



Associate of Applied Science in Nursing **NURSING STUDENT HANDBOOK**

Fall 2025



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COCONINO COMMUNITY COLLEGE MISSION STATEMENT

Coconino Community College is committed to providing accessible and affordable educational programs that prepare students for the future. Deeply engaged with the communities we serve, we promote student success through a welcoming and inclusive learning environment designed for innovative programming, career and workforce development, university transfer education, and continued life-long learning opportunities.

NURSING DEPARTMENT MISSION/VISION

The CCC nursing program's mission is to build a professional, safe and diverse nursing workforce to advance the health of our local, national, and global communities through nursing's core values of caring, integrity, diversity and excellence.

PHILOSOPHY

The nursing faculty shares the mission and vision of Coconino Community College. Nursing faculty hold the belief that nursing is an art and science. A complete nursing education curriculum integrates knowledge from the sciences and humanities. Nursing faculty are committed to contributing to the profession through teaching and maintaining knowledge of current nursing practice and educational methods. The nursing faculty recognizes that nursing students are unique, have individual learning needs and their engagement with students contributes to the learning experience. Active student participation, which includes setting personal goals and taking ownership of program content and skills mastery, is essential to their success.

NURSING PROGRAM GOALS

1. Provide the community an economically feasible way to advance a career in healthcare.
2. Improve student learning by providing students with innovative teaching strategies.
3. Engage with students to promote retention within the nursing program.
4. Empower students to create and achieve goals throughout the nursing program.

NURSING PROGRAM OUTCOMES

The nursing program measures student success after completion of the program. The following areas are tracked and evaluated.

1. NCLEX-RN pass rates
2. Program completion rate
3. Employment rates

END OF PROGRAM STUDENT LEARNING OUTCOMES (EPSLO)

The student will be able to:

1. prioritize care for multiple patients.
2. demonstrate technical skills required of a registered nurse.
3. incorporate current evidence into clinical practice.
4. demonstrate patient, self, and environmental safety.
5. demonstrate professional, ethical and legal behaviors of a registered nurse.
6. utilize the nursing process effectively to provide client- centered care.
7. integrate healthcare technology into clinical practice.
8. function effectively within nursing and interprofessional teams.

End of Program Student Learning Outcomes are determined by various means of assessment including, but not limited to skills lab, case studies, virtual simulation, high fidelity simulation, clinical, quizzes/tests, concept maps, assignments, and care plans.

STUDENT LEARNING OUTCOMES BY COURSE

EPSLO	NUR 116	NUR 124	NUR 215	NUR 220
prioritize care for multiple patients	identify frameworks for prioritizing client care.	apply prioritizing frameworks to care for patients in an adult medical-surgical setting.	apply prioritizing frameworks to care for the mental health, pediatric, newborn and childbearing families.	demonstrate the ability to prioritize care for multiple complex patients.
demonstrate technical skills required of a registered nurse	demonstrate competence in performing nursing skills in the skills lab.	demonstrate competence in performing supervised nursing skills in an adult medical-surgical setting.	demonstrate competence in performing nursing skills for mental health, pediatric, newborn and childbearing families.	demonstrate proficiency of technical skills for multiple complex patients.
incorporate current evidence into clinical practice	apply evidence-based practice to client care.	apply evidence-based practices in caring for patients in an adult-medical surgical setting.	apply evidence-based practices in care of mental health, pediatric, newborn and childbearing families.	integrate current evidence into clinical practice for multiple complex patients.
demonstrate patient, self, and environmental safety	identify the safety needs of patients and nurses.	demonstrate safe practices in the adult medical-surgical setting.	demonstrate safe practices in the mental health, pediatric, and maternal-newborn settings.	manage the safety needs of complex patients and the healthcare team.
demonstrate professional, ethical and legal behaviors of a registered nurse	identify ethical and legal behaviors of a nurse.	demonstrate ethical and legal behaviors of a nurse in an adult-medical surgical setting.	Demonstrate ethical and legal behaviors of a nurse with mental health, pediatric, newborn and childbearing families.	demonstrate the ethical and legal behaviors of a nurse in the management of complex patients.
utilize the nursing process effectively to provide client-centered care	demonstrate the ability to formulate a plan of care based on accurate client assessment.	apply the nursing process to provide client-centered care in the clinical setting.	apply the nursing process to provide client-centered care with mental health, pediatric, newborn and childbearing families.	utilize clinical reasoning principles to formulate and implement a client-centered plan of care for complex patients.
integrate healthcare technology into clinical practice	utilize technology appropriately in client care.	utilize appropriate technology while caring for patients in adult medical-surgical settings.	utilize appropriate technology while caring for mental health, pediatric, newborn and childbearing families.	utilize appropriate technology while caring for complex patients.
function effectively within nursing and interprofessional teams	report on therapeutic communication styles of other healthcare professionals.	demonstrate collegiality and teamwork with nursing and interprofessional teams in an adult-medical surgical setting.	demonstrate collegiality and teamwork with nursing and interprofessional teams for mental health, pediatric, newborn and childbearing families.	functions effectively within nursing and interprofessional teams to foster communication, collaboration, mutual respect, and shared decision making.

EPSLO	NUR 114	NUR 222
prioritize care for multiple patients		assess priorities in patient management.
demonstrate technical skills required of a registered nurse	list the eight rights of medication administration.	evaluate the role transition from student to professional nurse.
incorporate current evidence into clinical practice	explain the application of current evidence for use with medicine administration.	validate sources of current evidence for nursing practice.
demonstrate patient, self, and environmental safety		
demonstrate professional, ethical and legal behaviors of a registered nurse	identify accountability, ethical and legal responsibilities of the professional nurse related to safe drug administration.	evaluate professional, ethical, and legal behaviors of a registered nurse.
utilize the nursing process effectively to provide client-centered care	address indications, routes, side effects, and adverse effects of medications introduced in this course.	
integrate healthcare technology into clinical practice	discuss the role of technology in client care.	
function effectively within nursing and interprofessional teams	distinguish the roles of the hospital pharmacists, health care providers, and nurses for individualization of pharmacological interventions.	distinguish among various nursing leadership skills.

PROGRAM CONCEPTUAL FRAMEWORK AND COMPETENCIES

A conceptual framework provides an organizing structure for implementation of learning experiences throughout the program. Students must be able to demonstrate satisfactory performance guided by nationally recognized standards and competencies. EPSLOs were created around Quality and Safety Education for Nursing (QSEN). The following is a guide to competencies that students must perform to successfully complete the program.

EPSLO	QSEN	ANA Standards of Professional Performance	Clinical Judgment Measurement Model	NLN Competencies
prioritize care for multiple patients	Patient-Centered Care Teamwork/Collaboration Safety Informatics	Evidence-Based Practice/Research Quality of Practice	Recognize Cues Analyze Cues Prioritize Hypotheses Generate Solutions	Nursing Judgement
demonstrate technical skills required of a registered nurse	Patient-Centered Care EBP Safety Informatics	Evidence-Based Practice/Research Quality of Practice Resource Utilization	Take Action Evaluate Outcomes	Professional Identity
incorporate current evidence into clinical practice	Patient-Centered Care EBP QI Safety Informatics	Education Evidence-Based Practice/Research Quality of Practice	Hypotheses Generate Solutions Take Action Evaluate Outcomes	Spirit of Inquiry
demonstrate patient, self, and environmental safety	Patient-Centered Care Teamwork/Collaboration Safety	Environmental Health	Take Action Evaluate Outcomes	Nursing Judgment
demonstrate professional, ethical and legal behaviors of a registered nurse	Patient-Centered Care Teamwork/ Collaboration EBP QI	Ethics Culturally Congruent Practice Resource Utilization	Take Action Evaluate Outcomes	Professional Identity
utilize the nursing process effectively to provide client-centered care	Patient-Centered Care Teamwork/Collaboration EBP QI Safety Informatics	Quality of Practice Professional Practice Evaluation	Recognize Cues Analyze Cues Prioritize Hypotheses Generate Solutions Take Actions Evaluate Outcomes	Nursing Judgment
integrate healthcare technology into clinical practice	Patient-Centered Care QI Safety Informatics	Professional Practice Evaluation Resource Utilization	Take Actions Evaluate Outcomes	Professional Identity
function effectively within nursing and interprofessional teams	Patient-Centered Care Teamwork/Collaboration QI Safety Informatics	Communication Collaboration Leadership Resource Utilization	Take Actions Evaluate Outcomes	Human Flourishing

ASSOCIATE IN APPLIED SCIENCE NURSING DEGREE PROGRAM OF STUDY

Academic Year 2025-2026

Course	Program of Study	Credits	Notes
CHM 130- Fundamental Chemistry (or higher)	Prerequisite	4	Prerequisites: ENG 098 and MAT 097 or placement above ENG 098 and MAT 097
ENG 101- College Composition I ENG 102- College Composition II	Prerequisite Prerequisite	3 3	Prerequisite: ENG 098 or multiple measures Prerequisite: ENG 101 or 101A
MAT 140- College Math with Algebra Review (or higher)	Prerequisite	3-5	Prerequisite: MAT 091 or placement into MAT 097 or MAT 140
BIO 201- Anatomy & Physiology I BIO202- Anatomy & Physiology II	Prerequisite Prerequisite	4 4	Prerequisite grade C or higher: BIO 181 Prerequisite grade C or higher: BIO 201

Course	Program of Study	Credits	Notes
<u>1st semester (Year 1)</u> NUR 114 – Intro to Pharmacology for Nursing NUR 116- Nursing Concepts I BIO 205- Microbiology	Core curriculum Core curriculum Corequisite	3 7 4	Prerequisite: admission to nursing program Prerequisite: admission to nursing program Prerequisite grade C or higher: BIO 181
<u>2nd Semester (Year 1)</u> NUR 124- Nursing Concepts II BIO 218- Human Pathophysiology NTR 135- Human Nutrition	Core curriculum Corequisite Corequisite	9 4 3	Prerequisite grade B or higher: NUR 114 and 116 Prerequisite grade C or higher: BIO 201 and 202
<u>3rd Semester (Year 2)</u> NUR 215- Nursing Concepts III PSY 240- Developmental Psychology	Core curriculum Corequisite	9 3	Prerequisite grade B or higher: NUR 124 Prerequisite grade C or higher: PSY 101
<u>4th Semester (Year 2)</u> NUR 220- Nursing Concepts IV NUR 222- Management & Leadership in Nursing Arts/Humanities Elective	Core curriculum Core curriculum Corequisite	9 2 3	Prerequisite grade B or higher: NUR 215 Prerequisite grade B or higher: NUR 215 Pre-requisite: depends on the course

Total Credits for AAS Nursing Degree: 77-79 (7 semesters)

Total Credits including BIO 181 and PSY 101: 84-86 (7 semesters)

****Prerequisite courses are required to be completed prior to applying to the Nursing Program. For applicants who have a completed Bachelor of Arts or Bachelor of Science degree: may use that degree to satisfy ENG 101, ENG 102, and MAT 140 only. All other pre- and co-requisites are required as outlined below in the Admission Requirements. Official transcripts must be provided to the College once the AAS Nursing degree is declared.***

Corequisite courses are not required to apply but strongly encouraged to complete prior to entering the Nursing program.

ADMISSION, PROGRESSION, WITHDRAWAL, DISMISSAL, AND READMISSION POLICIES

Admission Requirements

To be eligible to apply for admission to the Associate of Applied Science in nursing program the applicant is required to complete the following:

- Completion of the electronic nursing program application
- Submission of unofficial transcripts for applicable courses with the application to the nursing program
- Grade of “C” or higher in all required prerequisite courses
 - For applicants who have a completed Bachelor of Arts (BA) or Bachelor of Science degree (BS): use of that degree can be used to satisfy ENG 101, ENG 102, and MAT 140 only. Unofficial transcripts showing degree conferred must be included as part of the application. Official transcripts must be provided to the College if accepted to nursing program.
 - If an applicant does not have a complete BA or BS degree, all courses must be taken with a grade of “C” or higher.
- Cumulative grade point average of 3.0 on a four-point scale or higher on required pre-requisite courses
 - For applicants using their BA or BS degree to satisfy English or Math requirements, calculation of GPA on the nursing application will result in less courses to be averaged together for the GPA. Example: if an applicant is without an ENG 102 grade, there will be no grade entered onto the application and the average will be with 5 courses instead of 6. Please schedule an advising appointment with the nursing department prior to submitting an application.
 - An unofficial transcript demonstrated the BA or BS degree conferred is required to be submitted with the application.
- Verification of current Arizona Nursing Assistant (CNA or LNA) or Licensed Practical Nurse (LPN) license
- Submission of a copy of an Arizona DPS Fingerprint Card, Level 1
- Spring 2025 admission: Completion of the NLN NEX exam with minimum, 50th percentile rank
- Strongly recommended: advising appointment with the nursing department prior to submission of application

New Student Orientation

All new students to the Nursing Program are required to attend a one-day orientation prior to the first day of class. This typically occurs the week before classes begin. Required orientation activities must be completed and include the following.

