CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)
Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College

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An Innovation of the Connecticut State Colleges and Universities (CSCU)

NURSING PROGRAM
STUDENT HANDBOOK
2019-2020
A Guide to CT-CCNP Standards and Practices

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GENERAL PROGRAM INFORMATION

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

Program Mission, Vision, and Philosophy for the Concept-Based Curriculum

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

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

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

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

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

^ the CT-CCNP program mission, vision, and philosophy for students who began the program prior to fall 2019 is in Appendix A
Health has multiple definitions; it is a dynamic state of the person/individual, family, group, community or population as they interact with the environment. Nurses assess and intervene in human responses to actual and potential health problems along a continuum from wellness to acute conditions, chronic illness, and end of life. Nurses assess patient’s definition of health and collaboratively plan for patient-centered care.

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

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

Role of the Associate Degree Graduate

The Nursing Program will provide the student with the knowledge and technical skills to practice in a safe, effective and competent manner within the legal and ethical framework for an entry-level registered nurse. The Associate Degree Nurse is responsible for his/her continued professional growth and development through continuing education programs and educational advancement to a higher degree level.
End-of-Program Student Learning Outcomes for the Concept-Based Curriculum

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

1. Demonstrates communication strategies that promote accurate exchange of information, prevent and manage conflict, and establish and maintain therapeutic relationships.
2. Integrates evidence-based practice into clinical decision-making for the provision of patient-centered care.
3. Uses data and patient care technology to communicate, differentiate, and manage patient information to support clinical decision-making for optimal patient outcomes.
4. Integrates leadership and priority-setting skills into the management and coordination of safe, quality, patient-centered care.
5. Uses the nursing process to provide patient-centered care that is responsive to the patient's physiological, pharmacological, psychological, cultural, and sociological preferences, values, and needs.
6. Integrates integrity and accountability that upholds established regulatory, legal, and ethical principles into cost effective, standard-based nursing care.
7. Uses quality improvement to promote the delivery of patient-centered care and to optimize patient outcomes.
8. Promotes a safe culture that minimizes the risk of harm to patients, self, and others at the work unit and health care system levels.
9. Analyzes the impact of the health care system on the provision of safe, quality patient-centered care at the level of the work unit.
10. Collaborates with the interprofessional health care team to manage and coordinate the provision of safe, quality, patient-centered care.

Approval and Accreditation

The nursing programs at Capital, Gateway, Naugatuck Valley, Northwestern CT, Norwalk and Three Rivers Community Colleges are approved by the Connecticut State Board of Examiners for Nursing (CT SBEN) as a collaborative with the consent of the Commissioner of the Connecticut Department of Public Health. All six programs maintain national program accreditation through the Accreditation Commission for Education in Nursing (ACEN) located at 3343 Peachtree Road NE, Suite 850; Atlanta, GA 30326; Phone: 404.975.5000; Fax: 404.975.5020; web address: http://acenursing.org/; email: info@acenursing.org.

^ the CT-CCNP program learning outcomes for students who began the program prior to fall 2019 is in Appendix C
Non-discrimination Statement

The CT-CCNP abides by the State of Connecticut and the Community College System policies on non-discrimination. The nondiscrimination policy can be viewed at http://www.ct.edu/files/pdfs/ccc-policy-manual.pdf

Technical Standards

Connecticut community colleges provide reasonable accommodations to students who qualify under the Americans with Disability Act (ADA) of 1990 and the ADA Amendments Act (ADAAA) of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill performance abilities and characteristics that are necessary for completing the nursing program. Reasonableness is determined by the Disability Services Coordinator in collaboration with the Nursing Program Administrator at the college on a case-by-case basis.

To be eligible for accommodations, a student must have a documented disability of:

1. a physical or mental impairment that substantially limits one or more major life activities of such individual;
2. a record of such impairment; or,
3. be regarded as having such a condition.

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

RN Licensure

Eligibility for professional licensure is determined by the State in which the graduate applies for licensure. To take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) in Connecticut, a candidate must graduate from an approved Registered Nurse program as prescribed in the Connecticut General Statutes, Chapter 378, Nursing, Section 20-93. Additional information about eligibility requirements to take the examination is available at the Connecticut State Department of Public Health website.
Student Advisement

Each student is assigned an academic advisor for guidance related to the nursing program. Enrolled nursing students should meet at least once a semester with their advisor to review their plan of study, program progression, and to discuss strategies for success. Additionally, faculty are available during office hours and by appointment to advise students. Nursing students are encouraged to seek counsel for personal or financial issues through Student Services at individual colleges.

