing skill validations can be found in the corresponding lab section. Students are required to come prepared with any equipment required to perform that skill. Students who are unsatisfactory in a skill validation are required to remediate with the Laboratory Instructor or Faculty and retest that skill. Skills Validation must be satisfactory prior to performing the skill at the Clinical site. Students who fail a third validation attempt must withdraw from the course and will not progress in the program. They may apply for readmission, if eligible. This will count as the student's one readmission opportunity.

Clinical Practice Expectations

Clinical learning experiences whether on-ground/in-person or online/virtual are an essential component of CT-CCNP courses. Clinical experiences provide opportunities to apply theoretical knowledge and skills to clinical practice within the framework of the CT-CCNP curriculum to achieve student learning outcomes (SLOs) and competencies. Clinical experiences are provided in traditional clinical sites, in simulation labs, and in the online/virtual environment. In traditional on-ground sites such as inpatient, ambulatory care or community settings, students provide care to patients under the guidance and supervision of nursing faculty. Requests for specific clinical placements or preferences are not guaranteed and clinical site assignments are subject to change. Simulation or virtual clinical experiences are faculty guided and replicate real patient care in healthcare environments. Every effort is made to provide the most realistic experience possible. However, due to the nature of replication, there may be limitations to the realism provided. Nonetheless, students should proceed demonstrating knowledge, skills and attitudes in the simulation or virtual clinical experience as if they were caring for an actual patient. Students are expected to actively engage in both traditional and simulated or virtual clinical experiences.

Clinical practice expectations are established to promote student success and to ensure student and client safety during clinical experiences. Repeated or serious violations of these expectations may result in immediate dismissal from the clinical setting, the course, and/or nursing program. Guidelines for clinical practice, clinical lab, and simulation or virtual experiences include, but are not limited to, the following:

1. Arrive on-time. Students who arrive late to clinical may be dismissed for the day. Dismissal from clinical for the day will result in a clinical absence.

2. Demonstrate application of principles and performance criteria presented in classes, seminars, clinical laboratories, and required instructional materials.

3. Demonstrate evidence of preparation and initiative to provide responsible, safe nursing care. Students who are unprepared for clinical may be dismissed for the day. Dismissal from clinical for the day will result in a clinical absence.

4. Performance of patient care activities within a reasonable span of time.

5. Uphold the legal and ethical principles of patient care.

6. Build upon prior learning, competencies, and performance expectations.

7. Apply and integrate faculty feedback related to clinical performance.

8. Seek direction from nursing faculty prior to performing a nursing skill, particularly for the first time. Nursing skills must be performed according to clinical site policies and with direction, guidance, and supervision.

9. Students may only perform nursing care when supervised by nursing faculty in the assigned clinical agency during scheduled times.

10. Students may not remove clinical agency-generated client information from the clinical agency.

11. Unless otherwise specified, the use of personal electronic devices, tape recorders, cameras, cell phones and personal audible pagers is not permitted on clinical units.

12. Students must notify nursing faculty prior to leaving the clinical unit for any reason.

13. Students must attend pre and post clinical conferences unless excused by nursing faculty prior to the conference. Missed conference time is considered clinical absent time.

14. In the event a student's behavior, physical or emotional condition threatens or disrupts the clinical learning experience, the nursing faculty may dismiss the student from the clinical site for the day, or balance of the day. If a student is dismissed, the incident will be documented, and the dismissal will be considered a clinical absence.

15. Any student who observes behavior by another student that threatens student or client safety has a responsibility to immediately report the behavior to the nursing faculty.

Clinical Evaluation

Clinical evaluation forms list the major student learning outcomes (SLOs) and competencies that apply to each course. Each SLO is stated as an observable behavior that

incorporates more detailed and measurable statements referred to as competencies. Clinical evaluation forms are used to review and summarize learner progress toward achieving the SLOs and competencies, and to identify recommendations for further development. A rationale for unsatisfactory ratings must be provided by nursing faculty. <u>A satisfactory grade must be attained on the final clinical evaluation to achieve a passing grade for the course</u>.

Evaluation forms are intended for use as an evaluation guide and are maintained in the student record. Students are responsible for attending and completing the evaluation process in conference with the nursing faculty.

Faculty utilize a variety of methods to assist students who have areas of performance that need improvement. These approaches are designed to connect students with helpful resources and to draw students' attention to behaviors inconsistent with professional expectations in any setting before program success is compromised. The following processes have been established to promote student success and improvement in identified performance areas.

