



NURSING PROGRAM STUDENT HANDBOOK

September 2023 – June 2024

CLACKAMAS COMMUNITY COLLEGE
7738 SE HARMONY ROAD, MILWAUKIE, OR 97222

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NURSING FACULTY STATEMENT

The Clackamas Community College nursing faculty believe that as members of the nursing profession, we want to make clear that we are committed to equity, inclusivity and advocacy for social justice for all people. We focus our teaching and practice on the moral and ethical principles that are the cornerstones of the nursing profession. There is no room for racism or discrimination of any kind in our nursing program; in our profession; in healthcare; in our country, our neighborhoods, schools or workplaces; nor in any dimension of society.

RESOURCES AND INFORMATION FOR STUDENTS DURING THE COVID-19 PANDEMIC

The COVID-19 pandemic impacts so many areas of our lives, from how we learn to our health and well-being, from our economic security to how we plan for the future. Clackamas Community College recognizes the extraordinary challenges facing students pursuing education during a global pandemic.

Resources are available. This page will be updated with resources and information for students to support you to achieve your goals. <https://www.clackamas.edu/emergency>

Student support services are available remotely (by phone or online/Zoom), including advising, counseling and tutoring. Resources links found in **APPENDIX F**.

COVID-19 POLICIES

The nursing department will follow Clackamas Community College's policies related to COVID-19 and will also adhere to those that any of our clinical partners have in place that pertain to nursing students attending clinical in their facility. <https://www.clackamas.edu/return-to-campus>

COVID-19 pandemic. Our ability to continue in-person instruction through this pandemic depends on all of us following and maintaining these safety measures to keep our community healthy. You can learn more about our Return to Campus plan [here](#).

- **FACE MASKS ARE ENCOURAGED BUT NO LONGER MANDATORY.**
 - To help reduce the transmission of COVID-19, students, faculty, and staff are encouraged to wear masks or other face coverings in all shared areas, including classrooms, laboratories, work stations, and other similar spaces where in-person instruction occurs.
- **YOU ARE REQUIRED TO COMPLETE THE SELF-HEALTH CHECKLIST DAILY BEFORE COMING TO CAMPUS**
 - Before arriving to campus each day, you should complete the [COVID-19 DAILY SELF-HEALTH CHECKLIST](#). If you reply YES to any of the questions, you must:
 1. Stay Home
 2. Notify a faculty member of your illness via email or phone
 3. Contact your health provider for further health-related instructions

- **YOU ARE REQUIRED TO PRACTICE GOOD PERSONAL HYGIENE PRACTICES.**
 - Practicing good personal hygiene, including covering sneezes and coughs with tissue or your elbow, washing your hands thoroughly with soap and hot water for 20 seconds, and using hand sanitizer will keep our community healthy and safe.

- **SOCIAL DISTANCING**
 - Physical distancing will continue inside some classes. These are determined by instructors, and each classroom will be set up accordingly. However, no physical distancing requirement will exist in public spaces or offices.

- **COVID-19 HEALTH-RELATED CLASS ABSENCES**
 - More than ever, it is important that you do not attend class if you are ill. Students who miss class due to illness will be given opportunities to access course materials online, and will not be penalized for not attending class in person.
 - You are encouraged to seek appropriate medical attention for treatment of illness. In the event of contagious illness, please do not come to class or to campus to turn in work. Instead notify the instructor by email about your absence as soon as practical, so that accommodations can be made.
 - Please note that documentation (a Doctor's note) for medical excuses is NOT required.

Students who do not comply with the requirements will be subject to the [CCC Student Code of Conduct and Disciplinary Policy](#), which states: "Failure to conduct oneself in a safe manner in all college programs where there is an ability for an individual to cause harm to self or others" are grounds for disciplinary action (page 161).

The nursing faculty appreciate your willingness to participate in keeping our community and learning environment safe and healthy by following these requirements. If you have any questions or concerns, please contact one of your nursing instructors.

NURSING HANDBOOK OVERVIEW

Each nursing student is provided a copy of the Clackamas Community College (CCC) Nursing Student Handbook, which they are expected to read. This Handbook is designed as a guide for CCC nursing students and includes related college policies and procedures to some, but not all, CCC Nursing Program situations. The student is to clarify anything that is unclear and sign the agreement page at the end of the Student Handbook.

CCC reserves the right to revise and interpret the language of handbooks and policies when deemed appropriate. Amendments to the content of the Handbook can be made at any time per the Nursing Program or College's discretion. All amendments will be communicated to students immediately.

Changes to this Handbook or any policies/procedures will be communicated via CCC email/ Moodle LMS or by distributing copies of any changes that occur during the academic year.

OREGON CONSORTIUM for NURSING EDUCATION (OCNE)

The Nursing program at Clackamas Community College (CCC) is a member of the Oregon Consortium for Nursing Education (OCNE) admitting the first class under the OCNE curriculum in fall of 2007. The curriculum in OCNE is competency-based and delivered via a student-centered, concept-based format. It was developed in collaboration with Oregon Health & Science University (OHSU) and other partner community colleges in Oregon. This curriculum, which has been approved by the Oregon State Board of Education as well as the Oregon State Board of Nursing, can ultimately culminate in a Baccalaureate of Science Degree with a focus in Nursing from OHSU.

The OCNE curriculum addresses the need for nurses to be skilled in clinical judgment and critical reasoning; evidenced-based practice; relationship-centered care; therapeutic communication and interdisciplinary collaboration. Nurses also continually assist individuals and families across the lifespan regarding self-care practices. Focus areas include health promotion, acute care, chronic illness management, and end-of-life care issues. Clinical experience varies between concept-based activities, direct patient care, mid/high fidelity simulation, and focused learning activities. These experiences provide students with a wide variety of learning opportunities in various settings.

The OCNE curriculum is designed as a four-year course of study with the first year devoted to pre-admission requirements. The second and third year of designated study will be completed at Clackamas Community College. Upon successful completion of the CCC nursing program, students are eligible to receive their Associate of Applied Science in Nursing and take the national examination (NCLEX-RN) for registered nurse licensure. Graduates of the nursing program at Clackamas Community College are prepared for entry-level employment as a registered nurse. The student may elect to continue for the fourth year of study, culminating in a Baccalaureate of Science Degree (Nursing Focus) offered by OHSU, completing the course of study of the OCNE curriculum. One of the unique features of the OCNE partnership is that student transfer between OCNE schools may be considered at the end of the 3rd term of the first year of nursing coursework depending on the availability of resources at the receiving school. It is the responsibility of the student wishing to transfer to follow the OCNE Transfer Policy that is available upon request. Contact information related to partner schools within OCNE is available at <http://www.ocne.org/>.

NURSING DEPARTMENT, HARMONY CAMPUS and GENERAL INFORMATION

HEALTH SCIENCES (HS) ORGANIZATIONAL STRUCTURE and NURSING FACULTY

Nursing faculty offices, as well as the office of the Health Sciences Director and Administrative Assistant, are located on the second floor of the Harmony East building at the Harmony campus.

Name	CCC Position	Office	Email	Phone
Armetta Burney	Division Dean	I216	Armetta.burney@clackamas.edu	503-594-3440
Mickie McMurry	Div. Administrative Coordinator	RR115	Mickie.mcmurray@clackamas.edu	503-594-3057
Erin Gravelle	Associate Dean	I217A	Erin.Gravelle@clackamas.edu	503-594-3441
Virginia Chambers	Director of Health Sciences	HE277	Virginia.chambers@clackamas.ed	503-594-0699
Jazmyne Walker	Nursing Program Director	HE280	Jazzy.walker@clackamas.edu	503-594-0654
McKensie Thomas	Administrative Assistant for HS	HE278	Mckensie.thomas@clackamas.edu	503-594-6589
Pamela Cortez	Clinical Placement Coordinator	HE276	Pamela.cortez@clackamas.edu	N/A
Full-Time Nursing Faculty				
Kristen Richards	Nurse Educator / Clinical Instructor 2 nd -Year Lead	HE282	kristen.richards@clackamas.edu	503-594-6027
Ginny Connell	Nurse Educator / Clinical Instructor Clinical Lead	HE281	ginny.connell@clackamas.edu	503-594-3988
Tamera Vanderwerf	Nurse Educator Associate Lab Lead 1 st -Year Lead	HE283	tamera.vanderwerf@clackamas.edu	503-594-0670
Becky Ellison	Nurse Educator / Clinical Instructor Simulation Lead	HE286	Becky.ellison@clackamas.edu	TBA
Robin Tarter	Nurse Educator/Clinical Instructor	HE285	Robin.tarter@clackamas.edu	TBA
Christina Burt	Nurse Educator/Clinical Instructor	HE284	Christina.burt@clackamas.edu	TBA
Part-Time/Associate Nursing Faculty				
Mandy Mc Coy	Clinical Nursing Instructor	HE 291	Mandy.mccoy@clackamas.edu	
Ashley Marchant	Clinical Nursing Instructor	HE291	Ashley.marchant@clackamas.edu	
Tess Faris	Clinical Nursing Instructor	HE291	Tess.faris@clackamas.edu	
Jess Cannon	Clinical Nursing Instructor	HE291	Jessica.cannon@clackamas.edu	
Laira Fonner	Clinical Nursing Instructor	HE291	Laira.fonner@clackamas.edu	
Ivy Romero	Clinical Nursing Instructor	HE291	Ivy.romero@clackamas.edu	
Joshua Ward	Clinical Nursing Instructor	HE291	Josh.ward@clackamas.edu	
Mary Walker	DNP and Nurse Midwife	HE 291	mary@starshiputerus.com	
Barbara Rallison	Neonatal and Lactation Nurse	HE 291	Barbara.R.Friedman@kp.org	
Karen Schneider	Nurse Educator	HE291	karenschn@clackamas.edu	

FACULTY OFFICE HOURS AND APPOINTMENTS

The philosophy of the nursing program faculty at CCC is to be available, within reason, for student questions or to assist students in adapting to the nursing program, counsel students in academic matters about nursing courses, suggest resources and make referrals for tutoring and counseling.

Faculty office hours will be made available to students at the beginning of each term. Faculty may choose to offer designated times each week for open zoom drop-in office hours and/or be available for individual scheduled zoom appointments. When the campus is operating under normal circumstances, faculty may choose to offer open office hours (if faculty office door is open, the faculty is available to meet with a student unless otherwise directed) or designate office hours; this is up to the discretion of each faculty member. If a faculty member chooses to identify specific office hours for students, a schedule/calendar related to those times will be posted outside the faculty office door. Nursing students may also schedule appointments via email or phone.

Nursing faculty appoint members of the educator team as First-year Lead and Second-year Lead to be the 'go to' faculty member to assist students as necessary if course questions or concerns arise. Students are encouraged to keep faculty informed when situations occur that could impact attentiveness to their studies or attendance in class, clinical lab or clinical.

Students are not to access any faculty's office if that faculty member is not in their office or available. Should the student need to hand something into a faculty, McKensie Thomas, the Health Sciences Administrative Assistant, will accept the material on behalf of the faculty. If the Administrative Assistant is not present, place any documents in a sealed manila envelope (envelopes available on the table outside the Administrative Assistant's office HE 278) and then place the envelope in the black mailbox outside of Administrative Assistants office.

FACULTY MEETINGS

Faculty members hold meetings at least monthly to collaborate on department business. Student representatives from each class, elected through the Student Nurse Association (SNA), are offered time on the agenda of at least one faculty meeting per term to share thoughts or concerns of the class. The SNA reps will be notified by the SNA faculty advisor re dates/times of faculty meetings to which the SNA are invited. If issues arise and the class would like the SNA reps to attend additional meetings, coordination through the SNA faculty advisor is required. With oversight from the faculty advisor, the selected class representative will then share the results of these discussions with the class, generally via email.

COMMUNICATION BETWEEN FACULTY AND STUDENTS

Bulletin Boards – Bulletin boards located outside the clinical lab and by the mailboxes are utilized for posting information pertinent to the program. Information includes activities and events of current interest, workshops or job openings. Student postings must be pre-approved by the faculty SNA advisor or Nursing Program Administrator.

Student Mailboxes – Student mailboxes are located in the second-floor hallway in the Harmony East Building. Students will be given combinations to their mailboxes by the nursing faculty. If unable to access the mailbox due to forgotten combination or other reasons, the Health Sciences Administrative Assistant will be able to accommodate those needs. Students are strongly advised to check their

mailbox at least weekly for returned assignments, notices, and general communication/information. Please ensure that your mailbox is locked after you access your mail. Students may never access their mailbox via the staff workroom.

Email – Faculty email addresses are made available to students. A home computer with email access is necessary for students. Students are required to have a 'student.clackamas.edu' email address. The faculty and the Administrative Assistant for the Health Sciences provide students with program-related information via email or on Moodle, the nursing program Learning Management System (LMS) on a regular basis. Email communication with faculty is encouraged, and in some instances required. Students can expect a response to an email from faculty within two business days (i.e., 48 hours within the Monday through Friday period). Although faculty may choose to read or answer email on the weekends or holidays, it is not a requirement. Therefore, emails sent by students on Friday afternoon, may not receive a response until the following Tuesday.

Phone– Faculty office numbers are available at the beginning of this document. Cell phone numbers are given to students at the discretion of each faculty. Students will notify faculty when emergencies or illness necessitates clinical absence. Phone calls to faculty member's home are discouraged unless students are instructed to do so. Students' phone numbers are maintained in the nursing department and made available to faculty. Phone numbers may be shared amongst peers in theory and clinical groups if there are no objections from a student. Student phone numbers may be made available to the relevant program personnel at clinical sites at the beginning of each clinical rotation, although most communication from the facilities to the students is via the CCC clinical instructor.