Program Fees

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

Employment

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

Request for Letter of Recommendation

Students requesting a letter of recommendation for prospective employers or for college or scholarship applications are required to complete a Faculty Recommendation Request Form (Appendix E) and submit it to the faculty member who will write the recommendation, per college policy.
PROGRAM STANDARDS

Student Conduct

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

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

Some students may need the guidance and assistance of faculty to realize the expectations for professional behavior consistent with the nursing profession. A Performance Improvement Plan (PIP) can be initiated by any nursing faculty, lab assistant or Nursing Program Administrator to draw a student’s attention to behaviors inconsistent with professional expectations in any setting (Appendix G). The PIP is designed to connect students with helpful resources to assist with addressing identified behaviors before success in the nursing program is compromised.

Social Media, Personal Electronic Devices, and Recordings

Selected portions of the nursing curriculum are taught, reinforced, or reviewed using educational software, instructional media, publisher resources, computer programs, audio/video recordings, and online learning activities. Students are required to adhere to all copyright policies when using these resources. Students are required to review and acknowledge receipt of the audio/audio-video recording/photographing agreement in Appendix J.

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

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

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

Attendance

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

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

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

Faculty will assess college laboratory and clinical attendance in relation to students’ progress in meeting course learning outcomes. If a student is unable to meet clinical learning outcomes due to absenteeism, the student will receive a clinical failure and consequently a course failure (grade of F).
School Closing/Inclement Weather

The student should refer to area radio and television stations or the college website for class delays, late openings, cancellations, or school closing. Students should sign up for text and voicemail alerts through their college of attendance. If college classes are cancelled, clinical experiences for that date will be cancelled. Course faculty will review clinical site-specific instructions and methods of communication regarding inclement weather.

Testing Standards and Practices

It is expected that students will be present for all examinations. If a student misses an examination for any reason, it is the student’s responsibility to contact the course leader prior to the administration of the examination. The student’s request for a make-up examination should be directed to the course leader. Any student taking a make-up examination will have 10 points subtracted from the make-up examination grade unless an extenuating circumstance is documented and approved by the Nursing Program Administrator or designee.

CT-CCNP Testing standards and practices are consistent with NCLEX-RN ® examination practices (see: https://www.ncsbn.org/1268.htm) and are as follows:

1. No study aids (i.e. textbooks, notebooks, classroom notes) are allowed in testing areas.
2. No papers, books, food, pens, wallets, hats, dark glasses, watches, beepers, or cell phones are allowed in the testing rooms.
3. Students are required to leave personal belongings in designated areas.
4. No cameras, photographic equipment or any other electronic devices are allowed in the testing rooms.
5. Unauthorized scrap paper may not be brought into the testing rooms.
6. No personal calculators may be used during an examination; test proctors will provide calculators as necessary.
7. Students may not leave the testing rooms during an examination without supervision.
8. Test proctors may provide pencils allowed for use during testing.
CLINICAL PRACTICE REQUIREMENTS

Health Requirements

Documentation of specific student health requirements is mandatory prior to participation in any clinical experience. The college of attendance will provide students with the college-specific Health Assessment Form and procedures for submission of the form. Students are required to follow all instructions for documentation of immunization status with the required laboratory reports and the health care provider’s signature. Certain items may require annual follow-up during the nursing program (i.e. flu vaccine). Failure to complete and submit requirements in accordance with the Health Assessment Form by the deadlines required by the college may result in dismissal from the nursing program.

College nursing laboratories and many clinical sites are not latex-free. Students who enter the program with a latex sensitivity/allergy must notify the Nursing Program Administrator and develop a plan of action.

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

Criminal Background Check & Toxicology Screening

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

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

1. Fees for all screenings must be paid by the student;
2. The need for additional screening/assessment beyond the initial screening/assessment is related to clinical affiliate requirements and/or results of the initial screening/assessment;
3. Notification and recordkeeping of toxicology screening results and/or criminal
background checks are performed in a manner that ensures the integrity, accuracy and confidentiality of the information;

4. Students are not allowed to hand-deliver results of either toxicology screening or criminal background checks;

5. Students are required to sign a release for results of toxicology screenings and criminal background checks to be sent to their respective nursing program.

6. Student refusal of either the background check or toxicology screening will result in dismissal from the nursing program due to the inability to complete clinical practice requirements.

**Criminal Background Checks**

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

**Toxicology Screening**

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

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

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

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

If a student tests positive for drugs that are illegal substances, non-prescribed legal substances, or the student is deemed unsafe for the clinical setting by a healthcare provider, the student will be immediately dismissed from the nursing program.
Readmission following dismissal from the program in response to a confirmed positive toxicology screen is subject to re-entry guidelines and the following conditions:

1. The student provides documentation from a qualified healthcare professional indicating status of abuse, addiction, or recovery, and/or documented rehabilitation related to the alcohol/drug abuse;
2. Documentation of a confirmed negative toxicology screen immediately prior to readmission; and,
3. All other readmission/re-entry requirements are met.