- Review of Nursing Student Handbook and sign acknowledgement
- Obtain CCC student ID badge
- Tour of facility
- Other activities outlined by the agenda (varies from year to year)

Progression

Progression through the Nursing Program requires students to obtain a “B” or higher in each core nursing course in addition to successfully passing clinical experiences.

Withdrawal

The nursing program follows CCC’s procedure on [Student Withdrawal \(501-11\)](#). It is strongly recommended that the student speaks with the nursing instructor and Director of Nursing prior to withdrawing from the course.

Course Withdrawal

- A student may initiate an official withdrawal from any course by completing the withdrawal process online using the student self-service system or by submitting a course drop form to the Registration and Enrollment Services Office. Withdrawals must be made within the published deadlines. (See [501-03 Registration Information](#))

- It is the student's responsibility to withdraw from any class they do not intend to complete. If a student stops attending and does not withdraw by the withdrawal deadline the instructor will assign the earned final grade. Students are encouraged to discuss withdrawal options with their instructors and with the Office of Financial Aid and Veterans Services (if a financial aid or Veteran's education benefits recipient).
- A grade of "W" indicates that the student withdrew from the class after the end of the drop period but on or before the withdrawal deadline.
- A grade of "W" is not calculated in the grade point average but is included in attempted hours of completion.
- Tuition refunds will only be processed within the refund period.

Term Withdrawal of Financial Aid Students

- In accordance with the federal regulations (34 CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw or are withdrawn by the College. Students are encouraged to contact the Office of Financial Aid and Veteran Services.
- A Return to Title IV calculation will be determined for students who follow official withdrawal procedures as well as for students who stop attending classes. Students may be required to return unearned Federal Grant or Federal Loan funds.

Dismissal/Readmission

Students who earn a grade below "B" or withdraw from any nursing course may request readmission to the nursing course; however, readmission is not guaranteed. Students may request readmission once during the Associate of Applied Science in Nursing program. Readmission is contingent on space availability and again not guaranteed. Readmission requests must be submitted in writing to the Director of Nursing. The letter should address actions implemented to resolve the issues responsible for exiting the program. The Director of Nursing will review requests for readmission. Written requests must be submitted by the date requested by the Director of Nursing. Submission of an application for admission may be required as determined by the Director of Nursing.

Transfer Students/Advanced Placement

Students wishing to transfer to the Coconino Community College Associate in Applied Science in Nursing program from another nursing program and seek advanced placement must provide the following documentation *and* schedule an interview with the Director of Nursing. The application process includes:

- Completion of Associate in Applied Science in Nursing Degree program admission requirements as outlined in Admission Requirements
- Completion of an application according to published procedure of the current year (this includes AZ CNA or LNA license, DPS fingerprint clearance card, and ATI TEAS or NLN NEX test score)
- Submission of letter(s) from previously attended nursing program(s) verifying performance and placement in theoretical and clinical levels
- Submission of official transcripts for prior coursework from the nursing program and all pre/co-requisites
- Submission of all nursing course syllabi of classes completed at the current nursing program

The Director of Nursing will determine eligibility and placement of the student based on evaluation of prior coursework and information from previous program(s) prior to scheduling an interview. Acceptance is also dependent on space available in class. If accepted, the student is required to complete documentation as outlined in Health Requirements.

Advisors

- Students are more than welcome to talk with nursing faculty to help with career choices.
- Each student is responsible for fulfilling degree requirements, but the Director of Nursing or an academic advisor can help the student to understand academic requirements, changes in requirements, choose electives, and plan a balanced program.
- Advisors may also assist students to utilize the resources available at CCC, including programs for improvement of study skills, financial aid, counseling, and health care.

GRADUATION REQUIREMENTS

Requirements for graduation include:

- All pre/co-requisite courses must be completed prior to or in sequential order listed on the curriculum outline. Students must receive a “C” or higher in all required general education and science courses and a “B” or higher in the core nursing courses and successfully pass clinical rotations in order to progress through the nursing program.
- Successful completion of all required nursing program theory and clinical hours.
- Students should follow other graduation procedures as described in the Coconino Community College catalog.
- Graduation from the nursing program does not guarantee licensure.

HEALTH REQUIREMENTS

Documentation

The following records must be completed and on file with the Nursing Department when applications are submitted. Health records are required for students to participate in clinical rotations. ***It is the student's responsibility to ensure that all forms and requirements are complete throughout the nursing program.*** Students are required to keep a copy of ALL documents for their own records, as they will be required to provide these to clinical agencies prior to participating in clinical rotations.

- Confidential Medical History Form
- *Negative TB skin test (must be current for the entire academic year and must not expire prior to May 15th of each academic year) or a chest x-ray/other testing if skin test was positive
- Evidence of two (2) measles, mumps, and rubella (MMR) vaccines OR blood titer (must be read by healthcare provider), which shows immunity *NOTE: rubella vaccine cannot be given to pregnant women.
- Evidence of two (2) varicella (chickenpox) vaccines OR blood titer, which shows immunity (must be read by healthcare provider)
- Hepatitis B vaccine series record or signature declining this vaccine (the program specialist for the Nursing Department has a declination form)
- Tdap immunization within ten (10) years
- *Flu vaccine (annually by September 1st)
- COVID-19 vaccine (evidence of full vaccination)
- *10 or 12 panel urine drug screening (within 60 days of the first NAH clinical day)
- Completion of Handbook, Civility and Accountability Acknowledgements (in Typhon each semester)
- Completion of Student Responsibility Statement for clinical (in Typhon)

Additional Documentation Required

- American Heart Association BLS Provider certification
- Unexpired Arizona Nursing Assistant License (CNA, LNA, or LPN)
- Unexpired DPS Fingerprint Clearance Card, Level 1

*Students continuing in the nursing program must update TB test and influenza vaccine yearly, prior to the start of each academic year to continue in the program and participate in clinical rotations. These documents must not expire prior to the end of the academic year. The Director of Nursing has the right to grant an exception for the required renewal of CNA or LNA in a student's last semester of the nursing program. Students must initiate the request for the renewal exception. All of the above requirements that have an expiration date must be up-to-date at all times during the program. It is the student's responsibility to provide an up-to-date copy of these records to the Nursing Department. *The nursing department will communicate documentation due dates through CCC student email. If any documents are found to be out of date, one reminder will be provided with a due date. If the documentation is not updated by the due date, then the Code of Conduct policy will be followed. **Failure to adhere to documentation due dates will result in the student not participating in clinical rotations until the requirements have been met. The attendance policy will be enforced, and the student will be required to schedule makeup day(s).***

Policy Related to Pregnancy, Medication, and other Health Related Concerns

Students who are pregnant, under the influence of medication, or other health related concerns such that would prevent full participation in required clinicals and other competencies of the nursing program will require consultation with the course faculty and/or the Director of Nursing well in advance of clinical assignment or as soon as possible. This is not excluding students, but coordinating with faculty if less than full participation in all aspects of clinical requirements cannot be met.

Blood and Body Fluid/Needle-Stick Exposure Protocol

All exposures to blood and other potentially infectious bodily fluids must be reported immediately to the clinical instructor and receive medical evaluation at the student's expense.

- Any student sustaining blood or bodily fluid exposure as described above may elect to have an HIV antibody test performed at the clinical facility, where possible, or at another health care facility. All efforts will be made to protect student confidentiality. Students desiring a higher level of confidentiality may have testing performed at the Coconino County Health Department or private health care provider's office.
- Students sustaining significant exposure to blood/bodily fluids must report it to their instructor who will notify the immediate supervisor and complete the appropriate documents required by the clinical agency. The CCC nursing program will follow the clinical agency policy and procedure on exposure.
- Those exposures requiring first aid (i.e., lacerations requiring sutures) will be referred for evaluation and treatment in the Emergency Department.
- Students who receive a significant exposure to a known HIV source or known Hepatitis B carrier (HbsAg positive) will be referred immediately to the Emergency Department for initial evaluation. Follow up will be the responsibility of the student and the student's health care provider.
- When a student experiences an unprotected exposure to blood/bodily fluids while in a clinical agency, the student should be aware that the agency policy may mandate an incident report be filed. While the nursing program will make every effort to maintain confidentiality, the nursing program cannot be held responsible for actions taken by the clinical agency. The Nursing Program will maintain a record of exposure incidents.
- If a student receives a bloodborne exposure or needle-stick during skills lab on the CCC campus, the student will be sent for bloodborne pathogen blood draw. CCC will pay for the first lab draw, and the student will be responsible for the cost of subsequent follow up.

GIFTS

Students may not give or receive any gifts of patients/clients or their families. Students should not give or receive gifts to nursing faculty or clinical instructors.

ACADEMIC POLICIES

CCC has numerous policies to which students and employees must adhere. The policies that communicate expected student conduct in class and clinical experiences are listed here. Full copies are included in [Appendix A](#) of this handbook. Students can access [CCC Policies and Procedures](#) on the website.

Code of Conduct

Behavior that interferes with the orderly functioning of the college or adversely affects an individual's pursuit of education, or disrupts the learning environment is prohibited. For a complete list of prohibited behaviors, see the College's full [Code of Conduct Procedure \(503-01\)](#). Any violation of the [Code of Conduct](#), [Professionalism](#), [Respectful Behavior](#), [Academic Honesty/Integrity](#), [Cell Phone/Social Media](#), [Dress Code](#), [Arizona Nursing Practice Act](#), [Punctuality to Clinical](#), [Documentation](#), or [Safe Practice Policies](#), will be subject to the following discipline procedure. Violations will follow the student throughout the entire nursing program.

1. **First offense:** Verbal warning will be given to the student from the instructor. Written documentation of the verbal warning will be placed in the student's file.
2. **Second offense:** Written letter of warning will be issued to the student. With the written warning, the student, instructor, and Director of Nursing will provide a signature, and the document will be placed in the student's file. Students are required to create a written action plan to correct the behavior.
3. **Third offense:** A meeting with the instructor and Director of Nursing with consideration for dismissal from the program.

Professionalism

Nursing professionalism occurs both inside and outside the classroom. Professionalism includes the following behaviors. Students not practicing the above behaviors will be subject to discipline (see [Code of Conduct](#)).

1. Preparedness and Punctuality (class and clinical)
2. Time Management
3. Quality of Work/Accountability
4. Teamwork
5. Respectful Behavior
6. Ethical Behavior
7. Coachability/Self-Reflection
8. Emotional Intelligence
9. Motivation
10. Maintaining Health Records, Certifications, and Licenses

Accountability Acknowledgement

The following statement will be acknowledged each semester.

As a Registered Nursing (RN) student, I understand that professional communication and timely submission of assignments are critical components of academic success and professional development in nursing.

1. **Communication:**

I commit to maintaining clear, respectful, and professional communication with my instructors, peers, and clinical supervisors. I will seek clarification when needed, respond promptly to communications, and proactively address any concerns or challenges that may impact my academic or clinical performance.

2. **Timely Submission of Assignments:**

I acknowledge the importance of adhering to deadlines as a reflection of my time management skills and professional accountability. I understand that my professor is not obligated to provide reminders for assignments. I will prioritize my workload to ensure that all assignments are completed and submitted on time. If unforeseen circumstances arise, I will initiate communication with my instructors in advance to request any necessary accommodations or extensions, understanding that such requests may not always be granted. All assignments for each course must be submitted by the deadlines set by my professor. Missing these deadlines may prevent me from taking the midterm and/or final exams.

3. **Acknowledgment of Program Policies:**

I have read, understand, and agree to abide by the policies and guidelines outlined in the Nursing Student Handbook and the course syllabus. I recognize that these documents contain important information regarding academic expectations, professional behavior, and program requirements. I understand that it is my responsibility to seek clarification if I have questions about any of the policies.

I understand that failure to uphold these responsibilities may result in academic or code of conduct consequences, and I accept full accountability for my actions.

Civility

The School of Nursing at Coconino Community College adheres to the Statement of Civility. The purposes of the Civility Statement are to:

- Enhance the learning experience for all students
- Ensure a professional environment within the nursing program
- Elevate the community as a whole

The Civility Statement is embraced by all members of the nursing program to facilitate a learning environment that is positive and uplifting.

Civility Statement

Respect is the core principle that must guide every interaction between individuals. While conflict is inevitable, each individual is expected to respond to conflict with grace, kindness, and most importantly, respect.