Classroom, Clinical Lab, and Clinical Sites – Communication among students and faculty naturally occur in these settings. Communication not pertinent to the setting/class should occur before or after class/clinical or during a break. Clinical journals and other class assignments may be returned to students in any of these settings rather than in the student mailboxes.

Scholarship Information – The nursing program receives scholarship information from the college, as well as the community, several times throughout the year. This information is updated as new information is received and is made available to students via bulletin boards, student's Clackamas email or announcements on the LMS (Moodle). More information may be obtained by accessing this website: <https://www.clackamas.edu/admissions-financial-aid/financial-aid-scholarships/scholarships>

CURRENT CONTACT INFORMATION POLICY

Students are required to submit current mailing address, active phone numbers, and both personal and CCC email addresses to the Health Sciences Administrative Assistant McKensie Thomas @ mckensie.thomas@clackamas.edu and the Registrar at the beginning of the program and immediately as any change occurs. Nursing department faculty and staff must be able to contact students directly concerning clinical or class matters.

TRANSITION TO BACCALAUREATE WITH A FOCUS IN NURSING PROGRAMS

The CCC nursing program has agreements with Oregon Health & Sciences University (OHSU), Linfield University and Bushnell University (formally Northwest Christian College) all of whom facilitate a smooth transfer to the respective school for completion of a baccalaureate degree with a focus in nursing.

OHSU: As a graduate of an OCNE school, you are co-admitted to OHSU and may complete the 4th year of the OCNE shared curriculum via various pathways.

- A full-time nursing faculty member (TBD) is the liaison with OHSU for any student questions, concerns or issues related to the transition to OHSU for a baccalaureate with a focus in nursing degree.

LINFIELD UNIVERSITY AND BUSHNELL UNIVERSITY

- A full-time nursing faculty member (TBD) is the liaison for any student questions, concerns or issues related to transition to either of these universities for a baccalaureate with a focus in nursing degree. Information from each of these programs will be made available to students throughout the year.

There are additional universities that provide students with the opportunity to complete a baccalaureate degree with a focus in nursing. Information about these programs will be provided to students as it becomes available. Students are advised to thoroughly investigate any RN→BSN program to ensure that the program is accredited and that credits from the program will transfer should the student choose to pursue a degree beyond the baccalaureate. Other information such as the total cost of the program and the amount of time required to complete the degree should also be considered before making a decision when choosing a program.

STUDENT ADVISING, TUTORING, and COUNSELING

Students are referred to the CCC counselors and advisors assigned to the nursing program for advising related to personal or academic issues. The CCC counselors are part of the Student Services Division and are not part of the department of nursing which means student confidentiality is always maintained by the counseling department unless there is a danger to the student or others. Confidential information is not shared with the nursing faculty unless the student authorizes the counselor to do so per written consent. Additional resources can be found in **APPENDIX F**.

HARMONY CAMPUS

The nursing program is located in the Harmony East building on the Harmony campus of Clackamas Community College. This campus provides full service for students' needs. Resources located at the Harmony campus for nursing students include, but are not limited to:

- Registration
- Financial Aid (limited availability)
- Advising
- Counseling
- Tutoring of math and writing
- Testing Center
- ESL Services
- Disability Resource Center (limited availability)
- Bookstore (offers snacks, beverages)
- Resource Library
- Computers and printers

Due to COVID restrictions, students may need to contact each of these departments via email to determine the best way to access services. (APPENDIX F)

When the campus is operating under normal hours, the nursing department has a limited number of laptop computers that may be checked out for use in the classroom for student work outside of class. However, the use of these laptops is limited to the 2nd floor of the Harmony East building. See any nursing faculty member to access these laptop computers.

CHROMEBOOK APPLICATION

This program provides a Chromebook for current students to do schoolwork. Due to limited supply, there may not be a Chromebook for everyone who applies. After completing this application, you will receive an e-mail regarding your application and next steps. If you are interested in checking out a Chromebook, please [complete this form](#).

PERSONAL HEALTH, PROGRAM REQUIREMENTS and SAFETY POLICIES

PHYSICAL and MENTAL HEALTH REQUIREMENTS POLICY

The physical and mental health requirements on admission to the nursing program continue throughout the six terms of the program. Students must have the physical and mental capabilities to provide safe patient care; visual acuity, hearing, speech, manual dexterity, physical strength, and endurance must be maintained as well. (APPENDIX D)

If a student should become ill, injured, or pregnant while in the nursing program they are required to notify the Nursing Program Administrator. To help maintain student and patient safety the student may be required to obtain a physical examination to ensure they remain capable of performing the technical standards of the nursing program.

Students are to notify the Nursing Program Administrator as well as their clinical faculty of any condition, impairment, or change in a preexisting condition that interferes with their physical or mental ability to provide safe patient care. Students may need to be absent from the clinical setting until such time that the condition or impairment is no longer a potential safety concern. This may include, but is not limited to, physical injury, communicable disease, emotional instability, or use of prescribed medication that has the potential to impair judgment.

Nursing program faculty have the final authority for determining a student's ability to provide safe nursing care. The faculty decision may influence the student's ability to remain in either the clinical or classroom setting(s) which could potentially put the student's progression in the program in jeopardy.

CRIMINAL BACKGROUND CHECK and URINE DRUG SCREEN (UDS) POLICY

To maintain contractual compliance with our clinical partners, all students admitted to the program are required to pass a criminal background check and a random urine drug test before attending clinical. The nursing program at Clackamas Community College has contracted with Corporate Screening to conduct the background check and facilitate the completion of the urine drug screen (UDS). Students will be provided information regarding creating an account with Corporate Screening for completion of these requirements. Incoming students will need to complete the background check and a UDS before fall term start of the nursing program (within 30 days of starting the program). If a student's progression in the program is disrupted for any reason, a repeat UDS and background check will be required if the

student is re-entered into the program. Faculty reserve the right to request a random UDS anytime while the student is in the program should there be an indication that the student may be impaired while in a nursing program associated setting (class, lab, clinical, etc.).

Some clinical sites used for clinical experiences in the program may require additional background checks and drug tests. Students will be notified if this applies to their clinical placements. *Clinical sites reserve the right to deny placement for students with a record of certain criminal offenses. If a student is denied placement at a site and if an alternative placement cannot be found for required student experiences, progression in the program will not be possible.*

If a student is arrested at any time while he/she is enrolled in the nursing program, the student must immediately notify the Nursing Program Administrator of the arrest. The nursing faculty will review the student's status in the program in conjunction with direction from the Oregon State Board of Nursing. A possible outcome of the review may be the student's inability to progress in the program.

Please be aware that if a student chooses to continue to OHSU, Linfield or another institution for their baccalaureate degree, the background check and urine drug screen will have to be repeated as the information does not transfer with the student.

CPR POLICY

CPR certification (American Heart Association Healthcare Provider) will be verified by the nursing program at the beginning of the program and must be kept current throughout the program. Students will not be allowed to participate in any clinical activity without appropriate CPR certification documentation. Maintenance of a current CPR card also fulfills the PE requirement for graduation. Therefore, the student must send/maintain a copy of current CPR in the CCC registrar's office. It is essential that the Registrar has a copy of a current CPR card at the time of graduation or graduation requirements will not be met.

IMMUNIZATIONS and TB SCREENING POLICY

Immunization documentation or positive titer results for the following must be current and uploaded to ACE-MAPP for students to participate in any clinical activity:

- Influenza (yearly requirement)
- Diphtheria/tetanus toxoid (dT) or diphtheria/tetanus and pertussis toxoid (t-DAP)
- MMR (measles/mumps/rubella)
- Hepatitis B (series of 3 injections)
- Varicella
- TB - documented negative IGRA blood test is required (Quantiferon Gold and T-spot test are approved IGRA tests). Students who have a 'positive' test result must follow State Health Department guidelines for either a chest x-ray or treatment. Before attending clinical in the 2nd year, a TB Review of Symptoms form will need to be completed by all students before attending any clinical experience. At any time, signs or symptoms of TB are observed, the student will be required to repeat an IGRA or obtain an x-ray for confirmation of the absence of disease.
- COVID vaccine – initial series (2 vaccines for Moderna, 1 vaccine for Pfizer). COVID vaccine and booster requirements are determined by clinical partners and are subject to change.

A documented shortage of vaccine per the State Health Department will not be the reason to exclude a student from clinical activities; however, clinical facility policy might prevent student participation until immunization is current.

Appropriate documentation must be provided to the Nursing Program Administrator if immunization exemption is requested. However, in doing so, students must be aware that they may not be able to attend clinical experiences in various settings due to facility requirements and this may impact the student's ability to progress in the nursing program.

STUDENT ATTIRE, GROOMING and IDENTIFICATION POLICY

The nursing program at CCC has chosen hunter green-colored scrubs as its clinical uniform. These are available for purchase locally. Scrubs should fit so that when bending, squatting, lifting or making other movements during the clinical day, no skin exposure occurs. It is recommended that students have at least two sets of scrubs to ensure cleanliness between the lab and clinical activities. A white lab jacket may be worn with the nursing program patch, business casual attire and close-toed shoes is the uniform that is often worn in community clinical settings or when doing patient research at clinical facilities. Regardless of attire, students must always have a CCC issued ID badge identifying them as CCC nursing students. Shoe style can either be athletic or nursing and should be black or white with minimal other coloration. Socks are to be plain white or black.

Students are expected to present with a professional appearance and demeanor in all program related activities on the college campus and in the clinical settings. Students are to refrain from wearing products that have a fragrance. Uniforms are to be clean and pressed each clinical day. Also:

- It is strongly recommended that students plan ahead regarding temperatures at all clinical settings. In settings that may be cool in temperature, students may wear their white lab jacket, or they may wear a plain white or black shirt with short or three-quarter length sleeves under the uniform scrub shirt for warmth. If worn, the under shirt must not be seen below the level of the scrub top. Hoodies, fleece vests/jackets or sweaters are not appropriate attire in the clinical setting. Students are required to wear their scrubs, including picture identification name badges, to most clinical activities. The clinical faculty will convey any additional site-specific dress codes as needed. Students not complying with the dress code may be asked to leave the clinical setting putting their progression in the program in jeopardy.
- A picture identification name badge, ordered through the college, is to be worn in the clinical setting. Also, each student will be given a white plastic 'Student Nurse' name badge with their first name and last initial; these are to be worn on the outermost layer of uniform attire, e.g., scrub uniform shirt or lab jacket, so that it is visible and readable on the upper torso. Nursing program patches, purchased at the bookstore, must be worn on the left sleeve of both the lab jacket and all scrub uniform shirt(s) sewn two inches below the shoulder seam.
- Jewelry: While in the clinical setting a watch with a second hand is required. Students may wear engagement/wedding rings, one small nose stud, and no more than two discreet earrings per ear. If hoop earrings are worn, the hoop must be small (i.e. smaller than the tip of the student's little finger). Students may not wear visible jewelry in septal or tongue piercings; only flesh colored expanded ear jewelry (such as plugs) is permitted. Students will be asked to remove all

jewelry that is not approved. Students who continue to display non-adherence to the dress code may be asked to leave the clinical setting putting their progression in the program in jeopardy.

- Hair is to be clean, short or pulled back, and secured, so it does not fall forward. Hair color should be within the natural color range (blondes, brunettes, blacks, reds, grays). Sideburns, mustaches or beards are to be clean, short and neat. Makeup must be of a natural hue and appropriate for the clinical setting. Fingernails are to be short and neat. Artificial nails are not permitted in clinical settings. Polish, if used, must be clear and not chipped.
- Fragrances and strong odors are not permitted because of potential offensiveness or medical danger to others. This includes, but is not limited to scented sprays (perfume/cologne), lotions, powders or hair product; cigarette smoke odor; strong body odors; halitosis due to coffee, strong foods, tobacco, etc.
- The following are considered unprofessional attire or behavior and are not allowed during **any** clinical activity (unless informed differently by clinical faculty, e.g. community mental health):
 - Jeans
 - T-shirts with slogans
 - Hoodies, fleece vests/jackets, or sweaters
 - Sweatshirts, sweatpants or shorts
 - Tight clothing, including leggings or spandex
 - Sheer fabrics
 - Revealing styles such as low-neck lines, short dresses or skirt lengths
 - Exposed midriffs or high slit skirts
 - Visible body piercing, except as noted in dress code
 - Visible tattoos, however hand and wrist tattoos may remain visible due to hand washing and infection control needs.
 - Offensive language including but not limited to swearing, discriminating, disrespectful remarks and or hand gestures on campus or in a clinical setting
 - Loud or disruptive communication on campus or in a clinical environment.
 - Gum chewing
 - Smoking (or use of any tobacco/cannabis products) or drinking alcoholic beverages when in CCC identifiable uniform

Students not meeting the dress code and professional appearance standards will be directed to leave the setting until properly attired. The student will be counseled, and a Plan for Success (**APPENDIX E**) will be completed and placed in the student's file. Continued violations of required dress code or behaviors may put the student's progression in the program in jeopardy.

- Professional Image – In addition to appearance, other traits contribute to the professional image of a nurse. These include, but are not limited to:
 - Behavior
 - Approachable
 - Respectful
 - Reliable

- Punctual
- Collaborative
- Caring
- Well-prepared
- Demonstration of scholarly inquiry

Character

- Empathetic
- Compassionate
- Genuine

Accountability

- Accountable for performance and behavior
- Bystander accountability: Holds others accountable
- Follows policies in the CCC Student Nurse Handbook as well as those of the clinical agencies

SELF-CARE

The demands of studying, varying class/clinical hours, and requirements surrounding class and clinical activities can lead to sleep deprivation and fatigue. These demands can take a toll on physical health and interfere with the student's ability to learn and care for patients. Inadequate self-care may become an academic issue if a faculty member deems that a student is unprepared or unsafe in the clinical setting. Therefore, the faculty strongly recommends that students practice self-care by getting a restful night of sleep or limit their work hours before clinical. Research has shown increased errors, putting patients at risk, when staff are fatigued. Faculty retains final, non-negotiable decision-making authority for any matter that negatively impacts student performance and will dismiss a student from clinical if necessary.