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

1. Physical symptoms such as slurred speech, unsteady gait, confusion or other manifestations of drug/alcohol use;
2. Presence of an odor of alcohol or illegal substance;
3. Abnormal conduct or erratic behavior during clinical or on-campus learning activities, chronic absenteeism, tardiness, or deterioration of performance regardless of any threat to patient safety;
4. Suspected theft of medications including controlled substances while at the clinical facility; and
5. Evidence of involvement in the use, possession, sale, solicitation or transfer of illegal or illicit drugs while enrolled in the nursing program.

**Basic Life Support (BLS) Training**

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

**Health and Safety Training**

Students are required to successfully complete the online CT Hospital Association (CHA) Health and Safety Training Course prior to participation in clinical experiences. The course is
Injury Insurance & Reporting Incidents

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

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

It is strongly encouraged that students obtain health insurance policy to ensure proper healthcare coverage. Students may want to evaluate the options available via Connecticut’s health insurance exchange: online at Access Health CT via phone at 1-855-354-2428, or if the student is not a Connecticut resident, at https://www.healthcare.gov/.

Malpractice Insurance

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

Transportation & Parking

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

Dress Code

Student apparel and grooming during clinical experiences must conform to health, sanitation, safety, professional standards, and clinical agency policies. Professional attire should also be worn when attending CT-CCNP sponsored activities/events outside of the College. The
complete uniform is to be worn during clinical experiences, unless otherwise directed by the faculty. The uniform includes, but is not limited to, designated uniform with nursing program logo, designated jacket with nursing program logo, water resistant medical professional shoes, stockings or socks of a neutral, solid color, and protective eyewear as required for patient care. Open clogs, moccasins or shoes with writing or symbols are not permitted. Uniforms must be clean and free of stains, wrinkles and odors. The college uniform may not be altered in any way.

1. Wedding bands, medical identification bracelets, and one small stud earring in one or both ears are permitted. Nose, facial, tongue, or visible body jewelry is not permitted in the college laboratory and at the clinical site.
2. Visible tattoos are discouraged and should be covered if possible and/or in accordance with clinical site policies.
3. Hair must be neat, clean and maintained away from the face; long hair must be held back in place and off the uniform. Only natural hair dyed colors are acceptable. Headwear is not allowed unless serving cultural or religious purposes.
4. Facial hair should be neat, clean and well-trimmed.
5. Fingernails must be clean and trimmed. If nail polish is worn, it must be clear and free of chips. Artificial nails are not allowed.
6. Smoking, vaping, chewing tobacco or gum is not permitted in the clinical setting.
7. No perfume, cologne, after shave or heavy fragrance is to be worn.
8. Personal hygiene practices should assure the lack of body odor.

Nursing faculty reserve the right to dismiss or restrict a student from the clinical setting for failure to comply with the dress code or for extremes in personal grooming. Dismissal or restriction from the clinical area will result in a clinical absence and a clinical unsatisfactory for the day.

**PROGRAM PROGRESSION & GRADING**

**Progression Requirements**

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

1. Obtain the minimum grade requirement for nursing (NUR) courses: 74% or higher.
2. Obtain the minimum grade requirement for co-requisite Courses: A grade of C or higher is
required for all non-nursing courses. Exceptions are BIO*211 & 212 for which a grade of C+ is required.

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

4. Complete all course requirements including standardized testing.

5. Pass all dosage calculation competencies.

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

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

**Grading for the Theoretical Component of Nursing Courses**

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

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

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

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

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

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

Grading for the Clinical Component of Nursing Courses

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

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

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

Clinical Practice Expectations

Clinical learning experiences are an essential component of CT-CCNP courses. Clinical experiences provide opportunities to apply theoretical knowledge and psychomotor skills within the framework of the CT-CCNP curriculum to achieve student learning outcomes (SLOs). Clinical experiences are provided in both traditional clinical sites and in simulation labs. In traditional sites such as inpatient, ambulatory care or community settings, students provide care
to patients under the guidance and supervision of nursing faculty. Simulation experiences are faculty guided and replicate real patient care in healthcare environments. Every effort is made to provide the most realistic experience possible. However, due to the nature of replication, there may be limitations to the realism provided. Nonetheless, students should proceed demonstrating knowledge, skills and attitudes in the simulation experience as if they were caring for an actual patient. Students are expected to actively engage in both traditional and simulated clinical experiences.