Student Referrals

The *Student Referral* process is designed to connect students with helpful resources to support their success. *Student Referral*s can be initiated by any faculty member, clinical faculty/instructor, lab assistant, nursing program coordinator or director. The student is required to meet the recommendations cited on the *Student Referral Form* which is/are maintained as a permanent part of the student's educational record in the Program (see Appendix D) for related document).

Performance Improvement Plan

The *Performance Improvement Plan* (PIP) (Appendix E) is designed to draw attention to behaviors that are inconsistent with professional expectations in any setting and performance areas in need of improvement before program success is compromised.

1. A PIP can be initiated by any faculty member, clinical faculty/instructor, lab assistant, nursing program coordinator or director and is maintained as a permanent part of the student's educational record.
2. A PIP can be given for academic, laboratory, clinical performance or for professional behavioral issues.
3. The action plan identified in the PIP is time limited and designed to assist the student in meeting course learning outcomes.
4. Documentation that the student has successfully completed the action plan and has met the cited SLOs and competencies, or has failed to do so, is included in the PIP.

5. Should a student fail to meet the SLOs and competencies identified in the PIP the student is placed on Program or Clinical Warning or receives a clinical failure for the course.

Program or Clinical Warning

Program Warning or Clinical Warning (Appendix F) is designed to further assist the student to identify, address, and obtain assistance with performance areas in need of improvement.

1. A student will be placed on Program or Clinical Warning when the student fails to meet the requirements of the Performance Improvement Plan (PIP), commits any serious violation of performance expectations, or has multiple clinical competencies in need of improvement.

2. A student can be placed on Program or Clinical Warning at any time during the semester.

3. The recommendation for Program or Clinical Warning is made by the course faculty or nursing program director.

4. The student will be advised of their status in writing, including a statement of the course SLOs and competencies, which the student is performing unsatisfactorily or inconsistently.

5. A student placed on Program or Clinical Warning must meet the SLOs and competencies in order to pass the current course and progress to the next nursing course. Failure to do so will result in dismissal from clinical, a clinical failure, and/or a grade of "F" for the course.

6. A student who, in the professional judgment of faculty or nursing program director, demonstrates inappropriate, unethical, or unsafe behavior or who places a client or anyone else in imminent danger, may be removed immediately from the classroom, laboratory, or clinical assignment and receive a clinical or course failure, and/or a grade of "F" for the course.

Dosage Calculation Competency

Students are required to take a dosage calculation competency in each of the four semesters in the nursing program. In addition to the dosage calculation competency, course examinations may also include dosage calculation items. Guidelines for dosage calculation competency assessment include:

1. A grade of 90% or higher is required to pass the dosage calculation competency in each of the four semesters.

2. Students may not administer patient medications until the dosage calculation competency is passed each semester.

3. **Remediation is required** for students who fail the dosage calculation competency before taking the next competency.

4. Students will be given no more than three (3) attempts to pass the dosage calculation competency in each semester.

5. Students who fail the third (3rd) dosage calculation exam must withdraw from the course and may request readmission if eligible. This will count as the student's one readmission opportunity.

SUSPENSION OR DISMISSAL

Student behavior, physical, or emotional condition in the academic or clinical teaching setting that conflicts with the expectations for student conduct will be managed in accordance with the judgment of the involved faculty. In consultation with the Course Leader and Nursing Program Administrator, faculty may determine that the expertise of additional college personnel, healthcare professionals, or administrators is needed to establish direction appropriate to an individual situation.

If the physical or emotional condition of the student is disability related and an academic adjustment/accommodation has been granted by the college *Disability/Accessibility Services Coordinator* and the clinical agency, then faculty must consult with the college *Disability/ Accessibility Services Coordinator* prior to making further determination. The actions of faculty are sanctioned based upon the overarching requirement to protect the student(s) and/or patient(s)/client(s), other students, and/or agency employees with whom they carry responsibility for delivering safe and competent nursing care.

A student who, in the professional judgment of faculty, demonstrates inappropriate, unethical, or unsafe behavior or who places a client or anyone else in imminent danger, may be removed immediately from the classroom, laboratory, or clinical assignment. Nursing faculty may dismiss a student from clinical learning activities, related to unsafe nursing practice, for up to one day. If suspension from clinical learning activities beyond one day (interim suspension) is a consideration, the student is provided an opportunity to meet with designated college personnel to provide pertinent information for consideration prior to any decision addressing interim suspension from clinical.