STUDENT PROFESSIONAL CONDUCT and INTEGRITY POLICIES

AMERICAN NURSES ASSOCIATION CODE OF ETHICS

The American Nurses Association (ANA) Code of Ethics for Nurses (see link below) is a non-negotiable standard that guides the ethical and professional conduct of nurses. Students in the nursing program are expected to conduct themselves according to the same professional standard and in such a way that their actions on or off campus will not be called into question regarding ethical or professional behavior. The Code of Ethics for Nurses applies equally to our relationships and interactions with patients, clients, their families or friends, nursing staff and all other health care team members, fellow nursing students, and all college faculty and staff.

The American Nurses Association (ANA) Code of Ethics for Nurses and its provisions, as excerpted from the ANA Code of Ethics for Nurses and Interpretive Statements, is located in the Resources (**APPENDIX C**) section of the handbook. While only subheadings of the interpretive statements are included, students should access the complete text via the website noted in the document.

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

The nursing faculty of Clackamas Community College believe firmly in the 'profession' of nursing and strive to assist students in professional growth to graduate as a valued member of the profession. To facilitate this growth, specific projects that focus on the essential aspects of professionalism are integrated throughout the program.

Students are expected to demonstrate professional integrity at all times, on and off campus, and in all program-related activities. Behaviors that call into question a student's professional integrity may put the student's progression in the program in jeopardy. Examples include but are not limited to:

STUDENT USE OF MEDICATIONS, ALCOHOL and OTHER SUBSTANCES POLICY

Clackamas Community College is a Drug-Free Campus. The unlawful possession, use or distribution of illicit drugs and alcohol is prohibited on the College campus, in all College facilities, or as part of any College-sponsored activity. Violators of this policy will be prosecuted to the full extent of State and Federal law and, in addition, there are specific consequences for employees and for students which are stated in the College Drug and Alcohol Policy. The CCC policy 'Student's Rights, Freedoms & Responsibilities at Clackamas Community College' in the current CCC Student Handbook <https://www.clackamas.edu/about-us/accreditation-policies/student-rights> and this Nursing Student Handbook policy apply to all enrolled nursing students. The policies reflect the serious nature of clinical activities and the professional and ethical responsibility to protect patients/clients in the clinical setting.

Students must abstain from the use of alcohol or drugs and medications which affect safe and appropriate functioning in the following situations:

- Before or while on any CCC campus
- While in the student uniform
- During an assigned time in the clinical facility (includes time of patient selection as well as before clinical shift)
- At any time when the student is representing CCC or the CCC nursing program including, but not limited to, meetings, community events or gatherings.

Students must notify their clinical faculty before clinical if they are taking prescription or over-the-counter medications that may have an adverse effect upon clinical performance.

It is the student responsibility to, directly and indirectly, protect the safety of the public. Should a student be aware that a fellow student is under the influence of alcohol, medication or any substance that could or is impairing the student, the student must inform a faculty member of their observation. By not notifying faculty, the student is complicit in the behavior that could cause harm to a patient or their peer.

The following procedure will be followed if substance use affecting safe and appropriate functioning by a nursing student is suspected:

- The student will be removed from class or patient care area and relieved of all patient care responsibilities.
- Clinical faculty will immediately notify the Nursing Program Administrator as well as the faculty clinical placement liaison.
- The faculty may request urine or serum drug screen from a student at any time in the clinical setting, classroom or clinical lab if substance use is suspected.
 - If a student's test is negative, the nursing program will incur the cost of the drug test.
 - If the test is positive for substances, the cost of the drug screen will be the responsibility of the student.

- Even in the event of a negative drug screen, the Nursing Program Administrator, in communication with the clinical faculty, will determine if the student will be allowed to stay in the clinical setting.

The faculty's decision about the student's ability to provide safe care or to remain in the clinical setting at any time is non-negotiable.

CONFIDENTIALITY and THE HEALTH INSURANCE PORTABILITY and ACCOUNTABILITY ACT (HIPAA)

<https://www.hhs.gov/hipaa/for-professionals/security/laws-regulations/index.html> **POLICY**

Confidentiality is a professional, ethical, and legal responsibility of all nursing students.

Examples of violations include, but are not limited to:

- a) Removal of patient records that have any possible patient identifiers
- b) Photographing or copying in any way, patient information
- c) Any patient-related discussion that may be overheard by lay persons or that occurs in a location other than the immediate patient care or other learning environments.
- d) Posting of ANY patient-related information (even if it does not include identifying data) on social media sites
- e) Comments about a clinical site, a clinical shift or any other remarks of the student being present in a clinical setting

Due to the complexity and difficulty in assuring removal of all patient identifiers, students are to only write brief, pertinent facts needed for patient care preparation on their clinical papers. Copies of patient records are not to be removed from clinical facilities which include records that have patient names and identifiers marked out. Doing so is a violation of the Healthcare Information Portability and Accountability Act (HIPAA), professional practice, ethical standards, patient confidentiality, and facility policy. Removal of patient-related materials may jeopardize CCC's contractual agreement with the clinical facility as well as the student's status in the program. Any student assignment, including reflective journals, must not contain patient names.

Students are expected to maintain confidentiality regarding the performance of other students and the details of scenarios during clinical and simulation. No electronic devices are to be used in this setting such as cell phones, tape recorders, I-Pads, and or laptops. Students determined by faculty to have violated patient or peer confidentiality may be in jeopardy of not progressing in the program.

SOCIAL NETWORKING SITES and BLOGS POLICY

Faculty in the nursing program respect Freedom of Speech. However, posts via text, blog or social networking site, (e.g., Facebook, Blog, Twitter, Snapchat, Instagram, etc.) that are negative, incorrect, or damaging with respect to Clackamas Community College, our clinical affiliates, patients/clients, faculty, staff, or another student is unprofessional and in violation of the Family Educational Rights and Privacy Act (FERPA), HIPAA and community contracts with our clinical partners.

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

The National Council of State Boards of Nursing (NCSBN) have developed guidelines concerning the ethical and legal obligations of nurses, including student nurses, when using social media. These are available in a PDF format at https://www.ncsbn.org/NCSBN_SocialMedia.pdf and their guidelines state:

- Nurses must recognize that they have an ethical and legal responsibility to maintain patient privacy and confidentiality at all times.

- Nurses are strictly prohibited from transmitting by way of electronic media any patient-related image or any information that may be reasonably anticipated to violate patient rights of confidentiality /privacy, or otherwise degrade /embarrass the patient.
- Nurses must not share, post or otherwise disseminate any information or images about a patient or information gained in the nurse/patient relationship with anyone unless there is a patient care-related need to disclose the information or other legal obligations to do so.
- Nurses must not identify patients by name, or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Nurses must not refer to patients disparagingly, even if the patient is not identified.
- Nurses must not take photos or videos of patients on personal devices, including cell phones. Nurses should follow employer policies for taking photographs or videos of patients for treatment or other legitimate purposes using employer-provided devices.
- Nurses must be aware of and comply with employer policies regarding use of employer-owned computers, cameras, and other electronic devices, and the use of personal devices in the workplace.
- Nurses must maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has an obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient. Nurses must consult employer policies or an appropriate leader within the organization for guidance regarding work-related postings.
- Nurses must promptly report any identified breach of confidentiality or privacy.
- Nurses must not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
- Nurses must not post content or otherwise speak on behalf of the employer unless authorized to do so and must follow all applicable policies of the employer.

Additionally, references to Clackamas Community College, clinical affiliates, clients, faculty, staff or fellow students that also display (through images, pictures or statements) poor role-modeling, disrespect to others, breaches of confidentiality, or inappropriate or illegal activities is unethical and unprofessional and may result in immediate dismissal from the nursing program.

All students are encouraged to enable the highest privacy settings on social networks.

FALSIFICATION of RECORDS POLICY

Falsification of any academic or legal record or false reporting of clinical data is not only unprofessional but illegal. Should it be determined by faculty or the Registrar's Office that a student has knowingly falsified their own or other's records or any clinically related record, the student will be dismissed from the program.

ACADEMIC INTEGRITY POLICY

Learning- and the profession of nursing- is built on the fundamental qualities of honesty, integrity, fairness, respect, and trust. At Clackamas Community College, academic integrity is a shared endeavor characterized by truthfulness, personal responsibility, and high academic standards. Any violation of academic integrity devalues the individual, the community, and the profession of nursing.

Academic integrity violations can occur in any learning environment.

Faculty use a variety of resources and tools to identify academic integrity violations including copied work and plagiarism.

There is a ZERO tolerance for academic dishonest in the nursing program.

Violations of Academic Integrity Include

- Plagiarism
- Collusion/Inappropriate Assistance
- Cheating
- Fabrication/Falsification/Alteration
- Unauthorized Multiple Submissions
- Sabotage and Tampering
- Publishing or posting assignments, papers, quizzes, exam question, or other coursework on the internet or elsewhere
- Using or obtaining test banks, assignments, papers, quizzes, exam questions, or other course work on the internet or elsewhere
- Purchasing or selling essays, assignments, or other written work
- Any other activity or behavior that Faculty deem to be dishonest

Academic Integrity Policy

Any assignment with an academic integrity violation will be graded as a zero (0).

Upon identification of the academic integrity violation, past assignments from the same term may be reevaluated for evidence of academic integrity violations. If such evidence is found, these assignments will also be graded as zero (0) and the student must resubmit an original assignment at a satisfactory level of performance to complete the class. Resubmitted work will maintain the zero (0) grade.

A first academic integrity violation will result in department academic probation.

Upon identification of the academic integrity violation, the student will be required to meet with the faculty member that identified the violation as well as the Director of the Nursing program to discuss remediation plans and the terms of academic probation.

A second academic integrity offense may result in dismissal from the nursing program and/or disciplinary action.

Upon identification of a second academic integrity violation, the student will be required to meet with the faculty member that identified the violation as well as the Director of Nursing to discuss disciplinary action and the possibility of dismissal from the program. This discussion may include members of administration outside of the nursing department.

Academic Integrity Violation Process

Step 1: Observation of a potential academic integrity violation

1. The faculty member will document the potential academic integrity violation and grade the assignment as a zero (0).
2. Communicate with the student to notify them of the potential academic integrity violation and give the student an opportunity to explain the incident.
3. Collect and document evidence related to the potential academic integrity violation
4. Meet with the Nurse Program Administrator to review the potential academic integrity violation and either resolve the issue -no academic integrity violation- or continue to the next step.
 - a) If the potential academic integrity violation is resolved, the assignment will be graded
 - b) If evidence of an academic integrity is verified, the assignment will retain the zero (0) grade.
 - c) During this meeting, a comprehensive review of student work may take place. If additional evidence of academic integrity violations is identified on other assignments from the same course, those assignments will also be graded as zero (0).

Step 2: Identification of a first academic integrity violation

1. The Nurse admin will inform the student of the academic integrity violation and place the student on departmental academic probation
2. The nurse admin will schedule a meeting with the student and any relevant faculty to discuss the academic integrity violation, remediation plans, and the terms of the departmental academic probation.
 - a) The remediation plans and terms of academic probation will be determined on a case- by- case basis.
3. The student is **required** to attend this meeting. Failure to attend this meeting may result in dismissal from the nursing program.

Step 3: Identification of a second academic integrity violation

1. Follow step 1 as above to identify an academic integrity violation.
2. The Nurse Admin will schedule a meeting with the student, any relevant faculty, and Director of Health Science

HARASSMENT POLICY

Infliction of any form of harassment is unacceptable for a student in the nursing program. It is not only intimidating to those to whom the behavior is directed, but creates fear, tension, and disruption among those exposed to the behavior(s). Harassment violates standards outlined in the CCC Student Handbook, professional nursing standards as well as standards for ethical nursing practice as identified in the ANA Code of Ethics for Nurses.

In the event of documented harassment, the student may be immediately suspended from all nursing program courses, putting the student's progression in the program in jeopardy.

MANDATORY REPORTER POLICY

All students in a healthcare related course of study are required to report any suspected or known abuse or neglect of children under the age of 18 years, adults older than 65 years and any person with mental illness, developmental disabilities or who are dependent in any way.

CLASSROOM POLICIES

CLASSROOM ETIQUETTE POLICY Students arriving late to class should be prepared to wait until either a scheduled break or until summoned by the faculty to enter the classroom. Leaving early and otherwise exiting the classroom other than due to an urgent circumstance is discouraged. People going in and out of the classroom on a frequent basis is disruptive to the class and is not acceptable. Students should be prepared to remain in class until a scheduled break or class is dismissed.

It is expected that students will extend courtesy to faculty, guest speakers, and fellow students by refraining from talking when others are presenting information or are engaged in a class discussion or presentation. It is also expected that under the same circumstances students will not use personal devices unless for taking notes associated with the class content. Incidents of disruptive or discourteous behavior will lead to a meeting with the course lead and then documentation of the behavior via a Plan for Success. Completed form(s) will be placed in the student file (see Progression in the Nursing Program). Continuation of this behavior may put the student's progression in the program in jeopardy.