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

1. Arrive on-time. Students who arrive late to clinical may be dismissed for the day. Dismissal from clinical for the day will result in a clinical absence.
2. Demonstrate application of principles and performance criteria presented in classes, seminars, clinical laboratories, and required instructional materials.
3. Demonstrate evidence of preparation and initiative to provide responsible, safe nursing care. Students who are unprepared for clinical may be dismissed for the day. Dismissal from clinical for the day will result in a clinical absence.
4. Performance of patient care activities within a reasonable span of time.
5. Uphold the legal and ethical principles of patient care.
7. Apply and integrate faculty feedback related to clinical performance.
8. Seek direction from nursing faculty prior to performing nursing skill, particularly for the first time. Nursing skills must be performed according to clinical site policies and with direction, guidance, and supervision.
9. Students may only perform nursing care when nursing faculty are present in the assigned clinical agency during scheduled times.
10. Students may not remove clinical agency-generated client information from the clinical agency.
11. Unless otherwise specified, the use of personal electronic devices, tape recorders, cameras, cell phones and personal audible pagers is not permitted on clinical units.
12. Students must notify nursing faculty prior to leaving the clinical unit for any reason.
13. Students must attend pre and post clinical conferences unless excused by nursing faculty prior to the conference. Missed conference time is considered clinical absent time.
14. In the event a student’s behavior, physical or emotional condition threatens or disrupts the clinical learning experience, the nursing faculty may dismiss the student from the clinical site for the day, or balance of the day. If a student is dismissed, the incident will be documented, and the dismissal will be considered a clinical absence.

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

**Clinical Evaluation**

Clinical evaluation forms list the major student learning outcomes (SLOs) and competencies that apply to each course. Each SLO is stated as an observable behavior that incorporates more detailed and measurable statements. Clinical evaluation forms are used to review and summarize learner progress toward achieving SLOs and competencies, and to identify recommendations for further development. Rationale for unsatisfactory ratings must be provided by nursing faculty. **A satisfactory grade must be attained on the clinical evaluation to achieve a passing grade for the course.**

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

Faculty utilize a variety of methods to assist students who have areas of performance that need improvement. The following processes have been established to promote student success and improvement in identified performance areas.

1. The **Student Referral** process is designed to connect students with helpful resources to draw students’ attention to behaviors inconsistent with professional expectations in any setting before program success is compromised. **Student Referrals** can be initiated by any faculty member, lab assistant or Nursing Program Administrator. The student is required to meet the recommendations cited on **Student Referrals form** which are maintained as a permanent part of the student’s same educational record in the Program (see Appendix F for related document).

2. The **Performance Improvement Plan (PIP)** is designed to assist the student to identify, address and obtain assistance with performance areas in need of improvement. The plan is time limited and designed to assist the student to meet course learning outcomes. The nursing faculty must document that the student has successfully met the objectives of the **PIP**. See Appendix G for related document.

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

a. A student will be placed on Clinical Warning when the student fails to meet the requirements of the Performance Improvement Plan (PIP) or commits any serious violation of clinical performance expectations.

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

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

d. A student placed on Clinical Warning must meet the clinical learning outcomes in order to pass and progress to the next nursing course. Failure to do so will result in dismissal from clinical, a clinical failure, and/or a grade of “F” for the course.

e. A student who, in the professional judgment of the nursing faculty, demonstrates inappropriate, unethical, or unsafe clinical behavior or who places a client in imminent danger, may be removed immediately from the clinical component of the course and receive a grade of F for the course.

4. The Student Strategies for Success Form is designed to assist the student to identify specific approaches that can lead to their improvement. Students placed on a PIP or on Clinical Warning will be asked to complete a Student Strategies for Success Form. See Appendix I for related document.

Dosage Calculation Competency

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

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

2. The college will provide calculators for examinations involving dosage calculations.

3. Students may not administer patient medications until the dosage calculation examination is passed each semester.

4. Remediation is required for students who fail the dosage calculation examination before taking the next examination.
5. Students will be given no more than three (3) attempts to pass the dosage calculation examination in each semester.

6. Students who fail the third (3rd) dosage calculation examination will be dismissed from the nursing program.

**SUSPENSION OR DISMISSAL**

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

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

Nursing faculty may dismiss a student from clinical learning activities related to unsafe nursing practice for up to one day. If suspension from clinical learning activities beyond one day (interim suspension) is a consideration, the student is provided an opportunity to meet with designated college personnel to provide pertinent information for consideration prior to any decision addressing interim suspension from clinical.

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

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

- **Reapplication**: Students who withdraw from, do not successfully complete, or are dismissed from the first nursing course (NUR101/NUR 120) must re-apply to the program to be considered for admission for a second time.

- **Readmission**: Students who have successfully completed the first nursing course (NUR101/NUR120) and fail, are dismissed, or withdraw from a subsequent nursing course may request readmission to the program.