The decision to dismiss a student from any course teaching/learning activities, other than clinical beyond one day (interim suspension), must be made in collaboration with designated nursing program leadership and the Dean of Students for the campus. If interim suspension from any course teaching/learning activities, other than clinical is a consideration, the student is provided an opportunity to meet with designated college personnel to provide pertinent information. The information provided by the student is considered, by the designated college personnel in collaboration with the Dean of Students, prior to any decision addressing interim suspension from course activities other than clinical.

RE-ENTRY INTO THE NURSING PROGRAM

Students may re-enter the CT-CCNP only **once** through reapplication or readmission.

- **Reapplication:** Students who withdraw from, do not successfully complete, or are dismissed from the first nursing course (NUR 120/1120) must re-apply to the program to be considered for admission for a second time. Reapplication means submitting a new nursing application to the program to start in the first nursing course, NUR 1120. Re-applying and being admitted a second time is considered a re-entry and counts as the one-time re-entry to the program. The Nursing 120/1120 grade is not included in the Nursing Admission GPA for students re-applying.

- **Readmission:** Students who have successfully completed the first nursing course (NUR120/1120) and fail, are dismissed, or withdraw from a subsequent nursing course may request readmission to the program. Readmission means seeking re-entry into the program to repeat the last nursing course attempted. Students must have successfully completed at least NUR 120/1120 to be eligible for readmission. Readmission is considered a re-entry to the program and counts as the one-time a student may re-enter the program. Readmission is not guaranteed.

    Reasons for withdrawal or failure include, but are not limited to:

    - Academic failure, a grade less than 74, for the theoretical component of any nursing course.
    - Unsatisfactory grade or clinical failure in the clinical component of any nursing course.
    - Violation of program policies.
    - Withdrawal from a nursing course for any reason.
    - Failure to meet program requirements such as toxicology screening, background check, clinical placement requirements,
    - Failure to pass dosage calculation competency exam (3 attempts provided).
    - Failure to pass skill validation (3 attempts provided).
    - Failure to complete course requirements, such as assigned assessment testing.

    Violation of the BOR Student Code of Conduct or the NSNA Code of Ethics may deem a student ineligible for re-entry to the nursing program.

Standards for Readmission

Readmission to the nursing program is based on a review of, but not limited to, reason for withdrawal from the program, academic achievement, clinical evaluations, and evidence of

interim efforts to strengthen areas of weakness. Evaluation criteria for students requesting to re-enter include, but are not limited to, nursing GPA, compliance with code of conduct, attendance, ability to deliver safe and competent care, prior performance on skill or drug calculation competencies, adherence to college and program policies, use of remediation resources, faculty recommendation, and completion of the recommended exit plan. Consideration for readmission to the program can only be granted if there are available openings and sufficient clinical resources and faculty. In the event there are more readmission requests than available openings, a ranking system will be applied using the evaluation criteria as stated above.

Eligibility requirements for students to be considered for readmission are as follows:

1. Successful completion of NUR*120 or NUR 1120

2. Minimum *Nursing Readmission GPA* of 2.70. The *Nursing Readmission GPA* is based on those courses assigned credit within the nursing program plan of study (Appendix A) The *Nursing Readmission GPA* is not the same as the *Nursing Admission GPA* or the college GPA.

3. If the candidate is using a course from a *Fresh Start* semester to meet a nursing program curriculum requirement, that course will count in the calculation of the *Nursing Readmission GPA*.

4. Completion of an exit interview scheduled within thirty days after withdrawal from the course with the Nursing Program Administrator or designee.

5. Written request for readmission submitted by

   a. March 1ˢᵗ for the summer semester (Northwestern CT only),
   b. April 1st for the fall semester and
   c. November 1st for the spring semester.

   Requests should be addressed to the Nursing Program Administrator and include the course number, student Banner ID. Student should describe efforts made to strengthen the areas of concern identified during the exit interview and plan for success.

6. Students approved for readmission must be enrolled in the CT-CCNP within 18 months of leaving the Program.

Documentation of current health requirements, Basic Life Support training, Health and Safety training, repeat criminal background check, and repeat toxicology screening is required prior to re-entry and readmission into the nursing program. Readmission is granted on a space available basis. Additional items may be required of the student to complete the readmission process.