As a member of Coconino Community College's School of Nursing, I agree to uphold and honor the dignity of every person in the community by:

- Acting with integrity
- Taking accountability for my actions or inactions
- Refraining from judging or blaming others
- Showing up on time and well-informed
- Refraining from gossip
- Refraining from demeaning, disrespectful, insulting, or dismissive language
- Demonstrating respect in all verbal, non-verbal, and written communications
- Giving others my full attention when they are speaking
- Listening to others' point of view and respecting, even celebrating, differences in opinions
- Following faculty instructions without argument
- Maintaining a positive attitude

I understand that any form of incivility is unacceptable and, at a minimum, will result in a verbal warning. Further, any behavior that disrupts the learning environment is considered incivility. This includes, but is not limited to, any and all forms of disregard or disrespect for instruction, the instructor, or classmates. Students will be required to acknowledge the civility statement each semester.

Respectful Behavior

Everyone in the nursing program, including students, instructors and supervisors are expected to treat one another with kindness and respect. The following actions are considered disrespectful and exhibiting any of the following behaviors may result in the disciplinary process (this is not an all-inclusive list).

- Gossiping
- Spreading rumors by any means
- Disrupting the learning environment
- Bullying
- Harassment
- Physical violence, including restriction of movement or egress
- Using or possessing weapons on campus or a clinical setting
- Theft
- Damage to school or personal property of another
- Not taking personal accountability
- Disrespectful communication
- Incivility

Chain of Command

Using the chain of command in a professional role such as nursing is of utmost importance and is required by the nursing program. Chain of command is often used in conflict resolution but should be used for almost all decision making. Please use the following chain of command when decisions and conflict resolution are needed. If a resolution cannot be made,

then moving up the chain is an appropriate action. All incidences in which something must be moved up the chain will be documented.

1. Discuss directly the person(s) involved.
2. Discuss with the instructor.
3. Discuss with the Director of Nursing. If the Director of Nursing cannot provide a solution, then the Director of Nursing will move up the chain of command within the college.

At the request of the clinical partners, students are not allowed to discuss or make requests regarding the clinical schedule or Capstone assignments with clinical facilities. This is unprofessional and unethical. Clinical facilities will report these behaviors directly to the Director of Nursing, and the student will be disciplined according to the Code of Conduct policy.

Grievance Policy and Procedure

Purpose: The purpose of this grievance procedure is to ensure fair and transparent resolution of student concerns. It is also intended to promote open communication and positive conflict resolution techniques. Student knowledge of the School of Nursing's policies and adherence to the Chain of Command are critical components in meeting these goals. Students are prohibited from approaching the Director of Nursing with complaints or grievances. If a student violates this policy, a verbal warning will be given and documented in the student's record. There are no exceptions to this policy. Prior to requesting a Formal Grievance, the student is required to attempt Informal Resolution. Informal Resolution includes direct and professional communication with the relevant party such as a faculty member or a classmate. For specific information regarding professionalism, see the sections titled "professionalism" and "respectful behavior" in the Nursing Student Handbook. Encouraged modes of communication with relevant the relevant party includes direct conversation or email. If email is the chosen mode of communication, the student must allow the involved party at least 48 business hours to reply to their concern prior to submitting a Formal Grievance. If an attempt at Informal Resolution is not completed prior to the submission of a grievance, the grievance will be closed with a recommendation to follow the steps above. If this priority step has been completed and the issue remains unresolved, a Formal Grievance may be filed.

Scope: The grievance policy is available to part-time and full-time nursing program students. This process is not intended as a forum for complaining or expressing dislike of a faculty member or classmate. Likewise, a grievance may not be submitted related to dislike of an instructional method. A student may file a grievance if they believe a policy was unfairly applied. Resolution of disputes will align with CCC Nursing Program policies.

Formal Grievance Steps

Step 1: Submitting a Formal Grievance

Click on the Formal Grievance Form (found here and in your Canvas class) and complete the form with detailed and concise information as indicated. All fields of the grievance form must be completed for consideration of the grievance. If additional details are required by the grievance committee, this may delay a resolution.

Step 2: Review

Upon receipt of the Formal Grievance Form, the Director of Nursing will review the concern and conduct any necessary interviews. The faculty member of the student submitting the grievance will be notified by the Director of Nursing. The Director of Nursing will make a determination regarding the grievance.

Step 3: Resolution

The Director of Nursing will make reasonable efforts to resolve the grievance expeditiously. Once the final determination has been made, the outcome will be communicated to the student via email within ten (10) business days of the initial filing.

Step 4: Appeal

Students may appeal a grade or other academic decision made by the nursing department which would affect the completion of course requirements. The student must follow the CCC Student Academic Appeals procedure.

Confidentiality and Non-Retaliation: All parties involved in a grievance process shall remain anonymous to the extent possible given the nature of the grievance. Involved students and faculty are strictly prohibited from discussing the

grievance with parties not directly involved. Each grievance is documented for review both during and following the current term. The director of nursing and members of the grievance committee have access to this record for the purpose of reviewing trends and utilizing that data to revise or create policies as indicated. The grievance process is not punitive toward any involved party. Non-retaliation is prohibited against any student who raises a grievance in good faith or participates in an investigatory process

Peer Concerns/Student Wellbeing

Anyone who has a concern for a peer's well-being may complete the Concern Form, which is anonymous. When completing the form, please include the person's name, nature of concern, and urgency. Please note this form is for wellbeing concerns only. Any academic or code of conduct concerns or grievances should follow the [Chain of Command policy](#). Nursing Faculty and/or the Director of Nursing will address the concern for the student. Please note that this is not punitive. The Nursing Department wants to ensure that all students are receiving the care or referrals they need.

Academic Honesty/Integrity

The CCC Department of Nursing anticipates that each student will pursue studies with purpose and integrity. If students are not living up to the expected high standard of academic integrity, the value of the education that they are receiving, and the nursing degree they will receive, is compromised. Nursing students will be held accountable to the CCC Academic Dishonesty (303-11) policy. Each student's grade should reflect only that student's achievement. The following conduct shall be deemed to violate college policy and will be subject to disciplinary action.

Plagiarism is the act of appropriating another person's written, artistic, or musical composition or portions thereof, or ideas, language or symbols and conveying the material as the product of one's own mind without giving credit to the originator. In written work, direct quotations, statements which are the result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged usually in the form of a footnote. Quotation marks or a proper form of identification shall be used to indicate all direct quotations.

Cheating is the act of using or attempting to use, in an examination or other academic work, material, information, or study aids, which are not permitted by the instructor. Cheating includes, but is not limited to, having another person do research, write papers, complete assignments or take examinations for someone else. The submission of large portions of the same work as part of the academic work for more than one course can be considered cheating unless the instructor permits such submission. Use of generative artificial intelligence when not permitted by the instructor.

Fabrication is the invention of material or its source and its use as an authority in academic work. Fabrication includes, but is not limited to inventing the data for a scientific experiment, inventing the title and author of a publication in order to use the invented publication as a source, or knowingly attributing material to an incorrect source. Examples of the above may include, but are not limited to:

- Copying, writing, or presenting another person's information, ideas, or phrasing without citing the original source
- Using a commercially-prepared term paper or project
- Copying information from the test of another student
- Using unauthorized materials during an examination
- Obtaining illegally or attempting to obtain unauthorized knowledge of a test
- Giving or selling to another student unauthorized copies of tests
- Taking a test in place of another student or having someone take a test in his/her place
- Unauthorized collaboration between students on a test, paper, project or activity
- Forging, altering, or using college documents, records, forms or instruments with the intent to defraud or to furnish false information to the college or to other agencies and educational institutions
- Sharing faculty prepared materials

Any academic dishonesty will not be tolerated, if academic dishonesty is suspected or identified, the student will meet with the course faculty and will be reported to the CCC Director of Nursing and the Director of Student Services and action will be taken as per CCC policy.

Cell Phone and Social Media Use

Use of cell phones during class and clinical experiences is determined by each course faculty. Students observed using cell phones or tablets other than what the instructor has permitted will be asked to leave, and an absence from class or clinical will be recorded and calculated into the didactic or clinical grade. Students are not allowed to use cameras or the camera function on their phone to take photographs of any aspect of the clinical setting or experience. This also includes any aspect of a patient's chart. Students are prohibited from posting any material or photographs of clinical settings on any form of social media. Violations will be handled via the CCC Student Discipline Policy (503-02), and hospital or clinic privacy/HIPAA policies.

Addressing Nursing Faculty

All students must address all faculty as "Professor [Last Name]". For staff, please ask how they would like to be addressed. It is not allowed to address any faculty or staff by their first name.

Dress Code

Specific dress standards are established for nursing students to present and maintain a professional and traditional nursing appearance to patients, employees and visitors. The dress code allows for identification as a student nurse, comfortable performance of duties, promotion of safety, and prevention of the spread of infectious diseases. Failure to comply with the dress code may result in disciplinary action. Consultation with the Director of Nursing or a primary nursing instructor is advised if the nursing student is having trouble complying with the dress code.

- ***The dress code is in effect in all didactic classes and clinical experiences unless otherwise specified by the instructor.***
- Approved Caribbean blue top and pants and white or black shoes that are impervious to liquids are the required CCC student nurse uniform.
- Scrub pants must be straight-leg without cuffs (no joggers).
- Identification badges are to be always worn above the waist with the name visible to all didactic, skills and simulation labs, and clinicals. Only the CCC ID badge is to be worn on the college campus.
- Hair must be always clean and neat. Hair longer than shoulder length must be pulled back. Facial hair must be clean, neat, and well groomed. Medical or religious head covers may be worn.
- CCC, CCC Nursing, or solid-colored t-shirts (sweaters and pullovers) with the approved scrub pants may be worn to didactic class, skills sessions, and simulation lab at the discretion of the instructor.
- Nursing uniforms must be clean and wrinkle free. If, for any reason, the official college nursing uniform no longer fits, is torn, damaged or stained, the student will be expected to replace it.
- Uniforms must fit properly. This means that they are loose enough to permit free and unobstructed movement.
- Only white, black or gray lab coats, sweaters, or jackets can be worn over the official uniform to on-campus classes.
- Jewelry should not detract from the functions of a student nurse. Watches required and should be able to display the time with seconds. Studs may be worn. Ear gauges are not allowed. Bracelets and necklaces are not allowed in simulation labs, skills labs, or clinical settings. The only permitted rings are wedding and/or engagement rings. Decorative badge holders are not allowed.
- Fingernails should be clean and short with no polish. Acrylic or gel nails are not allowed as they have been shown to spread pathogens.
- Perfume or cologne are prohibited as they can stimulate allergic reactions in other people.
- Make-up may be worn if it is conservatively used.
- Tattoos will be handled on an individual basis by any instructor. If tattoos are considered inappropriate or offensive to others, students will be asked to cover them. They must remain covered for all official CCC nursing program activities throughout the entire program.
- Hair must be of a natural-appearing color.
- Clean, white or black, nursing shoes in good condition shall be worn by students. Shoes should be impervious to liquids and provide reasonable protection from heavy or sharp objects. Open-toed or backless shoes, shoes with holes, and tactical boots are prohibited.

ARIZONA NURSE PRACTICE ACT and SAFE PRACTICE POLICY

All nursing students and nursing faculty must uphold the elements of the Arizona Nurse Practice Act while they are in the nursing student or nursing instructor role. Any violations of R4-19-40, Unprofessional Conduct, as stated below, may be reported to the Arizona State Board of Nursing for investigation, and may initiate the CCC Student Discipline (503-02) process. Violations may also result in removal from the course.