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

- Academic failure, a grade less than 74, for the theoretical component of any nursing course.
- Unsatisfactory grade or clinical failure in the clinical component of any nursing course.
- Violation of program policies.
- Withdrawal from a nursing course for any reason.
- Failure to meet program requirements such as toxicology screening, background check, clinical placement requirements, dosage calculation competency.
- Failure to complete course requirements, such as assigned assessment testing.
- Violation of the BOR Student Code of Conduct or the NSNA Code of Ethics may deem a student ineligible for re-entry to the nursing program.

**Standards for Readmission**

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

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

1. Successful completion of NUR*120 or NUR*101.
2. Minimum *Nursing Readmission GPA* of 2.70. The *Nursing Readmission GPA* is
based on those courses assigned credit within the nursing program plan of study (Appendix B). The Nursing Readmission GPA is not the same as the Nursing Admission GPA or the college GPA.

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

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

5. Written request for readmission submitted by
   a. March 1st for the summer semester (Northwestern CT only),
   b. April 1st for the fall semester and
   c. November 1st for the spring semester.

Requests should be addressed to the Nursing Program Administrator and describe efforts made to strengthen the areas of concern identified during the exit interview.

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

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

   Students who were enrolled in the nursing program prior to the implementation of the new concept-based curriculum in Fall 2019 (Spring 2020 for NCCC) will be required to successfully complete a 1-credit transition course (NUR126) prior to re-entry into the program. These students should seek academic guidance from the Nursing Program Administrator or designee.

   **INTERNAL TRANSFERS WITHIN THE CT-CCNP**

   A student applying for readmission who also wishes to transfer to another college within the CT-CCNP must first request approval for readmission by the college where the student was enrolled before making a transfer request to another college. Following approval for readmission, written transfer requests must be submitted to the Nursing Program Administrator at the college where the student was enrolled by January 2nd for spring semester, July 1st for fall semester and May 1st for the summer semester (Northwestern CT only). Students may only transfer once
during the nursing program.

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

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

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

**APPEAL PROCESS FOR NURSING STUDENTS**

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

- **Step One:** The student must submit their appeal in writing to the nursing faculty involved within two (2) business days of the incident.
- **Step Two:** If the student is not satisfied with the resolution at Step One, the student must submit their appeal in writing to the course leader within two (2) business days. If the faculty member involved is the course leader, the process will move to Step Three.
- **Step Three:** If the student is not satisfied with the resolution at Step Two, the student must submit their appeal in writing to the Nursing Program Administrator within two (2) business days. The Nursing Program Administrator will respond to the appeal in writing within four (4) business days of the receipt of the appeal.
- **If the student is not satisfied with the decision of the Nursing Program Administrator,** the student can initiate the college level student grievance procedure as outlined in the Student Handbook at the college of attendance.
APPENDIX A

The Connecticut Community College Nursing Program (CT-CCNP)

Philosophy & Core Values

Pertaining to students who started the CT-CCNP prior to fall 2019

The CT-CCNP supports the mission of the Connecticut Community College System and the missions of the colleges where the programs are offered. The CT-CCNP is committed to the educational preparation of safe, competent, entry-level practitioners of nursing. This is accomplished through a dynamic educational experience, which involves active and diverse learning processes. Program graduates are prepared to assume the multi-faceted role of the professional nurse, which includes planning, and provision of care, client advocacy, communication, teaching, and managing human, physical, financial and technological resources. Graduates must possess the ability to recognize and respond to current trends and issues while upholding standards of care through life-long learning.

The faculty believe nursing is a dynamic profession that incorporates evidenced-based theory and skills required for safe practice. Nursing practice integrates the art and science of nursing with theoretical principles from the natural, social, behavioral, biological and physical sciences.

The faculty have identified six core values that provide the framework for organizing the curriculum. The core values are:

Critical Thinking

Critical thinking skills are essential in today’s rapidly changing health care environment. Critical thinking is a complex process that is purposeful, goal-directed and based on factual evidence. Critical thinking requires the skills of collecting, identifying, examining, interpreting and evaluating data. Critical thinking in nursing utilizes the nursing process to identify problems, determine goals and interventions, and evaluate outcomes in client care situations. Critical thinking skills encourage nursing students to think for themselves and initiate appropriate interventions after defining the health care needs.

Safe and Competent Practice

Safe and competent practice embraces standards of professional nursing. These standards are implemented through clinical, cultural, and technological proficiency in a variety of health care settings. Nurses continuously strive to provide high level nursing care and to improve client
outcomes based upon scientifically supported evidence.

Caring

Caring is fundamental to nursing practice. Caring encompasses comfort, empathy, compassion, concern and advocacy within a culturally diverse client population. Caring nurses enhance the dignity and integrity of individuals, families and groups within the health care delivery system.