INTERNAL TRANSFERS WITHIN THE CT-CCNP

Transfer can only occur following successful completion of NUR*120/1120. Transfers will only occur prior to the start of a semester; mid-semester transfers will not be considered. Transfer requests are evaluated by the Nursing Program Administrators at the transferring and receiving colleges. Acceptance for transfer to another college within the CT-CCNP is based on availability of openings, and faculty and clinical resources. In the event there are more transfer applicants than available openings at a specific college, a ranking system that applies the *Nursing Readmission GPA* will be used.

A student who is requesting transfer to another CT-CCNP campus after having previously been unsuccessful in a nursing program, must submit a written request for readmission (if eligible) to the program administrator of the campus where they were preciously enrolled.

A student must complete 25% of the program at the college of graduation. A student requesting transfer at the end of the third semester would have less than 25% of the program remaining. In this situation, a student would do the following:

1. Apply for internal transfer following the requirements above.
2. If approved, candidates must request permission to take course(s) at the college they are transferring to, and then transfer those courses back to the college of graduation.

APPEAL PROCESS FOR NURSING STUDENTS

Students have the right to appeal a decision of the nursing faculty.

- Step One: The student must submit their appeal in writing to the nursing faculty involved within two (2) business days of the incident.

- Step Two: If the student is not satisfied with the resolution at Step One, the student must submit their appeal in writing to the course leader within two (2) business days. If the faculty member involved is the course leader, the process will move to Step Three.

- Step Three: If the student is not satisfied with the resolution at Step Two, the student must submit their appeal in writing to the Nursing Program Administrator within two (2) business days. The Nursing Program Administrator will respond to the appeal in writing within four (4) business days of receipt of the appeal.

- If the student is not satisfied with the decision of the Nursing Program Administrator, the student can initiate the college-level student grievance procedure, as outlined in the Student Handbook, at the college of attendance.

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APPENDIX A: PLAN OF STUDY

Associate Degree Nursing Program Plan of Study

	Credits
ADMISSION REQUIREMENTS/Year 1	
BIO 2111: Anatomy & Physiology I^ +	4 credits
ENG 1001: English Composition	3 credits
MATH 1200: Statistics or higher	3 credits
CCS 1001: College & Career Success	3 credits
*There are pre-requisite courses for A&P I and	13-21* credits
Microbiology that could add an additional semester and 8 credits	
FIRST SEMESTER/Year 2	
NUR 1120: Nursing in Health & Illness I	9 credits
BIO 2212: Anatomy & Physiology II^	4 credits
PSY 1011: General Psychology	3 credits
	Semester Total: 16 credits
SECOND SEMESTER/ Year 2	
NUR 1125: Nursing in Health & Illness II	8 credits
BIO 2350: Microbiology+	4 credits
PSY 2001: Life Span Development	3 credits
	Semester Total: 15 credits
THIRD SEMESTER/ Year 3	
NUR 2220: Nursing in Health & Illness III	9 credits
SOC 1001: Principles of Sociology	3 credits
ENG 1020: Composition II & Literature or	3 credits
any ENG course that meets the Written	Semester Total: 15 credits
Communication II outcomes	
FOURTH SEMESTER/Year 3	
NUR 2225: Nursing in Health & Illness IV	8 credits
NUR 2226: Transition to Professional Nursing Practice	1 credit
ARHX: Arts & Humanities	3 credits
	Semester Total: 12 credits
Total General Education Course Credits	36
Nursing Course Credits (as mandated by DPH regulation)	35
Total Program Credits	71-79*

Non-nursing courses must be taken in the semester indicated above or they may be taken earlier.

Nursing courses must be taken in the stated sequence.

+ Prerequisite courses may be required.

^Course must be taken within 5 years prior to beginning the nursing program. A grade of C+ or higher is required in BIO*211 and BIO*212

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Associate Degree Nursing Program Plan of Study for LPN Advanced Placement

ADMISSION REQUIREMENTS	Credits
BIO 2111 Anatomy & Physiology I[^+]	4 credits
ENG 1010 English Composition	3 credits
MATH 1200 Statistics or higher	3 credits
CCS 1001 College & Career Success	3 credits
*There are pre-requisite courses for A&P I and	13-21* credits
Microbiology that could add an additional semester and 8 credits	