R4-19-403 Unprofessional Conduct

For the purposes of A.R.S. & 32-1601(22) (d) any conduct or practice that is or might be harmful or dangerous to the health of a patient or the public includes one or more of the following:

1. A pattern of failure to maintain minimum standards of acceptable and prevailing nursing practice;
2. Intentionally or negligently causing physical or emotional injury
3. Failing to maintain professional boundaries or engaging in a dual relationship with a patient, resident or any family member of a patient or resident;
4. Engaging in sexual conduct with a patient, resident, or any family member of a patient or resident who does not have a preexisting relationship with the nurse, or any conduct in the workplace that a reasonable person would interpret as sexual;
5. Abandoning or neglecting a patient who requires immediate nursing care without making reasonable arrangement for continuation of care;
6. Removing a patient's life support system without appropriate medical or legal authorization;
7. Failing to maintain a patient record that accurately reflects the nursing assessment, care, treatment and other nursing services provided to the patient;
8. Falsifying or making a materially incorrect, inconsistent, or unintelligible entry in any record:
 - a. Regarding a patient, health care facility, school, institution or other work place location; or
 - b. Pertaining to obtaining, possessing or administering any controlled substance as defined in the federal Uniform Controlled Substances Act, 21 U.S.C. 801 et seq., or Arizona's Uniform Controlled Substances Act, A.R.S. Title 36, Chapter 27;
9. Failing to take appropriate action to safeguard a patient's welfare or follow policies and procedures of the nurse's employer designed to safeguard the patient;
10. Failing to take action in a health care setting to protect a patient whose safety or welfare is at risk from incompetent health care practice, or to report the incompetent health care practice to employment or licensing authorities;
11. Failing to report to the Board a licensed nurse whose work history includes conduct, or a pattern of conduct that leads to or may lead to an adverse patient outcome;
12. Assuming patient care responsibilities that the nurse lacks the education to perform, for which the nurse has failed to maintain nursing competence, or that are outside the scope of practice of the nurse;
13. Failing to supervise a person to whom nursing functions are delegated;
14. Delegating services that require nursing judgment to and unauthorized person;
15. Removing, without authorization, any money, property, or personal possessions, or requesting payment for services not performed from a patient, employer, co-worker, or member of the public;
16. Removing without authorization, a narcotic drug, controlled substance, supply, equipment or medical record from any health care facility, school, institution or other work place location;
17. A pattern of using or being under the influence of alcohol, drugs, or a similar substance to the extent that judgment may be impaired and nursing practice detrimentally affected, or while on duty in any health care facility, school, institution, or other work location;
18. Obtaining, possessing, administering or using any narcotic, controlled substance, or illegal drug in violation of any federal or state criminal law, or in violation of the policy of any health care facility, school, institution or other work location at which the nurse practices;
19. Providing or administering any controlled substance or prescription-only drug for other than accepted therapeutic or research purposes;
20. Engaging in fraud, misrepresentation or deceit in taking a licensing examination or on an initial or renewal application for a license or certificate;

21. Impersonating a nurse licensed or certified under this Chapter;
22. Permitting or allowing another person to use the nurse's license for any purpose;
23. Advertising the practice of nursing with untruthful or misleading statements;
24. Practicing nursing without a current license or while the license is suspended;
25. Failing to:
 - a. furnish in writing a full and complete explanation of a matter reported pursuant to A.R.S. 32-1664, or
 - b. respond to a subpoena issued by the Board;
26. Making a written false or inaccurate statement to the Board or the Board's designee in the course of an investigation;
27. Making a false or misleading statement on a nursing or health care related employment or credential application concerning previous employment experience, education or credentials.
28. If a licensee or applicant is charged with a felony or a misdemeanor involving conduct that may affect patient safety, failing to notify the Board in writing, as required under A.R.S. 32-3208, within 10 days of being charged. The licensee or applicant shall include the following in the notification:
 - a. Name, address, telephone number, social security number, and license number, if applicable;
 - b. Date of the charge; and
 - c. Nature of the offense;
29. Failing to notify the Board in writing, of a conviction for a felony or an undesignated offense within 10 days of the conviction. The nurse or applicant shall include the following in the notification:
 - a. Name, address, telephone number, social security number, and license number, if applicable;
 - b. Date of the conviction; and
 - c. Nature of the offense;
30. For a registered nurse granted prescribing privileges, any act prohibited under R\$-19-511(D); or
31. Practicing in any other manner that gives the Board reasonable cause to believe the health of a patient or the public may be harmed.

Medication Administration

To ensure that all student nurses understand their responsibility to practice within the context of patient safety, students are expected to achieve and to maintain an increasing level of competence related to safe patient care. An essential aspect of safe patient care is the accurate and safe administration as well as vigilant surveillance of any medication given to patients. Medication administration includes preparation, administration, and documentation of each medication. Medications are to be administered according to facility protocol. Students are required to use the *Three Checks* and the *Eight Rights* procedures in the preparation and administration of medication. The *Three Checks* used to determine the right medication are

- The medication is compared to the order
- The medication is compared to the Medication Administration Record (MAR)
- The medication is compared to the patient

Accurate administration of a medication is assured by adhering to the *Eight Rights*

- Right patient
- Right medication
- Right dose
- Right time
- Right route
- Right documentation
- Right reason
- Right response

Two identifiers are used properly to identify every patient prior to administration of any medication. The identifiers include: patient's name, patient's birth date, and the assigned identification number. The first two are the preferred methods. If the patient is competent, confirmation should occur with the patient (i.e., ask the patient name and date of birth). These identifiers are to be compared with the MAR at the patient's bedside. Additionally, students are expected to be able to accurately calculate medication dosages and to

understand the importance of giving medication in a timely manner to patients across the lifespan. During each semester, nursing students are required to take a medication calculation test prior to attending clinical rotations. Additional information regarding the medication calculation tests is located in each semester's syllabus.

Occurrences

Occurrences are defined as any circumstances that deviate from expected behavior. Each occurrence will be documented by the clinical instructor. After discussing the occurrence with the student, the instructor and the student will sign the documentation. This documentation can be used when there are concerns related to the preparation, administration, and/or documentation of medications or the eight rights. It will also be reviewed, signed by the Director of Nursing and placed in the student's file.

Student Appeals

Students may appeal a grade or other academic decision made by the nursing department which would affect the completion of course requirements. The student must follow the CCC Student Academic Appeals procedure.

CRIMINAL BACKGROUND CHECK

It is a requirement that all applicants to the nursing program provide a copy of a Fingerprint Clearance Card issued by the Arizona Department of Public Safety as well as have a CNA or LNA license issued by the Arizona Board of Nursing (AZBN). Those seeking an RN license through the state of Arizona must "submit a full set of fingerprints for the purpose of obtaining a state and federal criminal records check" per the A.R.S. § 32-1606 statute.

INTERPRETATION OF FELONY BAR STATUTES

For purposes of the Nursing Board's felony bar statutes, A.R.S. Sections 32-1606(B) (17) and 1646(B), the commission of any felony offense on or after July 23, 2010, which results in a conviction of an undesignated offense, shall be treated by the Board as a felony "until such time as the court may actually enter an order designating the offense as a misdemeanor" pursuant to A.R.S. Section 13-604(A).

"Felony bar" cases:

If a person has been convicted of a felony, the person is not eligible to apply for licensure or certification with the Arizona State Board of Nursing until 3 years after the "absolute discharge" of the sentence. "Absolute discharge from the sentence" means completion of any sentence, including imprisonment, probation, parole, community supervision or any form of court supervision. This also includes payment of all restitution, fines, fees, etc. If the conviction is reduced to a misdemeanor, or set aside, dismissed, etc., the 3-year bar may no longer be applicable, but the Board may still consider the conduct involved, and the person's application will be considered on a "case by case" basis. Unless you are currently prevented from applying licensure or certification due to the "felony bar" statute, Board staff cannot tell you whether the Board will grant your application for licensure/certification. Board staff also cannot give you advice about whether to continue your nursing education. The decision to license or certify an Applicant is made by the Board, only after the investigation is complete.

SUBSTANCE ABUSE

The nursing program abides by the CCC Drug and Alcohol Screening for Nursing Students, Procedure 106-02. CCC is a drug-free campus and prohibits anyone, including a medical marijuana cardholder from possessing or using it on campus. The nursing program also abides by clinical facilities' policies on the use of medical marijuana and other controlled or illegal substances. Violation of this policy may result in the dismissal of the student from the nursing program. See Appendix A.

ATTENDANCE POLICY

Students are expected to attend classes as scheduled and be on time. The Department of Nursing Attendance Policy is more rigorous than the CCC Attendance policy (303-02), and is permitted by that policy. Attendance will be taken in all classes and clinical experiences. Recording of absences will be at the discretion of the instructor.

- Students are expected to attend all scheduled classes and clinical experiences
- It is up to the instructor to determine when and how to make-up missed topics
- It is the student's responsibility to meet with the instructor for missed topics or alternative experiences
- A clinical absence must be rescheduled to obtain the minimum number of hours required by the program
- Students in the final semester are required to attend a 3-day live NCLEX-RN review offered at no additional cost by the Nursing Program
- ***A student absent more than two days in theory class, skills lab, or simulation; or more than one day of clinical in a semester will be dismissed from the nursing program (all missed clinicals, skills labs, and simulation requires a make-up day)***

The Nursing Program will require students to perform a self-assessment of health prior to attending class, clinical, skills lab/simulation, and any other required activities. If anyone is sick or concerned that they may be sick, please contact the instructor to make arrangements for that day. Zoom will not be offered as a substitute to attending any classes unless campus is closed.

ACADEMIC GRADING POLICY

Each course syllabus contains course outcomes, competencies, and information regarding the determination of the final grade. The CCC Nursing Department follows CCC policies on Academic Grading (303-05), found in Appendix A of this handbook, and on the CCC website.

- A grade of "B" or higher in all NUR courses is required to progress through the program.
- If a nursing student does not meet the following criteria, the student will receive a final grade no higher than a "C" and cannot progress to the next semester.
 - A. Maintain a minimum of an 80% average in each course***
 - B. Pass all semester final exams with a score of 80% or higher***
 - C. "Passing" grade for clinical performance (see Clinical Grading Policy)***
- There will be no rounding off of any grade.
- If at any point, the student has an exam score less than 80%, the student is required to meet with the instructor to develop a plan for passing the course with a minimum of 80% average (see the following section Academic Notification). It is the student's responsibility to schedule a time with the instructor.
- In order to attend clinical and pass medications, students must score 100% on a medication calculation test. If a student does not score 100%, the student will be required to remediate, and a second test will be given. If a student does not score 100%, there is a risk for dismissal from the program.
- Midterm and Final Exams may not be rescheduled. If a student misses a Midterm or Final Exam due to anything other than an illness, a zero will be given for the exam.
- Extra credit may be earned ***only*** at the discretion of the course instructor. Extra credit is not guaranteed. Extra credit points will not be given if the student has not completed all assigned work. Extra credit points will be applied once an 80% average score has been achieved at the end of the course. Extra credit points will not be transferred from one course to another. The following activities are approved and must be available to all students (who qualify) and approved by the instructor.
 - A. Read relevant literature and provide a report and/or class presentation
 - B. Volunteer in the community
 - C. Teach a mini-topic to the class
 - D. Other activities approved by the instructor
- If a student fails a final exam, a re-test may be given with the instructor and Nursing Department Director approval; however, it is not guaranteed. Re-testing will be given within seven (7) days of approval. A student will not receive a score of more than 80% on a re-test and will be a different test than the final exam initially administered.

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	65-69%
F	<65%

Overall semester grades will be determined by a combination of scores as follows for NUR 220:

Activity	Percentage of Total Grade	
ATI	15%	All assignments are to be completed to receive a grade in the course.
Class Assignments and Homework	15%	
Class Participation	10%	
Skills Lab and Clinical Assignments	20%	Skills Lab and Clinical assignments include concept maps, care plans, journals, skills lab assignments, etc.
Quizzes and Exams	20%	
Final Exam	20%	

Overall semester grades will be determined by a combination of scores as follows for NUR 116, NUR 124, NUR 215:

Activity	Percentage of Total Grade	
Class Assignments and Homework	25%	All assignments are to be completed to receive a grade in the course.
Class Participation	10%	
Skills Lab and Clinical Assignments	20%	Skills Lab and Clinical assignments include concept maps, care plans, journals, skills lab assignments, etc.
Quizzes and Exams	20%	
Final Exam	25%	

Overall semester grades will be determined by a combination of scores as follows for NUR 222
(Courses without a clinical or simulation component):

Activity	Percentage of Total Grade	
ATI	15%	All assignments are to be completed to receive a grade in the course.
Class Assignments and Homework	30%	
Class Participation	10%	
Quizzes and Exams	20%	
Final Exam	25%	

Overall semester grades will be determined by a combination of scores as follows for NUR 114
(Courses without a clinical or simulation component):

Activity	Percentage of Total Grade	
Medication Calculation Test	5%	All assignments are to be completed to receive a grade in the course.
Class Assignments and Homework	35%	
Class Participation	10%	
Quizzes and Exams	25%	
Final Exam	25%	

Academic Notification

If at any time during the semester a student has a course average below 80% academically or is evaluated as being unsafe in the clinical setting, the student will be placed on academic notification. The student must make an appointment with the instructor to discuss strategies to improve their academic performance. The student will continue to consult the instructor to discuss progress until their academic average score is 80% or above. The student may need to show proof of meeting with a tutor. The instructor will document progress and student behaviors. At the end of the semester if the student's academic grade continues below 80% or does not have a passing grade of 80% or higher in clinical experiences, the student will not be allowed to progress in the nursing program.

Assessment Technologies Institute (ATI)

For students graduating in December 2025 only: ATI is used to supplement student learning. There are many aspects of ATI that will be used including modules, tutorials, and practice/proctored assessments. ATI will be assigned throughout each semester. NCLEX-RN readiness exams will be proctored through ATI with ATI hosting a live NCLEX review course during the final semester.

TECHNOLOGY REQUIREMENTS

It is important to explore the various modes of learning in the nursing program. In addition to the traditional classroom learning, there are numerous computer requirements. Each course will have mandatory online components as well as other online lessons, research projects, assignments and email communications. See [Appendix C](#) for technology requirements in simulation and clinical.