ZOOM ETIQUETTE Think of a Zoom Meeting as a face-to-face meeting and conduct yourself as you would if you were all present in the same room. In addition, there are some additional useful tips below to observe to help ensure the meeting goes smoothly for all involved:

- Join early – up to 5 minutes before the meeting start time so you are settled when class/meeting begins
- Be mindful of your surroundings when you are on Zoom. Choose a quiet location and limit distractions as much as possible.
- Determine whether the faculty or meeting leader prefers you have your camera on or off.
- If you choose to use a web camera, be sure it is in a stable position and focused at eye level, if possible. Doing so helps create a more direct sense of engagement with other participants.
- Position your camera properly and have a plain background.
- Have good lighting on your face so you can be seen clearly. With light coming from behind or from bright windows, your image may be dark to those viewing the screen. For those wearing glasses, light coming from certain angles may be reflected so that the viewer cannot see your eyes
- Use of a USB connected headset will assist in you being heard and you hearing other speakers.
- Mute your microphone to keep background noise to a minimum
- When you are speaking, be mindful of background noise. Avoid activities that could create additional noise, such as shuffling papers or tapping.
- Be respectful of other participants. Allow others to contribute to the conversation and contribute your own thoughts/points of view. Avoid talking over other participants
- Once class has begun, be respectful and attentive. Do not use the chat box to discuss assignments or anything not related to the current topic being covered.
- It will be easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and muting your smartphone.
- Avoid multi-tasking. You'll retain the discussion better if you refrain from replying to emails or text messages during the meeting
- Prepare materials in advance

- If you will be sharing content during the meeting, make sure you have the files and/or links ready to go before the meeting begins.
- If you are doing a presentation, using multiple monitors will make viewing your audience and your material easier.
- Be aware that anything entered into Chat, even if marked “Private” can be read by the person who sent the class/meeting invitation.
- For further information: Support.zoom.us

DEVICE USE in the CLASSROOM, LAB or CLINICAL SETTING POLICY

The Clackamas Community College Nursing Faculty recognize the value of the internet/websites to locate evidence-based resources and therefore encourage students to utilize this format while completing assignments/learning activities throughout the program. However, the use of electronic devices while in the classroom, clinical lab or clinical setting for *personal* use (except during break) can be distracting to others and not conducive to intentional learning as it prevents engagement in the learning process and is not an acceptable class or professional behavior.

To promote professional behavior in the learning environment, the utilization of electronic devices must adhere to the following:

- Per ORS 165.540 Section 6 (b) (2015) recording of classes/class activities is generally permitted however faculty members need to be notified if students are recording class activities. There may be times that recording in class may violate the privacy of another student. Faculty will notify the class if recording is not permitted. Recording of any guest speaker is not allowed unless previous approval from the guest speaker has been obtained.
 - Recording of class and clinical lab is to be one for the sole purpose of that student’s learning and cannot be shared with others unless approval from faculty is given.
 - Theory classes often include discussions which may consist of a patient or student experience. All students have the right to ask that recording devices be turned off during this time.
- Utilization of laptops for note taking must not interfere with the instruction process of others due to laptop position or seating arrangements. Accessing inappropriate material, including any content that violates the CCC policies on Title IX and sexual respect is deemed unprofessional and is also in violation of the ANA code of ethics.
<https://www.clackamas.edu/results?indexCatalogue=default&wordsMode=AllWords&searchQuery=title%20ix>
- Cell phones must be turned off or set to vibrate, so no audible sounds are present. No bright screens must be visible. Cell phones may not be in a student's possession while in most clinical settings. The student is expected to follow the clinical facility policy regarding this practice. As most clinical settings forbid the use of cell phones in the clinical setting, students will be informed by their clinical faculty regarding any use of cell phones during clinical experiences. Regardless of the clinical facility policy, students are not allowed to utilize cell phones in a patient care area. If the need arises to access resources necessary related to patient care, the student will only do so in non-patient care settings such as the staff break room, supply room or medication room.
- Any cell phone conversation (audible or text) must be completed during a break. If the student is expecting an urgent call, they must inform the faculty before the beginning of class. In case of emergency, the student must excuse themselves from the setting to engage in phone conversations.

- No electronic devices of any kind are to be utilized in a class in which there is a guest speaker unless previously approved by the faculty.

Students violating the above will be asked to leave the class, clinical lab or clinical setting. Continuation of improper electronic device usage may put the student's progression in the program in jeopardy.

PHOTOGRAPHY and VIDEO RECORDING POLICY

Photographs and/or video recordings may be made by the nursing department during the course of the simulation. Individual students will not be identified and the photographs or videos will only be shown for educational purposes. Faculty and students may take photographs for display in the nursing department and/or for use in the slideshow at the graduating class' pinning ceremony. No photographs taken in the course of the nursing program are to be posted on social networking sites without the express permission of the subjects. Any student can decline to participate in such photographs. No photos are to be taken in any clinical setting that can identify the clinical site, or patients unless the clinical facility staff or the patient has signed a waiver.

CHILDREN and PETS in the CLASSROOM POLICY

Children and pets (unless properly identified as service animals) are not allowed in classrooms per the CCC Student Handbook. With faculty permission, an exception may be made should students voluntarily bring their children to a clinical lab session related to the physical assessment of children.

ACADEMIC, CLASSROOM and CLINICAL INFORMATION POLICY

TEXTBOOKS, COMPUTERS and SUPPLIES

Supplies and equipment for class, clinical lab, and clinical experience will be needed throughout both years of the program. A list of required and recommended textbooks is provided to students during orientation. Textbooks are available for purchase in the college bookstore. Students are responsible for providing and replacing lost or broken items. Fees for lost ID badges or other equipment issued by clinical sites are the responsibility of the student. In addition to uniforms and textbooks, students must purchase a stethoscope and a watch with a second counter and flexible band. The nursing faculty retains a set of required textbooks on reserve in the nursing department. See nursing faculty if you wish to check out a text to use for the day.

USE OF LEARNING MANAGEMENT SYSTEM POLICY

The nursing program utilizes Moodle as the learning management system (LMS) to deliver course content to students, therefore the student must have access to a computer. Nursing faculty recognize that similar structure of the courses on the LMS aid in student success. Theory courses on Moodle will have the following structure:

CONTENT HOME

- Resources
 - Textbook resources available to students
 - Course Resources
 - APA
 - Library guides
 - Testing
 - Suggestions for Success
 - Stress management
 - College resources
 - Other Resources
 - OSBN Website
 - ANA code of ethics
 - Additional course content resources
 - Specific course content that is not tied to any one class/week
- Program/OCNE Documents
 - Program outcomes
 - Handbooks
 - OCNE Competencies and Benchmarks
- Course Documents
 - Syllabus
 - Schedule at a Glance
 - Ticket to Class rubric
 - Theory Groups
 - Due Dates
- Theory Assignments/Projects
 - Assignments and rubrics
- Clinical Assignments/Projects
 - Assignments and rubrics
 - Simulation Information
 - Sign-up rosters if applicable
- Clinical Lab (first year courses only)
- Weekly Content – contains ONLY the following:
 - Student Learning Outcomes for class
 - Ticket to Class
 - Ticket to Class Dropbox
 - Need to Know folder
 - Material in this folder should help student achieve learning outcomes for class.
 - Material in this folder should be the basis for exam questions
 - Material in this folder should be limited to 4-5 items
 - Nice to Know folder
 - Material in this folder is supplemental to student learning
 - Material in this folder should not be used as a basis for exam questions
 - Exams – if applicable

CLASSROOM and ON-LINE COURSES

Classes in the nursing program are structured to enhance student learning and engagement in content taught. The modality of instruction is up to the discretion of the faculty and is designed to meet various learning styles. Group work underpins most class work as this format supports the student in becoming familiar with the teamwork required in nursing and healthcare.

Moodle, the LMS used by the Nursing Department is provided through the college LMS system. All student assignments uploaded to Moodle must be formatted in either Microsoft Word or a PDF. Moodle does not recognize any other document format and faculty are unable to open alternatively formatted documents.

Classroom attendance, while not mandatory, is highly recommended for successful progression through the nursing program. While not a requirement of the course, faculty will track attendance to use as a potential data point if a student is having difficulty in the program. Active student learning is dependent upon the participation of all group members; therefore, attending class is critical to student learning in program courses. In the event of late arrival or absence, it is the student's responsibility as a group member to inform the group and faculty before class.

Chronic tardiness to class is professionally unacceptable. Students who are frequently late to class will be asked to meet with the course lead and the Nursing Program Administrator; a Plan for Success will be completed and placed in the student file. Failure to respond to plans put forth on this document may put the student's progression in the program in jeopardy.

EXTENUATING CIRCUMSTANCES DEFINITION

Occasionally extenuating situations arise that impact a student's ability to complete requirements of the program as outlined in the syllabus. Faculty have defined extenuating circumstances as any situation that meets the following criteria:

- Are beyond control of the student
- Are significant and documentable
- Are unforeseen and have a direct impact on the student's ability to complete the assignment

MEDICATION ADMINISTRATION POLICY

Students and clinical faculty must follow the policies and procedures related to medication administration of the clinical agencies at all times.

First year of program (NRS 111 & 112)

- Medication administration demonstration in the clinical lab includes the ability to accurately calculate needed dosage of medication and be able to explain "why" the patient needs this medication prior to administration of the medication. If a student is unable to accurately calculate dosage of medication, they will not pass the lab demo.
- In the clinical setting, students must pass the dosage calculation exam prior to administering medications in the clinical setting. If a student has not passed their dosage calculation exam, they will not be allowed to administer medications in the clinical setting until a pass is achieved.
- In the clinical setting all medications must be administered under the direct supervision of clinical faculty for at least the first two times. If the student is deemed competent to pass medications, they subsequently may administer medications under the direct supervision another registered nurse.

Second year of the program (NRS 222, 221 and 224)

- In the clinical setting, students must pass the dosage calculation exam prior to administering medications in the clinical setting. If a student has not passed their dosage calculation exam, they will not be allowed to administer medications in the clinical setting until a pass is achieved.
- All medications must be administered under the direct supervision of clinical faculty at least the first time the student is at that clinical setting or with that clinical faculty. Students may administer PO or injectable medications independently.

- Students must be under the direct supervision of clinical faculty or other registered nurse to administer IV medications.

Simulation

- In simulation, students are required to first calculate medication dosages individually. Students may use a peer to validate their answer.

DOSAGE CALCULATION EXAMS POLICY

First year of program (NRS 111 & 112)

- Prior to administering medications at the clinical site, all students may not miss more than one question on the dosage calculation exam. Exams required are outlined in syllabus or Moodle (LMS).
- For any calculation errors on dosage calculation exams, students must complete and submit a Medication Clinical Incident Report form which will be kept in their student file. Incident reports will be reviewed to identify if pattern of errors exists so that remediation by the student can occur.

Second Year of the program (NRS 222, 221 & 224)

- Prior to administering medications at the clinical site, all students may only miss one question on a written dosage calculation exam. The timing of when students are required to take the dosage calculation exams is dependent on the clinical experience of the term.
 - o NRS 222 – Dosage calculation exam is given during at the skills refresher or during the first week of the term prior to students going to the clinical setting.
 - o NRS 221 and 224 - Dosage calculation exams are given during the last week of the previous term so that students are prepared to administer medications during the first week of the clinical experience.

MATH REMEDIATION and RETEST POLICY

The following outlines the steps regarding dosage calculation math exams should a student not be successful in passing the exam the first time.

- For students who missed more than one question on the first dosage calculation exam of the term, there is a 72-hour remediation period between attempts.
- If a student misses more than one question on the 2nd attempt, proof of remediation will be required prior to taking the exam a 3rd time. Remediation may include, but is not limited to: completion of additional dosage calculation questions from a reputable source; tutoring sessions with math tutor or student who has self-identified willingness to tutor peers in dosage calculation. Student tutor must be approved by faculty and identified as being proficient in dosage calculation. Student must provide faculty with signed documentation from tutor outlining date(s) and time spent in remediation.
- If a student misses more than one question on the 3rd attempt, the student is in jeopardy of not meeting the benchmark required to progress in the program
- The dosage calculation grade factored into the overall grade for the course will be based on first attempt.
- If at any time during the program, nursing faculty detects a pattern in student's inability to safely calculate dosages of medications per exams or clinical performance, faculty may not allow student to administer medications in the clinical setting. If a student is not allowed to give medication in the clinical setting, they will not meet benchmark requirements and will not be able to progress in the program.

COURSE EXAMINATION POLICY

Each course syllabus will identify the date, content, and graded weight of each exam for that course. Additional scheduled or unscheduled quizzes may be given according to course requirements or faculty discretion. Most exams will be given during the scheduled class time. Students must take exams at the

scheduled times unless extenuating circumstances prevent this (see definition of extenuating circumstances in nursing program handbook). In such cases, the student must notify the faculty as soon as possible. The expectation is that make-up exams will be taken within one week of the scheduled exam date unless extenuating circumstances continue to exist. Determination of the date for the make-up exam will be made between the student and faculty.

To pass a course in the nursing program, students must achieve an average of 75% or higher on all objective exams. If a student does not achieve an average of 75% or higher on all objective exams, combined, they will not pass the course and will not be allowed to progress in the program. The final grade for the course will be determined by the average of the objective exam scores only.

Completed exams are reviewed and analyzed by faculty, and the faculty makes all decisions about the scoring of exam questions (e.g., acceptance of alternative or additional answers, or discarding a question) upon item analysis. Any grade adjustments made after item analysis will be communicated to students by the faculty lead. Student challenges to exam questions and answers are not accepted.

All students must arrange a consultation with the course lead per syllabus guidelines for any exam scores below 75%.

In order to ensure that examinations are spiraled accordingly throughout the program, objective examination questions will adhere to the following structure unless faculty deem otherwise. Faculty will communicate any changes to time allowed for each question prior to the exam.