CT-CCNP PROGRAM REQUIREMENTS	
BIO 2112 Anatomy & Physiology II[^+]	4 credits
BIO 2350 Microbiology[+]	4 credits
PSY 1011 General Psychology	3 credits
PSY 2001 Life Span Development[+]	3 credits
SOC 1001 Principles of Sociology	3 credits
	15 credits

COSC LPN-RN ARTICULATION BRIDGE COURSE
NUR 190 LPN to RN Articulation Bridge Course~

FIRST SEMESTER	
NUR 1152 Concept Based Curriculum LPN to RN Transition	2 credits
LPN Articulation Credits Awarded	15 credits
	17 credits

SECOND SEMESTER	
NUR 2220 Nursing in Health & Illness III	9 credits
ENG 1020 English Composition II & Literature or	3 credits
any ENG course that meets the Written Semester Total: 12 credits	
Communication II outcomes[+]	

THIRD SEMESTER	
NUR 2225 Nursing in Health & Illness IV	8 credits
NUR 2226 Transition to Professional Nursing Practice	1 credit
ARHX Arts & Humanities	3 credits
	Semester Total: 12 credits

Total General Education Course Credits	36
Nursing Course Credits	35
Total Program Credits	71-79

[+] Prerequisite courses may be required.
^ BIO 211/2111 and BIO 212/2112 must be taken within 5 years prior to the start of nursing program. Minimum grade of C+ or higher required.
~Course offered at Charter Oak State College online. Minimum grade of B- required for advanced placement.
Nursing courses must be taken in the stated sequence. Non-nursing courses must be taken in the semester indicated or earlier.

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APPENDIX B
Core Performance Standards for the CT-CCNP*

*The *CT-CCNP Core Performance Standards* have been adapted from Marks, B., & Ailey, S. A. (2014) *White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs.* Sacramento, CA: California Committee on Employment of People with Disabilities (CCEPD).

Requirements	Standards	Examples
Acquiring fundamental knowledge	1. Ability to learn in classroom and educational settings 2. Ability to find sources of knowledge and acquire the knowledge 3. Ability to be a life-long learner 4. Novel and adaptive thinking	• Acquire, conceptualize and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations • Develop health care solutions and responses beyond that which is rote or rule-based
Developing communication skills	1. Communication abilities for sensitive and effective interactions with patients (persons, families and/or communities) 2. Communication abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members. 3. Sense-making of information gathered from communication 4. Social intelligence	• Accurately elicit or interpret information: medical history and other info to adequately and effectively evaluate a client or patient's condition • Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted (such as TTY) and/or electronic) to patients and the health care team • Effectively communicate in teams • Determine a deeper meaning or significance in what is being expressed • Connect with others to sense and stimulate reactions and desired interactions
Interpreting data	1. Ability to observe patient conditions and responses to health and illness 2. Ability to assess and monitor health needs 3. Computational thinking 4. Cognitive load management	• Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc. • Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of patients • Obtain and interpret information from assessment of patient's environment and responses to health across the continuum • Obtain and interpret for evaluation information about responses to nursing action • Translate data into abstract concepts and to understand data-based reasoning
Integrating knowledge to establish clinical judgment	1. Critical thinking, problem-solving and decision-making ability needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their environments – in one or more environments of care 2. Intellectual and conceptual abilities to accomplish the essential of the nursing program (i.e. CT-CCNP Student Learning Outcomes & Competencies) 3. New-media literacy 4. Transdisciplinarity 5. Design mindset	• Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate plans of care or direct the development, implementation and evaluation of care • Critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication • Literacy in and ability to understand concepts across disciplines • Represent and develop tasks and work processes for desired outcomes
Incorporating appropriate professional attitudes and behaviors into nursing practice	1. Concern for others, integrity, ethical conduct, accountability, interest and motivation 2. Acquire Interpersonal skills for professional interactions with a diverse population of individuals, families and communities 3. Acquire Interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members 4. Acquire the skills necessary for promoting change for necessary quality health care 5. Cross-cultural competency 6. Virtual collaboration	• Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances • Make proper judgments regarding safe and quality care • Function effectively under stress and adapt to changing environments inherent in clinical practice • Demonstrate professional role in interactions with patients, intra and inter professional teams • Operate in different cultural settings (including disability culture) • Work productively, drive engagement, and demonstrate presence as a member of a virtual team

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APPENDIX C

Faculty Recommendation Request Form

Date:_____ Name of Faculty Requested for Recommendation: _____

Title: _____

Name of Student Requesting Recommendation:_____

Banner Number: @ _____

Student Address: _____

City: _____ State: _____ Zip: _____

Would you like a copy of the recommendation sent to you?   Yes   No

Reason Requesting Recommendation: _____

Position Applied For: _____

Name of Organization Applied to: _____

Address to Send Recommendation: _____

_____

_____

Signature of Student: _____

By signing and completing this form, you are authorizing the above-mentioned faculty to release your student records. The faculty has the option to decline a request for recommendation.

