

# **COLLIN COLLEGE DISTRICT NURSING DIVISION**



## **NURSING PROGRAM STUDENT HANDBOOK ADN Track LVN-RN Track**

**2025-2026  
Academic Year**

DISCLAIMER: This Nursing Program handbook supplements the college's Student Handbook, which is available at:

[https://www.collin.edu/studentresources/deanofstudents/documents/2025-2026\\_Student\\_Handbook.pdf](https://www.collin.edu/studentresources/deanofstudents/documents/2025-2026_Student_Handbook.pdf)

## PREFACE

The Dean, Directors, and Faculty of the Collin College Nursing Division have developed this Nursing Program Handbook ("Nursing Student Handbook") to be used in conjunction with the Collin College Student Handbook to direct students on a pathway to success in the nursing program. Procedures are subject to change or revision periodically throughout the year as deemed necessary by the college. Any future change or revision supersedes the existing procedure in this Handbook as of the date of publication on August 18, 2023. Any changes will apply to both prospective and enrolled students. Students are responsible for maintaining copies of the Collin College Student Handbook, the Nursing Student Handbook, and all current updated/revised policies and procedures, as well as being cognizant of the content contained in each and adhering to the policies/procedures.

The Collin College Student Handbook is available at:

[https://www.collin.edu/studentresources/deanofstudents/documents/2025-2026\\_Student\\_Handbook.pdf](https://www.collin.edu/studentresources/deanofstudents/documents/2025-2026_Student_Handbook.pdf)

*FORMULATED: 10/91*

*REVISED: 06/18*

*REVIEWED: 1/20; REVISED: 1/20; 5/20*

*REVIEWED: 11/20; REVISED: 12/20*

*REVIEWED: 1/22; REVISED: 1/22*

*REVIEWED: 8/22; REVISED: 8/22*

*REVIEWED: 1/2023; REVISED: 1/2023*

*REVIEWED: 5/2023; REVISED: 6/2023, 8/2023*

*REVIEWED: 10/2023; REVISED: 1/2024*

*REVIEWED: 5/2024; REVISED: 5/2024*

*REVIEWED: 3/2025; REVISED: 3/2025*

*REVIEWED: 8/2025; REVISED: 8/2025*

*REVIEWED: 1/2026; REVISED: 1/2026*

## Table of Contents

|                                                                                |           |
|--------------------------------------------------------------------------------|-----------|
| <b>SECTION I: GENERAL INFORMATION .....</b>                                    | <b>6</b>  |
| A. ACCREDITATION.....                                                          | 6         |
| B. THE NURSING EXPERIENCE .....                                                | 7         |
| C. PHILOSOPHY .....                                                            | 8         |
| Mission .....                                                                  | 10        |
| Student Learning Outcomes .....                                                | 10        |
| Core Values .....                                                              | 11        |
| Integrated Concepts.....                                                       | 11        |
| Division Goals.....                                                            | 12        |
| D. DEFINITIONS .....                                                           | 14        |
| E. ORGANIZING STRUCTURE .....                                                  | 16        |
| <b>SECTION II: PROCEDURES.....</b>                                             | <b>17</b> |
| F. ADMISSION PROCEDURES.....                                                   | 17        |
| 10.1 - Admission Requirements.....                                             | 17        |
| 10.2 – Program of Study .....                                                  | 19        |
| 10.3 – Anticipated Costs .....                                                 | 20        |
| 10.4 – Criminal Background Checks.....                                         | 21        |
| 10.5 - Declaratory Order of Eligibility: .....                                 | 23        |
| 10.6 – Substance Abuse Procedure .....                                         | 24        |
| 10.7 – “For Cause” Drug Testing Procedure .....                                | 26        |
| 10.8 – Progression and Graduation .....                                        | 28        |
| 10.9 – Readmission Procedure .....                                             | 29        |
| 10.10 – Adding or Dropping Courses .....                                       | 31        |
| 10.11 – Transfer to Collin College from Other Colleges/Degree Evaluation ..... | 31        |
| 10.12 – Transferring to Other Colleges from Collin College .....               | 33        |
| 10.13 – Scholastic Dishonesty.....                                             | 33        |
| 10.14 – Expulsion from Nursing Program .....                                   | 34        |
| 10.15 – Providing Student References.....                                      | 35        |
| 10.16 - Minimum Course Requirements: .....                                     | 35        |

|                                                              |    |
|--------------------------------------------------------------|----|
| G. CLASSROOM, CLINICAL and TESTING PROCEDURES .....          | 36 |
| 10.17 – Class Attendance.....                                | 36 |
| 10.18 - Tardiness .....                                      | 36 |
| 10.19 - Late Assignments .....                               | 36 |
| 10.20 – Examination Periods .....                            | 37 |
| 10.21 – Make-Up Examinations .....                           | 39 |
| 10.22 - Exam/Test Review.....                                | 39 |
| 10.23 – ATI Testing.....                                     | 41 |
| 10.24 – Clinical Skills Validation Procedure .....           | 42 |
| 10.25 – Civility Requirements .....                          | 42 |
| 10.26 – Dress Code and Personal Appearance .....             | 44 |
| 10.27 - Communicating with Faculty and Staff.....            | 47 |
| 10.28 – Grievance/Appeal Procedure.....                      | 48 |
| 10.29 – Pharmacology and Mathematics for Nurses .....        | 50 |
| 10.30 – Health Record Requirements.....                      | 51 |
| 10.31 – Smoking, Tobacco, or Electronic Smoking Devices..... | 52 |
| 10.32 – CPR Certification .....                              | 52 |
| 10.33 – Clinical Expectations .....                          | 53 |
| 10.34 – Clinical/Hospital Lab Requirements.....              | 55 |
| 10.35 – Clinical Tardiness.....                              | 55 |
| 10.36 – Clinical Preparedness .....                          | 56 |
| 10.37 - Simulation:.....                                     | 57 |
| 10.38 - Unsafe Clinical Practice.....                        | 57 |
| 10.39 – Contact Records .....                                | 60 |
| 10.40 – Student Limitations .....                            | 60 |
| 10.41 – Exposure/Injury to the Student .....                 | 63 |
| 10.42 – Infection Control Precautions .....                  | 63 |
| 10.43 – Class Officers .....                                 | 67 |
| 10.44– Collin Nursing Students’ Association (CNSA) .....     | 69 |
| 10.45 – Student Professional Travel .....                    | 70 |
| 10.46 – Nursing Scholarships .....                           | 71 |

|                                                                                                                           |           |
|---------------------------------------------------------------------------------------------------------------------------|-----------|
| 10.47 – Financial Aid .....                                                                                               | 71        |
| 10.48 – Employment During Nursing Program .....                                                                           | 71        |
| 10.49 – Essential Physical Competencies for Nursing .....                                                                 | 72        |
| 10.50 – Disability Services and Accommodations .....                                                                      | 73        |
| 10.51 – Use of Information Technology .....                                                                               | 73        |
| 10.52 – Service Learning .....                                                                                            | 74        |
| <b>Appendix A .....</b>                                                                                                   | <b>75</b> |
| Differentiated Essential Competencies of Graduates of Texas Diploma and Associate Degree Nursing Education Programs ..... | 75        |
| <b>Appendix B .....</b>                                                                                                   | <b>78</b> |
| Quality and Safety Education for Nursing (QSEN) Competencies .....                                                        | 78        |
| <b>Appendix C .....</b>                                                                                                   | <b>83</b> |
| SCANS COMPETENCIES .....                                                                                                  | 83        |
| <b>Appendix D .....</b>                                                                                                   | <b>86</b> |
| STUDENT GRIEVANCE REPORT .....                                                                                            | 86        |
| <b>APPENDIX E .....</b>                                                                                                   | <b>88</b> |
| CREDENTIAL FILE REQUEST FORM .....                                                                                        | 88        |
| <b>APPENDIX F.....</b>                                                                                                    | <b>89</b> |
| STUDENT TRAVEL FORM .....                                                                                                 | 89        |
| <b>APPENDIX G.....</b>                                                                                                    | <b>90</b> |
| Running for a Collin Nursing Student Association (CNSA) Officer .....                                                     | 90        |
| <b>Appendix H .....</b>                                                                                                   | <b>91</b> |
| Collin College Nursing Student’s Responsibilities .....                                                                   | 91        |

## **SECTION I: GENERAL INFORMATION**

### **A. ACCREDITATION**

The Collin College Nursing Division was granted full accreditation by the Texas Board of Nursing (TBON) in the fall of 1992 and maintains continuing accreditation through the Accreditation Commission for Education in Nursing (ACEN). The faculty is committed to this self-evaluation process which is a major factor toward helping the division review its past, analyze the present, and move toward future progress. As defined by ACEN, “accreditation is a voluntary, self-regulatory process by which non-governmental associations recognize educational institutions or divisions that have been found to meet or exceed standards and criteria for educational quality.”

The traditional associate degree in nursing tract and the LVN-RN Bridge nursing tract are aimed at preparing the graduate nursing student for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) administered by the Texas BON. The graduate nursing student will apply for licensure to the BON; only the BON determines eligibility and approves applications for the licensure examination, not Collin College. The training provided at Collin College is designed to meet requirements in the State of Texas and that if a student intends to seek employment or practice in another state, the student should reach out to have a discussion with the individual departments to identify whether Collin College’s training will meet requirements for licensure/certification in that State.

The Professional Licensure/Certification Disclosure webpage can be found at:

<https://www.collin.edu/campuses/iCollin/certificationdisclosur.html>

Students who wish to apply for licensure outside of the state of Texas should refer to the respective state board of nursing for guidance. The student becomes a Registered Nurse (RN) only after successfully passing the licensure examination. Completion of the nursing program of study at Collin College does not guarantee licensure or employment in nursing.

**Accreditation Commission for Education in Nursing (ACEN)**

3390 Peachtree Rd NE Suite 1400

**Atlanta, GA 30326**

**Phone: (404) 975-5000 Fax: (404) 975-5020**

**Email: [info@acenursing.org](mailto:info@acenursing.org)**

**Web: <https://www.acenursing.org/>**

## B. THE NURSING EXPERIENCE

Nursing is both a challenging and rewarding career. The standards the nursing profession sets for itself are high. To help the student learn about and adjust to these standards, they must acquaint themselves with procedures in this Nursing Student Handbook and the Collin College Student Handbook. Once a student accepts admission into the Nursing program, whether in the ADN or the LVN to RN bridge program, the student has made a commitment to study and work hard to be successful in the program. The nursing program at Collin College is rigorous. As a result, students in the program are advised to the following guidelines in order to ensure success:

1. Limit full-time work to fewer than 20 hours per week to allow time to study nursing.
2. Complete as many of the support courses as possible before starting the nursing courses.
3. Allow at least 10 hours per week to study and prepare for class and clinicals.
4. Get a good night's sleep before clinical, class, or any learning experience.
5. Eat a balanced, healthy diet to maintain optimal health.
6. Attend all scheduled classes and clinical rotations unless you are too ill to attend or have been granted an excused absence prior to the class/clinical rotation.
7. Allow extra time per semester for required Service-Learning activities.

The days as well as the number of hours each week for clinical and classroom instruction vary depending on the specific nursing program and semester level the student is enrolled in. Please see the specific nursing program overview and course layout for requirements at <https://www.collin.edu/nursing/>. **Nursing students should plan on being on campus or at clinical sites a portion of each week.**

Opportunities are also provided for students to attend nursing seminars and conventions, conduct nursing rounds, and participate in various activities on campus and in the community. Flexibility is **expected** due to other assigned activities that may exceed previously scheduled class and clinical hours. Detailed course, classroom/clinical activities will be outlined in each course calendar.

### C. PHILOSOPHY

In accordance with the mission statement of Collin College, the faculty of the Nursing Division provide a quality nursing program in a learning-centered environment committed to developing skills, strengthening character, and challenging the intellect to meet the educational needs of students in our service and surrounding areas. Successful completion of the ADN or LVN to RN Bridge program curricula leads to the acquisition of skills, knowledge, and attitudes necessary for employment, thereby helping to meet the health care needs of the community served by Collin College. The faculty is committed to promoting the development of qualified students prepared for the professional role as a registered nurse (RN) at entry-level practice. The core values of Collin College: Learning, Service and Involvement, Creativity and Innovations, Academic Excellence, Dignity and Respect, and Integrity are reflected in the content below. Based on these beliefs, the nursing faculty adopts the following philosophy.

Nursing is a theory-guided, evidence-based discipline, which builds on a foundation of knowledge from biological, social, and behavioral science. The curriculum is concept-based, directed towards the competencies needed to provide patient-centered care to diverse populations across the life span and in complex environments that increasingly require interdisciplinary teamwork, leadership, and the use of quality improvement, informatics, and technology. The Collin College graduate nurse is prepared to meet the Differentiated Essential Competencies (DECS) of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors for the associate degree as leveled by the Texas Board of Nursing in four major roles: provider of patient-centered care, safety advocate, member of the healthcare team, and member of a profession. Core values of caring, ethics, and integrity, support the program's integrating concepts (patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics) and lead to the main division goals of quality of life, clinical judgment, professional identity, and spirit of inquiry.

#### **(See Appendix A-C)**

Learning is a continuous process that occurs when the individual is challenged and motivated to enhance personal knowledge and change behavior. Teaching and learning are interactive processes between faculty and students. The faculty is responsible for facilitating the student's development of clinical judgment skills through the design and evaluation of



learning experiences and access and use of resources. The nursing student is responsible for actively participating in learning experiences and assuming responsibility and accountability for their own learning and actions. Learning is a dynamic process based on life experiences, readiness to learn, and the ability to learn. Students apply what they learn in theory to their patients and clinical situations. Faculty incorporate evidence-based teaching such as increased contact between students and faculty, cooperation among students, active learning activities, prompt feedback, high expectations, and respect of diverse learning styles in face-to-face and on-line or distance learning environments. Experiences in simulation with a strong debriefing component complement clinical education and allow students to engage in high-risk practice focused situations in a safe environment.

The curriculum is conceptually based and founded on the principles of adult and collaborative learning. A constructivist approach to learning is applied helping the student foster new growth and learning from prior educational settings and experiences. The curriculum emphasizes deep learning about the discipline's most central concepts rather than content, which leads to the student's ability to develop habits of thought and pattern recognition. The students develop a deeper understanding of prevalent health care conditions and situations across the lifespan. Faculty design learning activities promoting student engagement, self-assessment, and self-directed learning. Developing clinical judgment results from deep understanding of both professional nursing and health care concepts. Reflective practice, evidence-based practice, ethical practice, cultural sensitivity, interprofessional collaboration, therapeutic communication, and relationship skills are essential components of clinical learning. Opportunities are provided for students to engage in interactive and collaborative activities with their peers that contribute to better learning outcomes and development of higher order thinking skills.

The faculty values lifelong learning by offering multiple entry points into the nursing division and encouraging progression to Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) levels. The nursing division is committed to removing barriers to academic progression and making pathways seamless, building on previous knowledge and competencies already achieved.

## **Mission**

Our mission is to prepare professional nurse graduates who are life-long learners, actively involved in service, who are members of an interdisciplinary health care team, and who use clinical judgment to provide safe, evidence-based, patient-centered care to promote quality of life.

## **Student Learning Outcomes**

1. The students will demonstrate the knowledge to serve as a member of the profession.
2. The students will demonstrate the ability to serve as a member of the profession.
3. The students will demonstrate the knowledge to serve as a provider of patient centered care.
4. The students will demonstrate the ability to serve as a provider of patient centered care using clinical judgment.
5. The students will demonstrate the knowledge to serve as a patient safety advocate by reducing patient risks of harm, including safe medication administration.
6. The students will demonstrate the ability to serve as a patient safety advocate by reducing patient risks of harm, including safe medication administration.
7. The students will demonstrate the knowledge to serve as a member of the health care team through teamwork and collaboration.
8. The students will demonstrate the ability to serve as a member of the health care team through communication.



## **Conceptual Framework**

The conceptual framework of the Collin College Nursing Division is an outgrowth of its philosophy and reflects the faculty's educational beliefs associated with nursing student development. The framework relies on components of the National League for Nursing (NLN) Educational Competencies Model. Integrating concepts within the framework are drawn from the Quality and Safety Education for Nurses (QSEN) knowledge, skills, and attitude (KSA) competencies for nursing graduates. Graduates will be prepared to meet the QSEN competencies. The model utilizes the image of a tree, depicting the fundamental appreciation of foundational roots, core student involvement, and branching attributes that support

necessary requirements and outcomes for licensure and professionalism. The framework provides guidance to curriculum development, management, outcomes identification, and evaluation and focuses on the developmental needs of students while responding to patient dynamics in multiple settings. A copy of this model can be found in Appendix C.

### **Core Values**

Collin College core values are learning, integrity, creativity and innovation, academic excellence, dignity and respect, and service and involvement. The model for the Nursing Division further focuses on three foundational core values: caring, ethics, and integrity distilled from the Collin College core values. These elements are central to nursing education and professional development. Caring is associated with the patient and the promotion of their well-being. Caring relates to self, colleagues, and the profession of nursing. Caring is a dynamic learned to be experienced by students in the classroom, clinical, and simulation. Included within this dynamic are elements of compassion, empathy, concern, and helping others. Ethics is the systematic, autonomous, critical inquiry of inner values that direct decisions regarding right and wrong as they relate to conduct. Ethics involves the promotion of good and the avoidance of harm while providing nursing care. From a foundational core value perspective, integrity provides a cornerstone element that serves not only the needs of patients, but as importantly, the development of the student, especially as a professional nurse. This value addresses respect for an individual's moral being in a manner consistent and without conditions or limitations. This interpersonal growth of the student promotes personal and social responsibility and paves the way for the student to assume responsibility for patient care management while providing care utilizing critical judgment.

### **Integrated Concepts**

The educational program is a learning-centered experience. The faculty facilitate this direction through incorporation of learning experiences based on established nursing competencies. Six Quality and Safety Education for Nurses (QSEN) competencies of knowledge, skills, and attitudes (KSAs) serve as integrating concepts which serve as support branches to the division's goals. The six concepts include patient-centered care, quality improvement, safety, teamwork and collaboration, evidence-based practice, and informatics. Patient-centered care

recognizes the patient as the central source of control in the care delivery dynamic. Teamwork and collaboration address the interactions and effectiveness of individuals as they work together to address patient needs. Evidence-based practice describes the direction required to incorporate current clinical and patient related resources and research. Quality improvement facilitates and supports the ongoing requirements to evaluate and improve healthcare delivery and systems. Safety emphasizes the importance of minimizing risk to patients/clients during health care delivery. Informatics is associated with the utilization, management, and incorporation of relevant data and support systems to document care delivery, minimize error, and maximize decision making. Together these six concepts serve as support and guidance to curriculum development, clinical and simulation experience planning, and foundation for career development over time. Each of these six elements supports at least one of the division goals.