- NRS 110 –
 - Time allotted for objective exams will be set at 2 minutes per question
 - The number of correct answers will be indicated on 100% of ‘select all that apply’ questions on the exams

- NRS 111 –
 - Time allotted for objective exams will be set at 2 minutes per question
 - At least 25% of exam questions will be at application/analysis level or ‘select all that apply’
 - The number of correct answers will be indicated on 50% of ‘select all that apply’ questions on the exams

- NRS 112 -
 - Time allotted for objective exams will be set at 2 minutes per question
 - At least 50% of exam questions will be at application/analysis level or ‘select all that apply’
 - The number of correct answers will be indicated on 25% of ‘select all that apply’ questions on the exams

- NRS 222 -
 - Time allotted for objective exams will be set at 2 minute per question
 - At least 75% of exam questions will be at application/analysis level or ‘select all that apply’
 - The number of correct answers will not be indicated on any ‘select all that apply’ questions on the exams

- NRS 221 -
 - Time allotted for objective exams will be set at 2 minute per question
 - At least 75-100% of exam questions will be at application/analysis level or ‘select all that apply’

- The number of correct answers will not be indicated on any 'select all that apply' questions on the exams

Students who are identified as having test-taking difficulties (e.g., increased anxiety making it difficult to concentrate, distracted by noises in the room, etc.) are encouraged to seek assistance through the Disability Resource Center (DRC) <https://www.clackamas.edu/campus-life/student-services/disability-resource-center> . A representative from the DRC is usually available during the week for limited hours at the Harmony campus.

The DRC can facilitate individual accommodations for testing. A private room or additional time may be arranged if the appropriate documentation is provided. Numerous other accommodations may be available to the student. To be considered for accommodation for NCLEX-RN, it is the responsibility of the student to provide documentation of accommodation by the Clackamas Community College DRC while in the nursing program to the Oregon State Board of Nursing (OSBN).

ACADEMIC AUTHORITY POLICY

Students unable to meet course requirements that are necessary for progression in the nursing program will be dismissed even if influencing factors are beyond the student's control. Nursing faculty retains final authority for academic decisions.

The syllabus for each course guides student learning and identifies course requirements. Located in the syllabus are major topics, expected module outcomes, testing dates, evaluation criteria, schedule, and specifics regarding classroom participation and requirements. Theory, clinical lab, and clinical rotation requirements for the nursing courses are contained within each course syllabus. Grading rubrics for assignments are located on the Moodle LMS and Student Learning Outcomes (SLO's) for each class are posted on Moodle.

ASSIGNMENT GRADING POLICY

All theory and clinical assignments in the nursing department will be graded per assignment guidelines and rubric. Theory and clinical assignment guidelines and grading rubrics will be made available to students by being posted in the appropriate folder (Theory/Clinical) on Moodle (LMS). After initial posting, any amendments to assignment guideline documents or rubrics will be communicated to students via email and/or announcement placed on Moodle.

Should assignment instructions indicate a required number of pages for an assignment, faculty will only read the number of pages indicated in the instructions, and the grade for the assignment will be based solely upon the requested number of pages.

Due dates for all theory and clinical assignments will be provided to students by the end of the first week of each term. The Due Date document will be posted in the Course Document folder on Moodle (LMS). After initial posting, any amendments to the Due Date document will be communicated to students via email and/or announcement placed on Moodle.

Upon due date/time deadline, no alterations may be made to an assignment that has been submitted for grading.

In the event of extenuating circumstances (see definition in nursing program student handbook) that may impact a student's ability to meet the designated due date deadline, discussion with faculty is required.

- Request for an extension for assignment must be made within 24 hours of due date or as soon as student is aware of circumstances involving inability to complete the assignment by due date.
- Student may be asked by faculty to submit what has already been completed related to the assignment. This is not for grading but for faculty to ascertain how much of the assignment still needs to be completed as this may impact the time allotment provided.
- Decisions regarding any extension will be made after faculty discussion (three or more faculty members if circumstances permit). Faculty will decide:
 - If it is feasible to approve the extension request or not based on student circumstance
 - Time to be provided for student to complete assignment with a maximum time allotment of 72 hours*
- Faculty decision will be communicated to student via email. Time allotted for extension begins once email is sent.

Late assignments may be subjected to deduction of points upon grading. Determination of deduction will be by faculty discussion (3 or more faculty members). The following rule will be applied to any assignment designated to have point deduction during grading:

- 1-24 hours = 7% deduction
- 25-48 hours = 14% deduction
- 49-72 hours = 21% deduction

Requests for extensions that indicate a pattern of behavior may warrant the initiation of a Plan for Success document

Assignment(s) turned in late without prior approval will receive a grade of zero.

*Extreme extenuating circumstances designated by faculty may allow additional time to complete assignment.

EVALUATION and COURSE GRADING POLICY

Courses in the nursing program are graded according to criteria identified in each course syllabus. Theory courses are graded on a letter grade scale, with weighted percentages for requirements determined by the faculty. All course requirements must be met per the syllabus to achieve a passing grade. Minus extenuating circumstances (see definition of extenuating circumstances in nursing program handbook), late work will not be accepted without prior approval. Students need to be aware that a course grade of C or higher is required to pass theory courses and progress in the nursing program.

Grading Scale for all courses in the nursing program is as follows:

92 – 100%	A
84 – 91%	B
75 – 83%	C
66 – 74%	D
<66%	F

Calculation of Grades:

The following methods and rounding rules will apply to all calculations of course grades in the nursing program:

- Assignment grades will be entered into Moodle (LMS).

- For each assignment category within a course, the LMS will calculate a final category percentage grade (to either the tenth or hundredth decimal point).
- Each final category percentage grade calculated in the LMS will then be averaged based on the weighting assigned in the syllabus to determine the overall grade for the course.
- The final course percentage grade in the LMS will be rounded as follows to the nearest whole number to determine the final grade in the course:
 - Any decimal scores of 0.50 or higher will be rounded up to the next whole number (example: 89.63 will be rounded up to 90%).
 - Any decimal scores below 0.49 will be rounded down to the next whole number (example: 89.28 will be rounded down to 89%).

Standardized tests are taken by students throughout the nursing program and are scheduled into the nursing courses. These tests are mandatory. Faculty and students use standardized test results when considering areas of competence as well as those areas requiring additional study. Standardized tests are also utilized to determine successful progression related to the OCNE benchmarks and competencies. Aggregate data obtained in the use of these standardized tests will be utilized to evaluate the OCNE curriculum and statewide program.

Clinical and clinical lab grades are pass/no pass. If a student does not achieve a pass for clinical/clinical lab, they will not pass the course and will not be allowed to continue in the program.

ACADEMIC STANDING

It is the student's responsibility to review the Student Academic Progress (SAP) report that is sent to the student and Nurse Program Administer by the registrar every term. Communication with the registrar is essential if there are any noted deficiencies. Students having concerns about an earned grade or academic standing within the nursing program should meet with the appropriate faculty to seek resolution. If satisfactory resolution does not occur, the student will meet with the Nursing Program Administrator to facilitate resolution of the matter with the faculty and student. Nursing faculty has the final authority for all grading decisions.

CLINICAL and CLINICAL LAB POLICIES

CLINICAL LAB POLICY

Attendance in the clinical lab is mandatory and students are required to wear scrubs for all lab activities. The grading criteria for the clinical lab is identified in the course syllabus. While in the clinical lab, students are taught various skills needed to provide safe care for patients in the clinical setting and community. Students must demonstrate specific skill competencies in the clinical lab each term to pass the course successfully. Should the student be unsuccessful in demonstrating a skill during a formal 'demo' by faculty, students will be allowed to re-demonstrate the skill following remediation. Should the student be unsuccessful in a second formal demonstration, the student may be in jeopardy of not progressing in the program.

CLINICAL SIMULATION

Students will be involved in simulated clinical experiences throughout the program. Simulation scenarios have been designed to augment and fortify theoretical knowledge students are receiving in the classroom and clinical setting. Simulation is a safe environment that allows the opportunity to plan and

deliver care in situations that can be controlled. Much thought has been put into the development of this process so that students feel safe to 'think' and 'respond' without fear. It is encouraged that the student thinks out loud, ask questions and utilize resources (e.g., other staff, charge nurse) just as they would in the clinical setting.

Each scenario is planned so that it encompasses several of the clinical competencies students are being evaluated on in the clinical setting. While during each simulation experience students are informally evaluated, the students are not graded during the simulated experience. Simulation is a 'safe' place to make mistakes and learn processes important in caring for patients in the clinical setting. Positive and constructive feedback will be provided by faculty and peers during the debrief session following each scenario. Occasionally throughout the program students will be formally evaluated during simulation to determine quality metrics for the program.

CLINICAL ATTENDANCE POLICY

Attendance in the clinical lab and for clinical experiences is mandatory for a passing grade. Unavoidable absences will be made up according to faculty guidelines. Faculty will consider the following criteria when determining make-up time:

- Current clinical performance and academic progress
- Activities or experiences which occurred during the missed time
- Term involved and the timeframe within the term

Options for make-up include, but are not limited to:

- Clinical time within the term (preferred)
- Additional clinical experiences/simulation
- Clinical time arranged during finals week
- Research paper on a clinical topic.

Options are dependent upon faculty availability, clinical site availability, and time remaining in the term. Inability to complete required clinical hours may jeopardize the student's progression in the program.

Chronic tardiness to a clinical site (and to class) is professionally unacceptable and will be documented in the student's Weekly Clinical Feedback Form. If the behavior continues, the student will meet with the clinical faculty and course lead; a Plan for Success will be completed and placed in the student file. Failure to respond to plans put forth in this document may lead to dismissal from the program. In the event of extenuating circumstances (see definition of extenuating circumstances in nursing program student handbook) the student will be allowed to present the following documentation to the faculty for consideration regarding progression in the nursing program:

- Problem identification
- Rationale for absence
- Student's proposed solution to fulfilling course requirements

CLINICAL HOURS POLICY

Each term clinical hours may vary, so students are encouraged to review the syllabus for actual clinical hours required for each term. Students in the first year of the program are expected to achieve a minimum of 330 clinical/clinical lab hours. Students in the second year of the program are expected to

complete a minimum of 570 clinical/clinical lab hours. These required clinical hours do not include time spent selecting a patient at the clinical facilities or researching and preparing for clinical care. Required clinical lab hours do not include class preparation and independent practice time. As a graduate of the CCC nursing program, you will have completed 850 - 900 clinical hours related to healthy communities, acute care, chronic care management, health promotion, and end-of-life care.

CLINICAL PREPARATION POLICY

The nursing program at CCC has implemented the Clinical Education Model identified through OCNE. During the first year of the program, clinical experience will focus on concept-based learning activities, skill development, and focused direct patient care in the form of simulation or at a clinical setting. During the second year of the program, the focus in clinical will be direct patient care and integrative practicum.

Clinical preparation varies between terms and students will be notified of requirements. Students in the first year, if attending clinical at a clinical site, usually need to be at the clinical facility (this does not apply to all clinical sites) a day before the scheduled clinical experience to prepare for patient care assignments. Students should plan to allow adequate time to gather the required information and then complete textbook or resource review to document a plan for safe patient care.

The expectation is that students are on the clinical unit and prepared to receive report before the start of the shift. If there is an unexpected or unavoidable reason for arriving late at clinical, the student must notify the clinical faculty as soon as possible.

CLINICAL FACILITIES

The nursing program clinical courses occur in a variety of settings within the local community and broader metropolitan area, including hospitals, clinics, skilled care facilities, and community agencies. The nursing program may need to share student's social security numbers, birthdates, CCC ID numbers, college email addresses, phone numbers, and addresses with clinical facilities. Students need to be aware that clinical rotations are scheduled for day, evening, and weekend shifts throughout the first five terms of the nursing program and days of the week may vary from term to term. During the 6th and final term, which is an integrative practicum clinical rotation, students may be scheduled for day, evening, night or weekend shifts based on the Clinical Teaching Associate's (CTA's) schedule.

THEORY-CLINICAL EXPERIENCE PROXIMITY POLICY

Theory and related clinical practice are designed, as much as possible, to be concurrent to assist the student in forming the necessary theory-clinical learning linkages. When separated by such a period of time that a student is unable to make direct connections, the student must review appropriate related theoretical information before attending clinical.

CLINICAL COMPETENCIES POLICY

Evaluation tools measuring attainment of clinical competency benchmarks provide the framework for determining student achievement in clinical courses. Competencies reflect the expected level of students understanding and proficiency related to:

- Patient care
- Organizational and patient care management skills
- Technical skills

- Communication skills
- Critical thinking/clinical judgment skills
- Self-reflection
- Professional behaviors
- Overall demonstration of patient safety

Specific course assignments, in addition to patient care assignments, must be satisfactorily completed per written guidelines. Assignments and due dates are identified by faculty in the course syllabus or on Moodle and may include, but are not limited to:

- Concept-based learning activities
- Daily or weekly clinical objectives
- Patient preparation
- Clinical journals/reflections
- Case studies
- Nursing concept maps
- Patient teaching assignments
- Medication maps

Competencies identified in the syllabus must be met to pass the clinical course. Clinical competency benchmarks, once achieved, must be maintained throughout the program. Students not satisfactorily achieving or maintaining clinical competency benchmarks may be asked to leave the clinical setting. If the student is unable to remediate the competency/competencies not being met successfully, progression in the program may be in jeopardy.

Discussion of individual student progress toward satisfactory attainment of competencies occurs one-on-one with the clinical faculty during each clinical day and is supported by clinical group post-conferences and written clinical assignments. Every student receives weekly written clinical feedback from their clinical faculty that indicates if student clinical performance is meeting program expectations. At the end of each term, students will have a summative evaluation conference with their clinical faculty. Students can prepare for this conference by reviewing evaluation forms posted on the LMS. Some faculty may ask the student to complete a self-evaluation indicating their perception of their performance in clinical for the term.