- Nursing students must have access to a computer every day.
- It is highly recommended that students have a laptop computer for proctored testing.

- If a student does not have a laptop computer or have the ability to obtain one, the student may use the computer lab on campus.
- Arrangements can be made by the nursing program regarding a computer cart for web-based testing during class.
- If a student needs help with IT support, the IT Help Desk can be contacted by calling 928-226-4357 or emailing it.helpdesk@coconino.edu.

CLINICAL REQUIREMENTS

- Students are responsible for providing their own transportation to all clinical facilities.
- Students must arrive on time to all scheduled clinical rotations (see Punctuality to Clinical policy)
- Clinical sites may be outside the Flagstaff city limits.
- Students are expected to be fully prepared for clinical experiences as outlined in each course/clinical syllabus.
- Students must dress in the approved CCC nursing program uniform.
- Students must adhere to legal, ethical, and professional standards of practice.
- Students who exhibit unsafe, illegal, unethical, and unprofessional behavior will be immediately removed from the clinical facility, and may be dismissed from the nursing program.
- Students are expected to abide by the policies and procedures of the clinical facilities.
- Cell phones are prohibited from use during clinical experiences except with the permission of the instructor for the purposes of contacting the instructor.
- Attendance at all clinical experiences is mandatory.
- In case of an emergency or absence the clinical instructor is to be notified prior to the scheduled clinical start time.
- Students must adhere to professional boundaries with clients.
- All student nurses are responsible for completing agency specific mandatory modules. Mandatory modules are areas of information that are deemed vital to faculty, students and other personnel working or having clinical rotation at the agency and who participate in providing direct patient care. All students are required to complete their facility-specific mandatory learning modules prior to attending clinical experiences.
- Students will be required to set at least one meaningful goal for the day.
- Leaving a clinical site campus for lunch or breaks is not allowed.
- Students are not allowed to be on the facility units when the clinical faculty has left the building.
- Students are not allowed to return to the clinical facility/unit after the clinical day is completed.
- In order to attend clinical and pass medications, students must score 100% on a medication calculation test.

Scheduling of Clinical Rotations and On Campus Skills and Simulation Labs

- The Clinical and Skills Lab Coordinators will work to secure clinical slots with the various partners and create a schedule that will allow students to get the necessary clinical/lab hours. The schedule will be placed in a Google spreadsheet so that everyone will be able to see. Each clinical/lab session will have the day, time, and location listed along with space to add an instructor and the specified number of students.
- The Clinical and Skills Lab Coordinators will assign students to clinical and lab slots to ensure that each student has a balanced schedule throughout the semester. The schedule will be released to students for their feedback and requests for one week, during which all change requests must be submitted to the Clinical and Skills Lab Coordinators according to their instructions. After the requested changes have been addressed, the schedule will be considered final for the semester. Requests made after the due date may not be honored.
- The Clinical Coordinator will work with clinical facilities to create the Capstone schedule, according to the facility policy. Once the facility preceptor has been identified, contact information will be shared with the student. It is the student's responsibility to coordinate pre-Capstone meetings with the preceptor. The Clinical Coordinator will assign students to a faculty liaison.

Communicating with Clinical Facilities

At the request of the clinical partners, students are not allowed to discuss or make requests regarding the clinical schedule or Capstone assignments with clinical facilities. This is unprofessional and unethical. Clinical facilities will report these behaviors directly to the Director of Nursing, and the student will be disciplined according to the Code of Conduct policy.

Supervision During Clinical

Supervision of clinical activities should be as follows:

- One clinical faculty member must be on site while students are providing direct care to clients in facilities that offer 24-hour care (hospitals, skilled nursing facilities, long term care facilities, etc.).
- Community clinical experiences must have a preceptor or nursing faculty on site at all times while students are providing direct care to clients.
- Each clinical faculty member shall be assigned to no more than 10 students at a time, whether it is an onsite or precepted clinical experience.
- Precepted clinical experiences shall have a preceptor who is licensed at or above the level of the program by holding an Arizona license in good standing or holding multi-state privilege to practice in Arizona. R4-19-206(E)(1)(a).
- The Arizona Board of Nursing has published an Advisory Opinion on The Role of the Clinical faculty. CCC includes this in its supervision of clinical activities policy.
- Certain community-based clinical rotations may not require an instructor to be present.
- Any variation from a normal set clinical schedule must be communicated in advance to the nursing faculty for approval.

The clinical instructor has the responsibility for supervision in the preparation and administration of medications during clinical. The manner in which preparation and administration of medications shall be supervised is left to the sound discretion of the instructor, except as follows.

- All medications are checked with the MAR by the instructor or designee (preceptor, primary nurse, or staff nurse assigned to the patient).
- Throughout the program, administration of any medication by the IV route is always under continuous, direct supervision of the instructor or designee.

Clinical Grading Policy

All clinical experiences will be graded as Pass or Fail. To pass, the student must successfully demonstrate the required competencies outlined for each semester on the clinical evaluation tool. Failure to pass will result in failure of the course, and a maximum grade of "C" will be recorded for the final grade. A student must pass clinical to continue in the nursing program, and a passing grade in clinical is determined by the course instructor. Refer to Appendix B for information regarding clinical competencies.

Clinical performance is graded through formative and summative assessments.

- **Formative assessment.** The clinical instructor will provide feedback on the student's performance at the end of each clinical experience, using a standardized clinical evaluation tool.
- **Summative assessment.** The course or clinical instructor for each class will meet with the student and provide a mid-term and final clinical evaluation. The final clinical evaluation will be the student's final Pass or Fail grade for the clinical portion of the course.

Students will bring the following to all clinical rotations and lab days

- Bandage scissors
- Pen with permanent black ink
- Stethoscope preferably with diaphragm and bell
- Penlight
- Watch with second hand display
- Skills booklet

Personal Belongings in the Clinical Setting

Space is not provided for nursing students in clinical settings. It is recommended that students bring only the minimum personal items with them during clinical rotations. The clinical agencies and CCC are NOT responsible for lost or stolen items during clinical rotations.

Insurance

Blanket Liability coverage is provided. However, students need to provide their own health and auto insurance.

Missed Clinical Experiences

For missed clinicals or cancellations within a 24-hour timeframe, students are required to communicate with their instructor(s) in the following order.

- 1. Clinical or lab instructor scheduled for that day (by the method outlined by the instructor)**
 - a. Clinical or lab instructor will document the missed or late arrival on the evaluation tool**
- 2. Didactic instructor to record their absence (Canvas)**
- 3. Clinical or Skills Lab Coordinator to record their absence (email)**

Missed clinical and lab experiences will result in a grade of zero for that day and will require make-up hours. Make-up hours are determined by the Clinical and/or Lab Coordinator and communicated to the student.

Punctuality to Clinical

Arriving to clinical on time is a very important aspect of professionalism. It shows integrity and accountability with your colleagues.

- Arrival time for clinical varies based on the healthcare facility. Instructions on what time to arrive for your scheduled clinical days will be included on the clinical schedule.
- Arrival time for on campus labs will vary, and arrival time will be included on the on-campus lab schedule. Please refer to [Appendix B](#) for punctuality to on campus labs.
- Arrival 10 minutes or more after the start time is considered late. An initial late arrival will result in a verbal warning as outlined in the Code of Conduct policy. This will be reflected in the day's Clinical Evaluation Tool.
- Any subsequent late arrivals will result in the student being sent home with a zero for the clinical day. A written warning will be issued as outlined in the [Code of Conduct policy](#).
- Students who arrive after the clinical group has made their way to the various units must immediately communicate with the clinical instructor. Students must communicate with their instructor(s) as outlined in [Missed Clinical Experiences](#). The student will be sent home and must reschedule a makeup day. The disciplinary procedure in the Code of Conduct policy and the Attendance Policy will be followed.
- Documentation during Capstone is completed by the preceptor on the Verification of Hours form in the Capstone handbook (students have access to this handbook in the fourth semester).

Working Prior to Clinical Rotations

- Students enrolled in the CCC nursing program are not allowed to work for eight (8) full hours prior to any clinical rotation or class.
- This is a safety requirement to ensure that students can drive to and from class safely, and safely participate in the care of patients during clinical experiences.
- This also assures that nursing students are in optimum physical and mental condition to learn.

STUDENT RIGHTS AND RESPONSIBILITIES

Student Participation in Program/Student Representatives

Each student cohort will elect two student representatives. The purpose of student representatives is to enhance communication of class concerns, issues and requests to the Director of the CCC Nursing Department. See Appendix E for full details. The role of the class representatives includes the following.

- Act as a liaison between their class as a whole, the nursing faculty, and administration
- Participate in monthly meetings with the Director of the CCC Nursing Department
- Develop leadership skills
- Participate in shared governance

Peer Mentor Program

The Peer Mentor Program has been established for nursing student enrolled in the CCC nursing program. This support new students entering the program and fosters personal and professional development with the incoming nursing students. Mentors will offer support and guidance and create a supportive environment and community. The goals of this program include the following.

- Provide guidance, encouragement, and support to students navigating the nursing school environment
- Assist peers to build networks within cohorts
- Provide stress reduction suggestions and instill a sense of wellbeing by sharing experience
- Provide academic support as needed or referrals to tutors and/or Student Success Coach

Incoming classes will be matched with the previous cohort on a voluntary basis. For example, first semester will be paired with second semester students.

Student Evaluations

Student evaluations are important to the Nursing Program as they allow student input into potential changes to the program and allow the program to constantly improve the delivery of education to nursing students. These evaluations are offered in the latter portion of each semester, and the evaluations will be offered on Canvas and/or on paper. Faculty will allow time in the classroom for the evaluations to be completed. The Nursing Program provides students the ability to *anonymously* evaluate the following areas

- faculty,
- nursing courses,
- clinical experiences,
- resources, and
- the overall program

COMMUNICATION

It is the nursing student's responsibility to provide current and updated contact information to the nursing department. It is vital to the student's success that the student may receive and provide communication to the nursing department. This includes current telephone numbers including home and cell phone, mailing address, and email address. Students are required to have a CCC email address for communication and it is the student's responsibility to check their email on a daily basis. Private emails will not be used for program correspondence.

Communication Regarding Nursing Policies

Each semester, the nursing student handbook is updated and a link to the handbook is provided through the Nursing Information webpage and Canvas courses. Students are required to review the handbook at the beginning of each semester and sign an acknowledgement. If policies are added or updated during the semester, the Director of Nursing will address each class in person, provide a printed copy of the policy, and ask students sign an acknowledgement of the policy. The Director of Nursing will provide an effective date after all students have acknowledged the policy.

SNOW DAYS

Per CCC policy, CCC may close all campuses because of hazardous winter weather conditions. When this occurs, a decision will be made by 6 am, and a notice will be immediately released to local radio stations, college website, and recorded on the main CCC phone number 928.527.1222. Additionally, there may be instances when the college opens later than usual, at 10 am or noon, when road conditions are expected to clear later in the morning. When this occurs, morning classes will begin at the time the college opens (i.e., 0830 am class will begin at 1000 if that is when the college is scheduled to open). Classes regularly scheduled after the college opens will meet at the normal time. It is the student's responsibility to find out whether classes are meeting. For clinical rotations, snow days declared by FUSD are not a guarantee of a day off from clinical. If CCC declares a snow day, then clinical rotations for the day shift will be canceled per policy. If CCC declares a one or two-hour delay, you will receive communication from your instructor whether to come to clinical or not. Please plan your schedule and family care accordingly. If there is any doubt about cancellation of a clinical, the student will need to contact their clinical instructor.

STUDENT SAFETY

Safety is a right of all students who attend CCC. It is the college's duty to provide a safe environment for students to learn. The following CCC policies are not all inclusive.

1. Safety and Security 121
2. Campus Law Enforcement and Reporting Criminal Actions and Emergencies 121-02.
3. The 2022 Annual Security Report
4. Sexual Harassment and Misconduct 105-01

APPENDIX A: Coconino Community College Policies (not a complete list)

The policies listed here, and included in their entirety are some of the most important policies to nursing student academics and conduct. The full complement of CCC Policies is available to you via the College website (<https://www.coconino.edu/policies-and-procedures>). You must be familiar with the following 10 policies, as they significantly affect you during your tenure as a CCC nursing student. Please bring any questions or concerns regarding these policies to your instructor or the Director of Nursing.