Professionalism

Professionalism is acquired through a complex process by which the nursing student internalizes values inherent to the practice of nursing. These values include integrity, legal-ethical standards, confidentiality, political awareness, and collegiality. Professional role development includes the acquisition of knowledge and skills through life-long learning.

Communication

Communication is essential to the practice of professional nursing and includes both verbal and non-verbal skills, and information technologies to enhance client care. The nursing student develops skills in presentation, documentation, teaching, conflict resolution, assertiveness, negotiation, and therapeutic communications with individuals, families, groups, health care team, and community agencies.

Holistic Care

Nursing utilizes a multidisciplinary approach to managing care that recognizes the uniqueness of the individual. Holistic nursing has as its goal the enhancement of illness prevention, health promotion, wellness maintenance, and health restoration across the life span. Holistic care involves the identification of the bio-psycho-social and cultural dimensions of the client across the life span on the wellness-illness continuum. Clients, families, and groups are respected according to their physical, emotional, social, economic, cultural, and spiritual needs.
**APPENDIX B: PLANS OF STUDY**

**CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)**

*Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College*

**Associate Degree Nursing Program Plan of Study**

**Commencing Academic Year 19-20**

<table>
<thead>
<tr>
<th>ADMISSION REQUIREMENTS/Year 1</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO*211: Anatomy &amp; Physiology I^ +</td>
<td>4 credits</td>
</tr>
<tr>
<td>ENG*101: English Composition</td>
<td>3 credits</td>
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<tr>
<td>MAT*137: Intermediate Algebra (or competency)</td>
<td>0</td>
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<tr>
<td>CHE*111: Chemistry (or HS competency)^ +</td>
<td>0</td>
</tr>
<tr>
<td>BIO*212: Anatomy &amp; Physiology II (Tier 2 Admissions)^ +</td>
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**FIRST SEMESTER/Year 2**

<table>
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<tr>
<th>Course</th>
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<tr>
<td>NUR*120: Nursing in Health &amp; Illness I</td>
<td>9 credits</td>
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<tr>
<td>BIO*235: Microbiology +</td>
<td>4 credits</td>
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<td>PSY*111: General Psychology</td>
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**SECOND SEMESTER/Year 2**

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<th>Course</th>
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<tr>
<td>NUR*125: Nursing in Health &amp; Illness II</td>
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<td>PSY*201: Life Span Development +</td>
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<tr>
<td>SOC*101: Principles of Sociology</td>
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**THIRD SEMESTER/Year 3**

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<th>Course</th>
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<td>NUR*220: Nursing in Health &amp; Illness III</td>
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<td>ENG*102: English Composition &amp; Literature + /OR 200 level ENG per College specific requirement+</td>
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**FOURTH SEMESTER/Year 3**

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<td>NUR*225: Nursing in Health &amp; Illness IV</td>
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<tr>
<td>NUR*226: Transition to Professional Nursing Practice</td>
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<tr>
<td>Elective: Humanities, Fine Arts+ OR College specific requirement</td>
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**Total General Education Course Credits**

30

**Nursing Course Credits (as mandated by DPH regulation)**

35

**Total Program Credits**

65

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

^There may be a prerequisite course that must be successfully completed prior to taking the course.

^Course must be taken within 5 years prior to beginning the nursing program. A grade of C+ or higher is required in BIO*211 and BIO*212.
# CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College

## Associate Degree Nursing Program Plan of Study for LPN Advanced Placement

**Commencing Academic Year 19-20**

### ADMISSION REQUIREMENTS

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<tr>
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<th>Course Name</th>
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<td>ENG*101</td>
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<td>MAT*137</td>
<td>Intermediate Algebra (or competency)</td>
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<td>CHE*111</td>
<td>Chemistry (or HS competency)</td>
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<td>BIO*212</td>
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### CT-CCNP PRE-REQUISITES

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<td>PSY*201</td>
<td>Life Span Development</td>
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</tr>
<tr>
<td>SOC*101</td>
<td>Principles of Sociology</td>
<td>3</td>
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### COSC LPN-RN ARTICULATION BRIDGE COURSE

NUR 190 LPN to RN Articulation Bridge Course

### FIRST SEMESTER

- NUR*152 Concept Based Curriculum LPN to RN Transition 2 credits
- LPN Articulation Credits Awarded 15 credits

### SECOND SEMESTER

- NUR*220 Nursing in Health & Illness III 9 credits
- ENG*102 English Composition & Literature OR 3 credits
  - 200 level ENG per College specific requirement
- Semester Total: 12 credits

### THIRD SEMESTER

- NUR*225 Nursing in Health & Illness IV 8 credits
- NUR*226 Transition to Professional Nursing Practice 1 credit
- Elective Humanities, Fine Arts OR 3 credits
- College specific requirement
- Semester Total: 12 credits

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<tr>
<td>Nursing Course Credits</td>
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<td>Total Program Credits</td>
<td>65</td>
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6 Plan of study for students admitted from fall 2019 forward.