FOR FACULTY USE ONLY

- -

Recommendation Written: Yes   No

If no, please explain:

_____

_____

_____

Date Recommendation Was Sent: _____

Faculty Signature: _____

Please retain a copy of the recommendation for your files.

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APPENDIX D
STUDENT REFERRAL

Student:_____ Date:_____

Referred To:_____

Referred By:_____

Referral Date:_____ Due Date:_____

Areas of Concern/Unmet *Student Learning Outcome(s) (SLO):*

Action Plan:

Student Signature:_____ Date: _____

Signature of Faculty/Staff

Member Completing Referral:_____ Date: _____

Outcomes:

Indicate Follow up Action Plan or Resolution of Areas of Concern/Unmet SLO:

_____ Follow-Up Action Plan:

_____ Resolved

Student Signature:_____ Date: _____

Faculty/Staff Member:_____ Date: _____

Add supportive documents as needed

APPENDIX E
Performance Improvement Plan (PIP)

Student Name: _____   Date of PIP: _____
Please Print or Type

Student ID: _____   Course(s): _____

Part 1: Discovery

☐ **Academic**   ☐ **Clinical**   ☐ **Professional Behavior**

Description of Incident/Event: *(cite specific examples)*   Date:_____

Related course learning outcomes/competencies:

Student Comments:

Part II – Remediation Action Plan

Student Strategies for Success (student identifies how they intend to improve performance):

Follow-up Scheduled _____
                                            Date

Student Signature: _____   Date: _____

Instructor/Staff Signature: _____   Date: _____

Part III: Follow Up Evaluation

Date:_____

Outcome of Action Plan:

☐ Student has completed the Remediation Action Plan, is now meeting the course learning outcomes/competencies, and does not require follow-up.

☐ Student completed the Remediation Action Plan, is making progress toward meeting the identified course learning outcomes/competencies, but requires follow-up *(use a separate Follow Up Evaluation sheet to document each follow up meeting).*

      Follow-up Scheduled for _____

☐ Student is not meeting the identified course learning outcomes/competencies and is placed on Program or Clinical Warning. *(refer to Program or Clinical Warning Form).*

☐ Student is not meeting the course learning outcomes/competencies and will receive a failing grade for the course.

As evidenced by: (cite specific performance examples)

Student Comments:

Student Signature: _____ Date: _____

Instructor/Staff Signature: _____ Date: _____

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APPENDIX F

Notification of Program or Clinical Warning

Student Name: _____   Date: _____

Please Print or Type

Student ID: _____   Course(s): _____

Part 1: Placement on Program or Clinical Warning

☐ **Academic**   ☐ **Clinical**   ☐ **Professional Behavior**

Prior PIP: ☐ **Yes**   ☐**No**

Description of Incident/Event: *(cite specific examples and/or refer to PIP)*

Date:_____

Related course learning outcomes/competencies:

Student Comments:

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Notification of Program or Clinical Warning

Part II – Remediation Action Plan

Student Strategies for Success (student identifies how they intend to improve performance):

Follow-up Scheduled _____
                                                        Date

Student Signature: _____ Date: _____

Instructor/Staff Signature: _____ Date: _____

Part III: Follow Up Evaluation   Date: _____

Outcome of Action Plan:

☐ Student has completed the Remediation Action Plan, is now meeting the course learning outcomes/competencies and Program or Clinical Warning has been resolved.

☐ Student completed the Remediation Action Plan, is making progress toward meeting the identified course learning outcomes/competencies, but requires follow-up *(use a separate Follow Up Evaluation sheet to document each follow up meeting).*

        Follow-up Scheduled for _____

☐ Student is not meeting the identified course learning outcomes/competencies and will receive a failing grade for the course.