- 106-01 Drug and Alcohol-Free Workplace
- 106-02 Drug and Alcohol Screening for Nursing Students
- 303-02 Attendance
- 303-05 Grading
- 303-06 Student Academic Appeals
- 303-11 Academic Dishonesty
- 303-12 Academic Progress
- 501-11 Student Withdrawal
- 503-01 Student Code of Conduct
- 503-02 Student Discipline
- 503-03 Disruptive Behavior in the Classroom
- 503-05 Student Grievance
- Sexual Harassment and Misconduct
- Safety and Security
- Campus Law Enforcement and Reporting Criminal Actions and Emergencies

Procedure on Screening for Use of Alcohol and Drugs

Impaired behaviors that are disruptive to the learning process violate the Coconino Community College Student Code of Conduct. A Nursing student in a clinical assignment, who is under the influence of alcohol or drugs that impair judgment, poses a threat to the safety of clients. For these reasons, evidence of use of these substances, documented by positive drug and/or alcohol screening tests, will result in immediate withdrawal of the student from the Nursing course or program. In the event of an appeal, Coconino Community College will make every effort to expedite the appeals process and assure the student of fundamental fairness.

1. "For Cause" Testing
 - a. Drug testing will be done at the discretion of the program. Students will be responsible for reimbursing the program for the cost.
 - b. This policy refers to the use/misuse of, or being under the influence of alcoholic beverages, illegal drugs or drugs which impair judgment while on duty in any health care facility, school, institution or other work location as a representative of the CCC Nursing Program.
 - c. The student will be asked to submit to an alcohol and drug screening at a designated facility if the nursing faculty, clinical instructor, or staff at a clinical facility where the student is assigned:
 - d. Have reasonable cause to suspect that the student is mentally or physically impaired due to alcohol or substance abuse immediately prior to or during the performance of his/her clinical duties, or
 - e. Perceives the odor of alcohol or observes physical signs and/or behavior including, but not limited to, slurred speech, unsteady gait, confusion, or inability to concentrate.
 - f. Students will sign a consent form and have a blood or urine specimen collected according to current procedures.
 - g. The student will be removed from client care assignments, pending results of the test(s).
 - h. Test results will be sent to the Director of Nursing or designee.
 - i. The student will pay for all costs associated with the "for cause" drug-screening test. If the student fails to pay for the costs associated with the drug-screening test, these costs will be added to his/her college account and a "hold" will be placed on the account.
2. Positive screening test
 - a. If the results of the drug screening test are positive and the student provides documentation of a prescription for the substance, the Director of Nursing and/or designee will consider the case in collaboration with the student and his/her health care provider. Each student will be asked to disclose prescription and over-the-counter medications he/she is taking at the time of testing.
 - b. If the results indicate a positive drug screen for alcohol, illegal substances, or medications not prescribed for that individual, the Director of Nursing and/or designee will withdraw the student from the Nursing course for a period of one year.
 - c. If the student is a Certified Nursing Assistant or Licensed Practical Nurse, notification of positive screening results will be sent to the Arizona State Board of Nursing or other jurisdiction where the student is registered, certified, or licensed (ARS 32-1601, 1202 et seq., AZ Administrative Code R4-19-403).
 - d. After a one-year absence from the Nursing course, the student may apply for readmission according to the guidelines below.
3. Must meet the current CCC and Department of Nursing requirements related to registration and admission to the Nursing Program/Nursing-assistant course. Readmission for returning students is contingent on space available in the class.
4. Must provide documentation of evaluation by an addiction counselor and his/her determination as to whether the student is addicted to alcohol/drugs.
5. If evaluation is positive, the student must provide evidence of rehabilitation related to the alcohol/drug illness to include all of the following:
 - a. Documentation of satisfactory completion of recognized substance abuse treatment program.
 - b. Evidence of after-care attendance upon completion of the treatment program.

- c. Weekly attendance at a 12-step or other mutually agreed upon support group. Attendance will be documented by the student and submitted to the Director of Nursing by the last day of each month.
 - d. Letter or other acceptable documentation from treatment facility and/or therapist stating that the student would be able to function effectively and provide safe and therapeutic care for clients in a clinical setting.
- 6. Students requesting readmission must have a repeat screening for alcohol and/or drugs immediately prior to readmission.
 - a. Following readmission to the Nursing course, the student will be required to submit to periodic drug screening at the student's expense.
 - b. If a student, after being readmitted to the Nursing course, has positive results on an alcohol or drug screening, he/she will be permanently dismissed from the Nursing course without opportunity for readmission.
 - c. Following readmission to the Nursing course, the student who has been evaluated as having an addiction must continue participation in a 12-step or other mutually agreed upon support group and submit quarterly documentation or he/she will be permanently dismissed.
- 7. Negative screening test
 - a. If the results of tests indicate a negative drug screen for alcohol or drugs, the student shall meet with the Director of Nursing or designee within two working days of the test results to discuss the circumstances surrounding the impaired clinical behavior.
 - b. If the indicator was the odor of alcohol, the student shall meet with the Director of Nursing or designee within two working days of the test results to discuss the circumstances surrounding the impaired clinical behavior. The student may be required to discontinue the use of the substance that may have caused the alcohol-like odor, before being allowed to return to the clinical setting. A medical referral for evaluation, with a report provided to the Director of Nursing or designee, may be requested.
 - c. If the indicator was behavioral, consideration must be given to a possible medical condition being responsible for the symptoms. A medical referral for evaluation, with a report provided to the Director of Nursing or designee, may be requested.
 - d. Based on the information presented in the meeting, and a medical report if required, the Director of Nursing or designee will make a decision regarding return to the clinical setting.
 - e. If readmitted, the student must make up clinical absences incurred for testing under Section III above.
- 8. Confidentiality
 - a. All test results will be sent to the Director of Nursing or designee. All results will be kept separate from students' regular files and will be handled as confidentially as possible. The Director of Nursing or designee may consult with college deans, nursing faculty, and others for appropriate action and follow-up.
 - b. If a student in the Nursing Program is unable to submit to a drug or alcohol screening test (sections I and II above) in a timely manner, unless due to a documented emergency situation, or refuses to submit to screening, the student will be removed from the Nursing course for a period of one year.
 - c. Appeals follow the usual Coconino Community College appeals process, Policy 303.6 - Grade Appeals and Other Course Requirement Decisions.

APPENDIX B: Clinical and Simulation Competencies/Skills and Simulation Lab Expectations

Clinical and Simulation Competencies

Clinical and simulation competencies are grounded in the Quality and Safety Education for Nurses (QSEN) framework. This framework equips the pre-licensure nursing student with the necessary knowledge, skills, and attitudes to enhance the quality and safety of their work environment. During each clinical and simulation experience, students will be assessed on the QSEN competencies. Clinical evaluations are calculated as a Pass or Fail at the end of the semester and will be factored into the final course grade. Simulation evaluations are intended to provide feedback on strengths and areas for improvement and do not contribute to the final grade. Refer to [Appendix G, Clinical Evaluation Tool](#).

EPSLO	QSEN Competency: Patient-Centered Care
utilize the nursing process effectively to provide client-centered care	Conducts a comprehensive assessment of a client (includes health history, physical assessment, SDH, etc.)
prioritize care for multiple patients	Identifies priority needs of a client
utilize the nursing process effectively to provide client-centered care	Develops a plan of care based on the identified priorities
demonstrate professional, ethical and legal behaviors of a registered nurse	Demonstrates effective communication skills (verbally and written) with clients, and/or family
	Demonstrates cultural sensitivity treating all individuals with dignity/respect
	Demonstrates caring behaviors
utilize the nursing process effectively to provide client-centered care	Provides client/family education
	QSEN Competency: Teamwork and Collaboration
function effectively within nursing and interprofessional teams	Demonstrates effective communication skills (verbally and written) with clients, and/or family
	Demonstrates effective communication skills (verbally and/or written) with team members
	Provides an organized SBAR report
	Establishes appropriate relationships with team members
demonstrate professional, ethical and legal behaviors of a registered nurse	Identifies the need for help when appropriate to the situation
	QSEN Competency: Evidence-Based Practice
demonstrate technical skills required of a registered nurse	Performs nursing skills according to facility policy
incorporate current evidence into clinical practice	Demonstrates the ability to access facility policies
EPSLO	QSEN Competency: Quality Improvement
incorporate current evidence into clinical practice	Delivers care in a timely manner
	Complies with facility quality measures
	QSEN Competency: Safety
integrate healthcare technology into clinical practice	Demonstrates correct use of technology and equipment
demonstrate patient, self, and environmental safety	Implements strategies to reduce risk of harm to self and others (must provide patient identifiers 100% of time)
	Demonstrates appropriate clinical decision-making

	QSEN Competency: Informatics
incorporate current evidence into clinical practice	Utilizes multiple sources of information while caring for clients
demonstrate professional, ethical and legal behaviors of a registered nurse	Provides timely, clear and concise documentation
	Professionalism*
demonstrate professional, ethical and legal behaviors of a registered nurse	Demonstrates core ethical values (privacy, autonomy, nonmaleficence, beneficence, veracity, justice, confidentiality, advocacy)
	Maintains professional behavior and appearance
	Accepts and incorporates constructive feedback for clinical performance improvement
	Arrives on time and prepared for clinical
	Engages in self-evaluation
	Seeks out learning opportunities independently

*Please note: Professionalism is not a QSEN competency

Technology in Simulation and Clinical Settings

Simulation and clinical experiences require the use of technology such as simulation mannequins, IV volumetric pumps, electronic health records, and more. Instructors will work with students to become proficient in the use of required technology throughout the nursing program. If a student does not feel comfortable with the technology, it is up to the student to ask for help from the instructors.

Skill/SIM Lab Student Information

The Nursing Skills Lab is an extension of your clinical and academic programs. Therefore, all the same requirements for maintaining professional behaviors in both clinical and academic settings apply during skills and SIM Labs. You can review the following information within your Nursing Student Handbook (SNH) Code of Conduct: professionalism, respectful behavior, academic honesty/integrity, cell phone/social media, dress code, punctuality/absenteeism, AZ nursing practice act, safe practice, illnesses, etc.

- Skills lab is an interactive class; *Only, sharing positive work or student clinical skills experiences within skills lab are allowed!!* Avoid engaging in any side conversations that do not comply with the CCC nursing code of conduct.
- Per SNH, *cell phones* must be turned *off* during class, this includes the lab. If you are expecting an important call, maybe from a family member, you will need to let the instructor know at the beginning of class and take the call outside of class.
- Your skill/SIM lab instructor may allow use of phones, during certain labs topics for accessing research articles and/or drug information such as Epocrates, Medscape, PubMed Mobile. Make sure that you follow your instructors' guidelines when using these tools within the Lab.
- Chewing *gum* is *not* allowed in the labs. *Drinks* are allowed in a spill proof drinking container with a secured lid. *Snacks* that are individually wrapped, such as protein bars, trail mix, and bananas are allowed at the lab tables, *only* if the tables are not being used for skills. Tupperware's, plates/bowls of food are not allowed. You *cannot* eat your snack standing at the foot of your patient (manikin) bed.
- Respect *lab equipment* at all times.
 - All students will all be responsible for cleaning and picking up equipment and lab room at the end of the class.
 - Students are not allowed to help themselves to supplies. If you are in need of something, make sure to ask the instructor and they will either point you in the right direction or supply you with what you need.

- Students are not to be “checking out” or “tampering” with other lab equipment that they have not been trained on or if that equipment is not being used for that day. If you are curious, ask the instructor and we’ll be happy to show you if time permits.
- A student *absent* more than two days in theory class, skills lab, or simulation; or more than one day of clinical in a semester will be dismissed from the nursing program). Students will need to contact the skills lab coordinator to determine when and how to make-up missed skills lab activities. It is the student’s responsibility to contact the skills lab instructor via email at least two hours prior to class.
- Punctuality: Arriving on time is a very important aspect of professionalism. Being on time demonstrates respect for peers and instructors.
 - Arrival 5 or more minutes after the scheduled start of class is considered late.
 - Students must communicate with the skills lab instructor prior to the scheduled start time if tardiness is unavoidable.
 - Late arrivals are cumulative and will be recorded.
 - An initial uncommunicated late arrival will result in a verbal warning. A second late arrival will result in a written warning. A third late arrival will result in an absence.
 - An initial communicated late arrival is permitted. Any subsequent late arrivals will be treated as an uncommunicated late arrival (see above).
 - In the event of a true emergency that causes inability to communicate prior to the scheduled start time for the class, please communicate as soon as possible.
- Dress Code: Is as stated within your nursing student handbook.

Completion of assigned activities/post-quizzes are due *PRIOR* to the skills lab. *Please note, you will NOT be able to attend the skills lab if not completed and will count as an absence.* If any part of the assignment is not 100% completed it will result in zero points. Note that skill/SIM lab and clinical assignments are worth 20% of your total grade. Please, see Canvas Skills Modules for assignment submission instructions.

Lab Orientation and Technology:

Students will receive an initial orientation to the basic skills and simulation lab during the first scheduled lab day. As the semester progresses and new skills and simulation topics are introduced, students will receive station-specific orientations. Each new piece of lab technology such as the Alaris and Kangaroo pump, medication carts, and Zoll defibrillators, will be accompanied by a live demonstration and/or supported with video or written instructions.