* Prerequisite courses may be required

^ BIO*211 and BIO*212 must be taken within 5 years prior to start of nursing program. Minimum grade of C+ or higher required.

~ Course offered at Charter Oak State College online. Minimum grade of B- required for advanced placement Nursing courses must be taken in the stated sequence.

Non-nursing courses must be taken in the semester indicated or earlier.
CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

Pertaining to students who started the CT-CCNP prior to fall 2019

Program of Study

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<th>Admission Requirements</th>
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<td>BIO*211: Anatomy &amp; Physiology I</td>
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Pre-Requisite Requirements:

| BIO*212: Anatomy & Physiology II | 4 credits |

First Semester

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<th>Course</th>
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<tr>
<td>NUR*101: Introduction to Nursing Practice</td>
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<td>BIO*235: Microbiology</td>
<td>4 credits</td>
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Second Semester

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<td>NUR*102: Family Health Nursing</td>
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<td>NUR*103: Pharmacology for Families Across the Lifespan</td>
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<td>PSY*201: Life Span Development</td>
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<td>SOC*101: Principles of Sociology</td>
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Third Semester

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<td>NUR*202: Pharmacology for Individuals and Families with Intermediate Health Care Needs</td>
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Fourth Semester

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<tr>
<td>NUR*204: Pharmacology for Individuals and Groups with Complex Health Care Needs</td>
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<tr>
<td>NUR*205: Nursing Management &amp; Trends</td>
<td>2 credits</td>
</tr>
<tr>
<td>Elective: Humanities or Fine Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>14 credits</td>
</tr>
</tbody>
</table>

Total Program Credits

General Education Credits = 30 credits
Nursing Credits = 38 credits

* There may be a prerequisite course that must be successfully completed prior to taking the course.
** Norwalk Community College requires one interdisciplinary course to fulfill core curriculum requirements. Non-nursing courses must be taken in the semester indicated above or they may be taken earlier; nursing courses must be taken in the stated sequence.
APPENDIX C

The Connecticut Community College Nursing Program (CT-CCNP)
End of Program Learning Outcomes

Pertaining to students who started the CT-CCNP prior to fall 2019

End of Program Student Learning Outcomes

The graduate will:

1. Integrate the principles of the natural, physical, social, biological and behavioral sciences, and nursing theory to provide holistic care to individuals, families and groups across the wellness-illness continuum.

2. Integrate nursing process and critical thinking skills for decision making in nursing practice.

3. Provide safe and competent care to individuals, families and groups utilizing evidence-based practice, quantitative reasoning and technological proficiency.

4. Integrate effective communication skills through professional interactions with individuals, families, groups and the health care team.

5. Create an environment where therapeutic interventions reflect a respect for human dignity.

6. Collaborate as a member of a multidisciplinary health team.

7. Integrate accountability and responsibility for practice within the legal and ethical standards of the nursing profession.

8. Function in the professional role utilizing current standards of nursing practice.
## APPENDIX D
### Technical Standards for the CT-CCNP*

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

Faculty Recommendation Request Form

Date: __________ Name of Faculty Requested for Recommendation: ______________________
Title: __________________________________________________________

Name of Student Requesting Recommendation: _____________________________
Banner Number: @ __________________________
Student Address: ______________________________________________________
City: __________________________ State: _______ Zip: _______

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

Reason Requesting Recommendation: _______________________________________

Position Applied For: ____________________________________________________

Name of Organization Applied to: _________________________________________

Address to Send Recommendation: ________________________________________
________________________________
________________________________

Signature of Student: ____________________________________________

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

FOR FACULTY USE ONLY

Recommendation Written:  Yes  No If no, please explain: _______________________________

Date Recommendation Was Sent: ________________________________

Faculty Signature: ______________________________________

Please retain a copy of the recommendation for your files.
STUDENT REFERRAL

STUDENT: ___________________________ DATE: ____________

REFERRED TO: ___________________________

REFERRED BY: ___________________________

REFERRAL DATE: ____________ DUE DATE: ____________

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

________________________________________________________________________

Action Plan:

________________________________________________________________________

Student Signature: ___________________________ Date: ____________

Signature of Faculty/Staff Member Completing Referral: ___________________________ Date: ____________

Outcomes:

________________________________________________________________________

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

___ Follow-Up Action Plan:

________________________________________________________________________

___ Resolved

Student Signature: ___________________________

Faculty/Staff Member Signature: ___________________________ Date: ____________

*Add supportive documents as needed
APPENDIX G
CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)
Capital Community College, Gateway Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Three Rivers Community College