### **Division Goals**

The division goals address five areas: (1) quality of life, (2) clinical judgment, (3) professional identity, (4) spirit of inquiry, and (5) service and involvement. Quality of life is associated with the ability to promote growth and well-being of patients/clients, self, and collegial members of the healthcare team. Clinical judgment entails using clinical reasoning and nursing science as a basis for decision making in nursing practice. Faculty help students reflect on their decision-making to develop clinical judgment. Students develop over time a keen sense of identity as a professional nurse. That identity serves them individually as it relates to the nurse-patient relationship. Equally important is the development of identity with the larger association with the profession of nursing. The spirit of inquiry is a goal that serves the student and the life-long learner; its development encourages inquiring about all elements of patient care. Service and involvement increase as students engage in lasting relationships with community partners to continue professionally related volunteer service after graduation.

Each of these goals is associated with one or more integrating concepts and students' development over time as they progress through the various levels within the program. Achieving the outcome of quality of life requires thorough preparation in patient-centered care. Clinical judgment comes as students develop their knowledge and appreciation of both quality improvement and various aspects of patient safety. From the start of the program, students are exposed to and develop skills in association with both teamwork and collaboration. Together

these skills contribute to the student's abilities and the development of professional identity. The outcome of spirit of inquiry comes as students develop their knowledge and appreciation of evidence-based practice, quality improvement, and informatics.

Successful program graduates will be positioned to show key competencies and roles as a professional nurse as designated by the Texas Board of Nursing in the Differentiated Essential Competencies. These roles include becoming members of the nursing profession, being providers of patient-centered care, serving as patient safety advocates, and contributing as members of the healthcare team.

## D. DEFINITIONS

**Caring** - The value of nursing in which there is a high concern for human dignity. It includes forming relationships with individuals and families in compassionate, nurturing, protective, empathetic, nonjudgmental, open-minded, and altruistic ways.

**Core Competencies** - The discrete and measurable skills, essential for nursing practice developed by faculty to meet division goals.

**Cohort** – A group of students who start the nursing program together and are enrolled in similar nursing courses.

**Ethics** - The systematic, autonomous, critical inquiry of inner values that direct decisions regarding right and wrong as they relate to conduct. Ethics involves the promotion of good and the avoidance of harm to patients/clients under nursing care.

**Evidence-Based Practice** - Incorporates the best current evidence, patient-family preference, and values for delivery of optimal health care.

**Informatics** - Incorporates the use of information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

**Integrating Concepts** - The defined quality and safety competencies related to knowledge, skills, and attitudes necessary to achieve division outcomes.

**Integrity** - Respecting the dignity and moral wholeness of every person without conditions or limitations.

**Learner Centered** - Learner centered relates to an orientation to learning that incorporates and reflects the uniqueness of an individual's background, preparation, values, and initiative.

**Nursing Judgment** - Is the ability to make decisions in practice, supported by evidence that incorporates nursing science and based on reflections of patient needs and responses in the provision of safe, effective, quality care and that promotes the health of patients/clients within a family and community.

**Patient Centered Care** - Recognizes the patient as the central source of control in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

**Professional Identity** - Is the embodiment of the nursing role in ways that reflect integrity, responsibility, and ethical practice.

**Quality Improvement** - Utilizes data and ongoing monitoring of outcomes and processes to design and test changes to the health care system.

**Safety** - Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

**Quality of Life** – Patient quality of life involves promotion of their self-determination, integrity, and ongoing growth as human beings.

**Service and Involvement** - Service Learning is service-based experiential application of nursing knowledge in real-world situations in which the service benefits the community.

**Spirit of Inquiry** - The practice of nursing that examines evidence, challenges the status quo, questions underlying assumptions, and offers new insights to improve the quality of care for patients, families, and communities.

**Teamwork and Collaboration** - Relates to effective functioning within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

## E. ORGANIZING STRUCTURE

The content threads represent the program concepts. These threads permeate or weave through the nursing curriculum to integrate the program philosophy, program outcomes, and course semester level objectives. The content threads are identified and defined as follows:

- i. Nursing Process – The foundation of nursing practice; a systematic method of critical thinking used by nurses to provide individualized care. It is a framework for the evaluation of quality care guiding the nurse's ability to solve clinical problems, ethical dilemmas and manage demanding situations. The steps of the nursing process are Assessment, Analysis, Diagnosis, Implementation, and Evaluation.
- ii. Caring – The interaction of the nurse and client in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides encouragement, hope, support, and compassion to help achieve desired outcomes.
- iii. Communication/Documentation – The verbal and nonverbal interactions between the nurse and client, the client's significant others, and the other members of the health care team. Events and activities associated with client care are validated in written and/or electronic records that reflect standards of practice and accountability in providing care.
- iv. Roles/Competencies – Customary functions of a nurse including provider of care, coordinator of care; and member of profession within its legal and ethical framework. Upon graduation, the nursing student will be able to demonstrate basic entry level proficiency of these according to the Differentiated Essential Competencies of Graduates of Texas Nursing Programs as Evidenced by Knowledge, Clinical Judgments, and Behaviors established by the Texas BON. (See Appendix A)
- v. Teaching/Learning – The facilitation of the acquisition of knowledge, skills, and attitudes promoting a change in behavior.
- vi. Clinical Judgment – An evidence-based framework to measure clinical judgment and decision making (See Appendix I for National Council of State Boards of Nursing (NCSBN) Clinical Judgment Measurement Model (NCJMM))



## **SECTION II: PROCEDURES**

### **F. ADMISSION PROCEDURES**

#### **10.1 - Admission Requirements**

Students wishing to enter the Associate of Applied Science in Nursing Program must also be accepted into Collin College. For information on Collin College admissions please navigate to <https://www.collin.edu/admissions/index.html>. Admission to the college does not guarantee admission to the nursing program.

Admission into the Nursing program is selective and based on available spots. Applications are considered for the fall and spring semesters for the Associate of Applied Science programs (ADN and LVN to RN Bridge). All applications received before the deadline are screened for the selection process. Please refer to the ADN program website, [ADN Program](#) and the LVN-RN program website, [LVN-RN Program](#). Prospective students must submit an application, official transcripts, and official test scores for the ATI TEAS (Test of Essential Academic Skills).

Candidates for admission are required to:

1. Submit a completed application form available on the nursing program website:  
ADN: [ADN Program](#) - select Admission requirements.  
LVN-RN: [LVN-RN Program](#) - select Admission requirements. Please note: LVN-RN applicants must have a **Texas** license (including fingerprinting in the State of Texas). This is required to sit for the NCLEX upon graduation.
2. Submit official transcripts from all colleges/universities attended to Admissions and an unofficial copy to the Nursing Department.
3. Complete the TEAS exam. The required entrance exam for consideration into the Associate of Applied Science in Nursing programs (ADN or VN to RN Bridge) is the Test of Essential Academic Skills (ATI TEAS Assessment) entrance exam. A minimum composite score of 65% is required to be considered for admission. Applicants should register for the exam at <https://atitesting.com>. Payment is made directly to the Assessment Technologies Institute (ATI) Company online. Study guides, practice tests, and "Launch: nursing academic readiness program" are available to assist the student to prepare for the exam through ATI. An applicant may take the TEAS Entrance Exam two (2) times between admission deadlines. TEAS exam results are good for one (1) year (12-months) from application submission. Please read the instructions on the website carefully to ensure your test results will be sent to Collin College. This test may be taken

at any official ATI TEAS testing site. Additionally, the ATI TEAS exam is administered at Collin College on set dates and times in the Collin College Testing Center at the McKinney campus. A non-refundable fee must be paid at the Cashiers office at the Central Park Campus. Please see the Testing Center website for details:

<https://www.collin.edu/studentresources/testing/index.html>;

4. ADN, and LVN to RN candidates must maintain an overall prerequisite GPA (Grade Point Average) of 2.5 or above from all completed college courses applicable to the nursing degree plan including prerequisite courses.
5. Prerequisites

**a. ADN Prerequisites:**

All ADN prerequisite courses must be complete with a grade of "C" or better before applying to the ADN Program by the application deadline date. The ADN application will not be accepted with any of the prerequisites missing or in progress.

- There are 3 prerequisites.
  - Biology 2401 (Anatomy and Physiology I),
  - Biology 2402 (Anatomy and Physiology II),
  - Biology 2420 (Microbiology).
- Must have a satisfactory completion (grade of "C" or better) of the prerequisite courses.
- Points are awarded for the prerequisite grade of "C" or better by the application deadline date. One point will be deducted for prerequisite courses repeated/withdrawn within 5 years.
- The completion date of the Biology courses must be within five years of the application deadline date.
- Cumulative GPA on the three prerequisite courses must be 2.5 or above.

**b. LVN-RN Prerequisites:**

All LVN-RN prerequisite courses must be complete with a grade of "C" or better before applying to the LVN-RN Program by the application deadline date. The LVN-RN application will not be accepted with any of the prerequisites missing or in progress.

- There are 4 prerequisites.
  - Biology 2401 (Anatomy and Physiology I),
  - Biology 2402 (Anatomy and Physiology II),
  - Biology 2420 (Microbiology).
  - PSYC 2301 (General Psychology)
- All must have a satisfactory completion (grade of "C" or better)
- Biology courses do not expire after five years for the LVN-RN program.
- Points are awarded for the prerequisite grade of "C" or better by the application deadline date.
- Cumulative GPA on the prerequisite courses must be 2.5 or above

6. Provisional admission is granted according to a point system. Points will be calculated according to the specific program admission criteria found on the nursing program

website:

**ADN:**

<https://www.collin.edu/nursing/associatedegreenursing/Criteria%20Selection%20Sheet%20ADN%20Webpage.pdf>

**LVN-RN Bridge:**

<https://www.collin.edu/nursing/LVNtoRN/Criteria%20Selection%20Sheet%20LVN%20RN%20Webpage.pdf>

Applicants will be ranked by total number of points and available spots in the class. Students are admitted to the Collin College Nursing Program on a provisional status pending successful completion of the background check, immunizations and completion of functional abilities/core performance standards.

[ImmunizationsandPhysicalForm.pdf](#)

7. Applicants to the nursing program will be notified by email of their application status after the deadline, regardless of whether they have been selected or not.
8. For further admission information, please refer to Collin College Nursing Program website at <https://www.collin.edu/nursing/>.

**Waitlist:**

The top 10-15% of qualified unadmitted applicants whose admission criteria scores are passing but are not high enough to make the initial acceptance list, will be ranked and placed on a waitlist. Should an initially accepted applicant not continue with the admission process, that applicant will be dropped and replaced with an applicant on the waitlist. If a waitlisted applicant is not granted acceptance into the current class cohort, the applicant will be guaranteed admittance to the program the following application cycle.

**Unsuccessful Applicants:** Applicants who do not meet minimum score requirements on the entrance exam will not be granted acceptance into the program. These applicants can re-take the entrance exam and re-apply to the Nursing Program for future consideration.

**10.2 – Program of Study**

Collin College recognizes the diversity among students, and the Nursing Division offers

two methods by which students may obtain their Associate of Applied Science in Nursing. The Associate of Applied Science Degree in Nursing consists of 60 credit hours and prepares the student to take the national licensure examination and prepare for licensure through the Texas Board of Nursing (BON). Students interested in additional information regarding any of the nursing programs should visit the department's website at <https://www.collin.edu/nursing/>.

Degree Plans for the Associate of Applied Science Degree in Nursing may be found at the following links:

ADN- [ADN Program](#)

LVN-RN - [LVN to RN Program](#)

Upon successful completion of the ADN or LVN to RN programs, students will receive an Associate of Applied Science (AAS) Degree and may be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN), which is a requirement for Registered Nurses in the State of Texas.

### **10.3 – Anticipated Costs**

The nursing student should anticipate other costs in addition to books, tuition and fees paid to the college for courses taken. Some general additional fees include, but are not limited to:

1. Uniform, scrubs, and/or lab coat (as applicable to the specific program)
2. Collin College Nursing Student I.D.
3. CPR
4. Skills packet and/or medical equipment (as applicable to specific program)
5. Drug testing
6. NCLEX-RN Registration (as applicable to the specific program)
7. Texas State Board of Nursing licensing fee (as applicable to the specific program)
8. Compliance Tracker
9. FBI fingerprinting and background check

10. Health Insurance
11. Physical exams
12. Immunizations
13. Nursing pin
14. ATI Products (as applicable to the specific program)

Nursing students should contact the Collin College Nursing Division office for the most current pricing information or such information for the current academic year may be posted online at [www.Collin.edu/nursing](http://www.Collin.edu/nursing). Special fees and charges may be added as necessary and as periodically approved by the Board of Trustees of Collin College.

#### **10.4 – Criminal Background Checks**

Accepted students complete two criminal background checks (CBC):

1. Texas Board of Nursing (TBON)
2. Group One required by the North Texas Consortium of Professional Nursing Programs.

**TBON background checks are required, and full admission is contingent upon completion and passing the background checks. The student is responsible for the cost of screening.**

#### **TBON Background Check**

Background checks for the TBON require fingerprinting by Identogo. An email will be sent to the student by the Texas Board of Nursing. The student must complete finger printing within 10 days after receiving the email. Admission may be denied or rescinded based on the results.

A student with a positive criminal background screen will not be admitted into the program without a Declaratory Order from the TBON confirming eligibility to take the National Council Licensure Examination for Registered Nurses. (NCLEX-RN) after graduation.

#### **GROUP ONE Background Check**

The second background check is completed after acceptance to the nursing program, approximately 30 days prior to clinical. **Group One background checks are required, and attending clinical facilities is contingent upon completion and passing. The student is**

**responsible for the cost of screening.** A student that has a break in their enrollment is required to complete a new background check. A break in enrollment is defined as non-enrollment of at least one semester.

### **Reporting Arrests**

Criminal history information (arrest) that occurs while a student is enrolled in the Nursing Program must be self-disclosed to the Director of Nursing within 48 hours. Students who have any new charges against them should notify the Director of Nursing no later than within 48 hours. Depending on the circumstances of the charge, student access to clinical experiences may be impacted. Failure to disclose information may result in dismissal from the Nursing Program.

A serious violation of any of these verifications may prohibit the applicant from being accepted into the Nursing Program. Under TBON Rule 213.28, the Nursing Practice Act sets out criteria on the eligibility of persons with criminal convictions to obtain a license. The TBON has the legal authority to deny or approve persons to take the licensure exam or to receive a temporary permit if that person has been convicted of a felony, a misdemeanor involving moral turpitude or engaged in conduct resulting in the revocation of probation imposed pursuant to such a conviction. The following criminal history offenses will disqualify an individual from consideration for assignment or placement at several of the clinical sites with which the program is affiliated (disqualifying histories are not limited to this list):

1. Felony convictions
2. Misdemeanor convictions or felony deferred adjudications involving crimes against children (for example, physical or sexual child abuse)
3. Misdemeanor convictions related to moral turpitude (for example, forgery, arson, prostitution, public lewdness, etc.)
4. Felony deferred adjudications for the sale, possession, distribution, or transfer of narcotics or controlled substances.
5. Substance abuse of drugs or alcohol
6. Registered sex offenders
7. Fraud or theft
8. Crimes involving lying, falsification, and deception.

Once required information is attained, it will be provided to those clinical affiliates that

request and require it as a part of the affiliation agreement. This information will not be shared with other clinical facilities, persons, employers, or school officials unless the student has given prior consent. Students will sign the Consent for Release of Information form to authorize a criminal background check. Failure to do so may result in an inability to attend classes and/or clinical experiences which could result in being unsuccessful in the nursing program. **If a student is found ineligible for licensure as determined by the BON, or has a stipulation with their license, they will be dismissed from the Nursing Program.**

#### **10.5 - Declaratory Order of Eligibility:**

The mission of the Texas Board of Nursing (TBON) is to protect the public from harm. As the regulating body for nursing in the state of Texas, TBON will perform a criminal background check on all initially accepted and wait-listed applicants. Please reference the Texas State Board of Nursing website for further information.

- Acceptance into the LVN to RN bridge nursing program is contingent on the student completing a background check and possessing a valid Texas license with no stipulations from the Texas Board of Nursing.
- Acceptance into the ADN nursing program is contingent on the Texas Board of Nursing FBI criminal background check. The student will receive an email from Identogo.com with a notification to complete the FAST Pass background check and fingerprint requirements. Once the FAST Pass is received, the student should complete the process immediately; see procedure 10.4 Criminal Background Checks for additional information.

Before the student will be permitted to begin any nursing classes, a copy of their 'Blue Card' or declaratory order (see below) must be uploaded and on file in the nursing office. If not received before the paperwork deadline, the student will forfeit their slot in the Collin College Nursing Division and will be required to re-apply.

Note, the nursing department has no authority to act on a student's behalf regarding obtaining the 'Blue Card' or declaratory order. The petitioning individual or the BON may amend the petition at any time before a final determination is made. It may also be necessary for the Board to investigate the petition and the individual's eligibility for licensure.

If the board approves an applicant under BON rule §213.27 a "blue card" or other method

of notification by the Texas BON will be issued to the student for admission. The blue card will only be valid through Collin College for one year if a student reapplies to the Nursing Program. Contact the Texas Board of Nursing (TBON) at [www.bon.state.tx.us](http://www.bon.state.tx.us) for information regarding eligibility. Should the student have a criminal event in their background that requires the BON to investigate further the student will need to begin the process of Declaratory Order of Eligibility. BON rule §213.30 Declaratory Order of Eligibility for Licensure is a process that must be completed by the student if required by the BON before admission into the college's Nursing Program. The DOE (Declaratory Order of Eligibility) process can take three (3) to six (6) months for the TBON to investigate and complete. Failure to complete this process will result in barring the applicant from admission into the Nursing Program. Without clearance from TBON, applicants will not be admitted.

#### **10.6 – Substance Abuse Procedure**

The Nursing Program requires a drug test during enrollment. Occasionally, random drug tests and/or “for cause” drug screens will be conducted if indicated by observation of student behaviors. If a student has a non-negative drug screen result, or was found to be tampering with sample, the student will be reported to the Dean of Students for a violation. If found responsible by the Dean of Students, then the student will be dismissed from the nursing program. Students will not be able to request a retest with a new specimen. Additionally, students will be reported to the Texas State Board of Nursing as required by the Nurse Practice Act. Any missed drug screen must be made up within 24 hours, and any timeline extension must be approved by the Director of Nursing. Students are encouraged to take responsibility for self-reporting and self-referral for inappropriate substance use.