CLINICAL SKILLS CHECKLIST

This checklist provides cumulative documentation of clinical skills successfully demonstrated by each student. Faculty will plan clinical and simulation experiences with students to enhance their competency in skill performance. A copy of the skills checklist is available on the Moodle LMS.

CLINICAL SKILLS AND RESTRICTIONS POLICIES

IV MEDICATION ADMINISTRATION BY A NURSING STUDENT POLICY

Students and faculty will follow all medication administration policies in effect at each clinical site. All IV push medications, if allowed per policy, will be administered only under the direct physical supervision of the faculty or a staff RN.

DISCONTINUATION OF CENTRAL LINE BY A NURSING STUDENT POLICY

Students and faculty will follow all central line discontinuation policies in effect at each clinical site. If allowed per policy, central lines will not be discontinued by a student except under the direct physical supervision of the faculty or a staff RN.

BLOOD ADMINISTRATION BY A NURSING STUDENT POLICY

Students and faculty will follow all blood administration discontinuation policies in effect at each clinical site. The CCC policy also mandates that a nursing student may never sign/co-sign for blood administration. The student may assist in the hanging of blood product under the supervision of an RN/faculty as long as there are two other licensed professionals employed by the facility who can sign for the administration of that blood product.

ANTINEOPLASTIC ADMINISTRATION BY A NURSING STUDENT POLICY

Nursing students may never administer an anti-neoplastic (chemotherapeutic) agent.

ADMINISTRATION OF EXPERIMENTAL DRUGS/SUBSTANCES BY A NURSING STUDENT POLICY

Nursing students may never administer any form of an experimental substance.

WASTING OF A CONTROLLED SUBSTANCE BY A NURSING STUDENT POLICY

Nursing students may not witness nor sign for the wasting of a controlled substance.

TAKING OF VERBAL OR PHONE ORDERS FROM A PROVIDER BY A NURSING STUDENT POLICY

Nursing students may never take or follow a verbal or phone order from a medical provider.

RESTRAINT USE IN ANY SETTING BY A NURSING STUDENT

Nursing students may not place a patient in any restraint at any time. Restraints must be placed by a hospital staff member and must be assessed by the nurse assigned to the patient. Nursing students may never provide documentation regarding restraints. Exception is made for students who are in their IP term in the ICU or ED using non-behavioral restraints. Students are required to discuss individual hospital/unit restraint policy with their CTA prior to using non-behavioral restraints in their specialty unit. Student must be checked off by their assigned CTA or unit educator prior to utilizing restraints and documentation of check off needs to be provided to assigned IP clinical instructor

PERFORMING AN ACTION, SKILL OR TASK THAT THE STUDENT HAS NOT BEEN TAUGHT POLICY

Nursing students may never perform an action/skill or task that they have not been taught by a licensed professional. Doing so, may lead to dismissal from the nursing program.

PERFORMING AN ACTION SKILL, OR TASK OUTSIDE THE SCOPE OF PRACTICE OF A NURSE POLICY

Nursing students are held to the same standards as a registered nurse as defined in the Oregon State Board of Nursing Division 45 Nurse Practice Act

<https://secure.sos.state.or.us/oard/displayDivisionRules.action?selectedDivision=3929>

and may not perform any action, skill or task outside the scope of practice of an RN. Doing so may lead to dismissal from the nursing program.

CLINICAL ERRORS POLICY

Students making an error during their clinical experience at any agency must immediately notify the clinical instructor who will guide the student through the reporting of the error to the agency and

provider. The student will follow the policy of the agency related to reporting of errors/incident reports and will also complete a CCC nursing program incident report which encompasses reflection on the cause of the error and plans for avoiding this error in the future. CCC nursing program incident reports are kept in student files in the department.

CLINICAL DOCUMENTATION POLICY

To pass a clinical course in the nursing program, students must achieve an average of 75% or higher on all clinical documentation for the term. The grade for clinical documentation is encompassed within the theory grade. If a student does not achieve an average of 75% or higher on all clinical documentation, they will not pass the course and will not be allowed to progress in the program.

CLINICAL AND CLINICAL LAB GRADING POLICY

Clinical lab and clinical grading are Pass/No Pass and based on achievement of clinical and clinical lab competencies. To achieve a passing grade, students must pass both the clinical lab and clinical practice portions of the overall clinical course. Clinical documentation is reflected in the theory grade, and the student must achieve an average of 75% on clinical paperwork to progress in the program. Should a student consistently receive a grade of less than 75% on clinical paperwork, they must meet with the clinical faculty as well as course lead where a Plan for Success will be developed. Inability to remediate per terms stated in the Plan for Success may jeopardize progression in the program.

FAILURE TO ACHIEVE OR MAINTAIN CLINICAL COMPETENCY BENCHMARK POLICY

Failure to maintain or achieve clinical competency benchmarks may lead to clinical failure and dismissal from the nursing program. Clinical failure can result from a number of clinical deficiencies as well as unsatisfactory or unsafe clinical practice. Poor performance in the clinical setting can encompass a wide variety of clinical situations including egregious misconduct resulting in a sentinel event.

Examples of problems that could result in clinical failure include but are not limited to:

- Performing nursing care in an unsafe manner that is, or may be, detrimental to the patient's welfare
- Inability to focus on or provide safe, effective patient care
- Unprofessional and unethical or unsafe conduct or demeanor as defined by the American Nurses Association (ANA), Oregon Nurse Practice Act, CCC Nursing Program Student Handbook or the Clackamas Community College standards of conduct
- Insufficient knowledge base including theoretical, pathophysiological, medications, physical assessment, and treatments
- Failure to seek help as needed or follow guidance from faculty
- Inconsistency in meeting the required level of competence for the course level
- Lack of insight into areas needing improvement and inability to change following constructive feedback
- Student is unable to remediate as outlined in the Plan for Success
- Student demonstrates repeated, unsafe practice
- Student demonstrates repeated unprofessional behaviors
- Student violates any of the clinical partners' or CCC policies
- Student performs a task, skill or action that is outside of their scope of practice

STUDENT REFUSAL TO PROVIDE CARE POLICY

If a student refuses to care for a patient with a particular illness or pre-existing condition, the involved clinical faculty member will document the objective facts surrounding the incident, the student's reason for refusal, the risk to the student vs. the benefits to the student's ability to meet course objectives, and the healthcare facility's policies. The involved clinical faculty member will document the occurrence on the student's weekly feedback form, in the student's clinical evaluation tool, as well as share the incident with the Clinical Coordinator and/or the Nursing Program Administrator to determine the need for further action.

STUDENT CLINICAL HAZARDOUS EXPOSURE POLICY

Faculty and student must discuss any potential hazardous aspects of care that have implications when caring for assigned patients (e.g., TB, MRSA, CMV, radium implants), and develop a plan to avoid or minimize the exposure and impact of the identified hazard to the student.

STUDENT INJURY and MALPRACTICE INSURANCE POLICY

CCC's Workers' Compensation Insurance covers nursing students for any injuries that occur during clinical experiences. Examples of injuries that may occur include but are not limited to:

- Falls
- Lifting injury
- Needle sticks
- Exposure to blood or body fluids
- Any clinical related injury or illness

Should an accident or injury occur, the process listed below must be followed:

- Injuries to students that occur in any instructional area must be reported to their clinical faculty immediately.
- After the incident, the student will follow the policy at the clinical setting regarding evaluation/follow up care regarding an injury or incident.
- Within 24 hours the student will complete the form under the Accidents and Injury tab found at this link: <https://www.clackamas.edu/about-us/ccj-jobs/employee-and-supervisor-information>
- Email completed form to Nursing Program Administrator who will submit form to CCC Human Resources Department.
- If questions arise, contact McKensie Thomas, Health Sciences Administrative Assistant at mckensie.thomas@clackamas.edu or the clinical placement coordinator (full time faculty TBD).

Nursing student Malpractice Insurance is included in fees every term. The insurance covers students for occurrences during all scheduled clinical activities.

CLINICAL SITE AND CONCURRENT STUDENT EMPLOYMENT POLICY

Per OSBN guidelines, every effort is made to avoid placing a student for a clinical experience on a unit where they are employed. When nursing students' clinical assignments are in a facility in which they are employed, they must perform only those duties and assignments expected of them as nursing students. The student, while in the role of the nursing student, may not engage in activities for the employer or at the request of the employer. The professional liability insurance for nursing students carried by the college does not cover employment.

It is recognized that students may have to work while enrolled in the program however the nursing program's classroom, lab or clinical requirements cannot be adjusted to accommodate student work

schedules. Research shows that working more than 16 hours per week can impede a student's successful completion of the nursing program.

CLINICAL ATTENDANCE AND PUBLIC HOLIDAYS POLICY

Students may not provide patient care in a clinical setting on any holiday that CCC observes by a closure of the campus. If the student is gathering data to care for a patient the following day, the student may be in the clinical facility but must have no contact with the patient.

TRANSPORTATION POLICY

Students are responsible for their transportation to and from campus and clinical sites. Clinical sites may be over an hour away by car. When possible, faculty take into consideration the location of site and distance from students' homes when assigning a clinical site but cannot guarantee where a student will be placed for a clinical rotation. Selection of a clinical site is dependent upon site availability and the individual student learning needs.

CLASS, CLINICAL LAB OR CLINICAL CANCELLATION POLICIES

INCLEMENT WEATHER

Should classes be canceled due to an emergency or inclement weather, the procedure in the CCC Student Handbook will be followed

<https://www.clackamas.edu/results?indexCatalogue=default&wordsMode=AllWords&searchQuery=inclement%20weather> Information can be found at this link Under **College Safety > College Closure Procedures**.

When CCC is closed due to inclement weather, there will be no clinical, even if students and faculty are in route or have arrived at a clinical site. If CCC is opening late, clinical will start late or be canceled at the discretion of the clinical faculty.

If CCC is open, individual clinical faculty may use their judgment to make decisions about clinical. The faculty may cancel clinical if the weather in the vicinity of a clinical site is hazardous or, if traveling to that site would put students' safety at risk. A clinical faculty may send students home early from a clinical site if the weather worsens after students arrive or if traveling home would put students at risk.

Students need to exercise good judgment regarding their safety before deciding whether to drive to campus or clinical if there is inclement weather. The student must notify the clinical faculty if the student chooses not to travel to the clinical site even if clinical is occurring as scheduled.

FACULTY ABSENCE

Should class, clinical lab, or clinical be canceled due to unforeseen circumstances, such as faculty illness, the faculty will provide information for students via the Moodle LMS within 48 hours regarding recommendations for learning the missed content. The student remains responsible for intentionally learning the material from the missed class.

CAMPUS ISSUES/EVENTS/EMERGENCIES

If CCC is closed for reasons other than inclement weather (power outage etc.), class and clinical lab will be canceled but clinical will occur as scheduled.

STUDENT PROGRESSION IN THE NURSING PROGRAM POLICIES

NORMAL PROGRESSION POLICY

Progression within the first or second year of the program – Progression to subsequent (sequential) terms within the nursing program is dependent upon passing each required class within the program sequence.

Progression from first year to the second year of the program – Students satisfactorily completing the first-year nursing curriculum requirements with a grade of 'C' or better in all courses, achieving an average of 75% or higher on all objective testing and clinical paperwork, as well as meeting the OCNE benchmarks at Level 1 may progress directly to the second year of the program.

Petition to Graduate – Students must submit the 'Petition to Graduate' downloadable PDF form, available online (<http://www.clackamas.edu/docs/default-source/degrees-certificates/resources/petition-for-graduation.pdf>) to the Registrar's office during the fall term of the second year of the nursing program to allow time for an academic/graduation review to be completed.

Nursing Licensure Information Following successful completion of the program, it is the graduate's responsibility to apply for NCLEX-RN testing for licensure <https://www.ncsbn.org/before-the-exam.htm>. Although applications for NCLEX may be submitted before graduation, the scheduled licensure exam (NCLEX) date must occur after graduation. Separate applications and required fees are sent by each student, to both the NCLEX testing agency (Pearson-Vue) and the Oregon State Board of Nursing (OSBN) <https://www.oregon.gov/osbn/Pages/apply-NCLEX.aspx>. The college will submit transcripts validating nursing program graduation/degree completion to the OSBN at the online request of the student.

The Nursing Program Administrator follows OSBN guidelines related to nursing student eligibility for applying to sit for the NCLEX exam. Per current guidelines, as OSBN receives NCLEX applications from graduates, OSBN forwards those names to the nursing program administrator who verifies that the prospective candidate has completed all nursing program requirements, has resolved any outstanding issues with the college, e.g., fines or overdue payments and is a nursing program graduate in good standing.

NCLEX-RN is administered via computer at NCLEX testing centers by the testing agency Pearson Vue, and scheduled individually by each candidate. On its application for licensure, the OSBN requests specific information about physical and mental health status and history of criminal offenses. A criminal conviction history, incomplete information regarding a criminal conviction record or falsification of application may lead to notification of denial of examination for licensure or denial of licensure. Specific questions regarding these issues should be directed to the Oregon State Board of Nursing at 971-673-0685.

The need for accommodation on the NCLEX-RN will be arranged via the student's communication with OSBN. It is the student's responsibility to follow OSBN guidelines related to testing accommodations for

the NCLEX-RN exam. The downloadable PDF form can be found at:

https://www.oregon.gov/osbn/documents/Form_LIC-614.pdf.