As evidenced by: (cite specific performance examples)

Student Comments:

Student Signature: _____   Date: _____

Instructor/Staff Signature: _____   Date: _____

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APPENDIX G

AUDIO/AUDIOVIDEO RECORDING/PHOTOGRAPHING AGREEMENT

I acknowledge that faculty of the Connecticut Community College Nursing Program (CT-CCNP) allow students to audio and/or audiovideo record and/or take photographs during classes and on campus laboratory sessions as students deem necessary for enhancement of their studies.

In agreeing to this both the Student and the College recognize that:
1. the audio/audiovideo recording/photography may affect others in the course, including faculty and students, including the extent to which their participation may be affected by the audio/audiovideo recording/photography.
2. both the Student and the college acknowledge that there are legitimate interests involving copyright, academic freedom of the College, the instructor and the student's classmates, the Family Education Rights and Privacy Act (FERPA) regarding the privacy of recorded student information and expectations of others regarding having their identity and statements being recorded/ photographed.
3. in order to balance the numerous interests of all concerned and to minimize the possible disruption and/or distraction that may result from the audio/audiovideo recording/ photography of a class or laboratory session, the Student and the College mutually and voluntarily enter into the following agreement.

With the understanding that I am being allowed to audio/audiovideo record and/or photograph nursing classes and on campus laboratory sessions for my personal, academic use, I agree not to copy or reproduce the audio/audiovideo recording and/or photograph, nor allow anyone else to copy, reproduce or use these materials, and I agree to not make any portion of the recording or photograph available on social networking or internet sites.

In particular, and as a condition of this agreement, I expressly agree to the following:
- I will turn off the recorder and/or camera during class or erase portions when requested;
- I will not share the contents of the audio/audiovideo recordings and/or photograph with anyone whatsoever;
- I will not allow anyone to use the audio/audiovideo recordings and/or photographs for any purpose;
- I will not make, or allow anyone to make, copies of the audio/audiovideo recordings and/or photographs;
- I will not transfer the contents of the recorder and/or camera to any other media nor will I transfer the contents electronically, by uploading, by downloading or in any other manner whatsoever;
- I will keep such audio/audiovideo recordings and/or photographs within my exclusive possession and control at all times and at all locations;
- I will not make, or cause to have made, a written transcription in any form of the contents of the audio/audiovideo recordings (other than personal notes for my sole and exclusive use.

By signing the *Nursing Student Handbook Acknowledgement of Receipt and Agreement to Comply,* I agree to adhere to these conditions if I decide to audio/audiovideo record and or photograph while a student in the CT-CCNP.

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APPENDIX H

Personal Technology Guidelines for CT-CCNP Students

Personal technology plays an important role in the current higher education environment. It is a requirement for students to own a personal computing device and have access to broadband internet.

The recommended device is a laptop or desktop computer. Netbooks and tablet computing devices do not have the computing power of a normal laptop or desktop computer, for this reason they are not recommended for use as a primary computing device.

All CSCU students have access to the full Office 365 Professional suite of applications which requires one of the following operating systems for installation:

> Windows 10 (Professional, Education, Enterprise, or Home)
>
> macOS 10.14 (Mojave) or higher

These operating systems can only be run on a full laptop or desktop computer.

Table 1. - Hardware recommendations for laptop or desktop

	Recommended	Preferred (or higher)
Processor (CPU)	Intel Core i5/AMD A8, A10, manufactured 2015 or later	Intel Core i7/AMD Ryzen, manufactured 2015 or later
Memory (RAM)	8 GB	16 GB
Hard Drive	256 GB SSD	512GB SSD
Display	1920 x 1080 (1080p)	1920 x 1080 (1080p)
Webcam	720p	1080p
Audio	Headset or Speakers and Microphone	Headset or Speakers and Microphone

Please click here to access to the latest updated information regarding hardware recommendations.

Internet Access

High speed (broadband) internet access is also a requirement for the use of personal technology. Although some internet service providers (ISPs) label all their offerings as high speed, some of these services fail to meet the throughput requirements necessary for the online activities required for your courses. At this time, connection speeds of 6 – 10 Mbps (or higher) are suggested for typical educational activities like video streaming, teleconferencing, and file downloading (https://www.fcc.gov/consumers/guides/broadband-speed-guide?contrast=).

Additionally, if using cellular wireless for data connectivity you should consider a plan with higher data caps (6 GB to unlimited monthly).

Web Browsers

The current version of any major browser (Chrome, Edge, Firefox, or Safari (macOS)) is recommended for use. In addition to their default browser, everyone should have a secondary browser loaded for troubleshooting issues when they occur.