Hospitals and agencies frequently require educational facilities to provide written documentation indicating students have been screened for and are free of drugs. The reason for this is the concept of due diligence and the competency assessment of all individuals whose assignments bring them in contact with clients or employees at the clinical sites. Specific nursing interventions requiring critical- thinking and decision making can be altered by the influence of chemical substances. The safety of self and others is always foremost. Competency not only refers to an individual's technical skills; it also refers to an individual's health status.



## Drug Screening Procedure

The student will:

1. Sign Consent to Drug Testing and Authorization for Release of Test Results **prior** to admission to the Nursing Program.
2. Submit to a supervised drug screen in the first semester and again in the third semester during the nursing program.
3. In addition, at the sole discretion of the Nursing Program, there may also be random drug screenings of students in each semester throughout the program. The screening may be conducted on campus or through an outside vendor.
4. Once a drug screen is announced, whether it is routine, random or “for cause” as defined in Section 10.7, if the student leaves the immediate presence of faculty, staff or administration escorting students to the testing environment, results will be treated as a **non-negative** for that individual and the student may be dismissed from the program. If a student refuses to partake in the drug screen when requested, this will be treated as a non-negative result.
5. Incur the costs associated with the Substance Abuse Panel 10 (SAP 10) or equivalent test. Once informed of the test, students will have 48 hours to pay on Sur Scan's website.
6. Be assured that a Medical Review Officer, who specializes in the interpretation of questionable results, will review all non-negative drug screen results. The students will bear the extra costs incurred with this requirement if needed.
7. Be assured strict confidentiality will be maintained regarding the outcome of the test.
8. Be exempted from payment of the costs associated with screening if the student can demonstrate a financial hardship. All requests for a fee/cost waiver must be submitted to the Dean of Nursing at the start of each semester and before the drug screen.
9. Non-negative test results may deem the student ineligible for admission or continuance in the Nursing Program.
10. Students admitted to the Nursing Program may be subject to future drug screens in the event “for cause” (suspicious behaviors) are demonstrated in the classroom

and/or clinical areas, including service-learning locations. (See Procedure 10.7 *“For Cause” Drug Testing Procedure* for additional information.)

11. Students who test non-negative in drug screening will be dismissed from the program, referred to a substance abuse program and be reported to the TBON.
12. Students removed from the program due to a non-negative result may re-apply for the Nursing Division one (1) year and one day after exiting from the program. After the waiting period has expired, the student must provide, at the student’s expense, a negative drug screen 30 days prior to reapplying. Furthermore, the student must provide documentation from the Texas Board of Nursing stating the student is eligible for the NCLEX-RN, be in good academic standing and be in good standing with the Dean of Students. Upon validation of completion of a recognized/accredited substance abuse program/counseling and negative drug testing, a student in good academic standing from previous admission will be allowed to re-enter the nursing program, pending compliance with other applicable student handbook procedures.
13. Students who test non-negative and/or declare a current or prior history of substance abuse will be required to submit a declaratory order to the Texas Board of Nursing. The cost is borne by the student; see the BON website for additional information. If the Board deems the student ineligible for licensure in the State of Texas, the student will be dismissed from the nursing program. (See Procedure 10.7 *“For Cause” Drug Testing Procedure* for additional information.)

### **10.7 – “For Cause” Drug Testing Procedure**

The term “for cause” or “reasonable suspicion” drug testing indicates the student demonstrates behaviors consistent with reasonable suspicion of the use of illegal drugs, alcoholic beverages, inhalants, or substances. These behaviors may put the student and/or others at risk for harm. Faculty will follow the procedures outlined below if a student is reasonably suspected of violating the Collin College **Student Code of Conduct and/or Substance Abuse Procedure for Nursing Students**:

1. For purposes of this procedure, suspicious behavior includes, but is not limited to, a combination of behaviors such as slurred speech, unsteady walk, sleeping during class

or clinicals, excessive absenteeism, bloodshot eyes/dilated pupils, unexplained outburst, or difficulty with basic tasks such as focus/concentration, or sudden decline in performance in the program.

2. If suspicious behavior is observed, a faculty or staff RN must immediately be summoned to witness the suspicious behavior.
3. The student will be immediately removed from the classroom or clinical site pending further investigation.
4. The faculty member will discuss suspicious behavior with the student and will advise him/her of the need for immediate drug testing. All students will sign a copy of the *Consent to Drug Testing* and the *Authorization for the Release of Test Results* during orientation and it will be placed in their student file; it will remain valid for the duration of the student's enrollment in the Collin College nursing program).
5. The incident will be reported promptly to the Dean of Nursing and the Director of Nursing or designee.
6. The faculty member will document the student's behavior in writing, including a review of the incident or pattern of incidents and behavior that contributed to the conclusion reasonable suspicion existed to conduct the "for cause" drug testing. The faculty member will also identify any other witnesses who observed the suspicious behavior.
7. The Medical Review Officer will be contacted by the faculty member for further instructions on specimen procurement.
8. Any student under the influence of mind-altering substances will not be permitted to operate a motor vehicle. Appropriate transportation will be secured at the student's expense.
9. Pending the findings of the drug testing, the student will be suspended from all clinical sites. Following review of the drug screen results, final recommendations will be made by the Director of Nursing regarding the students' ongoing participation in the Collin College Nursing Division.
10. If a non-negative result is found, the student will be reported to the Director of Nursing.

11. Non-negative results are also reported to the Texas BON as required by the Nurse Practice Act Sec. 301.404.
12. Confidentiality will be maintained throughout the process.
13. In the event any actions are contested by the student, the faculty member and the Dean of Nursing and Director Nursing or designee will make a report to the Collin College Dean of Students.

### **10.8 – Progression and Graduation**

The Nursing Program follows the graduation or attainment criteria set forth in the Collin College Student Handbook **in addition** to the following:

The ADN and LVN to RN curriculum for the Nursing Program is organized so a student must satisfactorily complete all nursing courses and designated support courses at a given level before progressing to the next level. In addition, BIOL 2401, BIOL 2402, and BIOL 2420 must be completed prior to beginning the Nursing Program. Life Span Psychology (PSYC 2314) must be completed with a "C" or above; it may be taken concurrently with or prior to semester level 4 courses, but not after. These prerequisite courses must be completed with a "C" or above to progress, as well as having a minimum of a 2.5 GPA on prerequisite courses.

Each candidate for the Associate of Applied Science degree in Nursing from Collin College must complete a minimum of 60 credit hours, of which 15 credit hours must be taken at Collin College. The student must complete Collin College graduation requirements for the A.A.S. degree. Please refer to the college calendar for the filing deadline date for graduation.

After graduation, the nursing student is a graduate nurse (GN) and is eligible to take the National Council for Licensure Examination (NCLEX) once they have received the Authorization to Test. Completion of the Nursing Program of study does not guarantee state licensure or employment in the field of nursing.

All ADN, and LVN to RN program courses must be taken sequentially. To progress to the next or sequential nursing course, a student must earn a "C" or above in any nursing course. Please see individual course syllabi for more specific criteria on points required.

The nursing student who fails to maintain a minimum grade of "C" in any nursing course may not proceed to subsequent nursing courses until the failure is removed. ADN and VN to RN

students failing to successfully complete a Skills Clinical Scenario within three attempts in the program may not proceed in the Nursing Program and will be dismissed from the nursing program.

If a student is unsuccessful at meeting the required 90% Math Mastery score, remediation will be offered after the first and second attempts, per course syllabi. Students who do not successfully complete Math Mastery at 90% within three attempts will be unable to meet the course outcomes. If the student does not initiate academic withdrawal from the course, they will receive an "F" in the respective course. Eligibility for readmission procedures are followed.

Academic success is only one requirement for progression in the nursing program. The student must also give evidence of satisfactory standards of personal and professional behavior as mandated by the general behaviors and content behaviors of the clinical evaluation form found in the respective clinical syllabi as well as the Student Code of Conduct in the Collin College Student Handbook. Discussion about students having academic and/or clinical difficulties will be addressed by the Director of Nursing. Recommendations from the Director of Nursing will be communicated to the student.

### **10.9 – Readmission Procedure**

#### **Readmission within 12 months after departure.**

The Nursing Division follows the criteria set forth in the Collin College Student Handbook in addition to the following:

Students are removed from the Nursing Program if: (1) they withdraw or leave Collin College; (2) they withdraw or are removed from the Nursing Program; or (3) if they do not pass a nursing course with a grade of "C" or above. In the event of any of these circumstances, the student has the option of applying for readmission (only once) with strict adherence to the following criteria:

1. The student remains in good standing with Collin College
2. The exit interview process with the Director of Nursing has been completed and the required exit interview forms are submitted.
3. If they write a letter of success indicating what steps the student is committed to follow in order to be successful and submit it to the Director of Nursing.

4. An application for readmission into the program is on file in the student's records.

**Readmission is considered on a space available basis.**

Students who fail a nursing course because of unsafe clinical performance are **not eligible** for readmission and will not be considered as a candidate for readmission. Otherwise, readmission to the ADN and LVN to RN program is per availability and by faculty and Director decision.

If the decision to readmit is made, the student is readmitted at the level where the student was not successful.

Readmission will be considered the student's second admission into the Nursing Program. Readmission occurs only once. If the student withdraws or fails again after readmission, they are **not eligible** for another admission into the nursing program.

Appeals for readmission can be considered by the Dean of Nursing and the committee of nursing faculty. An appeal is available and may be granted only if extenuating circumstances exist. In addition, all nursing students have the right to due process as outlined in the Collin College Student Handbook. This includes the right to appeal to academic or disciplinary decisions, including denials of readmission, through the established institutional procedures of the District Dean of Students Office.

**Readmission (more than 12 months after departure)**

**If a student is requesting readmission into the ADN or LVN-RN nursing program after an absence of 12 months or more, the student will be considered as a new admit entirely. If they meet the current criteria for admission/readmission, they may be admitted into the Nursing Program as new students.** In such cases, the student will only be eligible for readmission to the program once. If the student cannot complete the program upon readmission, they will be ineligible for second readmission. Readmitted students who previously had been on any type of contact counseling do not remain on the counseling contract, but a new counseling contract must be initiated if applicable or needed.

Title IX students will fall under Title IX readmission policies.

### **10.10 – Adding or Dropping Courses**

Students should review the *Withdrawal Policy* in the Collin College Student Handbook for information before initiating any course withdrawal. A nursing student should contact the Director of Nursing or a faculty member before initiating a drop or withdrawal from any nursing course, as this will likewise drop the student from the Nursing Program entirely.

To be eligible for readmission to the program, the student must have a **mandatory** exit interview with the Director of Nursing. See *Readmission Procedure 10.9* for specific details.

A student who discontinues class and/or clinical attendance and does not officially withdraw from the course will receive the earned grade for the course and may impact their ability to remain in or be readmitted to the Nursing Program. See College wide handbook for withdrawals.

### **10.11 – Transfer to Collin College from Other Colleges/Degree Evaluation**

Transfer of credits is subject to the district policies and procedures as outlined in the Collin College Catalog. Credits are evaluated by the Collin College Admissions Office. The process may take up to four (4) to six (6) weeks to complete. Students can view academic requirements via Collin College website at <https://www.collin.edu> and through the Collin College Catalog at: <https://catalog.collin.edu/>

#### **Reviewing Degree Plans**

Logging-in to Collin College's email will require the students' college-wide identification (CWID) and PIN numbers. Once logged in, go to the Student Quick Links. In the 'Student Quick Links' section, choose 'Degree Audit.' Select a credit semester using the drop-down list. Once selected, the student will see the specific degree plan being followed. Click on '*Generate Degree Evaluation*' to view completed credits. ALL coursework must be completed by the last semester of the student's specific degree program.

#### **Transfer into the ADN Program**

Students wishing to transfer into the Nursing Division ADN program must meet the following criteria:

1. Apply for admission to Collin College (see Collin College Student Handbook for additional information).
2. Have attained a cumulative GPA of 2.5 or above on a 4-point scale.
3. Have attained a cumulative GPA of 2.5 on the three prerequisite courses (BIOL 2401, BIOL 2402, BIOL 2420).
4. Be in good standing in the last nursing program they attended.
5. Successfully completed the ATI TEAS Assessment for the ADN program.
6. Have completed courses appropriate for the program transferring into with a grade of "C" or better in the last 5 years from time of desired admission. Biology courses completed at other institutions must be equivalent to BIOL 2401 and BIOL 2402 at Collin College.
7. Have completed Anatomy and Physiology I, II, and Microbiology with a grade of "C" or above. The Microbiology course must be equivalent to BIOL 2420 at Collin College.
8. Have official copies of all college transcripts on file with the college.
9. Official course descriptions of all nursing and support courses from the college catalog(s) where the student completed these courses.
10. Have completed an application for the nursing program on file with Director of Nursing.
11. Two letters of recommendation by the dean, director and/or faculty of the previous program.
12. Nursing course syllabi from the previous institution may be requested to consider proper placement within the nursing program.

All students accepted for transfer into the ADN program must successfully demonstrate proficiency in completed theory courses by passing a comprehensive examination with 70% proficiency on the first attempt.

Any student accepted for transfer to the ADN program is required to complete all skills at a 90% proficiency to the point of admission with a maximum of two attempts before beginning the semester. The student is required to have remediation between each attempt.

If the student is unsuccessful on the second attempt, with two faculty observing, the student will be ineligible for admission to the program.



ADN transfer students must demonstrate proficiency in all the following skills in semester one before advancing to semester two. Physical Assessment, Use of the Glucometer, Administration of Medications, Sterile Dressing Change, Insertion & Removal of a Nasogastric Tube, Insertion & Removal of a Foley Catheter, Insertion & Removal of an Intravenous Catheter. **Transferring students into the ADN Nursing Program is considered only on a space available basis.**

The Dean of Nursing reserves the right to deny or accept transfer students into the Nursing Program considering the above criteria. Likewise, students are admitted to the Collin College Nursing Division on provisional status pending successful completion of the background check and drug screening. To be considered a nursing graduate, a student must complete at least three semesters of the program at Collin College.

#### **10.12 – Transferring to Other Colleges from Collin College**

Students planning to transfer to a college or university should check with Collin College academic advisors and are encouraged to check the degree requirement of the intended transfer college prior to beginning this program to verify course degree applicability.

Students completing their ADN degree at Collin College now have the option to continue their education and obtain a Bachelor of Science degree in Nursing (BSN) at Collin College. The BSN program can be completed online. Program progression is flexible to accommodate a full-time work schedule. Students interested in obtaining their BSN degree through another accredited program should contact the RN to BSN director.

#### **10.13 – Scholastic Dishonesty**

**Nursing faculty may initiate disciplinary proceedings against a student accused of scholastic dishonesty. All cases will follow the processes outlined in the Collin College Student Handbook and Student Code of Conduct. Nursing program specific penalties may apply and are administered separately from, and in addition to the College's disciplinary procedures.**

The following process will be followed if a student is suspected of scholastic dishonesty or displays unacceptable professional behavior.

1. An incident report will be filed with the Dean of Student's Office.
2. Once the case has been adjudicated by the Dean of Student's Office, the faculty member who submitted the report will be notified as to whether a violation of the Student Code of Conduct occurred.
3. If the student is found responsible by the Dean of Student's Office for violating the Student Code of Conduct, a **zero** for the clinical day/assignment/ test/project will be given in addition to any other penalties assessed by the Dean of Student's Office.
4. The student will also be required to appear before the Director of Nursing. The Director's duty will be to reiterate the consequences of the students' actions.

Use of AI tools, including language models for coursework or assignments, is permitted at the discretion of individual instructors. However, if employed, proper citation and acknowledgement of AI-generated content is mandatory. Students must adhere to academic integrity standards and cite any AI-generated contributions appropriately as outlined in Collin College's Scholastic Dishonesty policies.

#### **10.14 – Expulsion from Nursing Program**

Expulsion for Nursing Program misconduct by a student or failure to follow the procedures and requirements outlined in the Nursing Program Student Handbook may lead to expulsion or removal from the Nursing Program. A student who is issued a disciplinary penalty or penalties has the right to appeal to the district Dean of Students or designee's administrative decision per the Collin College Student Handbook.

#### **Grounds for Expulsion/Removal from Nursing Program**

The grounds for expulsion or removal from the Nursing Program are listed below and include, but are not limited to:

1. Falsification and/or alteration of records for patients, clinical site, Collin College, or of any other records.
2. Representing self as any person other than a Collin College Nursing Program student to gain access to secured resources intended for clinical site or faculty/instructor uses.
3. Substantiated complaint from any faculty or clinical site of unsafe behavior.

4. Substantiated complaint from any faculty or clinical site of a student's unprofessional conduct or of the student's violation of Section 10.25 (or the Civility Contract).
5. If the student is found responsible for a second scholastic dishonesty during the remaining period of their enrollment in the Nursing Program.

### **10.15 – Providing Student References**

The Nursing division has developed this procedure when writing letters of reference.

1. A student must request in writing for a reference to be written, which will allow nursing faculty to give information to nursing services, the personnel manager, or any other letter of reference requested. A student's written request enables faculty to write and stay in compliance with FERPA.
2. Best practices include sharing the letter directly with the institution or entity (not the student) and providing comments on the student's future potential without including information about grades.
3. References by telephone are strictly prohibited. Student information should never be shared by phone, particularly with an unknown caller.
4. Students should request letters at a minimum of two weeks before they are needed. Requests without proper notification may not be honored.

### **10.16 - Minimum Course Requirements:**

A grade of "C" or better in each nursing course is necessary to progress in the nursing program. Grades lower than 70% are considered failing. Grades are determined by the following:

**ADN and RN to BSN Grading Scale**

| <b>Score</b>  | <b>Grade</b>                        |
|---------------|-------------------------------------|
| 90.00 - 100   | <b>A</b> Outstanding performance    |
| 80.00 - 89.99 | <b>B</b> Above average              |
| 70.00 – 79.99 | <b>C</b> Meeting expectations       |
| Below 69.99   | <b>F</b> Fails to meet expectations |

There will be no rounding of unit examination grades or the comprehensive and/or final examination grades. All grades achieved by the student will be recorded as earned, i.e., 80.12,

69.91, etc. The final course grade will reflect the grade earned. A final course grade of 70.00 or above is required to pass a nursing course.