INTERRUPTION IN NURSING PROGRAM SEQUENCE and READMISSION PROCEDURE POLICY

Students exiting the nursing program for any reason will be required to meet with the Nursing Program Administrator upon exit. At this meeting, the student will be provided with a written summary of his/her academic, clinical, and professional standing at the time of exit; reason(s) for exit and if applicable, eligibility for readmission. Any ID badges or other equipment belonging to clinical sites or the college must be returned at this time. Students who do not return a clinical site ID badge will be required to pay the \$100.00 fee charged by the clinical partner.

Readmission to the nursing program is never guaranteed and is possible only in the case of available resources essential to meet student learning outcomes. Faculty may choose not to fill every available space. The college and faculty retain final authority for readmission decisions.

Readmission will be considered only for students:

- who have completed the first term (NRS 110 and NRS 230) of the nursing program
- who have left for personal reasons in good academic and clinical standing, or
- who can demonstrate to the satisfaction of the faculty that circumstances that led to their dismissal have been addressed and that extraordinary and non-recurring circumstances that were not representative of the student's academic ability were the cause of the student's previous academic failure.

The student must submit a written request for readmission to the Nursing Program Administrator within six months from the time of their exit. In addition, the applicant must communicate continued interest in returning at least one term in advance of requested re-entry. It is not the responsibility of the nursing program to reach out to see if the student is interested in returning. It is solely the responsibility of the student/applicant. Application for readmission must be made for the academic year following exit from the nursing program. Should the nursing faculty consider re-entry for a given student, the student applying for re-entry will be asked to meet with faculty to determine their readiness to return to the nursing program. The student will be notified of the readmission decision in writing as soon as possible. However, notification may not be possible until just before the beginning of the term of re-entry.

When a student is granted re-entry to the nursing program, they will be expected to meet the same academic and clinical requirements as other students who will be enrolling in the same nursing course. It is recommended that the returning student meets with the First or Second -year Faculty Lead, the Lab Coordinator faculty as well as the Nursing Program Administrator to determine the best course of action to follow to prepare for re-entry. This may include but is not limited to auditing of theory classes, scheduled time in the clinical lab, and attending simulation.

Students who are granted re-entry to the nursing program are not required to re-take courses that have previously been completed with a passing grade. However, based on circumstances leading to their dismissal from the program, students may be strongly encouraged to retake or audit a course.

- If a student exits the program due to a failing grade in pharmacology or pathophysiology, the student will be required to repeat all content of failed course. In addition, the student

will also re-take all theory and lab exams in the co-requisite theory course to help evaluate readiness to return to the clinical setting

- If a student exits the program due to a failing grade in theory or clinical course, the student will be required to repeat all content/requirements of theory and clinical course.

The returning student will be given direction and guidelines related to essential skills that they will need to demonstrate proficiency in before going into a clinical setting. It is expected that the re-entering student will review the skills and content that have been presented in the previous nursing courses.

Students returning to the program are required to register for a Skills Refresher workshop that encompasses clinical skills that the student will need to demonstrate proficiency in before re-entering the program. The Faculty Lab Coordinator will assess the student's proficiency in specific skills at the completion of the workshop and before the student going into a clinical setting.

Students re-entering the nursing program will need to submit to another Criminal Background Check and Urine Drug Screen (UDS) before starting classes. As for all students, the returning student must have a current/active American Heart Association Healthcare Provider CPR card a copy of which needs to be uploaded into ACEMAPP and sent to the CCC registrar's office.

Students returning to the program will be required to meet with faculty every two weeks as a check-in. The purpose of this meeting will be for faculty to assess need for further support if warranted to help ensure student success.

Students returning to the nursing program will not be allowed to re-submit work done previously in the program. Any work deemed to be completed during the student's previous admission will not be graded, and the student will receive a grade of zero for the assignment. Continued submission of previously submitted work may put the student's progression in the program in jeopardy.

Only one program readmission is allowed. However, if extenuating circumstances (see definition of extenuating circumstances in nursing program student handbook) beyond the student's control arise, faculty members can make an exception on a case-to-case basis. Students not meeting the criteria for re-admission must follow the original formal application process to re-enter the program as a beginning student.

RANKING GUIDELINES RE-ENTRY POLICY

Determination of student re-entry will be evaluated on the following criteria:

1. Personal reasons for stepping out of the program and left in good standing
2. Academic failure but in good clinical standing
3. Academic failure but difficulty transferring knowledge to the clinical setting
4. Clinical failure
5. Established pattern of concern regarding professional behaviors including plagiarism or other forms of cheating, violation of the nursing code of ethics or violations of other policies outlined within the CCC student or nursing handbook.

The decision by the faculty regarding re-entry is final.

DOCUMENTING CONCERNS REGARDING STUDENT PERFORMANCE

PLAN FOR SUCCESS POLICY

A Plan for Success document (**APPENDIX E**) will be utilized at any time in the nursing program when there is a perceived issue with a student's performance regarding meeting nursing program benchmark standards, academic challenges as evidenced by persistent low grades and or exam scores or, the inability to show sound clinical judgment. The First or Second-year Faculty Lead, the Clinical Lab Faculty and/or the Nursing Program Administrator will be directly involved in the development of a Plan for Success. All students who receive a Plan for Success will be discussed at faculty meetings to ensure that all faculty members are aware of student issues/concerns and have input into the development of the Plan for Success.

Students may also receive a Plan for Success as a form of communication that a behavior is unacceptable (e.g., tardiness, unprofessional language, turning in assignments late, etc.) and no further action is needed if the behavior is not repeated. If the behavior continues, a more detailed Plan for Success will be developed outlining a plan for remediation.

The Plan for Success was developed utilizing the Clinical Judgment Model by addressing:

- Situation – Broad description of the current concern(s)
- Background - Student learning/performance in the program to date
- Area of Concern – Detailed description of concern(s)
- Data/Observations to Support Concern – Examples of what has been 'Noticed' by faculty to support that student is not 1) meeting nursing program benchmark standards or 2) demonstrating sound clinical judgment and therefore putting patient safety at risk
- Plan for Success – Detailed description of 'Response Needed' or remediation student must achieve to satisfactorily demonstrate their ability to meet nursing program benchmark standards or make sound clinical judgments.

Students will meet with faculty to discuss the Plan for Success. Faculty have found that this discussion helps the student understand what is required of them as they progress in the program. The student will be given a written copy of the Plan for Success within one week or as soon thereafter as possible, of meeting with faculty which the student must sign. The original document will be placed in the student's file. Failure to meet the steps outlined in the Plan for Success may impact the student's progression in the nursing program. For clarity and completeness, the faculty retains the right to make and keep notes of meetings with students so that details of the conversations are maintained.

DISMISSAL FROM THE NURSING PROGRAM POLICY

Dismissal from the nursing program is based on the inability to meet course requirements. Anything that interferes with a student's ability to provide safe, effective care for patients ultimately will be grounds for dismissal from the program. There is a step-by-step process that precedes a student being dismissed from the program and the student is made aware of faculty concerns via feedback, evaluations, meetings with faculty and ultimately a Plan for Success. Dismissal usually occurs at the end of a term when a student has not met requirements for a passing grade. If the student has committed an egregious act, knowingly endangered a patient, or has violated the substance use policy, dismissal may occur immediately once the event has been thoroughly investigated by faculty. Other circumstances that may lead to dismissal from the program include but are not limited to:

- Inability to meet academic standards and clinical requirements outlined in syllabi

- Demonstrates inability to provide safe nursing care: A student who demonstrates repeated unsatisfactory nursing care, repeated inadequate preparation for patient care, or inadequate physical or mental abilities to provide safe nursing care will be immediately suspended from all clinical activities. A single significant unsafe event jeopardizing a patient's safety may also lead to dismissal. Based on the clinical faculty's determination of safety, the student may be either placed on a Plan for Success or dismissed from the nursing program for clinical failure. The clinical faculty has the final authority for determining safe nursing practice.
- Clinical failure: Clinical failure can result from a number of clinical deficiencies, unsatisfactory or unsafe clinical practice and can encompass a wide variety of clinical situations including egregious misconduct resulting in a sentinel event. Exemplars of unsafe practice include but are not limited to:
 - Performing nursing care in an unsafe manner that is or may be detrimental to the patient's welfare
 - Lack of patient care
 - Unprofessional, unethical or unsafe care as defined by the American Nurses Association (ANA) or Oregon State Board of Nursing (OSBN)
 - Insufficient knowledge including theoretical, pathophysiological, pharmacological and nursing care
 - Inability to transfer knowledge to the clinical setting
 - Unprofessional demeanor or conduct
 - Failure to seek help or guidance from instructor or nurse as needed
 - Failure to follow instructions by an instructor
 - Failure to pass clinical checkoffs
 - Lack of insight into areas of deficit and inability to change after constructive feedback
 - Failure to meet clinical requirements as outlined on the Plan for Success
- Failure to pass medication math test (given each term after NRS 110): Students must meet the math testing requirements to administer medications. If unable to pass medications due to inability to pass the math test, the student will not meet the course clinical requirements and will not receive a passing grade for the course. See Examination Policies.
- Failure to meet and maintain the remediation requirements in the Plan for Success agreement: A student who fails to meet the terms of the Plan for Success is ineligible to continue in the nursing program. Should the student wish to re-enter the nursing program, a formal process, outlined in this manual, is required and reentry is not guaranteed.
- Arrest or conviction: Students arrested for any reason must immediately notify the Nurse Program Administrator. Dismissal from the nursing program will be at the discretion of the Nursing Program Administrator after consultation with nursing faculty.
- Violation of alcohol and substance abuse policy: Any violation of the Nursing Program's 'Student's Use of Medications or Substances Policy' or the 'Student's Rights, Freedom & Responsibilities at Clackamas Community College' in the CCC Student Handbook will lead to immediate suspension from all clinical activities and ultimate dismissal from the program.
 - Conduct derogatory to the standards of nursing (See Oregon Administrative Rule 851-045-0070, Chapter 851, Division 45 https://oregon.public.law/rules/oar_851-045-0070).
 - A student who demonstrates any infraction of the nursing program standards as noted in the Nursing Student Handbook is subject to the conditions or consequences described which may include immediate dismissal from the nursing program. The handbook is updated annually. Students are required to acknowledge in writing that they are knowledgeable of the published handbook information.

Any student who is dismissed from the nursing program has the right to appeal the decision and follow the guidelines for such in the CCC student handbook. Discussion between the Nursing Program Administrator and the Health Sciences Director occurs regarding all students who may be in jeopardy of dismissal; therefore, students who are dismissed from the program may start the appeals process as outlined in the Disciplinary Procedures section of the Clackamas Community College Student Handbook.

TRANSFER BETWEEN OCNE PROGRAMS POLICY

Transfer between OCNE programs may be considered for extenuating circumstances (see definition of extenuating circumstances in nursing program student handbook). For transfer between consortium schools, on a resource available basis, a student in good standing in one partner school may be allowed to transfer seamlessly at the successful completion of NRS 112. A referral is required to assure good standing, which includes meeting academic, clinical and conduct standards. Communication between partner schools includes director to director discussion of the transfer circumstances. Each program will determine what documents must be submitted by a student for consideration of transfer requests.

STUDENT CONCERNS/GRIEVANCES POLICY

To foster student growth in the profession of nursing, following the chain of command, as one would in the workplace, is requested when a concern arises.

If a situation of concern arises, go directly to the person(s) involved as soon as possible – whether it is a fellow student or faculty person. If unresolved, go up the chain of command as outlined below:

- Issue with fellow student –
Fellow student → Course lead → CCC Nursing Program Administrator
- Issue with coursework or program –
Faculty who taught subject in course → Course lead → CCC Nursing Program Administrator
- Issue with an academic grade on assignment or course -
Faculty who graded assignment/course → Course lead → CCC Nursing Program Administrator
→ Director of Health Sciences → CCC Grievance Policy per CCC Handbook.
- Issue with faculty –
Faculty person themselves → Director of Health Sciences/Associate Dean of Health Sciences
Division → Dean of Health Sciences Division → VP of Student Affairs and Instruction →
President of CCC

MISCELLANEOUS

NURSING PROGRAM EMERGENCY FUND

The purpose of the Nursing Program Emergency Fund is to assist nursing students who experience a financial need that interferes with their ability to meet program requirements. Monetary contributions from private donors support the fund. Students may contact the Health Sciences Director, Nursing Program Administrator or the first/ second-year faculty leads for information regarding potential access to funds. If these faculty members are not available, the student may contact any other faculty member for information. Additional CCC emergency grants are available through the Financial Aid Office.

NURSING STUDENT GOVERNANCE

Nursing student representation occurs via membership in the Clackamas Community College chapter of the Oregon Student Nurses' Association (OSNA) www.oregonsna.org. Student reps from the CCC SNA often represent CCC on advisory and OCNE committees and thus contribute to the ongoing development and evaluation of the program. Information about student membership in the (OSNA) and National Student Nurses' Association (NSNA) <https://www.nсна.org/> will be provided through the CCC SNA leadership. Individual students can also join the Oregon Nurses' Association (ONA) www.oregonrn.org which is the professional association for all registered nurses in Oregon.

The nursing faculty is committed to professionalism and encourages student professional affiliation. A faculty advisor works with the CCC SNA. Several CCC nursing students have held office at the state and national levels and have attended both state and national student nurses' annual conventions.

NURSING ASSOCIATIONS

The nursing profession is comprised of many specialty groups and all have associations that focus on that given specialty. Most associations provide for student membership at a significantly reduced cost. The resources for student members, including scholarships, are numerous and worth exploring. Many associations website links can be found at <https://nurse.org/orgs.shtml>.