Some websites may have specific version requirements or plugins which are needed to function correctly. Some of the plug-ins currently required by websites used within our environment are:

Adobe Reader - https://get.adobe.com/reader/

Java JRE - https://www.java.com/en/download/

Pearson Digital Resources

For successful use of the digital resources provided with the Pearson Textbook package Pearson recommends:

- ✓ Use Chrome or Firefox as your browser
- ✓ Allow pop ups
- ✓ Enable cookies

For the best experience with the Pearson resources, check the system requirements for your product at: https://www.pearsonmylabandmastering.com/northamerica/mymislab/system-requirements/index.html#browser-settings.

Specific directions for problems that persist despite adherence to these recommendations are located in your Blackboard nursing course in the *MyLab Nursing Student Tools* folder.

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APPENDIX I

CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO RECORD

During participation in any learning activities, while a student in the CT-CCNP, you will be both an active participant and an observer.

The primary objective of interactive learning, simulation, and virtual learning is to support and enhance clinical nursing practice. The faculty believe these learning activities will provide students with additional methods to identify their learning needs and improve their clinical performance. Simulations are designed to challenge student response and judgment in a variety of clinical scenarios. Due to the possible sensitive nature of these experiences, strict confidentiality is required by all participants and observers.

My signature on the *Nursing Program Student Handbook Acknowledgement of Receipt and Agreement to Comply* indicates my agreement to maintain strict confidentiality about the details of any learning activity, its participant(s), and the performance of any participant(s). In addition, my signature indicates that I have authorized the nursing faculty and staff to video record my performance during any learning activity as a participant or as an observer. Furthermore, my signature indicates that I have authorized the nursing faculty and staff to use the video recording(s) of my participation in any learning activity for purposes including, but not limited to: debriefing me, faculty review, and the educational support of other learners by displaying the recording.

By signing the *Nursing Program Student Handbook Acknowledgement of Receipt and Agreement to Comply*, I acknowledge that my agreement is truly voluntary and that I have been provided the opportunity to seek further clarification of this document prior to signing.

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APPENDIX J

**NURSING PROGRAM STUDENT HANDBOOK
ACKNOWLEDGEMENT OF RECEIPT AND AGREEMENT TO COMPLY**

Nursing students are responsible for reading and complying with the information that appears in the current college catalog, student handbook at the college where they are enrolled, and the 2023-2024 *CT-CCNP Student Handbook*. The *CT-CCNP Student Handbook* is a guide to specific practice standards for the nursing program plan of study. Failure to comply with nursing program standards and practices will lead to a review of student behavior and possible disciplinary action, up to and including dismissal from the Program.

The CT-CCNP reserve the right to modify any statement in the 2023-2024 *CT-CCNP Student Handbook*. If changes are made, they will be provided to students through a *CT-CCNP Student Handbook Addendum*. Regardless of entry date, students must abide by the CT-CCNP Standards and Practices in accordance with the most recent edition of the *CT-CCNP Student Handbook*.

I,_____, acknowledge receiving and reading the 2023-2024 CT-CCNP Student Handbook, including the *AUDIO/VIDEO RECORDING/ PHOTOGRAPHING AGREEMENT* and the *CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO RECORD.*

I agree to comply with the standards and practices stated in the Nursing Student Handbook and with the terms of the *AUDIO/VIDEO RECORDING/ PHOTOGRAPHING AGREEMENT* and the *CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO RECORD.*

I acknowledge that prior to signing I have been provided the opportunity to seek further clarification.

I understand this statement will be placed in my nursing program student record.

Student Name (Print): _____

Banner ID Number: _____

Signature: _____

Date: _____

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Appendix K

CAMPUS DISABILITY COORDINATORS

CAPITAL: Mark Lukas 860-906-5260 mlukas@ccc.commnet.edu	**NORTHWESTERN:** Daneen Huddart 860-738-6318 dhuddart@nwcc.edu
GATEWAY: Ron Chomicz 203-285-2234 rchomicz@gatewayct.edu	**NORWALK:** Fran Apfel 203-857- 7192 fapfel@norwalk.edu
NAUGATUCK VALLEY: Vincent McCann 203-596-8608 vmccann@nvcc.commnet.edu	**THREE RIVERS:** Matthew Liscum 860-215-9265 mliscum@threerivers.edu