## G. CLASSROOM, CLINICAL and TESTING PROCEDURES

### **10.17 – Class Attendance**

According to the Collin College Student Handbook, class attendance is expected of all students and the policy is set by each class professor. However, the nursing department has adopted a division wide policy that attendance is required for all nursing classes. Notification of class absences are to be submitted to the Level Coordinator and/or lecturing Faculty, via email prior to the absence. Students are required to attend class on the scheduled day according to their registered course calendar. The program aims to keep students with their original cohort, though occasional changes may occur due to clinical site requirements.

When a didactic class is missed, the student is responsible for all content delivered. Learning-Activity points are only awarded if the student is present face to face and completes the assignment on time. There will be no make-up for Learning-Activity points. If a student has missed 18% - typically 3 class absences, an Academic Alert and Contact Counseling will be given. Any further class absences will be reported to the Director and can lead to further disciplinary action, up to and including, dismissal from the Nursing Program. A student with documented absenteeism may risk their chance of readmission to the program.

### **10.18 - Tardiness**

A student is tardy if not seated and ready for class at the time class is designated to start or if the student chooses to leave before dismissal time. If a student is tardy twice, this equals one absence. If a student receives a total of 18% - typically 3 class absences (including those resulting from tardiness), contact counseling will be given. Any further class absences will be reported to the Director and can lead to further disciplinary action, up to and including, dismissal from the Nursing Program.

### **10.19 - Late Assignments**

Failure to complete written assignments by the stated date and time (given in writing), as delineated by the clinical or course instructor, will result in a **deduction of 15 percent off the**

**assigned points per day.** Learning activity points are only awarded if the student is present face to face and completes the assignment on time. There will be no make-up points for learning activities. Papers graded on a Pass/Fail basis, which do not meet the stated criteria, will result in an alternate assignment as competency in the clinical setting must be demonstrated.

### **10.20 – Examination Periods**

The Nursing Program utilizes computerized testing, and students take all exams on campus at the assigned location or at the Testing Center if approved on exam dates. The course calendar reflects the date and time of each examination period, including time for exam review (if applicable). Please refer to the course syllabus and semester calendar for specific examination information. Validations and Capstones are considered exams. If a written exam or validation is missed, the make-up exam must be taken within one week of returning to class (refer to the Make-Up Examination procedure 10.21). There are no make-up exams for Capstone. Students who may be absent **must** notify faculty per Collin College email prior to the start of an examination to be eligible for a make-up exam. Students who do not provide written notification timely, may not be allowed to make up for the missed exam. The following procedures will be followed for exams.

- Exams begin promptly at the scheduled time.
- Students are expected to be seated and prepared to begin the exam at the scheduled time. So as to avoid exam disruption to others, students who arrive 15 minutes after the start time of the exam may be denied entrance to the exam (Make-Up Examination procedure 10.21 found in the Nursing Division Student Handbook).
- Nursing instructors reserve the right to inspect any eyewear, including glasses for features that could facilitate cheating, such as artificial intelligence capabilities, recording devices or unauthorized assistance tools. Students found using such devices in violation of academic policies will be reported to the Dean of Students for Academic Dishonesty.
- During exam periods, students are not allowed to have any personal belongings such as bags (book bags, backpacks, satchels, purses, etc.) notebooks, books, cell

phones, smart watches, or other personal technology devices around the desk.

Faculty may require students to demonstrate that all technology, such as cell phones are powered off. Silencing devices does not qualify as “powered off.”

- Students are permitted a drink/beverage, one writing utensil, and faculty provided scratch paper only. (Any items left at the desk are subject to inspection and approval by faculty).
- Students are not permitted to use any type of ear/ headphones or earbuds during exams. For noise cancellation during exams, students are only allowed to use foam ear plugs.
- Coverings, such as caps and visors, or hooded shirts are not allowed during exam periods except if approved in writing in advance of the exam, as accommodations for religious or disability-related reasons.
- All personal belongings are to be left against the wall of the classroom. For this reason, students are discouraged from bringing these items to class.
- Students are not allowed to keep any testing materials or scratch paper at the completion of the exam. All papers should be submitted to the exam proctor prior to leaving the classroom.
- Backwards navigation is allowed in all semesters of the nursing program except level 4.
- **Students are responsible for validating answer selections prior to exiting the exam.**
- Students must ensure answer files are uploaded prior to logging off the computer.
- After a student completes an exam, they are required to leave the classroom, exit the room at the closest exit, and move to other areas of the building where noise levels will not be a distraction to the remaining test takers.
- Official exam grades are available after an exam analysis is completed by faculty. Students can review the exam with their advisor during faculty office hours, or by appointment.

### **10.21 – Make-Up Examinations**

During each semester, a student may take only **one make-up examination** for a valid excused reason such as:

1. Illness of the student
2. Death of an immediate family member or relative
3. Extenuating circumstances such as a family emergency, and/or
4. Any other basis approved in writing by the Director of Nursing.

Extenuating circumstances will be evaluated on an individual basis. Any additional make-up exam requests outside of these criteria will be evaluated by the Director of Nursing. A second make-up exam will be administered following a review of circumstances and approval by the Director of Nursing.

Students may not take exams, including Capstone, earlier than scheduled unless one of the criteria 2-4 is met. Taking an exam early qualifies as a make-up exam and follows the same process for occurrences. Validation and Remediation skills testing are excluded from the early exam policy, students refer to RNSG-1216 Syllabus.

A make-up exam may not be identical to the one missed and is at the course faculty's discretion. The make-up exam will be completed within one week and the student will coordinate with the Level Coordinator and the testing center to schedule it.

### **10.22 - Exam/Test Review**

There are two types of test reviews, one is given through the testing software immediately after the test is submitted. Another is an optional group test review at the course faculty's discretion. The following procedures for the optional test review of unit exams and/or final exams are as follows:

1. Rationales are available to students immediately after exam completion through the exam software.
2. Exams/tests/assessments containing copyrighted material (i.e., ATI assessments) are not reviewed.

3. The length of exam/test reviews are at the course faculty's discretion.
4. Testing mode remains in effect during a test review; no personal belongings (i.e., cell phones, smart watches, papers, personal calculators, etc.) in the testing environment. Permitted paper and/or calculators will be provided by the faculty.
5. At the time of the exam, students must download their exam as directed by the course faculty through Collin College provided Wi-Fi on the Collin Campus where the exam will occur. Students will upload the completed exam while connected to Collin College provided Wi-Fi at the completion of the exam. Any deviation from this process is a breach of testing policy and will be investigated for academic dishonesty. Results may include a referral to the Dean of Students and/or a meeting with the Director of Nursing. Program requirements for students include using a computer compatible with software used in the nursing program including testing programs.
6. All smart devices must be powered off prior to the exam download. Noncompliance may result in referral to the Dean of Students and removal from the exam.
7. Repeating students can only meet with nursing administration to review coursework from a previous semester. Course faculty may not review or discuss exams taken in a previous semester/enrollment.

Testing software review policy is as follows:

1. After completing the test review, the student must ensure his/her answer files have been uploaded to the testing software before logging off the computer and shutting down.
2. Before collecting personal belongings and exiting the testing area, the student will remain seated until the computer shuts down.
3. Once the computer has been shut down, the student will return the college computer, if applicable, with all the cords in the designated bag and return them to the designated storage device. The student may then collect personal belongings and exit the testing area.
4. If the student is using a personal computer, the student must shut down their computer once the exam upload is complete. The student may then collect personal belongings and exit the testing area.
5. A student who disagrees with the correct answer on an exam item may submit their



concern in the following manner:

- a. The student may write a concern about an exam item(s), along with the item ID number as shown in the rationale in the testing software, and their name on their faculty-issued exam scratch paper.
- b. The scratch paper must be submitted before leaving the testing environment.
- c. The course faculty will review each of the exam item comments received on the exam scratch paper.
- d. Within 5 academic days from the posting of grades, students may submit a written rationale to the professor of the content for each test item and provide citations from the required course materials as evidence for their request. After five academic days from the posting of grades, requests will not be accepted and will not be reviewed.
- e. Should faculty decide to give credit, adjustments will be made to all exams accordingly.

Students who score less than 70% on an exam will receive an academic alert, which will initiate contact counseling with the student's advisor. The student will be responsible for scheduling a meeting within 7 days of the alert to meet with their advisor. The advisor will review the deficient areas and outline a plan to promote success that will be agreed upon by the advisor and student. Faculty may also recommend additional tutoring.

### **10.23 – ATI Testing**

ATI testing requirements vary across the nursing program and courses. Please refer to the specific nursing program section and/or course syllabus for details.

1. ATI Testing is a mandatory portion of the Collin College Program. The students must complete the assigned ATI proctored assessments on campus on the scheduled date and time per course syllabi.
2. If a student scores below the semester specific benchmark on any of the ATI Testing modules/assessments, the student will be required to complete mandatory remediation.
  - a. Remediation will consist of reviewing the appropriate individualized focused review generated by ATI.

- b. Semester specific benchmarks are outlined in the syllabi for the students' corresponding program, semester, and course.

#### **10.24 – Clinical Skills Validation Procedure**

1. Clinical scenarios are designed for validation of clinical skills and evaluation of proficiency; they are graded and part of the skills course final grade average.
2. The student is expected to demonstrate each skill at a level of proficiency. If the skill is not successfully demonstrated at the proficiency level, remediation will be required to successfully master the skill. Students who are unable to demonstrate proficiency will not be able to perform the skill in clinical until they have successfully demonstrated proficiency and will potentially jeopardize their clinical grade.
3. Students have only three (3) opportunities to successfully master the skill. The 1st attempt and 1st remediation of the clinical scenario will be scheduled and graded by one faculty member. A third attempt or 2nd remediation of the clinical scenario will be graded face-to-face by two (2) faculty members. Failure to succeed after the third attempt will result in the student being unable to meet the course's objectives, and dismissal from the program will be required. Upon dismissal from the Nursing Program, the student must withdraw from all courses, or a letter grade of "F" will be assigned to the student at the end of the semester.

#### **10.25 – Civility Requirements**

An expectation of every student accepted into the nursing program is to maintain civility in all encounters with college staff/faculty, peers, patients, and others in the community. Encounters include any interaction with others, both on and off Collin College property, in and out of the classroom setting, and off campus learning environments such as clinical and service-learning sites. These interactions include face-to-face encounters, as well as telephone communication, or using electronic devices, such as email, text messaging, or the internet (including, but not limited to, social media).

At the beginning of every semester, during orientation, every student will receive and sign a civility statement. The civility statement will be effective and enforced the entire time the

student is enrolled in the Collin College Nursing Program. The Civility Contract supplements but does not override the Code of Conduct outlined in the Collin College Student Handbook. The civility statement is found in Appendix H.

### **Collin College Nursing Department Student Civility Statement**

Civility is behavior that shows respect toward another, causes another to feel valued, and contributes to mutual respect, effective communication, and team collaboration. Our primary commitment is to learn from faculty and from each other. We acknowledge differences amongst us in values, interests, and experiences. We will assume people are always doing the best they can, both to learn the material and to behave in professional ways. By sharing our views openly, listening respectfully, and responding critically to ideas, we will all learn.

Failure to comply with the civility statement will lead to disciplinary action as noted.

#### **First Offense: Verbal Warning**

Student and faculty meeting to discuss the incident; the meeting will be witnessed by another faculty member. The Director of Nursing will be notified in writing by the faculty member initiating the meeting of situation and notation of the meeting and verbal warning will be made in student's file along with other documentation as needed. The faculty member and/or the Director of Nursing or designee may opt to recommend the student seek specialized assistance, (i.e. Counseling) if appropriate.

#### **Second Offense: Written Warning**

For a second offense involving the same or similar conduct in violation of the civility statement, the student and faculty will meet to discuss the incident; the meeting will be witnessed by another faculty member. The Director of Nursing will be notified of the situation in writing by the faculty member initiating the meeting via the student incident report. A copy of the written warning will be placed in the student's file along with any other documentation as needed. The faculty member and/or the Director of Nursing or designee may opt to recommend the student seek specialized assistance, if appropriate. Additionally, an appropriate assignment or project may be arranged so the student will have the opportunity to observe and learn specific,

valued human behaviors related to his or her own conduct, which led to disciplinary problems and action, e.g., an essay on incivility or related topic. Additional violations related to student civility will be directed to the Dean of Students after two offenses to determine further outcomes. Prior violations and actions taken by the department will be forwarded to the Dean of students when reporting the third violation. Some situations may result in a referral directly to the Dean of Students office.

See Appendix H for civility contract and student responsibilities.

### **10.26 – Dress Code and Personal Appearance**

Students attending the nursing program at Collin College must be well groomed and reflect a professional image when in uniform or street clothes (where allowed or required in specific clinical settings). Procedures must be strictly enforced to remain in the clinical setting.

#### **Dress Code**

1. The Nursing Division approved student uniforms must be purchased through the Collin College bookstore and received ready to wear prior to clinical attendance (see course syllabus for specific dates and deadline for uniform purchases).
2. Students are not allowed to mix and match the scrub top with white jeans or corduroy slacks.
3. Approved Maternity uniforms are also available through the Collin College bookstore.
4. White, black, gray, or navy close-toed shoes constructed with non-absorbent material for protection (no clogs, non-mesh) are to be worn with the Collin College uniform.
5. A Nursing Division approved scrub jacket or white lab coat may be required in some clinical areas.
6. Program-approved picture IDs designating the student as a nursing student must be purchased during the first or second week of school; IDs must be worn each clinical day and must be easily visible above the waist. It is the student's responsibility to replace a lost ID promptly. Students will not be allowed access to patient charts without proper identification. Students must arrange replacement IDs through the Director of Nursing.
7. Students are expected to be in complete uniform during the clinical day. This includes

- a watch with a second-hand, student ID and a lab coat, if needed.
8. Solid white, navy or black undershirts may be worn under uniform tops. Undergarments must not be visible through the uniform.
  9. Students must comply with clinical dress code expectations in the lab, with the exception of Collin College scrubs and white shoes (may wear any color scrubs and any close-toed shoes). Students must be in Collin College uniform for all skills validations. Students can wear a Nursing Division-approved scrub jacket or white lab coat. The student may choose to wear a Collin College clinical uniform in the skills lab instead of solid scrubs.
  10. Students who are required to cover their hair for religious or cultural reasons may choose to wear solid white, black or navy scrub caps as an alternative to traditional head coverings. Scrub caps must be clean, professional in appearance and appropriate for the clinical environment.

### **Personal Appearance**

The Nursing Program prepares our students for the dress code and grooming expectations that many clinical settings have in place for their employees. In preparation for meeting those expectations, the following requirements are expected. Absent approved accommodation, the following apply:

1. Hair is to be clean, neat, and well-groomed and may not drape or fall in the work area. Hair must be maintained in a manner that does not come in contact with the patient. Color of hair must be a natural human color.
2. Beards and mustaches must be neatly trimmed and well groomed.
3. Nails should be clean and short in length, no more than 1/4 inch long from the tip of the finger. Nail decorations, artificial nails, or tips of any kind may not be worn. Nail polish should be neat and free of chips or offensive designs. Specialty areas such as Neonatal Intensive Care Units, Pediatric Units and Burn Units do not allow nail polish of any type or color.

4. Jewelry should not violate safety or infection control policies, therefore should be in moderation. Multiple rings with large stones are discouraged. Piercings are limited to the ear, with no more than two piercings per ear. Earrings should not be larger than 1/2 inch in diameter. Dangling earrings and other piercings on any other visible part of the body is not allowed such as lip, nose, tongue cheek and eyebrow. Gauge style piercings are required to be covered with a skin tone plug or band aid. Small necklaces are allowed in specialty areas where they are prohibited, such as mental health.
5. All tattoos must be appropriately covered and may require an undershirt to be worn with the uniform; see faculty for additional information on approved covers.
6. When assigned to surgery, recovery room, labor and delivery, or newborn nursery settings, students may be required to wear hospital issued scrubs. Students should be attired in Collin College uniform and may change into scrubs at the hospital as hospital policy dictates.
7. When attending a professional seminar, conference, or meeting, students should reflect a professional business appearance in their attire; blue jeans will not be worn.
8. Beepers, cell phones, Smart watches and any other personal technology devices are prohibited in clinical settings; students should refer to faculty clinical expectations for specifics to their clinical site. When permitted, electronic devices should be placed on silent or vibrate (per hospital policy) during the clinical hours and are to be used for emergency purposes only.
9. Agency-specific dress code policies/procedures will be adhered to and may override the Nursing Division dress code procedure. This primarily applies to Mental Health and Pediatric nursing rotations.
10. Students must have a professional appearance that is neat, clean, odor and scent free (including but not limited to cigarette smoke, cologne/perfume, and scented lotions). Chewing gum is not allowed in any clinical setting.
11. Students who need to request accommodation for religious or disability reasons should submit the request prior to the first day of classes in writing to the Director of Nursing for approval.

### **10.27 - Communicating with Faculty and Staff**

The faculty support the students as they learn and grow through the wide variety of experiences here at Collin College. However, faculty and staff have many other responsibilities that extend beyond the classroom and clinical areas. Therefore, certain things should be kept in mind when communicating with the faculty.

1. Faculty mailboxes can be found in the nursing office in the Cary A. Israel Health Science Building at McKinney Campus. Clinical assignments should be submitted according to the instructions of the individual clinical faculty. Paper submissions will be placed in a manila envelope (provided by the student) with the student's and instructor's name on the outside, when applicable. The envelope will be time stamped in the Nursing Office and placed in the appropriate bin for distribution to faculty by the nursing office staff.
2. Do not leave papers on a faculty's desk without the faculty being aware of it.
3. Utilize faculty office hours for discussion of classroom and clinical matters.
4. Do not make appointments as necessary to discuss class or clinical concerns. Faculty usually make their own appointments.
5. Do not call faculty at home. Clinical absences should be reported in compliance with procedure 10.33 – Clinical Expectations. Otherwise, leave messages via the Nursing Department at (972) 548-6772.
6. Communication with faculty should be through Collin email or Canvas, not through personal email or texts.
7. Do not slide paper under locked office doors. These can easily be mistaken for trash and thrown away.
8. The Nursing Department, faculty and lab office telephones are not for student use.
9. Faculty and staff should be addressed as, "Professor," "Mr.," "Mrs.," "Dr.," "Ms." or "Miss". First names should be avoided.
10. Office hours are posted and available for communicating with the instructor.
11. The procedure of the Nursing Division is faculty will not expect or accept gifts of any value from students during their enrollment.