Student Name: ___________________________ Course/Name/#: _____________

Part I: Student Placement on PIP
Unsatisfactory Student Learning Outcome (SLO):

As Evidenced By: (cite specific performance examples)

Action Plan and Review Date:

Student Comments: (student to complete Strategy for Success Form)

Student Signature: ___________________________ Date: _________

Nursing Faculty Signature: ___________________________ Date: _________

Part II: Review of PIP; Follow up Actions

_____ Student has completed the Action Plan and is now meeting the SLO(s) cited above

_____ Student

_____ Student is not meeting the SLO(s) cited above and is placed on Program Warning.

As Evidenced By: (cite specific performance examples)

Student Comments:

Student Signature: ___________________________ Date: _________

Nursing Faculty Signature: ___________________________

*Add supportive documents as needed
APPENDIX H
CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)
Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College

Notification of Program or Clinical Warning*

Student Name: _____________________________ Course/Name/#: ____________

Part I: Placement on Program Warning

Date Placed on PIP _______________________ Date Placed on Warning: ____________

Prior Warning: Yes ____ No ____

Follow up Student Review Date(s):

_____________________________________

Student Learning Outcome (SLO) Unsatisfactory (U): (Reference the clinical evaluation form SLO)

As Evidenced By: (cite specific performance examples)

Action Plan and Review Date:

Student Comments: (student to complete Strategy for Success Form)

Student Signature: _________________________ Date: ____________

Nursing Faculty Signature: _________________________ Date: ____________
Part II: Review of Program Warning; Follow up Actions

_____ Student has completed the Action Plan and is now meeting the Clinical SLO(s) cited above

_____ Student is not meeting the Clinical SLO(s) cited above and will remain 
*Program Warning* until next Review Date.

_____ Student is not meeting the Clinical SLO(s) cited above and will receive a grade of F for the course

As Evidenced By: *(cite specific performance examples)*

---

Action Plan and Review Date:

---

Student Comments: *(student to complete Strategy for Success Form)*

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Student Signature: ___________________________ Date: ____________

Nursing Faculty Signature: ___________________________ Date: ____________
APPENDIX I
CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)
Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College

Student Strategies for Success Form

Student Defined Strategies for Success: Cite specific Student Learning Outcomes (SLOs) and identify strategies for improvement for each cited

Student Learning Outcome (SLO):

Student Learning Outcome (SLO):

Student Learning Outcome (SLO):

Student Signature:_________________________Date: ____________

Faculty/Staff Signature: __________________________Date: __________
APPENDIX J

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)
Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College

AUDIO/AUDIOVIDEO RECORDING/PHOTOGRAPHING AGREEMENT

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

In agreeing to this both the Student and the College recognize that:

1. the audio/audiovideo recording/photography may affect others in the course, including faculty and students, including the extent to which their participation may be affected by the audio/audiovideo recording/photography.

2. both the Student and the college acknowledge that there are legitimate interests involving copyright, academic freedom of the College, the instructor and the student's classmates, the Family Education Rights and Privacy Act (FERPA) regarding the privacy of recorded student information and expectations of others regarding having their identity and statements being recorded/photographed.

3. in order to balance the numerous interests of all concerned and to minimize the possible disruption and/or distraction that may result from the audio/audiovideo recording/photography of a class or laboratory session, the Student and the College mutually and voluntarily enter into the following agreement

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

In particular, and as a condition of this agreement, I expressly agree to the following:

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

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

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CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO RECORD

During participation in simulated clinical experiences, while a student in the CT-CCNP, you will be both an active participant and an observer.

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

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

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

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)
Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College

Nursing Student Handbook Acknowledgement of Receipt and Agreement to Comply

Nursing students are responsible for reading and complying with the information that appears in the current college catalog, student handbook at the college where they are enrolled, and the 2019-20 CT-CCNP Nursing Student Handbook. The CT-CCNP Nursing Student Handbook is a guide to specific practice standards for the nursing program plan of study. Failure to comply with nursing program standards and practices will lead to a review of student behavior and possible disciplinary action, up to and including dismissal from the Program.

The CT-CCNP reserve the right to modify any statement in the 2019-20 CT-CCNP Nursing Student Handbook. If changes are made, they will be provided to students through a CT-CCNP Nursing Student Handbook Addendum. Regardless of entry date, students must abide by the CT-CCNP Standards and Practices in accordance with the most recent edition of the CT-CCNP Nursing Student Handbook.

I,__________________________________________, acknowledge receiving and reading the 2019-20 Nursing Student Handbook, including the AUDIO/VIDEO RECORDING/ PHOTOGRAPHING AGREEMENT and the CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO RECORD.

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

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

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

Student Name (Print): ____________________________

Banner ID Number: ____________________________

Signature: ____________________________

Date: ____________________________