Skills Check-Offs:

NUR 116 will have a total of three skills check-offs and NUR 124 will have one skills check-off throughout the semester. It is your responsibility to know when you are scheduled for your check-off through the NUR Student Skills-Clinical-Simulation Schedule via Google Docs.

- Also, you will need to read and understand the [Skills Check-Off Assessment Policy](#) document for any unsuccessful completion of the skills check-off.

Open Skills Lab: There will be open skill labs throughout the semester that you can find dates and times on your Lab for Students NUR ###, Google Doc. calendar.

- Open skills lab is for students to practice skills that they already learned during the skills lab.
- Students do not need to sign up for an open skills lab.
- There will always be a nursing instructor within the open skills lab to help you succeed with any skills topic you need help with.

Required instruments/supplies/books for lab

- *Your Student Badge*, Bandage scissors, penlight, pen with permanent black ink, watch with second's display, Stethoscope, Skills Booklet, Medication Reference, Laptop

APPENDIX C: Nursing Technical Standards/Functional Abilities

Introduction

Certain functional abilities are essential for the delivery of safe, effective nursing care. These abilities are essential in the sense that they constitute core components of nursing practice, and there is a high probability that negative consequences will result for clients under the care of nurses who fail to demonstrate these abilities. A program preparing students for the practice of nursing must attend to these essential functional abilities in the education and evaluation of its students.

This statement of the Technical Standards of the Nursing program at Coconino Community College identifies the functional abilities deemed by the nursing industry to be essential to the practice of nursing. The Technical Standards are reflected in the Nursing program's performance-based outcomes, which are the basis for teaching and evaluating all nursing students. Students with disabilities who think they may require accommodation in meeting the Technical Standards of the Nursing Program should contact Disability Resources (928-226-4323) to discuss the process of identifying reasonable accommodations prior to starting the program. The program will collaborate with disability resources to determine which accommodations can or cannot be made within the requirements of the program. Reasonable accommodation will be directed toward providing an equal educational opportunity for students with disabilities while adhering to standards of nursing practice for all students. All placements in the clinical setting are contingent upon the Nursing Program partners' policies, procedures and ability to reasonably accommodate requests for students to participate in the program. It is the responsibility of the student to reach out to the Nursing Program's partners on any reasonable accommodation prior to the beginning of each semester.

Standards

The practice of nursing requires the following abilities with or without reasonable accommodations. Please note, the examples listed are representative of what is required, and the list is not absolute.

1. Visual acuity sufficient to assess clients and their environments and to implement the nursing care plans that are developed from such assessments.

Examples of relevant activities:

- Detect changes in skin color or condition
- Collect data from recording equipment and measurement devices used in client care
- Detect a fire in a client area and initiate emergency action
- Draw up the correct quantity of medication into a syringe

2. Hearing ability sufficient to assess clients and their environments and to implement the nursing care plans that are developed from such assessments.

Examples of relevant activities:

- Detect sounds related to bodily functions using a stethoscope
- Detect audible alarms within the frequency and volume ranges of the sounds generated by mechanical systems that monitor bodily functions
- Communicate clearly in telephone conversations
- Communicate effectively with clients and with other members of the healthcare team to ensure critical patient care details are shared accurately.

3. Olfactory ability sufficient to assess clients and their environments and to implement the nursing care plans that are developed from such assessments.

Examples of relevant activities:

- Detect foul odors of bodily fluids or spoiled foods
- Detect smoke from burning materials

4. Tactile ability sufficient to assess clients and their environments and to implement the nursing care plans that are developed from such assessments.

Examples of relevant activities:

- Detect changes in skin temperature
- Detect unsafe temperature levels in heat-producing devices in client care

- Detect anatomical abnormalities, such as subcutaneous crepitus, edema, or infiltrated intravenous fluid
5. Strength and mobility sufficient to perform client care activities and emergency procedures.
Examples of relevant activities:
 - Safely transfer clients in and out of bed
 - Turn and position clients as needed to prevent complications due to bedrest
 - Hang intravenous bags at the appropriate level
 - Accurately read the volumes in body fluid collection devices hung below bed level
 - Perform cardiopulmonary resuscitation
 - Able to reach across clients to attach or detach devices
 6. Fine motor skills sufficient to perform client care and emergency procedures.
Examples of relevant activities:
 - Safely dispose of needles in sharps containers
 - Accurately place and maintain position of stethoscope for detecting sounds of bodily functions
 - Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages to administer medications; able to perform these duties in a timely manner to not impact client safety or well-being.
 7. Physical endurance sufficient to complete assigned periods of clinical practice with prolonged periods of standing, sitting or walking of up to 12 hours in a day.
 8. Ability to speak, comprehend, read, and write English at a level that meets the need for accurate, clear and effective communication of vital client information.
 9. Emotional stability to function effectively under stress, adapt to changing situations, follow through on assigned client care responsibilities and establish therapeutic boundaries.
 10. Cognitive ability to collect, analyze, and integrate information and knowledge to make clinical judgements and manage decisions that promote positive client outcomes.

APPENDIX D: Minimal Knowledge and Skills/Scope of Practice

The table below demonstrates the students' scope of practice for each semester. Nursing students should communicate their scope of practice to their nurse preceptor prior the beginning of each clinical day. Nursing students should take their Skills Booklet to each skill and simulation lab and clinical so faculty or preceptors can sign off skills as they are performed in each setting.

First Semester Scope of Practice		
Minimum Number of Lab/Clinical Hours: 90 Clinical Facilities: Long-Term Care, Skilled Nursing, Coconino County Health Department		
1. Communication <ul style="list-style-type: none"> a. Establish nurse-client relationship b. Interviewing c. Communicating with: Anxious client, Angry client, Depressed client, Client with dementia d. Create therapeutic presence e. Interdisciplinary communication f. Communication with preceptor 2. Physical Assessment <ul style="list-style-type: none"> a. Temperature (oral, tympanic, rectal, temporal, axillary) b. Pulses (radial, pedal, brachial, femoral) c. Apical pulse and heart sounds d. Blood pressure e. Breath sounds f. Heart sounds g. Pulse oximetry h. Doppler auscultation of a pulse i. Skin assessment j. Level of consciousness k. Pain assessment l. Focused assessment m. Complete systems assessment n. Mental Status Exam 3. Infection Prevention <ul style="list-style-type: none"> a. Handwashing b. Universal/standard precautions c. Droplet precautions d. Contact precautions e. Use of PPE f. Donning and doffing sterile gown, gloves, cap, footwear g. Disposal of sharps and contaminated waste 4. Client Safety <ul style="list-style-type: none"> a. Patient identification b. Bed rails/bed positioning c. Seizure precautions d. Fall risk e. Call light f. Restraints g. TED hose/SCD h. Aspiration precautions 	5. Hygiene <ul style="list-style-type: none"> a. Bathing b. Oral/denture care c. Perineal care d. Hair care e. Bed making occupied/unoccupied 6. Elimination <ul style="list-style-type: none"> a. Bedpan b. Bedside commode c. Ostomy care d. Enema (small and large volumes) e. Urine/stool specimen collection f. Stool for occult blood g. I/O measurement 7. Mobility and Positioning <ul style="list-style-type: none"> a. Body mechanics b. Turning and positioning c. Transfers d. Ambulation e. Range of Motion f. Hydraulic lift g. Assistive devices: walker, cane, crutches h. Gait belt 8. Nutrition <ul style="list-style-type: none"> a. Feeding clients b. Feeding tube placement/care/removal (including feeding tube pumps) c. Nasogastric tube placement/care/removal d. Blood glucose monitoring e. Dysphagia/swallow screening 9. Comfort <ul style="list-style-type: none"> a. Pharmacological b. Nonpharmacological 	10. Medication Administration <ul style="list-style-type: none"> a. Dosage calculations b. Oral c. Topical d. Inhaled e. Nasogastric/feeding tube f. Nebulizer g. Ophthalmic h. Otic i. Rectal j. Vaginal k. Subcutaneous l. Intradermal m. Intramuscular 11. Wound Care <ul style="list-style-type: none"> a. Dry dressings b. Wet to dry dressings c. Non-stick dressings d. Specialty dressings e. Wound irrigation f. Suture/staple removal g. Surgical tape removal h. Steri-strip application i. Jackson-Pratt drain care j. Hemovac drain care k. Penrose drain care 12. Respiratory Care <ul style="list-style-type: none"> a. Oxygen administration <ul style="list-style-type: none"> i. Nasal cannula ii. Simple face mask iii. Non-rebreather mask iv. Venturi mask v. Small volume nebulizer b. Incentive spirometer c. Oral and nasal suctioning d. Oropharyngeal airway insertion e. Nasopharyngeal airway insertion f. Bag valve mask ventilation 13. Tracheostomy care and suctioning

Second Semester Scope of Practice

Minimum Number of Lab/Clinical Hours: 90

Clinical Facilities: Adult Medical-Surgical Acute Care, Outpatient Surgical Centers

First Semester Scope of Practice, *plus*

1. Intravenous Care and Medications
 - a. Phlebotomy
 - b. Insert/discontinue IV
 - c. IV site assessment
 - d. IV infusion management
 - e. IV pump
 - f. IV push/bolus
 - g. *The following medications cannot be given IV push*
 - i. *Heparin*
 - ii. *Insulin*
 - iii. *Narcotic analgesics*
 - iv. *Chemotherapeutic agents*
 - v. *Electrolytes (any)*
 - h. IV piggyback
 - i. The following medications cannot be given IV piggyback: chemotherapeutic agents
 - i. Saline lock flush
 - j. Advanced IV Care
 - k. Central line care
 - l. Administer/manage medications via central line
 - m. Central line removal (no PA catheter removal)
 - n. Indwelling venous port access/care
2. Chest Tube Care
3. Catheter insertion/care/removal (straight/indwelling)

Third Semester Scope of Practice

Minimum Number of Lab/Clinical Hours: 90

Clinical Facilities: Adult Medical-Surgical Acute Care, Maternal-Child Acute Care, Inpatient/Outpatient Psychiatric Facilities, Outpatient Pediatric/Obstetrics Clinics, School District

First and Second Semester Scope of Practice, *plus*

1. Mental Health
 - a. Evaluate suicide risk
 - b. Evaluate risk for violent behavior
2. Newborn/Labor and Delivery/Obstetric Care/Postpartum
 - a. Maternal assessment
 - b. Fetal heart tones
 - c. Newborn ventilation with bag valve mask
 - d. Fundal assessment and massage
 - e. Placenta assessment and care
 - f. Newborn assessment
 - g. Medication administration
 - h. Postpartum
 - i. Estimated blood loss
 - ii. Lochia
 - iii. Uterine tone/contraction
 - iv. Vital signs
 - v. Mother/neonate bonding
3. Pediatrics
 - a. Developmental assessments
 - b. Well child assessment
 - i. Height/weight
 - ii. Vaccination schedule
 - c. Physical assessment
 - d. Medication administration

Fourth Semester Scope of Practice

Minimum Number of Lab/Clinical Hours: 165

Clinical Facilities: Adult Medical-Surgical Acute Care, Critical Care, Variety of Preceptorship Facilities

First, Second, and Third Semester Scope of Practice, *plus*

1. Advanced Respiratory Care
 - a. Ventilator management
 - i. CPAP
 - ii. BiPAP
 - iii. Mechanical ventilator
2. Advanced Assessment Monitoring
 - a. Arterial line setup/care/discontinuation
3. Patient Controlled Analgesia pump setup/discontinuation*
4. Electrocardiogram (3 lead, 5 lead, 12 lead)
5. Blood and blood product administration
6. Total parenteral nutrition
7. Fourth semester only: may push IV narcotics with RN present

**Student nurses may not manipulate or discontinue epidural catheters.*

Appendix E: Guidelines for Student Leaders (Representatives)

Title of Role: Cohort Year Nursing Student Representatives

2 Active Leaders: Selected by the class in the first month of a new cohort semester.

Purpose: The leaders will serve as a liaison between students and nursing faculty and administration for the purpose of collaborative decision making.

Goals of Group: Provide a safe venue for students to voice non-academic concerns that will be shared within the appropriate channels.

To facilitate communication between students and faculty and administration.

Promote interactions among 4 active cohorts and serve as a resource for beginning to junior students. Actively promote fellowship and mentorship among the 4 cohorts.

To create an open and engaging platform for dialog between students on a monthly basis, at a minimum, and as needed when issues arise.

To disseminate information learned by faculty and administration to the student cohort.