### **10.28 – Grievance/Appeal Procedure**

The intent of the Nursing Division is to be fair and reasonable with students always, and nursing faculty maintains an “Open Door” philosophy. Occasionally, problems may develop between a faculty member and a student or among students. In keeping with the procedure of Collin College, students are urged to bring problems to faculty rather than to triangulate communications or discuss problems with others who cannot address the concerns. Discussing issues with peers will not address a resolution to the grievance.

The purpose of the “Open Door” philosophy is to eliminate dissatisfaction and resolve problems so a positive and productive teaching-learning environment can be maintained. If students have any question(s) about interpretation or application of the Nursing Division procedures, disagree with a faculty member, feel they have been treated unfairly or have a problem that has not been resolved to their satisfaction, please follow the grievance procedure to resolve problems without fear of recrimination.

The appeal steps for student grievances are outlined in this procedure, and the student is responsible for using and submitting the Student Grievance Report found in Appendix E. A separate form must be completed for each grievance submission. All subsequent grievance forms shall be submitted together for a singular issue. At each level of review, if a solution is not agreed upon, the student should present the unsettled case to the next level of review within three (3) Collin College business days. If this action is not completed, the assumption is the grievance has been resolved.

#### **Procedure:**

##### **1. Step 1 – Faculty Member or Student**

The student shall bring the situation in writing to the attention of the faculty member or student with whom the problem exists within three (3) Collin College business days of the occurrence of the problem. An explanation of the nature of the problem and a suggested solution should be submitted by the student if they have one. The faculty member will investigate and provide a solution or an explanation to the student within three (3) Collin College business days. In the event the faculty member fails to respond satisfactorily to the problem within three (3) Collin College business days, then proceed to Step 2.



2. Step 3 – Director of Nursing

If the Level Coordinator's decision does not resolve the situation, the student should refer to their problem in writing to the Director of Nursing within three (3) Collin College business days after the Level Coordinator's response. Once the Director of Nursing receives the written appeal, the Director of Nursing will determine if Step 2 has been followed. If it was not followed, the Director of Nursing will refer the student back to the Level Coordinator or student for resolution (step 2). If Step 2 was deemed as followed, the Director of Nursing will respond to the written complaint within three (3) Collin College business days of the Director of Nursing's receipt of the appeal. In the event the Director of Nursing fails to respond satisfactorily to the student complaint, then proceed to Step 4.

3. Step 4 – Dean of Nursing

If the decision by the Director of Nursing does not resolve the situation to the students' satisfaction, the student may refer their problem to the Dean of Nursing in writing within three (3) Collin College business days of the Director of Nursing's response. The Dean of Nursing will respond to the written complaint within three (3) Collin College business days of receiving the complaint. In the event the Dean of Nursing fails to respond satisfactorily to the student complaint, then the student proceeds to Step 5.

5. Step 5 – Campus Provost

If a student is dissatisfied with the solution provided by the Dean of Nursing, the student may appeal the decision, in writing, to the Campus Provost, within three (3) Collin College business days after the Dean of Nursing responds. The Provost will ensure prior steps of the grievance procedure have been followed and implemented. If not, the student will be referred back to the appropriate level to discuss with faculty member/student, Nursing Director and/or Dean of Nursing. After careful consideration of all facts, the Provost will make a final decision to the student in writing within fifteen (15) Collin College business days. At each level of review, if a solution is not agreed upon, the student should present the unsettled case to the next level of review within three working days. If action is not taken by the student to appeal, it is assumed the grievance is resolved.

## **10.29 – Pharmacology and Mathematics for Nurses**

### **Pre-Entrance Mathematics**

Newly admitted students to the Nursing Division are expected to be proficient in mathematics and must demonstrate proficiency in math mastery each semester. Incoming nursing students are encouraged to review math for medical professionals before the semester starts.

### **Math**

Nursing math mastery objectives are integrated into clinical nursing courses throughout the program and the objectives for each course are contained in the syllabi. The first exam will be given prior to the start of clinical. If the student does not meet the benchmark accuracy score on the first attempt, mandatory remediation is required prior to the next attempt at times denoted on the calendar. On subsequent attempts, the student is responsible for taking the test as scheduled by the instructor. Failure to take any subsequent tests by the date scheduled results in failure and forfeiture of one of the test opportunities. If a student fails to pass the benchmark on either the math or pharmacology exam on the third attempt, they will be unable to meet the clinical course's objectives, and therefore, will be required to withdraw from the nursing course. If the student does not initiate withdrawal, they will receive an "F" in the respective course.

- Math mastery is defined as 90% accuracy on a medical math test.

Any student who has not passed the math mastery test prior to clinical will not be able to administer medications in the clinical setting.

### **Pharmacology**

Nursing pharmacology proficiency objectives are integrated into clinical nursing courses throughout the program and objectives for each course are contained in the syllabi. Students enrolled in the RNSG 1161 and RNSG 1163 clinical courses will have pharmacology integrated within their didactic courses.

Students enrolled in the RNSG 2361, RNSG 2362 and RNSG 2363 clinical courses will complete a pharmacology proficiency exam prior to the start of clinical which will be averaged into the clinical course grade. See the course syllabus for course requirements regarding

pharmacology proficiency and the medication list. Students are responsible for preparing hand-written medication cards/forms to utilize during this proctored exam. Students may not administer medications until the Pharmacology Exam has been completed for that semester and they will be unable to earn points in the daily clinical evaluation tool for the medication administration.

Students must follow the make-up exam policy, see 10.20 in the student handbook. In the event that a student does not take the exam, the student may receive an alternate exam at the discretion of the Director or Dean of Nursing.

### **10.30 – Health Record Requirements**

Every student accepted into the Nursing program must have a current medical statement completed by the student's primary healthcare provider on file. This form is distributed in the Nursing Program acceptance packet but can also be obtained from the nursing division office and is submitted only once at the start of the student's matriculation into the nursing program.

At the beginning of each semester, **prior** to the first day of class, all student files must contain current documentation of the following:

1. **Proof of immunization against measles, mumps, rubella, varicella, and hepatitis B, by titers** showing serologic confirmation of immunity. If a titer is negative, a booster will be required, and proof of previous immunizations will still need to be provided.
2. **Tetanus, diphtheria, and pertussis (Tdap) immunization.**
3. **Tuberculosis (TB) PPD or Mantoux skin test annually.** Students with a positive PPD test result must have a chest x-ray every five years and may be required to repeat one before the pediatric clinical rotation starts. Chest X-ray must show negative results. Students who have received the BCG vaccine should not get this type of skin test. TB Blood Test: QuantiFERON®–TB Gold In-Tube test (QFT-GIT) or T-SPOT TB test (T-spot).
4. **Influenza (flu) immunization** with vaccine lot number will be required annually during flu season prior to clinical rotation.
5. **Proof of health insurance** will be required to be updated yearly.

Failure to comply with the health record requirements can result in missed class and clinical days, which can negatively affect the student's ability to meet the objectives of the

nursing program. If objectives are not achieved, the student cannot be successful in the nursing program.

Students must update the above-mentioned documents before the start of the semester if the expiration date occurs during the scheduled clinical course.

Each of our clinical facilities have requirements that must be met to be allowed to gain entry to the facility and to participate in clinical experiences. Most of the requirements are standardized between healthcare organizations. However, some have specific requirements related to patient population. To meet program outcomes and complete your clinical experience you must comply with the clinical agency requirements. If you choose not to comply with the agency's requirements, we cannot guarantee completion of the nursing program.

You may also be requested to provide a positive titer for your immunization showing it is still effective. This is not a Collin College policy or requirement. This is a requirement of our clinical affiliates. If you need to discuss this component further, we encourage you to set up an appointment with the Nursing Director as soon as possible or no later than the immunization completion deadline at the start of the nursing program.

### **10.31 – Smoking, Tobacco, or Electronic Smoking Devices**

Students will not use tobacco products of any type (cigarettes, vapor/e- cigarettes, chewing tobacco) at any time during the lab/clinical experience per Collin College Board policy FLBD(Local), the Collin College Student Handbook (refer to Chapter 2) and clinical site policies.

### **10.32 – CPR Certification**

The American Heart Association CPR (Cardiopulmonary Resuscitation) Health Care Provider certification is required of all students in the nursing program. This certification is a prerequisite to clinical attendance in each nursing course. Students must submit a copy of their CPR card **prior** to the first day of class. CPR certification is current for two years; The student is responsible for knowing when their card expires and obtain recertification before the first day of class each semester. If a student's CPR certification is due to expire during a clinical rotation, certification must be renewed prior to the start of the clinical rotation. Any delay in beginning a clinical rotation in the nursing program could result in failure to meet objectives for the clinical course and the nursing program. CPR courses are offered at Collin College. Students interested

in obtaining certification through Collin should contact the nursing department for information.

### **10.33 – Clinical Expectations**

Several healthcare facilities are assigned to the students' clinical experience as they matriculate through the curriculum. The student will be given the opportunity to experience nursing at various clinical sites. Each semester the student's clinical experiences consist of hospital experience in conjunction with theory, classroom, and/or distance instruction. Some clinical learning experiences will also take place in the campus-based hospital and simulated laboratories. Clinical experiences may be scheduled during the day, evening or night shifts and can range in length from 6 to 12 hours. Students will be assigned clinical rotations throughout the program.

Each semester, students are expected to attend clinicals as designated. Certain clinical behavior is expected to satisfactorily meet the objectives of each course. These include:

1. No children, family members, or significant others of the student will be allowed on clinical units for any reason at any time.
2. Students are not allowed to be at the clinical site outside the specific day they are assigned.
3. Students are required to attend every clinical in fully approved uniform. Exceptions to this are when students attend mental health and pediatric rotations (see clinical faculty members during those rotations for details regarding clinical site specifics).
4. The school uniform is not allowed to be worn for any outside activity. The Collin College nursing uniform is to be worn only for school-related clinical activities (where appropriate). Pictures of students in uniform posted to any internet site should not violate any confidentiality concerns or depict the Nursing Program in a negative or demeaning manner.
5. If a student expects to be absent or late, the student must notify the Clinical Instructor, Clinical Coordinator and Level Coordinator before clinical begins.
6. Students will always be courteous to their instructors, peers, hospital staff, physicians, and others.
7. The student will not participate or observe in any clinical activity without the

permission of the instructor (i.e., activities off the unit).

8. Invasive procedures must be observed and supervised by the clinical instructor, unless supervised by a preceptor or primary nurse (with instructor's permission only). See procedure 10.40 *Student Limitations* for additional information.
9. No pictures or photocopies of any part of the client record will be allowed. Computer printouts can be used during clinical time but cannot be removed from the unit or submitted for written clinical assignments. If this occurs, it can be grounds for disciplinary action. Any forms with patient information MUST be disposed of appropriately according to hospital HIPAA (Health Insurance Portability and Accountability) policies.
10. Students are expected to adhere to their clinical instructor's expectations for each rotation.
11. All students must carry malpractice insurance with a minimum of \$1,000,000 per occurrence/\$5,000,000 per aggregate. Students are assessed a fee each fall to be paid to the school for this coverage.
12. Student's credentials to be used for documentation and all email communications in the program should be as follows:

**ADN**

1<sup>st</sup> Semester – CCSN1

2<sup>nd</sup> Semester – CCSN2

3<sup>rd</sup> Semester – CCSN3

4<sup>th</sup> Semester – CCSN4

13. Alcohol will not be consumed while in school uniform.
14. Students are prohibited from taking pictures or videos in any clinical setting including simulation, skills lab, clinics, and/or hospitals.
15. Students are prohibited from posting any information pertaining to the clinical site (photos, videos, patient information, cases seen,) to any social media site.

Any violation of these procedures may result in disciplinary action including dismissal from the program.

#### **10.34 – Clinical/Hospital Lab Requirements**

Attendance at clinical is required. When a student is absent from clinical, notification must be made to the Clinical Faculty, Lead Coordinator and Clinical Coordinator prior to the start of clinical if they are going to be absent. Failure to notify faculty of an absence before clinical begins will be considered a clinical “No Show”, resulting in a zero for the daily clinical evaluation and the student will meet with the Director of Nursing.

During a given semester:

1. First clinical absence is zero with no makeup and no disciplinary action.
2. Second clinical absence is zero with contact counseling.
3. Students with three (3) clinical absences will be required to appear before the Director of Nursing, which may result in a course failure and dismissal from the program or receiving a grade of incomplete (“I”). An alternate assignment may be given at the discretion of the Director of Nursing with adequate documentation provided.

Alternative assignments may be given if the Clinical Faculty is absent and there is not a substitute available; there are no alternative assignments for first or second absences. Alternative assignments will be provided for absences covered by Title IX protections.

Exceptions to grade penalties may be considered in cases of extenuating circumstance, subject to approval by the Director of Nursing.

If a student experiences a change in health status, the Clinical Coordinator reserves the right to request documentation from a licensed healthcare provider verifying the student’s medical clearance to resume attending clinical. Such documentation may be required to ensure compliance with the policies and expectations of affiliated clinical sites and to protect the health and safety of patients, students and clinical personnel. Failure to provide the requested documentation may result in delayed or restricted clinical placement, consistent with program requirements. Title IX students will be referred to the Title IX office.

#### **10.35 – Clinical Tardiness:**

A tardy is when a student is not present and prepared at the posted start time and designated location, or leaving early before dismissal from the clinical or simulation activity. Plan to arrive 15 minutes early. If a student expects to be late for clinical, simulation and/or capstone,

they must notify the clinical instructor prior to the posted start time. Attending less than 75% of an assigned clinical day results in a clinical absence

1. Impact of tardiness on daily grade (Clinical, Simulation and Capstone)
  - a. First tardy (1 - <15 minutes late) WITH notification: **50% reduction** applied to daily clinical or Capstone grade.
  - b. First tardy (1 - <15 minutes late) WITHOUT notification: **50% reduction** applied to daily clinical or Capstone grade and clinical faculty completes contact counseling.
  - c. Two (2) or more tardies regardless of time or notification: **0 points** for the daily clinical or Capstone grade and student will meet with the Director of Nursing.
  - d. A student who is more than 15 minutes late, regardless of tardy occurrences, will receive **0 points** for the clinical day, which counts as an absence. Clinical faculty completes contact counseling and student may be sent home.
2. Impact of leaving early on daily grade (Clinical, Simulation, Capstone)
  - a. Leaving ≤90 minutes early equates to a **25% reduction** applied to the daily clinical or Capstone grade. This is documented in the weekly clinical evaluation tool and in Canvas and clinical faculty completes contact counseling.
  - b. Leaving >90 minutes early equates to a **50% reduction** applied to daily clinical or Capstone grade. This is documented in the weekly clinical evaluation tool and in Canvas and clinical faculty completes contact counseling.
  - c. Two (2) or more occurrences of leaving early: Student will meet with the Director of Nursing.

#### **10.36 – Clinical Preparedness:**

Students who come to clinical unprepared (according to the syllabus and/or the clinical instructor's written expectations) for the day's activities or who do not have the necessary homework assignments, may be sent home for the day and will be given a ZERO for the clinical



day. Absence at a scheduled campus hospital laboratory activity or professional seminar constitutes a clinical absence.

### **10.37 - Simulation:**

All students will be assigned to simulation days, which occur on campus as part of the clinical course requirements for each semester. Simulation is a clinical day and an absence from simulation will be recorded as a clinical absence. Failure to attend a clinical related lecture will constitute a clinical absence.

### **10.38 - Unsafe Clinical Practice**

Unsafe clinical practice is defined as actions performed or not performed by a student at a clinical site which threatens the safety of patients or the safety of others. This procedure is based on and modeled after the scope of practice for the professional nurse as defined and described in the Texas Nurse Practice Act. A record of unsafe clinical practice will be maintained throughout the student's matriculation in the nursing program. This cumulative record of incidents will be maintained in the student record. All clinical faculty having students with warnings and/or on probationary status will be notified of such, to assist the student and protect the public.

Any student committing the following offenses will be subject to disciplinary action up to and including immediate dismissal from the program:

1. Any clinical action contrary to hospital/facility policy and procedure which has the potential for or results in harm to the patient.
2. Presenting to the clinical site under the influence of any non-prescribed drug that adversely affects the student's performance during clinical or bringing said drugs into the hospital or consuming these drugs while on hospital property.
3. Presenting to the clinical site under the influence of alcohol or controlled substances.
4. Any verbal or physical act of aggression against another person on clinical site premises.

5. Theft or deliberate destruction/damage to property of the clinical site, client/patient, student, visitor, or employee property.
6. Deliberate falsification of any hospital/medical record either by omission or addition.
7. Indications of consistent unsafe decision-making and practice.
8. Breach of confidential information/HIPAA.
9. Failure to accurately report and document the client's symptoms, responses, and status.
10. Failure to implement measures to prevent exposure to infectious pathogens and communicable conditions.
11. Failure to institute appropriate nursing intervention(s) which might be required to stabilize a client's condition and/or prevent complications.
12. Insubordination or refusal to follow an appropriate or lawful order from assigned clinical nurse or clinical faculty except where a student is not qualified to perform a task.
13. Accepting nursing interventions or assignments that are not commensurate with one's own educational preparation, experience, knowledge, and ability, except where proper supervision is available.
14. Performing invasive procedures without the instructor's knowledge.
15. Failure to complete required paperwork for the clinical course (i.e., pre-clinical paperwork).
16. Communicating false information or misrepresentation of the truth in any form.

The student who is determined to be unsafe by demonstrating behaviors of omission, commission, negligence, threats, or violations to the health and welfare of the public and of the patient under the student's care will have the incident recorded in the student record via an Occurrence Report and/or a Corrective Counseling Record. **Any** violation pertaining to unsafe practice or behavior will result in points deducted from the clinical grade and a student conference with a possible clinical contract, clinical warning, or recommendation for dismissal from the nursing program. If a student is placed in a clinical contract due to lack of practice or professional behaviors, the highest grade that can be earned in that clinical course for that

semester is a “C.” Should the student not be able to meet the requirements of the clinical contract or not meet the course outcomes then a failing grade for the clinical course will be issued. As in all situations, readmission to the nursing program is not automatic and is based on seat availability and the severity of the situation.

The sequence of disciplinary actions that will be taken is:

1. **Warning:** For the first incident of unsafe practice or conduct, a written warning (an Occurrence Report and/or Corrective Counseling Record) will be issued.
2. **Probation:** For the second incident of unsafe practice or conduct, the student will be placed on probationary status for the duration of the student’s entire tenure in the nursing program.
3. **Dismissal:** Any student who has accumulated three (3) incidents of unsafe practice or who engages in one incident of serious conduct at any time during the program will be dismissed from the Nursing Division. In some instances, an initial or second incident may result in immediate dismissal from the program, depending on outcome, severity, and nature of the occurrence, particularly if it results in any injury or harm. Before dismissal from the program, the incident(s) of unsafe practice or conduct will be reviewed by the Director of Nursing.

Those students dismissed from the program will receive a failing grade. The student may file a grievance/appeal as outlined in procedure 10.28 *Grievance/Appeal Procedure* and in the *Student Code of Conduct* section of the Collin College Student Handbook.

A clinical faculty member may require a student to return to the lab to practice a skill, as needed. The clinical instructor will complete a contact counseling with the student and include – skill(s) to be practiced, hours required to practice, re-checking is required and due date. If one-on-one supervision is required, the clinical instructor must be present. If attending Open Lab, students are responsible for signing up through the department’s scheduling system, will bring all necessary materials and paperwork (Open Lab Remediation Form and rubrics, as needed). The Open Lab Remediation Form is signed by lab staff to document the students’ practice time and returned to their clinical instructor after completion. Any additional skill “check-off” with rubrics in the lab is highly dependent on lab staff availability and can be completed by the clinical

instructor at the clinical site as required. Failure to complete the assigned practice time and/or check-off will result in point(s) being deducted on the Clinical Evaluation Tool.

### **10.39 – Contact Records**

Contact records include the Contact/Counseling Record and the Performance Report/Alert and are notations an instructor keeps describing specific behaviors of a student. These inappropriate behaviors are documented and presented for the student to read and sign. The student may also record his/her description of the behavior on the contact record. **Absence of student signature does not discard student accountability. A witness may be called to witness non-signature.** The instructor uses the contact record to make the student aware of the behaviors they may be exhibiting in the classroom, skills lab, simulation lab, and/or in clinical practice. Contact records are used in conjunction with lab, clinical, and classroom evaluation tools when:

1. Further explanation or documentation of behavior is needed.
2. The student needs to be informed immediately of his/her behavior.

Contact records:

1. May contain a contact that addresses areas of concern and identifies a plan for resolution of the problem. The contact record should include a date for completion and the consequences of failure to complete the contact record by the assigned date. Become a permanent part of the student's academic file.
2. Are written in duplicate (student and file copy).
3. Can include but are not limited to performance(s) identified on the daily clinical evaluation tool and other documentation.
4. If a student receives a failing grade on an exam the student will receive an academic alert to meet with their instructor and a contact counseling form will be filled out by the instructor as a record of that meeting.

### **10.40 – Student Limitations**

**For LVN to RN and ADN students:**

Any skills performed in the clinical setting by students have limitations which must be

strictly adhered to. Likewise, healthcare facilities may have other specific limitations on student experiences which the Collin College clinical instructor and student will be expected to uphold. Students will **not** be allowed to perform the following activities in the clinical setting:

1. Administering blood products such as whole blood, packed red blood cells, etc. (except for RhoGAM based on healthcare facility policy).
2. Administering chemotherapeutic intravenous products.
3. Administering experimental drugs.
4. Witnessing signed consent forms and living wills.
5. Transcribing provider orders in any capacity (written or digital).
6. Count of controlled medications.
7. Taking verbal orders from providers.
8. Changing or altering the medication record.
9. Epidural lines (including insertion, removal, site management, pump management, and medication administration).
10. Removal of Endotracheal tubes.
11. Wasting or witnessing waste of controlled medications.
12. Co-signing double verification medications.
13. Caring for a patient in an airborne isolation room.

When performing invasive procedures, students **must** be directly supervised by the clinical instructor or faculty designee or appointee. If an opportunity to complete a skill arises and is not listed below, students and clinical instructors are responsible for considering what skills the student has been educated on based on the semester enrolled, as well as clinical instructor competency when considering if a student is able to complete a skill. A complete list of first semester skills and schedule can be found in the RNSG 1216 syllabus, and additional skills covered after Level 1 can be found in subsequent clinical courses.

**Students are required to first inform the clinical instructor of the invasive procedure before implementation. Invasive procedures that must be supervised or approved by the clinical instructor prior to implementation include:**

1. Administration, maintenance, and discontinuation of intravenous infusions
2. Insertion/removal of intravenous catheters, angiocaths, heparin/saline lock, and scalp

vein IVs.

3. Administration of IV medication by secondary or y-site infusion.
4. Administration of IV medications by intravenous push.
5. Administration of controlled medications.
6. Insertion, irrigation, and removal of gastrointestinal tubes.
7. Performance of dressing changes, especially complex activities involving packing, irrigation, wet-to-dry, and/or strict aseptic technique.
8. Irrigation and care of ostomies.
9. Care of tracheostomies.
10. Administration of oral and tracheal suctioning.
11. Administration of tube feedings.
12. Administration of enemas.
13. Intramuscular and subcutaneous medications.
14. Removal of chest tubes.
15. Insertion, removal and maintenance of internal/external urinary catheters.
16. Phlebotomy by venipuncture or established vascular access (CVC, PICC etc.).
17. Application of supplemental oxygenation devices.
18. Post-mortem care.

**Collin College nursing students are not licensed or certified to perform care of the magnitude stated above and they must be directly supervised. LVN students may not act under the umbrella of the state licensure while at clinical sites. Also, for continuity of clinical expectations and the faculty member's role, it will be the expectation of all clinical sites that students will be directly supervised in the performance of these skills. Furthermore, the clinical affiliation agreement speaks to the fact that students will be directly supervised by a qualified nursing instructor or appointee. Failure to adhere to these limitations will result in a review of the behavior. Action will be taken based on the severity of the offense including possible immediate course failure and dismissal from the program. Students must stay within the requirements of the instructor and the instructors stay within the requirements of the facility.**

#### **10.41 – Exposure/Injury to the Student**

In the event of any injury to or exposure of the student to blood or body fluids, the following steps must be taken:

1. Inform the faculty or clinical instructor (clinical instructor will inform the charge nurse)
2. With clinical instructor, file an incident/occurrence report with the clinical facility (per hospital or agency policy)
3. Complete a Nursing Division occurrence form with clinical instructor (form to be placed in the student's record).

**Treatment and follow-up care will be the responsibility of the student.**

Students should seek medical attention with their personal health care provider.

#### **10.42 – Infection Control Precautions**

##### **Responsibility**

The nursing student is responsible for complying with Standard Precautions in the clinical setting & Collin College Laboratory Setting. The Nursing Division complies with the American Nurses Association position that all health care workers must follow established infection control procedures to reduce infection risk to patients, to themselves, and to others. The nursing student is responsible for complying with the infection control practices of assigned clinical sites.

##### **Fundamentals of Isolation Precautions**

Appropriate universal precautions should be taken, as outlined by the Center for Disease Control (CDC) guidelines, by all nursing students and the responsibility of the student. The CDC guidelines describe risk reduction measures for health care workers to use if contact occurs with blood or body fluids of patients.

##### **Handwashing and Gloving**

Handwashing is frequently called the single most important measure to reduce the risks of microorganism transmission from one person to another or from one site to another on the same patient. Handwashing should take place promptly and thoroughly between patient contact and after contact with blood, body fluids, secretions, excretions, and equipment or articles contaminated by them.

Gloves are worn for three important reasons: 1) provide a protective barrier and to

prevent gross contamination of the hands when touching blood, body fluids, secretions, and excretions, mucous membranes, and non-intact skin. Wearing gloves under these circumstances is mandated by the Occupational Health and Safety Agency (OSHA); 2) reduces the likelihood microorganisms present on the hands of personnel will be transmitted to patients during invasive or other patient-care procedures that involve touching a patient's mucous membranes or non-intact skin; 3) reduces the likelihood hands of personnel contaminated with microorganisms from a patient or other source can transmit these microorganisms to another patient. In this instance, gloves must be changed between patient contact and hands washed after gloves are removed. Examples for wearing gloves include oral care, wound care, suctioning, suture/staple removal, intubation, nasogastric tube insertion, giving injections, performing venipuncture, perineal care, handling newborns in the nursery, emptying bedpans, or Foley catheter bags, handling soiled pads or dressings, emptying drains, or suction equipment, handling any contaminated equipment, assisting health care providers with invasive procedures.

### **Masks, Respiratory Protection, Eye Protection, Face Shields**

Several types of masks, goggles, and face shields are worn alone or in combination to provide barrier protection. A mask covering both the nose and the mouth, and goggles or a face shield are worn by hospital personnel during procedures and patient-care activities according to OSHA, CDC, and the hospital agency policies. A surgical mask is worn by hospital personnel to provide protection against the spread of infectious large-particle droplets transmitted by close contact and travel only short distances from infected patients who are coughing or sneezing. Special masks are required for certain transmission-based precautions as determined by the CDC or healthcare agency.

### **Gowns and Protective Apparel**

Gowns and protective apparel are worn to provide barrier protection and to reduce opportunities for transmission of microorganisms. They are worn to prevent contamination of clothing and to protect the skin of personnel from blood and body fluid exposures. Specially treated Gowns to make them impermeable to liquids, leg coverings, boots, or shoe covers provide greater protection to the skin when splashes or large quantities of infective material are present or anticipated.

The wearing of gowns and/or protective apparel is also mandated by OSHA. When gowns



or other protective apparel are used, they must be removed. Hands must be washed prior to leaving the patient's environment.

### **Patient-Care Equipment and Articles**

Sharp contaminated needles are never recapped or otherwise manipulated after use. Place used needles with syringes attached, scalpels, or other sharp objects in puncture resistant containers.

Use mouthpieces, resuscitation bags, or other ventilation devices as an alternative to mouth- to-mouth resuscitation methods in areas where the need for resuscitation is predictable.

Any patient-care articles used with the potential to expose other patients, personnel, visitors, and the environment to infective material are enclosed in containers or bags to prevent transmission of pathogens. One bag is adequate if the bag is sturdy and the article can be placed into the bag without contaminating the outside of the bag; otherwise, two bags are used.

Non-critical equipment (equipment touching intact skin) contaminated with blood, body fluids, secretions, or excretions is cleaned and disinfected after use, according to the hospital policy. Discard contaminated disposable patient-care equipment according to hospital policy.

### **Linen and Laundry**

The methods for handling, transporting, and laundering of soiled linen are determined by hospital policy and any applicable regulations. Soiled linen should be handled as little as possible and with minimum agitation. Handle and/or transport used linen soiled with blood, body fluids, secretions, and excretions in a manner preventing skin and mucous membrane exposures and contamination of clothing, and avoiding transfer of microorganisms to other patients, people, and environments.

### **Transmission-Based Precautions**

In addition to Standard Precautions, Airborne Precautions apply to patients known or suspected to be infected with epidemiologically important pathogens that can be transmitted by the airborne route. These precautions are designed to reduce the risk of airborne transmission of infectious agents. Airborne transmission occurs by dissemination of either small droplet nuclei ( $\geq 5 \mu\text{m}$  size) of evaporated droplets that may remain suspended in the air for extended periods of time or dust particles containing the infectious agent.

1. Private room for the patient in a negative air-flow room.

2. Wear respiratory protection (NIOSH-approved N95 respirator or higher) when entering the room of a patient with tuberculosis. If susceptible also wear respiratory protection for patients with varicella, measles, chickenpox, disseminated zoster, smallpox, rubeola and/or Covid 19. Limit movement and transport of the patient from the room. If that is not possible, the patient should wear a surgical mask and observe respiratory hygiene/cough etiquette.
3. Consult the agency policy regarding further requirements.
4. Students will be required to follow the current CDC guidelines when ill.

### **Droplet Precautions**

In addition to Standard Precautions, Droplet Precautions are instituted when a patient is known or suspected of being infected with microorganisms transmitted by large particle droplets that can be generated by the patient during coughing, sneezing, talking, or the performance of procedures.

1. Private room or in same room with other patients infected with the same pathogen. If not possible, maintain at least three (3) feet between the infected patient and others.
2. Masks should be worn when entering the patient's room or when working within three (3) feet of the infected patient. The patient should be masked and follow respiratory hygiene/cough etiquette when leaving the room.
3. Consult the agency policy regarding further requirements.

Examples: *Hemophilus influenza epiglottitis* or *meningitis*, *Neisseria meningitides*, *Influenza*, *Mycoplasma pneumonia*, *Whooping cough*.

### **Contact Precautions**

In addition to Standard Precautions, use Contact Precautions for specified patients known or suspected to be infected or colonized with epidemiologically important microorganisms that can be transmitted by direct contact with the patient (hand or skin-to-skin contact occurring when performing patient-care activities that require touching the patient's dry skin) or indirect contact (touching).

1. Private room or cohorts for patient
2. Gloves anytime entering patient's room.

3. Gown anytime entering patient's room.

Examples: Abscesses that are large and draining, bronchiolitis in infants or young children, enteroviral infections in children, herpes simplex, lice, multidrug resistant organisms, RSV, *Clostridium difficile*, Croup, Gastroenteritis caused by *Escherichia Coli*, *salmonella*, or *shigella* on diapered or incontinent patients, some respiratory infectious diseases in infants and young children.

### **Protective Environment Precautions**

An additional tier two transmission-based precaution issued by the C.D.C (Center for Disease Control). in 2017 is protective environment precautions which are for allogenic hematopoietic stem cell transplants patients. Barrier protection required includes private room, positive airflow, HEPA filtration for incoming air, masks worn by patient when out of room during times of construction in area.

### **Waste and Cleanup**

Students must comply with Standard Precautions and agency policies regarding inadvertent spills or potential contamination by infected materials.

*Source: Guideline for Isolation Precautions: Preventing Transmission of Infectious Agents in Healthcare Settings by the Healthcare Infection Control Practices Advisory Committee (HICPAC):*

[https://www.cdc.gov/infection-control/media/pdfs/guideline-isolation-h.pdf?CDC\\_AAref\\_Val=https://www.cdc.gov/infectioncontrol/pdf/guidelines/isolation-guidelines-h.pdf](https://www.cdc.gov/infection-control/media/pdfs/guideline-isolation-h.pdf?CDC_AAref_Val=https://www.cdc.gov/infectioncontrol/pdf/guidelines/isolation-guidelines-h.pdf)

## **10.43 – Class Officers**

Class officers will be elected from each ADN and LVN to RN class. The office of President, Vice President and Secretary are filled for each class entering the ADN and LVN to RN programs. The election for the officers for each class shall be held during the 1<sup>st</sup> semester, and in the event of a vacant office during class progression. The class elections during the first semester shall be held early in the semester with all students receiving notification of the election results.

1. The overall duties of the ADN and LVN to RN class representatives are to accomplish the following:
  - a. Maintain effective communication with the appointed faculty advisor(s).

- b. Participate as a committee member on any assigned faculty standing committees.
  - c. Promote communication, civility, professionalism, and culture of inclusion.
  - d. Officers are highly encouraged to participate in Collin Nursing Students' Association (CNSA).
2. The division of duties for class officers are:
- a. Class Presidents
    - i. Cohort Representative on Leadership Committee representative & Nursing Center of Excellence (as needed)
    - ii. Coordinate with Vice President and Secretary on all duties.
    - iii. Work with CNSA to collaborate and coordinate special events, service opportunities, and pinning ceremony details (membership not required).
  - b. Class Vice-Presidents
    - i. Cohort Representative on Curriculum/Testing Committee
    - ii. Assist with pinning ceremony details including coordinating for the class photo
    - iii. Encourage participation with college resources (such as mindfulness for stress reduction)
  - c. Secretaries
    - i. Cohort Representative on Student Affairs Committee
    - ii. Assist with pinning ceremony details
    - iii. Coordinate for an optional pinning slideshow of appropriate, candid photos throughout the program, according to policy.

Students must be in good academic standing at the time of the election. "Good academic standing" is defined as maintaining a grade of "C" or higher in all courses at the time of the election, the lack of excessive absences identified in either didactic courses or clinical, and consistent professional behavior. Special election will be held for any vacancies.

Reasons students may be removed from the office.

- 1. Failure to adhere to "good academic standing" criteria will result in possible removal from office.

2. At the end of each semester, anonymous student surveys can be sent out to provide feedback on the officers' performance. If there is a 51% majority of negative results, the student will be removed from office, and a re-election occur at the beginning of the subsequent semester.
  - a. The survey will contain this question for each officer position: "Please rate your opinion of this officer's fulfillment of duties: Satisfied or Unsatisfied."
3. A student may withdraw from an officer position for any reason at the end of the semester.

The Collin Nursing Students' Association (CNSA) also has officers elected from the entire student body and serve in different capacities. If elected by their peers, students can serve as a class officer and a CNSA officer, but the faculty strongly recommend not holding dual positions. The responsibilities of each set of officers differ. See procedure 10.44 *Collin Nursing Students' Association (CNSA)* for additional information.

#### **10.44– Collin Nursing Students' Association (CNSA)**

The purpose of Collin Nursing Students' Association (CNSA) is to foster the development of student nurses at Collin College by collaborating with the community to promote health, participation, service, and transition to the profession of nursing. CNSA is a constituent of the Texas Nursing Students' Association (TNSA), a chapter of the National Student Nurses' Association (NSNA).

The many objectives of CNSA are to:

1. Promote and encourage participation in community affairs and activities towards improved health care and related social issues.
2. Promote and encourage collaborative efforts and relationships between nursing students and related healthcare organizations.
3. Promote and encourage recruitment efforts, participation in student activities, and educational opportunities regardless of race, color, creed, sex, national origin, economic status, age, or lifestyle.
4. Influence health care, nursing education, and practice through legislative activities as appropriate.

### **Membership**

***Any student enrolled in nursing and pre-nursing courses is eligible for membership in the organization.*** The fiscal year of the organization shall be from September 1 to August 31. Members of CNSA must pay annual membership dues as determined and directed by the NSNA. CNSA board of directors will award scholarships for membership dues per semester based on need and availability.

### **General Meetings**

Meetings shall be held monthly and as needed. The organization's business will be presented to the membership at each meeting. Meetings will be held on a day when all CNSA members are assumed to be present on campus. Meetings must last at least 30 minutes but shall not exceed one hour.