Other duties as directed by faculty and director such as speaking to prospective students

Participate in leadership trainings, organize fundraisers, plan activities, participate in pinning ceremony planning

Provide input into program policies and procedures

Election and Term The entirety of the two-year program. If a student cannot fulfill the duties, then the cohort will elect another representative. First semester elections will be held during the fourth week of class.

Frequency of Meetings and Communication/
Information Dissemination
Vehicle: Student leaders will meet with the Nursing Program Director once a month. Student leaders will host open forums for students once per month at a designated time to share information from faculty and administration, and to provide a forum for students to present/discuss issues.

Appendix F: Nursing Program Costs

Tuition		Required Supplies/Uniforms	
1 st Semester	\$244/credit hr @10 credit hrs	Uniform (including shoes)	\$100
2 nd Semester	\$244/credit hr @9 credit hrs	Stethoscope	\$30-\$50
3 rd Semester	\$244/credit hr @9credit hrs	Penlight	\$8
4 th Semester	\$244/credit hr @11 credit hrs	Watch w/ second hand	\$15
Health Documentation/Certifications (must be kept current throughout the program)			
Typhon Group Document Tracking Platform	\$70 (one-time fee prior to entering 1 st semester)	TB Skin Test	\$12.50-\$50 (renew yearly) T-SPOT \$143
Influenza	\$30 (renew yearly)	Hepatitis B (full series)	\$53/dose (titer \$36)
MMR (2 injections or pos. titer)	\$85/dose (titer \$96)	Tdap	\$42
Varicella (2 injections or pos. titer)	\$150/dose (titer \$38)	12 Panel Urine Drug Screen	\$30
LNA License (CNA License)	\$100 (\$0)	CPR (AHA BLS Provider)	\$60 (2-year cert)
Textbooks		RN Licensing Fees	
1 st Semester	Included in tuition	AZBN RN License Applications	\$300 (plus CC fees)
2 nd Semester	Included in tuition	Fingerprinting	\$50 (plus CC fees)
3 rd Semester	Included in tuition	NCLEX-RN Test Registration through PearsonVUE	\$200
4 th Semester	Included in tuition		

Please note that these are approximate costs through various local facilities.

Source for Coconino County Health Department

Source for Sonora Quest

Appendix G: Clinical Evaluation Tool

The clinical evaluation tool is used for all clinical nursing courses: NUR 116, NUR 124, NUR 215, NUR 220. The clinical evaluation tool is competency-based and will be completed by the clinical instructor for each clinical day. Each row item box must be checked by placing a “V ” if a competency has been met by the student. Competency in each category progresses throughout each semester. The following guidelines are used to assess student progress with demonstrating competency.

QSEN Competency Categories

1. Patient-Centered Care
2. Teamwork and Collaboration
3. Evidence-Based Practice
4. Quality Improvement
5. Safety
6. Informatics
7. Professionalism (not a QSEN competency)

There are three levels in which the student can score in each QSEN competency category.

1. **Competent:** every bolded competency must be met in a category and at least one non-bolded competency must be met in a category
2. **Approaching Competency:** every bolded competency must be met within a category (there is no requirement to meet a non-bolded competency)
3. **Not Demonstrating Competency:** one or more bolded competencies missing in a category no matter how many non-bolded competencies have or have not been met

Requirements to Pass clinical for each semester on the Final Evaluation.

1. **First Semester:** All QSEN categories must be marked “Competent” or “Approaching Competency” AND marked “Competent” on QSEN categories Safety and Professionalism.
2. **Second Semester:** All QSEN categories must be marked “Competent” or “Approaching Competency” AND marked “Competent” on QSEN categories Patient-Centered Care, Teamwork and Collaboration, Safety and Professionalism.
3. **Third Semester:** All QSEN categories must be marked “Competent” or “Approaching Competency” AND marked “Competent” on QSEN categories Patient-Centered Care, Teamwork and Collaboration, Quality Improvement, Safety and Professionalism.
4. **Fourth Semester:** All QSEN categories must be marked “Competent” and meet every un-bolded competency in each QSEN category at least once during the semester.

Midterm Evaluation

1. Each student will perform a self-evaluation by completing a clinical evaluation.
2. Each faculty member will review all student evaluations up to midterm.
3. Student and faculty will meet for a midterm evaluation for 30 minutes.
4. The student must implement an action plan for any category that is marked “Not Demonstrating Competency”.

Final Evaluation

1. Each student will perform a self-evaluation by completing a clinical evaluation.
2. Student and faculty will meet for the final evaluation for 30 minutes.
3. Each faculty member will complete a final evaluation based on clinical evaluations after midterm and the student’s self-evaluation then assign a pass/fail grade based on the requirements for each semester.

QSEN Categories and Competencies Required

1. Patient-Centered Care
 - a. **Conducts a comprehensive assessment of a client (includes health history, physical assessment, SDH, etc.)**
 - b. **Identifies priority needs of a client**
 - c. **Develops a plan of care based on the identified priorities**
 - d. Demonstrates effective communication skills (verbally and written) with clients, and/or family
 - e. Demonstrates cultural sensitivity treating all individuals with dignity/respect
 - f. Demonstrates caring behaviors
 - g. Provides client/family education
2. Teamwork and Collaboration
 - a. **Demonstrates effective communication skills (verbally and/or written) with team members**
 - b. **Identifies the need for help when appropriate to the situation**
 - c. Provides an organized SBAR report
 - d. Establishes appropriate relationships with team members
3. Evidence-Based Practice
 - a. **Demonstrates the ability to access facility policies**
 - b. Performs nursing skills according to facility policy
4. Quality Improvement
 - a. **Delivers care in a timely manner**
 - b. Complies with facility quality measures
5. Safety
 - a. **Implements strategies to reduce risk of harm to self and others (must provide patient identifiers 100% of the time)**
 - b. Demonstrates correct use of technology and equipment
6. Informatics
 - a. **Provides timely, clear, and concise documentation**
 - b. Utilizes multiple sources of information while caring for clients
7. Professionalism
 - a. **Demonstrates core ethical values (privacy, autonomy, nonmaleficence, beneficence, veracity, justice, confidentiality, advocacy)**
 - b. **Maintains professional behavior and appearance**
 - c. **Accepts and incorporates constructive feedback for clinical performance improvement**
 - d. **Arrives on time and prepared for clinical**
 - e. **Seeks out learning opportunities independently**
 - f. Engages in self-evaluation

Appendix H: Skills Checkoff Competency Policy

Skills Check-Off Assessment Checklists will be available for reference for each required skill. Opportunities for practicing skills as outlined on checklists include Skills Lab, Open Lab, and as needed with the Student Success Coach (SSC). Additionally, students are strongly encouraged to kinesthetically practice skills during open lab hours and at home to the extent possible, depending on the skill. Frequent practice will engrain and solidify skill proficiencies.

Criteria for Successful Skill Check-Off Assessment

1. **The student arrives on time for any pre-scheduled Skills Check-Off or Skills Re-Check session.** If a student does not attend their Check-Off session without communicating with their skills lab instructor, the attempt is considered unsuccessful and counts as one of 2 permitted absences per term. On occasion, alterations to the Skills Check-Off schedule may be necessary. If any required changes to the schedule occur it will be documented on your Google Doc schedule no later than 1800 and/or posted on your Canvas class announcement page the day prior to a check-off. It is the student's responsibility to verify their check-off time the day prior to each skill demonstration.
2. **The student demonstrates the skill independently.** The student may not ask for assistance with a skill during a demonstration. Faculty **will not** provide help or support while a demonstration is taking place. No exceptions permitted.
3. **Students can ask** if they have missed any steps (Instructor can reply "yes" or "no"), how much time remains, and state or make any self-corrections if time permits prior to stating "skill complete".
4. The student must correctly demonstrate and complete each step on the skills checklist with a ***score of 90% or greater and ALL Successful/Unsuccessful (S/U) steps are marked successful (S)*** to have passed the check-off assessment. Only after the student indicates they have completed the skill; the instructor can give feedback and suggestions for the student's future knowledge.
5. ***If the student receives a score of <90% or any steps marked as Unsuccessful (U),*** only after the student indicates they have completed the skill, the instructor can give feedback and instruct the student on next steps for a second check-off attempt (see below).

Note: The above criteria apply unequivocally to any initial or subsequent skills check-off assessment attempt.

FIRST ATTEMPT UNSUCCESSFUL

- The student meets briefly (5-8 min) with the instructor immediately following the demonstration:
 - They will discuss specific area(s) they were proficient in.
 - They will discuss the specific area(s) where the student was deficient
 - Instructor will provide criteria required for successful completion of the skill for a 2nd attempt check-off.
 - The student will be advised to meet with the SSC to work on the deficiencies.
 - The student is required to email the SSC within 24 hours and schedule a time for remediation.
 - Remediation with the SSC needs to be completed prior to the next scheduled skill lab (1 week).
- Second attempt check-off cannot be completed during open lab hours. However, we strongly recommend that the student utilizes open lab hours for practice.
- If possible, the student's initial check-off instructor will also perform the second attempt check-off.
- The student must contact the initial instructor to schedule a day and time.
- The second attempt check-off must be completed no later than 7 "school" days from initial attempt (example: 1st attempt performed on Thursday 9/5; 2nd attempt must be completed by Monday 9/16).

SECOND ATTEMPT UNSUCCESSFUL

- The student meets briefly (5-8 min) with the instructor immediately following the demonstration:
 - They will discuss specific area(s) they were proficient in.
 - They will discuss the specific area(s) where the student was deficient.
 - Instructor will provide criteria required for successful completion of the skill for a third attempt check-off.
 - The student will be advised to meet with the SSC to work on the deficiencies.

- The student is required to email the SSC within 24 hours and schedule a time for remediation.
- Remediation with the SSC needs to be completed prior to the next scheduled skill lab (1 week).
- Third attempt cannot be completed during open lab hours. However, we strongly recommend that the student utilizes open lab hours for practice.
- If possible, the student's initial check-off instructor will also perform the third attempt check-off.
- The student must contact the initial instructor to schedule a day and time.
- The third attempt check-off must be completed no later than 5 “school” days from initial attempt (example: 2nd attempt performed on Friday 9/13; 3rd attempt must be completed by Friday 9/20).

THIRD ATTEMPT UNSUCCESSFUL: The third attempt will be performed with two instructors present, one being the initial instructor.

- The student meets briefly with the instructor immediately following the demonstration:
 - They will discuss specific area(s) they were proficient in.
 - They will discuss the specific area(s) where the student was deficient.
- The student meets with the check-off instructor, SSC, and the Director of Nursing (DON) to discuss:
 - The reasoning behind the student’s unsuccessful attempts.
 - Determine the next steps.
- Possible Outcomes:
 - Remediation: Developing a plan to address the student’s deficiencies and help them succeed.
 - Dismissal: Considering the possibility of the student being dismissed from the program if remediation is not deemed feasible and successful.

This process ensures that all relevant parties are involved in making an informed decision about the student's future in the program.

Appendix I: Student Success Coach

This policy is intended to outline the role of the Student Success Coach (SSC) in supporting students' academic and personal success while enrolled in the Nursing Program.

1) Role of the SSC

- a) The SSC acts as a valuable resource for students seeking assistance with various challenges that may impact their progress and success in the Nursing program. The reason for meeting with the SSC is varied and may include some of the following: Stress management tools, study and organizational skills, Food and life insecurity, difficulties with communication, lab/clinical skill development, test-taking strategies, Low grades or poor assignments, late assignments, specific nursing skills, and others.

2) Referral Process

- a) Self-referral procedures for students: Students are encouraged to take the initiative in seeking support from the Student Success Coach through self-referrals. To self-refer, students can reach out to the SSC directly via email or visit during office hours.
- b) Faculty referral procedure: Faculty members play a crucial role in identifying students who may benefit from the support of the SSC. Upon identifying at-risk or struggling students, faculty members will schedule a meeting with the at-risk student to explain the referral's purpose and benefits and complete the referral form. After the referral form is completed, the student must contact the SSC within 48 hours to schedule a time to meet. The SSC will respond within 24 hours. If the SSC does not hear from the student in the 48-hour window, the SSC will notify the faculty.

3) Documenting, Reporting, and Confidentiality

- a) All interactions and interventions are documented within the SSC's system while upholding the principles of confidentiality. These records are maintained to monitor progress, track interventions, and provide data for role improvement. The SSC ensures that these records are securely stored and accessible only to authorized individuals.
- b) All interactions between the SSC, students, and faculty members are treated with confidentiality. If the student has made a self-referral to the SSC, then they must provide consent for the SSC to share the information with the faculty member. If the faculty member has provided the referral, then the SSC will be providing some reports to the faculty member who referred the student.
- c) The SSC may need to break confidentiality if there is reason to believe that the student is at risk of harming themselves or others. In this circumstance, the SSC will be responding accordingly given the interventions needed, whether it be reaching out to the students' emergency contact, other personnel at CCC, or outside resources.