### **Officer Requirements**

All officers must be currently enrolled in the Collin College Nursing Program. All officers must be members of CNSA, TNSA, and NSNA. Eligibility for an officer or chairperson of a committee includes current acceptance, enrollment, active participation and in good standing in the Collin College nursing program for the elected term. An academic approval form must be completed and signed (See Appendix G). The office term for each Officer and Class Representative shall be for one calendar year. Faculty Advisors will serve for two years. New officers and Faculty Advisors will assume responsibility on April 1 of each year.

### **10.45 – Student Professional Travel**

The faculty encourages student participation in professional and academic activities on and off campus. Participation in these activities contributes to the professional growth of the student. The clinical faculty has the discretion to design clinical rotation based on the student's learning needs. Therefore, students who anticipate attending an off-campus activity involving representation of the student body/organization, during class or clinical time, must be in good academic standing and also meet student travel procedures and requirements set by the Collin College Office of Student Engagement. **Good academic standing is defined as maintaining a grade of "C" or higher in all courses at the time of the planned activity as well as not having excessive absences in either didactic courses or clinical.**

Permission to miss clinical will be determined after a review of the student's clinical performance and academic status. A student placed on contract, or a plan of progression, or who has had two or more clinical absences will not be eligible for professional travel. Permission to miss clinical must be obtained from the clinical instructor before the planned absence, and alternative assignments may be assigned. Prior to attending the off-campus activity, the student must complete all travel requirements and Mandatory Student Travel Training from the Office of Student Engagement and should submit to the Dean of Nursing the completed Student Travel Form and official written verification of activity attendance. (See Appendix F). Please refer to the Collin College Handbook for Mandatory Student Travel Training. Students are responsible for obtaining signatures from lectures, lab, and clinical faculty on the Student Travel Form prior to the scheduled trip.

#### **10.46 – Nursing Scholarships**

Several scholarships are available to students currently enrolled in nursing courses. Students accepted into the program are also eligible to apply for nursing scholarships. Most scholarships are awarded based on financial need. Other scholarship information, when available, is distributed during the year from entities such as the Texas Nurses Association, Texas Student Nurses Association, and the National Student Nurses Association. Additional information on scholarships and applications can be found in the Collin College Student Handbook, in person from the nursing office, the Office of Financial Aid and Veterans Services, the Foundation Office, or the Collin College website.

#### **10.47 – Financial Aid**

Nursing Students seeking financial assistance, including grants, scholarships, and student loans to help pay for their educational expense should refer to the Collin College Student Handbook or visit the Office of Financial Aid and Veterans Services webpage for further information:

<https://www.collin.edu/financialaid/index.html>

#### **10.48 – Employment During Nursing Program**

Full-time students are encouraged to work or hold outside employment no more than 20

hours a week, so adequate time is allowed for study, assignments, and meeting requirements for Nursing Program completion. If you are interested in federal work study program or similar programs, contact the Office of Financial Aid and Veterans Services for further information:

<https://www.collin.edu/financialaid/index.html>

#### **10.49 – Essential Physical Competencies for Nursing**

Functional Abilities/Core Performance Standards worksheet. Thereafter, each accepted student must regularly and successfully demonstrate/perform the listed activities, as a required component to continue in the program.

These competencies include, but are not limited to:

1. extended walking and standing daily.
2. ability to grasp, push and/or pull.
3. ability to bend and stoop.
4. moving quickly in response to emergency
5. using upper body movements
6. carrying and moving equipment
7. reaching and/or lifting

Other essential competencies identified for nursing care include, but are not limited to:

1. vision allowing detecting physical change.
2. hearing allows responding to physical and verbal cues.
3. a sense of touch allowing for assessment and palpation
4. critical thinking
5. interpersonal and communication skills

Accommodations most frequently reported as being used by nursing staff were hearing aids.

#### **Request for Accommodation**

For students requesting accommodations under the Americans with Disabilities Act of 1990 (ADA), Americans with Disabilities Act and Amendments Act of 2008 (ADAAA (Americans



with Disabilities Act and Amendments Act)), and/or Section 504 of the Rehabilitation Act of 1973, or other laws, please refer to the Collin College Student Handbook regarding equal opportunity and Accommodations at Collin College for Equal Support Services (ACCESS) Office at 972.881.5898 or [access@collin.edu](mailto:access@collin.edu). If a student is unable to meet the Core Performance Standards, the student must request accommodation through the ACCESS center. All accommodations, requests, and appeals are handled through the ACCESS center.

### **10.50 – Disability Services and Accommodations**

Collin College provides equal access to education and safeguards against discrimination by offering specialized services and reasonable accommodations to qualified students who may have a disability. These services are coordinated through the Accommodations at Collin College for Equal Support Services (ACCESS) Office as outlined in the Collin College Student Handbook. For more information and to apply for disability services, students are encouraged to go online to: <https://www.collin.edu/studentresources/disabilityservices/>

For information on modifications related to pregnancy, pregnancy-related conditions and/or parenting, please refer to the current Collin College Student Handbook and contact the Title IX Office.

### **10.51 – Use of Information Technology**

Appropriate use of technology and media is detailed in the Collin College Handbook

1. All students must adhere to the Collin College Student Handbook procedures and all laws governing the use of computing and communication facilities.
2. No guarantees can be given for the privacy of emails, use of computer software, or files stored on Collin College systems. Note: administrators will not examine personal files without the individual's consent or knowledge, except in emergencies.
  - a. Students must approach individual instructors prior to the start of each class to request and obtain approval for any type of recording to be done in the class, including for approved accommodations. **A student found in violation may result in dismissal from the nursing program.**

## **10.52 – Service Learning**

Each semester ADN students will participate in a minimum of 14 hours of Service Learning (SL) activities. Service Learning is service-based experiential application of knowledge in real world situations in which the service benefits the community. SL projects are a component of a credit-bearing class, aligned with specific academic learning objectives, and part of the course requirements. This unique method of education connects a student's personal, career, and civic interests to learning in the classroom.

The ADN program requires successful completion of a total of 56 hours and the RN-LVN bridge requires successful completion of a total of 42 hours. Completion of all SL hours is a program specific mandatory requirement prior to graduation. Students completing 100 or more hours are designated as members of the “100 Plus Club,” and are honored by the Director of Nursing with this distinction at their class pinning ceremony.

**If a student has not completed the required number of hours during a semester, they will receive an incomplete in that course until all required hours have been completed. If the hours are not completed before the last day of registration for the next semester, they will receive an “F” in the course and will be required to apply for readmission to the program.**

More information is in the Collin College Student Handbook and on the college's Service-Learning webpage. These items must be completed each semester. Additional specifics related to the nursing program can be found in the syllabus and will be discussed during nursing student orientation. For more information, go to [www.collin.edu/academics/servicelearning/](http://www.collin.edu/academics/servicelearning/).

## **Appendix A**

### **Differentiated Essential Competencies of Graduates of Texas Diploma and Associate Degree Nursing Education Programs**

The Differentiated Essential Competencies (DECs) are written for nursing programs to meet the approval criteria established by the Texas Board of Nursing (BON) and are consistent with the Texas BON “Standards of Professional Nursing Practice.” Competencies are defined as “effective demonstration, of nursing knowledge, skills, abilities, and judgment among graduates from Texas nursing programs” (Texas BON, 2021). Twenty-five core competencies in the DECs are characterized under four main nursing roles: Member of the Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Health Care Team. Each core competency is further developed into specific knowledge areas, clinical judgments and behaviors based upon the knowledge areas. Redundancy is intentional so that the section under each role can stand alone. Competencies for each level of educational preparation are presented in a table format. The competencies are differentiated and progressive by educational preparation. The scope of practice and competency level may be compared across the table. The competencies below were obtained from the TBON document, Differentiated Essential Competencies of Graduates of Texas Nursing Programs, which can be found on their website at:

[https://www.bon.texas.gov/pdfs/publication\\_pdfs/Differentiated%20Essential%20Competencies%202021.pdf](https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf)

#### **Member of the Profession**

- A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- C. Participate in activities that promote the development and practice of professional nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

### **Provider of Patient-Centered Care**

- A. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision-making in nursing practice.
- B. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.
- C. Analyze comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their family's using information from evidence-based practice in collaboration with patients and their families, using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
- E. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
- F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
- G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
- H. Coordinate human, information, and physical resources in providing care for patients and their families.

### **Patient Safety Advocate**

- A. Demonstrate knowledge of the Texas Nursing Practice Act (NPA) and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Formulate goals and outcomes using evidence-based data to reduce patient risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act (NPA).
- F. Accept and make assignments and delegate tasks that consider patient safety and organizational policy.

**Member of the Health Care Team**

- A. Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.
- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- D. Communicate and manage information using technology to improve patient care.
- E. Assign and/or delegate nursing care to other members of the health care team based upon analysis of patient or workplace need.
- F. Supervise nursing care by others for whom the nurse is responsible by using evidence-based nursing practice.
- G. Participate with health care teams during local or global health emergencies or pandemics to promote health and safety and prevent disease.

Downloaded from:

[https://www.bon.texas.gov/pdfs/publication\\_pdfs/Differentiated%20Essential%20Competencies%202021.pdf](https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf)

The Collin College ADN End of Program Student Learning Outcomes can be found here:

<https://www.collin.edu/nursing/associatedegreenursing/index.html>

The Collin College LVN-RN End of Program Student Learning Outcomes can be found here:

<https://www.collin.edu/nursing/LVNtoRN/index.html>

## Appendix B

### Quality and Safety Education for Nursing (QSEN) Competencies

(<https://www.qsen.org/competencies>)

#### Patient Centered Care

Definition: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

| KNOWLEDGE (K)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | SKILLS (S)                                                                                                                                                                                                                                                                                                                                                         | ATTITUDES (A)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Integrate understanding of multiple dimensions of patient centered care:</p> <ul style="list-style-type: none"> <li>- patient/family/community preferences, values</li> <li>- coordination and integration of care</li> <li>- information, communication, and education</li> <li>- physical comfort and emotional support</li> <li>- involvement of family and friends</li> <li>- transition and continuity</li> </ul> <p>Describe how diverse cultural, ethnic, and social backgrounds function as sources of patient, family, and community values</p> | <p>Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care.</p> <p>Communicate patient values, preferences and expressed needs to other members of health care team.</p> <p>Provide patient-centered care with sensitivity and respect for the diversity of human experience.</p> | <p>Value seeing health care situations "through patients' eyes."</p> <p>Respect and encourage individual expression of patient values, preferences and expressed needs.</p> <p>Value the patient's expertise with own health and symptoms</p> <p>Seek learning opportunities with patients who represent all aspects of human diversity.</p> <p>Recognize personally held attitudes about working with patients from different ethnic, cultural, and social backgrounds.</p> <p>Willingly support patient-centered care for individuals and groups whose values differ from own</p> |
| <p>Demonstrate comprehensive understanding of the concepts of pain and suffering, including physiologic models of pain and comfort.</p>                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Assess the presence and extent of pain and suffering.</p> <p>Assess levels of physical and emotional comfort</p> <p>Elicit expectations of patient &amp; family for relief of pain, discomfort, or suffering</p> <p>Initiate effective treatments to relieve pain and suffering considering patient values, preferences and expressed needs</p>                 | <p>Recognize personally held values and beliefs about the management of pain or suffering.</p> <p>Appreciate the role of the nurse in relief of all types and sources of pain or suffering.</p> <p>Recognize that patient expectations influence outcomes in management of pain or suffering.</p>                                                                                                                                                                                                                                                                                   |
| <p>Examine how the safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families.</p> <p>Examine common barriers to active involvement of patients in their own health care processes.</p> <p>Describe strategies to empower patients or families in all aspects of the health care process</p>                                                                                                                                                                                             | <p>Remove barriers to presence of families and other designated surrogates based on patient preferences.</p> <p>Assess the level of patient's decisional conflict and provide access to resources.</p> <p>Engage patients or designated surrogates in active partnerships that promote health, safety and well-being, and self-care management</p>                 | <p>Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care</p> <p>Respect patient preferences for degree of active engagement in care process</p> <p>Respect patient's right to access to personal health records</p>                                                                                                                                                                                                                                                                                                   |
| <p>Explore ethical and legal implications of patient-centered care.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Recognize the boundaries of therapeutic relationships.</p>                                                                                                                                                                                                                                                                                                      | <p>Acknowledge the tension that may exist between patient rights and the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                               |                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the limits and boundaries of therapeutic patient-centered care.                                                                                                                                                  | Facilitate informed patient consent for care.                                                                                                                                                                                                                 | organizational responsibility for professional, ethical care.<br><br>Appreciate shared decision-making with empowered patients and families, even when conflicts occur |
| Discuss principles of effective communication<br><br>Describe basic principles of consensus building and conflict resolution.<br><br>Examine nursing roles in assuring coordination, integration, and continuity of care. | Assess your own level of communication skills in encounters with patients and families.<br><br>Participate in building consensus or resolving conflict in the context of patient care.<br><br>Communicate care provided and needed at each transition in care | Value continuous improvement of own communication and conflict resolution skills                                                                                       |

### **Teamwork and Collaboration**

Definition: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

| <b>KNOWLEDGE (K)</b>                                                                                                                                                                                                                                                                        | <b>SKILLS (S)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>ATTITUDES (A)</b>                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe own strengths, limitations, and values in functioning as a member of a team                                                                                                                                                                                                        | Demonstrate awareness of own strengths and limitations as a team member<br><br>Initiate plan for self-development as a team member<br><br>Act with integrity, consistency, and respect for differing views                                                                                                                                                                                                                                        | Acknowledge your own potential to contribute to effective team functioning.<br><br>Appreciate importance of intra- and inter-professional collaboration                                                                                                                                                |
| Describe scopes of practice and roles of health care team members<br><br>Describe strategies for identifying and managing overlaps in team member roles and accountabilities.<br><br>Recognize contributions of other individuals and groups in helping patient/family achieve health goals | Function competently within own scope of practice as a member of the health care team<br><br>Assume role of team member or leader based on the situation.<br><br>Initiate requests for help when appropriate to situation<br><br>Clarify roles and accountabilities under conditions of potential overlap in team member functioning.<br><br>Integrate the contributions of others who play a role in helping patient/family achieve health goals | Value the perspectives and expertise of all health team members<br><br>Respect the centrality of the patient/family as core members of any health care team.<br><br>Respect the unique attributes that members bring to a team, including variations in professional orientations and accountabilities |
| Analyze differences in communication style preferences among patients and families, nurses, and other members of the health team.<br><br>Describe impact of own communication style on others<br><br>Discuss effective strategies for communicating and resolving conflict.                 | Communicate with team members, adapting own style of communicating to needs of the team and situation.<br><br>Demonstrate commitment to team goals.<br><br>Solicit input from other team members to improve individual and team performance.                                                                                                                                                                                                      | Value teamwork and the relationships upon which it is based.<br><br>Value different styles of communication are used by patients, families, and health care providers.<br><br>Contribute to resolution of conflict and disagreement.                                                                   |

|                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                         |                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
|                                                                                                                                                                 | Initiate actions to resolve conflict                                                                                                                                                                                                                                                                                    |                                                                                              |
| Describe examples of the impact of team functioning on safety and quality of care<br><br>Explain how authority gradients influence teamwork and patient safety. | Follow communication practices that minimize risks associated with handoffs among providers and across transitions in care.<br><br>Assert own position/perspective in discussions about patient care.<br><br>Choose communication styles that diminish the risks associated with authority gradients among team members | Appreciate the risks associated with handoffs among providers and across transitions in care |
| Identify system barriers and facilitators of effective team functioning.<br><br>Examine strategies for improving systems to support team functioning            | Participate in designing systems that support effective teamwork                                                                                                                                                                                                                                                        | Value the influence of system solutions in achieving effective team functioning              |

### **Evidence-Based Practice (EBP)**

Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

| <b>KNOWLEDGE (K)</b>                                                                                                                                                                                                  | <b>SKILLS (S)</b>                                                                                                                                                                                                                            | <b>ATTITUDES (A)</b>                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate knowledge of basic scientific methods and processes<br><br>Describe EBP to include the components of research evidence, clinical expertise, and patient/family values.                                    | Participate effectively in appropriate data collection and other research activities.<br><br>Adhere to Institutional Review Board (IRB) guidelines.<br><br>Base individualized care plan on patient values, clinical expertise, and evidence | Appreciate strengths and weaknesses of scientific bases for practice.<br><br>Value the need for ethical conduct of research and quality improvement<br><br>Value the concept of EBP as integral to determining best clinical practice |
| Differentiate clinical opinion from research and evidence summaries.<br><br>Describe reliable sources for locating evidence reports and clinical practice guidelines                                                  | Read original research and evidence reports related to area of practice.<br><br>Locate evidence reports related to clinical practice topics and guidelines                                                                                   | Appreciate the importance of regularly reading relevant professional journals                                                                                                                                                         |
| Explain the role of evidence in determining best clinical practice.<br><br>Describe how the strength and relevance of available evidence influences the choice of interventions in provision of patient-centered care | Participate in structuring the work environment to facilitate integration of new evidence into standards of practice.<br><br>Question rationale for routine approaches to care that result in less-than-desired outcomes or adverse events   | Value the need for continuous improvement in clinical practice based on new knowledge                                                                                                                                                 |
| Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences                                                               | Consult with clinical experts before deciding to deviate from evidence-based protocols                                                                                                                                                       | Acknowledge own limitations in knowledge and clinical expertise before determining when to deviate from evidence-based best practices                                                                                                 |



### **Quality Improvement (QI)**

Definition: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

| <b>KNOWLEDGE (K)</b>                                                                                                                                                                                                                              | <b>SKILLS (S)</b>                                                                                                                                                                                                                                      | <b>ATTITUDES (A)</b>                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice                                                                                                                           | Seek information about outcomes of care for populations served in care setting.<br><br>Seek information about quality improvement projects in the care setting                                                                                         | Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals                                                                              |
| Recognize that nursing and other health professions students are parts of systems of care and care processes that affect outcomes for patients and families.<br>Give examples of the tension between professional autonomy and system functioning | Use tools (such as flow charts, cause-effect diagrams) to make processes of care explicit.<br>Participate in a root cause analysis of a sentinel event.                                                                                                | Value own and others' contributions to outcomes of care in local care settings                                                                                                                 |
| Explain the importance of variation and measurement in assessing quality of care                                                                                                                                                                  | Use quality measures to understand performance.<br><br>Use tools (such as control charts and run charts) that are helpful for understanding variation.<br><br>Identify gaps between local and best practice                                            | Appreciate how unwanted variation affects care.<br><br>Value measurement and its role in good patient care                                                                                     |
| Describe approaches for changing processes of care                                                                                                                                                                                                | Design a small test of change in daily work (using an experiential learning method such as Plan-Do-Study-Act)<br><br>Practice aligning the aims, measures and changes involved in improving care.<br><br>Use measures to evaluate the effect of change | Value local change (in individual practice or team practice on a unit) and its role in creating joy in work.<br><br>Appreciate the value of what individuals and teams can do to improve care. |

### **Safety**

Definition: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

| <b>KNOWLEDGE (K)</b>                                                                                                                                                                                                                                                                                                                                                                       | <b>SKILLS (S)</b>                                                                                                                                                                                                                                                                                    | <b>ATTITUDES (A)</b>                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Examine human factors and other basic safety design principles as well as commonly used unsafe practices (such as workarounds and dangerous abbreviations)<br><br>Describe the benefits and limitations of selected safety-enhancing technologies (such as, barcodes, Computer Provider Order Entry, medication pumps, and automatic alarms)<br><br>Discuss effective strategies to reduce | Demonstrate effective use of technology and standardized practices that support safety and quality.<br><br>Demonstrate effective use of strategies to reduce risk of harm to self or others.<br><br>Use appropriate strategies to reduce reliance on memory (such as, forcing functions, checklists) | Value the contributions of standardization/reliability to safety<br><br>Appreciate the cognitive and physical limits of human performance. |

|                                                                                                                                                                                                               |                                                                                                                                                                                                                |                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| reliance on memory                                                                                                                                                                                            |                                                                                                                                                                                                                |                                                                                                                                              |
| <p>Delineate general categories of errors and hazards in care.</p> <p>Describe factors that create a culture of safety (such as open communication strategies and organizational error reporting systems)</p> | <p>Communicate observations or concerns related to hazards and errors to patients, families, and the health care team.</p> <p>Use organizational error reporting systems for near miss and error reporting</p> | Value own role in preventing errors                                                                                                          |
| Describe processes used in understanding causes of error and allocation of responsibility and accountability (such as, root cause analysis and failure mode effects analysis)                                 | <p>Participate appropriately in analyzing errors and designing system improvements.</p> <p>Engage in root cause analysis rather than blaming when errors or near misses occur</p>                              | Value vigilance and monitoring (even of own performance of care activities) by patients, families, and other members of the health care team |
| Discuss potential and actual impact of national patient safety resources, initiatives, and regulations                                                                                                        | Use national patient safety resources for own professional development and to focus attention on safety in care settings                                                                                       | Value relationship between national safety campaigns and implementation in local practices and practice settings                             |

### **Informatics**

Definition: Use information and technology to communicate, manage knowledge, mitigate errors, and support decision making.

| <b>KNOWLEDGE (K)</b>                                                                                                                                                                                                                                                                        | <b>SKILLS (S)</b>                                                                                                                                                                                                                 | <b>ATTITUDES (A)</b>                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explain why information and technology skills are essential for safe patient care                                                                                                                                                                                                           | <p>Seek education about how information is managed in care settings before providing care.</p> <p>Apply technology and information management tools to support safe processes of care</p>                                         | Appreciate the necessity for all health professionals to seek lifelong, continuous learning of information technology skills                                                                         |
| <p>Identify essential information that must be available in a common database to support patient care.</p> <p>Contrast benefits and limitations of different communication technologies and their impact on safety and quality</p>                                                          | <p>Navigate the electronic health record.</p> <p>Document and plan patient care in an electronic health record</p> <p>Employ communication technologies to coordinate care for patients</p>                                       | <p>Value technologies that support clinical decision-making, error prevention, and care coordination</p> <p>Protect confidentiality of protected health information in electronic health records</p> |
| <p>Describe examples of how technology and information management are related to the quality and safety of patient care.</p> <p>Recognize the time, effort, and skill required for computers, databases, and other technologies to become reliable and effective tools for patient care</p> | <p>Respond appropriately to clinical decision-making supports and alerts.</p> <p>Use information management tools to monitor outcomes of care processes.</p> <p>Use high quality electronic sources of healthcare information</p> | Value nurses' involvement in design, selection, implementation, and evaluation of information technologies to support patient care                                                                   |

## **Appendix C**

### **SCANS COMPETENCIES**

SCANS (Secretary Commission on the Acquisition of Necessary Skills) Skills are grouped into two areas: (1) foundation skills and (2) workplace competencies.

- I. **Foundation Skills** three areas: (a) basic skills, (b) thinking skills, (c) personal qualities.
  - A. **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
    1. Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules
    2. Writing: communicate thoughts, ideas, information, and messages in writing; and create documents such as letters, directions, manuals, reports, graphs, and flow charts
    3. Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
    4. Listening: receive, attend to, interpret, and respond to verbal messages & other cues
    5. Speaking: organize ideas and communicate orally.
  - B. **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
    1. Creative Thinking: generating new ideas.
    2. Decision Making: specify goals and constraints and generate alternatives, consider risks, and evaluate and choose the best alternative.
    3. Problem Solving: recognize problems and devise and implement plan of action.
    4. Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
    5. Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills; and
    6. Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
  - C. **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty. These qualities include:
    1. Responsibility: exerting a high level of effort and persevere toward goal attainment

2. Self Esteem: believe in one's own self-worth & maintain a positive view of oneself.
3. Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings
4. Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control; and
5. Integrity and Honesty: choose ethical courses of action.

II. **Workplace Competencies** five areas: (a) resources, (b) interpersonal skills, (c) information, (d) systems, and (e) technology.

A. **Resources:** A worker must identify, organize, plan, and allocate resources effectively.

1. Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
2. Money: Use or prepare budgets, make forecasts, keep records, and adjust to meet objectives.
3. Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
4. Human Resources: Assess skills and distribute work, accordingly, evaluate performance and provide feedback.

Examples: use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

B. **Interpersonal Skills:** A worker must work with others effectively.

1. Participating as Member of a Team: contribute to group effort.
2. Teach Others New Skills.
3. Serve Clients/Customers: work to satisfy customers' expectations.
4. Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
5. Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
6. Work with Diversity: work well with people from diverse backgrounds.

Examples: collaborate with a group member to solve a problem, work through a group conflict situation, train a colleague, deal with a dissatisfied customer in person, select and use appropriate leadership styles, use effective delegation techniques, conduct an individual or team negotiation, demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

C. **Information:** A worker must be able to acquire and use information.

1. Acquire and Evaluate Information.
2. Organize and Maintain Information.
3. Interpret and Communicate Information.
4. Use Computers to Process Information.

Examples: research and collect data from various sources, develop a form to collect data, develop an inventory record-keeping system, produce a report using graphics, make an oral presentation using various media, use on-line computer databases to research a report, use a computer spreadsheet to develop a budget.

D. **Systems:** A worker must understand complex interrelationships.

1. Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
2. Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
3. Improve our Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

E. **Technology:** A worker must be able to work with a variety of technologies.

1. Select Technology: choose procedures, tools or equipment including computers and related technologies.
2. Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
3. Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs, set up and assemble appropriate equipment from instructions, read and follow directions for troubleshooting and repairing equipment.

These descriptions of the SCANS skills are taken from the 2015 Guidelines for Instructional Programs in Workforce Education published by the Texas Higher Education Coordinating Board.

This document may be found at

<https://reportcenter.highered.texas.gov/agency-publication/guidelines-manuals/guidelines-for-instructional-programs-in-workforce-education-gipwe/>

## **Appendix D**

### **STUDENT GRIEVANCE REPORT**

In accordance with the Nursing Program's grievance procedure (10.28), the following grievance is reported:

A separate form must be completed for each grievance you are requesting to petition (refer to procedure 10.28). Submit all relevant information and/or previous grievance forms together.

#### **Description of grievance:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Faculty Response/Resolution to grievance:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

**Director of Nursing Response/Resolution to grievance:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

**Dean of Nursing Response/Resolution to grievance:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

**VP/Provost of CPC Response/Resolution to grievance:**

The student has exhausted all administrative appeals for grievance. The above response/resolution is final.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **APPENDIX E**

### **CREDENTIAL FILE REQUEST FORM**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Semester: ☐ 1<sup>st</sup> ☐ 2<sup>nd</sup> ☐ 3<sup>rd</sup> ☐ 4<sup>th</sup>

Faculty Requested to Provide Reference: \_\_\_\_\_

Request Reason: ☐ Personal ☐ Portfolio ☐ Employment ☐ Other \_\_\_\_\_

#### **Academic and Professional Training**

| Name of college where degree earned: | Degree Earned | Graduation Date | Major/Minor |
|--------------------------------------|---------------|-----------------|-------------|
|                                      |               |                 |             |
|                                      |               |                 |             |
|                                      |               |                 |             |

#### **Extracurricular Activities:**

| Organization | Role/Office | Dates |
|--------------|-------------|-------|
|              |             |       |
|              |             |       |
|              |             |       |

#### **Send References to:**

| Contact Person/Title | Institution | Mailing Address |
|----------------------|-------------|-----------------|
|                      |             |                 |
|                      |             |                 |
|                      |             |                 |

I hereby authorize the above faculty to send a reference list of characteristics to the above-mentioned facilities to secure employment. I understand to revoke this authorization, I must do so in writing and such revocation shall not apply to records released prior to the date of revocation. I further understand it is my responsibility to supply the prospective employer with copies of the required transcripts, licenses and/or other information required. I understand I must give faculty a minimum of two weeks to provide the requested reference and the faculty may not agree to provide the requested reference.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_



## **APPENDIX F**

### **STUDENT TRAVEL FORM**

I, \_\_\_\_\_, would like to attend the following Student function: \_\_\_\_\_ on \_\_\_\_\_ (date(s)). I realize I must be a student in good standing to attend such a function as missing classes and/or clinicals. Good standing is both from an academic perspective as well as attendance. I further realize my instructors may require a written report of activities at the above function. I realize I must submit this form to the Faculty Advisor with all appropriate signatures PRIOR to attending the function. Additionally, I must complete a travel waiver and submit an official written verification of attendance to off-campus activity prior to attending this function.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

The following instructors have verified I am a student in good standing in my courses. (Signatures **MUST** be obtained from primary faculty in each of your courses.)

**Theory:**    **RNSG**    \_\_\_\_\_ Assignment Required: \_\_\_\_\_

Grade: \_\_\_\_\_

\_\_\_\_\_  
Faculty 's Signature

\_\_\_\_\_  
Date

**Clinical:**    **RNSG**    \_\_\_\_\_ Assignment Required: \_\_\_\_\_

Grade: \_\_\_\_\_

\_\_\_\_\_  
Faculty 's Signature

\_\_\_\_\_  
Date

**Other:**    **RNSG**    \_\_\_\_\_ Assignment Required: \_\_\_\_\_

Grade: \_\_\_\_\_

\_\_\_\_\_  
Faculty 's Signature

\_\_\_\_\_  
Date

Student is **not in good standing** and should NOT attend the above function for the following reason(s):

\_\_\_\_\_

\_\_\_\_\_  
Course

\_\_\_\_\_  
Faculty's Signature

\_\_\_\_\_  
Date

## **APPENDIX G**

### **Running for a Collin Nursing Student Association (CNSA) Officer**

I realize I must be a student in good standing to run for an office for CNSA. Good standing is both from an academic perspective as well as attendance. Officers may have times attending a function may result in missing classes and/or clinical.

I realize I must submit this form to the Faculty Advisor with all appropriate signatures PRIOR to running for the selected office.

The office I choose to run for is: \_\_\_\_\_  
\_\_\_\_\_

Student's Signature

Date

The following instructors have verified I am a student in good standing in my courses. (Signatures MUST be obtained from primary faculty in each of your courses.)

**Theory: RNSG/NURS** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **RNSG** \_\_\_\_\_ **Grade:** \_\_\_\_\_

\_\_\_\_\_  
Faculty's Signature

\_\_\_\_\_  
Date

**Clinical: RNSG** \_\_\_\_\_ **Grade:** \_\_\_\_\_

\_\_\_\_\_  
Faculty's Signature

\_\_\_\_\_  
Date

**LAB: RNSG** \_\_\_\_\_ **Grade:** \_\_\_\_\_

\_\_\_\_\_  
Faculty's Signature

\_\_\_\_\_  
Date

**The student is not in good standing and should NOT run for the above listed CNSA office.**  
**Course:** \_\_\_\_\_

\_\_\_\_\_  
Faculty's Signature

\_\_\_\_\_  
Date

## **Appendix H**

### **Collin College Nursing Student's Responsibilities**

Failure to comply with the requirements of any of the following items or other procedures in the Collin College Student Handbook may result in a conference with the Director of Nursing or his/her designee to discuss the difficulty. If the problems warrant immediate action, the Director and/or Dean may recommend the student be dismissed from the Collin College nursing program. The following is a description of the scholastic, non-cognitive performance responsibilities of a nursing student.

| <b>Responsibilities</b>              | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Attentiveness</b>                 | The student regularly attends class. All extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority. The student is on time for lectures and stays until the end of presentations. The student is alert during the presentation and demonstrates attentiveness by taking notes and asking appropriate questions.                                                                                                                                                           |
| <b>Professionalism/<br/>Demeanor</b> | The student has a positive, open attitude towards peers, teachers, and others during nursing studies. The student maintains a professional bearing in interpersonal relations. The student functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations.                                                                                                                                                                                                                   |
| <b>Maturity</b>                      | The student functions as a responsible, ethical, law-abiding adult.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Cooperation</b>                   | The student demonstrates his/her ability to work effectively in large and small groups and with other members of the team, cohort, or faculty, giving and accepting freely in the exchange of information.                                                                                                                                                                                                                                                                                                                          |
| <b>Inquisitiveness</b>               | The student acquires an interest in his/her courses and curricular subjects, demonstrating individual pursuit of further knowledge.                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Responsibility</b>                | Student/student and student/faculty academic exchanges are conducted in a reliable and trustworthy manner. The student exhibits a high level of responsibility and deep commitment to their nursing school performance.                                                                                                                                                                                                                                                                                                             |
| <b>Authority</b>                     | The student shows appropriate respect for those placed in authority over him/her both within Collin College and in society.                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Effective<br/>Communication</b>   | The student demonstrates an ability to communicate effectively verbally, nonverbally, and in writing with peers, teachers, patients, and others.                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Judgment</b>                      | The student shows an ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her academic life and chosen career.                                                                                                                                                                                                                                                                                                                                                            |
| <b>Professional<br/>Role</b>         | The nursing student conducts self as a professional role model always and in compliance with Standards of Practice Relative to Registered Nurses and the ANA (American Nurses Association) Code of Ethics for Nurses,<br><a href="http://www.nursingworld.org/mainmenucategories/ethicsstandards/codeofethicsfornurses">http://www.nursingworld.org/mainmenucategories/ethicsstandards/codeofethicsfornurses</a> .<br>The student demonstrates the personal, intellectual, and motivational qualifications of a professional nurse. |

**Collin College, School of Nursing reserves the right to dismiss a student at any time on grounds Collin College may deem inappropriate. Each student, by admission to the school of nursing, recognizes this right of Collin College. Appropriate behaviors and actions must be maintained in the classroom, labs, simulation, clinical site, college event or whenever Collin College is being represented indirectly.**

**Examples of unacceptable behavior are listed below, but this list is not inclusive:**

5. Demeaning, belittling or harassing others.
6. Gossiping about or disseminating false information about a classmate/professor that is intended to injure their professional reputation.
7. Habitual interrupting as others speak
8. Not paying attention or listening to others who address you; not responding to email, letters or voice mail that requires a reply.
9. Engaging in unjustified yelling or screaming at instructors, peers, or clinical staff
10. Habitually arriving late to class
11. Falsification of information contained in classwork, assignments, reports, or other records submitted to the Nursing Program.
12. Knowingly withholding information needed by a peer, instructor, or clinical staff; Discounting or ignoring solicited input from instructors/faculty regarding classroom and/or clinical performance or professional conduct.
13. Overruling decision without direct discussion and rationale
14. Not sharing credit for collaborative work and/or not completing an equitable share of collaborative work assigned
15. Threatening others: this refers to physical threats, verbal/nonverbal threats, and implied threats of violence.
16. Using up supplies or breaking equipment without notifying appropriate staff/faculty
17. Behaviors or actions of any kind that put people's potential safety in jeopardy or harm occurs.

**As Collin College, School of Nursing Students We Commit to:**

1. Follow conventions of good classroom manners and student responsibilities as outlined above.
2. Ask permission to record and respect the instructor's decision to allow or disallow, provided approved accommodations are followed.
3. Refrain from unlawful harassment as defined in Board policies.
4. Refrain from unlawful harassment via email, Facebook, or any other electronic/Wi-Fi media or devices
5. Refrain from using the internet during classroom time unless utilized as part of the class instruction.
6. Listen respectfully to each other.
7. Respond respectfully and reflectively to ideas aired in the classroom.
8. Refrain from personal insults, profanity, and other communication-stoppers.
9. Recognize and tolerate diverse levels of understanding of complex social and cultural issues among your classmates and professors.
10. Issue "gentle reminders" when these guidelines are breached.
11. Arrive timely to class/clinical sessions.

12. Bring the required supplies and be ready to be actively engaged in the learning process.
13. Focus on the business at hand: the class, its content, learning, and the professor.
14. Turn cell phones on vibrate before the start of class, or as otherwise instructed.
15. Refrain from texting during class time.
16. Pick up your trash when leaving the room.
17. Refrain from sleeping in class. (Laying your head on the desk or sleeping in class is rude, and it is distracting to others)
18. Turn in assignments on time; Written assignments utilize APA (American Psychological Association) format and doc. file.
19. Be courteous in class. (This does not mean you must agree with everything being said. However, your point will be much more credible if conveyed in a professional manner. If you strongly disagree with your professor, it is recommended to speak with him/her after class.)
20. Raise a hand to indicate a question or comment as a courtesy to classmates and the professor. Remember, your questions are NOT an imposition – they are welcome.
21. If an emergency arises requiring an absence from a session, students should arrange to get the notes and other information covered in class from another student in the same class.
22. Respect the need to meet individually with the instructor of a course for review of an exam and following administration of the exam as needed.
23. Respect the rules of the syllabus; (Content of exams and calculation of grades earned are not starting points for negotiation; Nursing faculty is willing to work with students to meet learning needs).

**By signing this statement, I acknowledge receipt and understanding of this statement and expectations for professionalism in the Nursing Program. I understand any behavior or action determined to be a breach of this statement may result in my being subject to immediate dismissal from the Collin College Nursing Program.**

**Student Name (please print):** \_\_\_\_\_

**CWID** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_