GRADUATION

Formal college-wide graduation activities are held at the end of spring term. Graduating nursing students are encouraged to participate in the college-wide graduation ceremony. It is the responsibility of each student to maintain contact with the Registrar's Office throughout the program regarding requirement needs for graduation. Information regarding graduation can be found at <https://www.clackamas.edu/academics/academic-support/graduation-services>.

PINNING CEREMONY

A second traditional ceremony, the Pinning Ceremony, is usually held the day after graduation. This occurs at the end of the 6th term for students completing their nursing program requirements. The ceremony holds significance within the community of nursing. The Clackamas Community College pinning ceremony has evolved over the years and now includes family and other significant persons who have played an essential role in each student's education. It is the responsibility of the students, with the help of the pinning faculty advisor to plan and coordinate their ceremony if the class wishes to have one. The CCC nursing program pin is an exclusive design that signifies the traditions of nursing. Students desiring pins order them in spring in time for the June pinning ceremony however it is not necessary for a student to order a pin to participate in the pinning ceremony.

APPENDIX A

CLACKAMAS COMMUNITY COLLEGE NURSING PROGRAM OUTCOMES

In addition to the college-identified related instructional outcomes below, the following outcomes are addressed by completing the nursing curriculum:

1. Engage in intentional, life-long learning.
2. Utilize techniques in motivational interviewing and therapeutic communication to practice relationship-centered nursing care.
3. Develop the use of reflection, self-analysis and self-care to deliver culturally appropriate nursing care.
4. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner
5. Collaborate as part of a health care team, by demonstrating effective leadership in nursing and health care.
6. Utilize knowledge and analysis to make sound clinical judgments.
7. Practice personal and professional actions that are based on a set of shared core nursing values
8. Practice reflects utilization and contribution to the broader health-care system.
9. Apply analytical skills to social phenomena in order to understand human behavior
10. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results
11. Locate, evaluate, and ethically utilize information to communicate effectively

Related Instructional Outcomes Identified by Clackamas Community College:

12. Use appropriate mathematics to solve problems
13. Read actively, think critically, and write purposefully and capably for professional audiences
14. Engage in ethical communication processes that accomplish goals
15. Use effective life skills to improve and maintain mental and physical wellbeing

Approved: 2/12

Revised: 9/16

Reviewed: 9/18

APPENDIX B

CLACKAMAS COMMUNITY COLLEGE 2021-2022 NURSING DEPARTMENT STUDENT POLICIES

- COVID-19
- Current Contact Information
- Physical and Mental Health Requirements
- Criminal Background Check /Urine Drug Screen (UDS)
- CPR
- Immunizations and TB Screening
- Student Attire, Grooming and Identification
- Student Professional Conduct and Integrity
- Student Use of Medications, Alcohol and Other Substances
- Confidentiality and HIPAA
- Social Networking Sites and Blogs
- Falsification of Records
- Academic Integrity
- Harassment
- Mandatory Reporter
- Classroom Etiquette
- Device Use in the Classroom, LAB, or Clinical Setting
- Photography and Video Recording
- Children and Pets in Classroom
- Use of Learning Management System
- Medication Administration
- Dosage Calculations
- Math Remediation and Retesting
- Course Examinations
- Academic Authority
- Assignment Grading
- Evaluation and Course Grading
- Clinical and Clinical LAB Attendance
- Clinical Hours
- Clinical Preparation
- Theory-Clinical Experience Proximity
- Clinical Competencies
- Clinical Skills Checklist
- Clinical Skills and Restrictions
 - Administration of an IV Medication
 - Central Line Discontinuation
 - Blood Administration
 - Administration of Antineoplastics (Chemotherapy)
 - Administration of an Experimental Drug/Substance
 - Wasting of a Controlled Substance
 - Taking of Verbal or Phone Orders from Provider
 - Performing an Action, Skill or Task that has not been taught
 - Performing an Action, Skill or Task Outside of the Scope of Practice of a Registered Nurse
- Clinical Errors
- Clinical Documentation

- Clinical and Clinical LAB Grading
- Failure to Achieve/Maintain Clinical Competency Benchmark
- Student Refusal to Provide Care
- Student Clinical Hazard Exposure
- Student Injury and Malpractice Insurance
- Clinical Site and Concurrent Student Employment
- Clinical Attendance and Public Holidays
- Transportation
- Class, Clinical LAB and Clinical Cancellation
- Student Progression in the Nursing Program
 - Normal Progression
 - Interruption in Nursing Program Sequence and Readmission Procedure
 - Ranking Guidelines for Re-Entry
 - Plan for Success
 - Dismissal from the Nursing Program
- Transfer Between OCNE Programs
- Student Concerns/Grievances

APPENDIX C

AMERICAN NURSING ASSOCIATION (ANA) CODE OF ETHICS FOR NURSES (2015)

The following are the provisions in the *ANA Code of Ethics for Nurses*, as excerpted from *the ANA Code of Ethics for Nurses and Interpretive Statements*. While only the subheadings of the interpretive statements are included here, students may access the complete text at

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

Provision 1

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

Provision 2

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

Provision 3

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

Provision 4

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

Provision 5

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

Provision 6

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

Provision 7

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

Provision 8

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

Provision 9

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

APPENDIX D

TECHNICAL STANDARDS

Every school of nursing is required to develop technical standards which students must adhere to. CCC collaborated with other community college nursing programs across the state to develop the following:

The Clackamas Community College Associate Degree Nursing Program has the responsibility to society to educate competent health care providers to care for their patients/clients with critical judgment, broadly based knowledge and competent technical skills at the entry level.

The program has academic as well as technical standards (non-academic criteria) students must meet in order to successfully progress in and graduate from the program.

The purpose of this document is to assure that the students who enter the program know and understand the requirements, and can make informed decisions regarding the pursuit of this profession.

Technical Standards

CCC provides the following technical standards with examples of learning activities to inform prospective and enrolled students of the skills required in completing their chosen profession's curriculum and in the provision of health care services. These technical standards reflect the performance abilities and characteristics that are necessary to successfully complete the requirements of clinical based health care program(s). These standards are not a requirement of admission into the program(s). Individuals interested in applying for admission to the program(s) should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the program.

Students admitted to the nursing program are expected to be able to complete curriculum requirements, which include physical, cognitive, and behavioral core competencies that are essential to professional practice of the entry level nurse. These core competencies are considered to be the minimum and essential skills necessary to protect the public. These abilities are encountered in unique combinations in the provision of safe and effective nursing care.

Progression in the program may be denied if a student is unable to demonstrate the technical standards with or without reasonable accommodations.

CCC is obliged to provide reasonable accommodations to qualified students, which may include academic adjustments auxiliary aids and or program modifications. Accommodations that fundamentally alter the nature of the academic program, could jeopardize the health and safety of others, or cause an undue burden to the program are not considered reasonable accommodations.

Cognitive:

1. Recall, collect, analyze, synthesize, and integrate information from a variety of sources.
2. Measure, calculate, reason, analyze and synthesize data.
3. Problem-solve and think critically in order to apply knowledge and skill.
4. Communicate verbally, and through reading and writing, with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.

5. Relay information in oral and written form effectively, accurately, reliably, and intelligibly to individuals and groups, using the English language.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Process information thoroughly and quickly to prioritize and implement nursing care.
- Sequence or cluster data to determine client needs.
- Develop and implement a nursing plan of care for clients in acute, long term and community settings.
- Discriminate fine/subtle differences in medical word endings.
- Report verbally and in writing client data to members of the healthcare team.
- Read and comprehend medical orders and client information found in the medical record.
- Perform math computations for medication dosage calculations both with and without a calculator.

Physical/Motor:

1. Coordinate fine and gross motor movements.
2. Coordinate hand/eye movements.
3. Maintain balance from any position.
4. Negotiate level surfaces, ramps and stairs.
5. Function with both hands free for performing psychomotor tasks.
6. Maneuver in small areas.
7. Attend to cognitive and psychomotor tasks for up to 7-12 hours.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Transfer patients/clients in and out of bed from stretchers and wheelchairs.
- Control a fall by slowly lowering client to the floor.
- Perform cardiopulmonary resuscitation (CPR)
- Lift or move (turn, position) clients or objects, pull or push objects, weighing up to 35 pounds and maintain a “medium activity level” as defined by the State of Oregon Department of Insurance Index of occupational characteristics.
- Reach to shoulder or higher level to place or access equipment such as intravenous fluid bags, bend or squat to access equipment below bed level.
- Carry equipment and supplies to the client bedside.
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications.
- Dispose of needles in sharps container.
- Complete assigned periods of clinical practice (7- 12 hour shifts, days, evenings, or nights).

Sensory:

1. Acquire information from demonstrations and experiences, including but not limited to information conveyed through online coursework, lecture, small group activities, demonstrations, and application experiences.
2. Collect information through observation, listening, touching, and smelling.
3. Use and interpret information from diagnostic maneuvers.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Detect changes in skin color or condition. (pale, ashen, grey, or bluish)
- Detect a fire in the client care environment.

- Draw up a prescribed quantity of medication into a syringe.
- Observe clients in a room from a distance of 20 feet away.
- Detect sounds related to bodily functions using a stethoscope.
- Detect audible alarms generated by mechanical systems such as those that monitor bodily functions, fire alarms, call bells.
- Observe and collect data from recording equipment and measurement devices used in client care
- Communicate with client and members of the healthcare team in person and over the phone in a variety of settings, including isolation and the operating room where health team members are wearing masks and there is background noise.
- Detect foul odors of bodily fluids or spoiled foods.
- Detect smoke from burning materials.
- Detect changes in skin temperature.
- Detect unsafe temperature levels in heat-producing devices used in client care.
- Detect anatomical abnormalities, such as subcutaneous crepitus, edema, or infiltrated intravenous fluids.
- Feel vibrations such as an arterial pulse.

Behavioral:

1. Demonstrate emotional stability to function effectively under stress and adapt to changing environments.
2. Maintain effective, mature, and sensitive relationships with others.
3. Examine and modify one's own behavior when it interferes with others or the learning environment.
4. Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Exercise judgment, meet acceptable timeframes for client care delivery (acceptable timeframes are reflected by ability to carry out the usual client care assignment for a particular point in the program within the allotted clinical time), work effectively under stress, and adapt to rapidly changing client care environments.
- Accept accountability for actions that resulted in client care errors.
- Deal effectively with interpersonal conflict if it arises; maintain effective and harmonious relationships with members of the healthcare team.

FACULTY ASSESSMENT, INTERVENTION AND SUPPORT

Any student demonstrating behaviors that call attention to or indicate that the student is not meeting the technical standards will be excused from the practicum or classroom setting. These behaviors include but are not limited to

- Physical symptoms
- Impaired judgment
- Mental or emotional symptoms
- Disruptive, inappropriate, or inconsistent behavior patterns.

Should the student exhibit any actions that are cause for concern, the student will be required to meet with the faculty member as well as the Nursing Program Administrator.

APPENDIX E

CLACKAMAS COMMUNITY COLLEGE NURSING PROGRAM EVALUATION OF STUDENT PERFORMANCE PLAN FOR SUCCESS

Student of Concern:

Date:

Background:

The curriculum at Clackamas Community College (CCC) is based upon the Clinical Judgment Model and the 10 competencies developed by the Oregon Consortium for Nursing Education (OCNE). Students are taught in a format that promotes student engagement in the learning process. It is the expectation that all nursing students at CCC will show progression in proficiency related to the competencies developed by OCNE throughout the program. To that end, students are assessed and evaluated on academic aptitude, clinical proficiency and professional demeanor. All students are required to meet academic as well as clinical benchmark standards each term.

If at any time during the program concerns arise regarding a student’s academic aptitude, clinical performance, and/or professional demeanor a ‘Plan for Success’ will be developed. The Plan for Success document identifies area(s) of concern, data/observations that support the concern(s) as well as actions the student must consistently perform for progression in the nursing program. A copy of the signed document will be provided to the student and the original will be placed in the student’s file in the nursing department.

This Plan for Success relates to concerns regarding the student performance in the following area(s) (select all that apply):

- Academic aptitude _____
- Clinical performance _____
- Professional behavior _____

Area of Concern: General statement of concern goes here

Data/Observations to Support Concern: Objective and/or subjective data goes here. Do not be redundant but put in enough ‘evidence’ to support the reason for concern.

Plan for Success: Throughout the (Identify time line here such as remainder of term/remainder of time in the nursing program), the student will:

- Bullet point succinct, measurable items that the student must achieve to show remediation related to the concern.

Per faculty assessment (utilizing the OCNE Benchmark Rubric) of student performance related to this area of practice (identify performance issue e.g. communication, clinical judgment, test taking ability), it has been determined that _____ is currently **not demonstrating** behavior/skills that would be expected of students in the following term of the nursing program: Highlight and bold print term that is associated with student performance

1st term 2nd term 3rd term 4th term 5th term 6th term

Per faculty assessment of student performance related to clinical judgment (utilizing the Clinical Judgment Model), it has been determined that _____ has difficulty with the following steps (arrows outlined in red):

Background →Noticing →Interpretation of Data →Responding →Reflecting in Action →Reflecting on Action

_____ will be evaluated throughout the remainder of this term as well as their time in the nursing program to assure that they are meeting the benchmark standard that is expected of all students as they progress through the CCC program. It is the expectation of faculty that significant growth regarding professional demeanor and intentional learning is observed during the remainder of _____ in the nursing program. Should the student not show improvement in areas of concern, they may be exited from the nursing program.

Nursing faculty will discuss this students' progress during faculty meetings and have conversations with the student's clinical instructor regarding areas of concern.

By signing this document, the student agrees that this information has been discussed with them, that they understand they must meet certain benchmarks to progress in the nursing program, and consequences of not meeting the benchmarks while in the nursing program.

Student Signature

Date

Faculty Signature

Date

Faculty Signature

Date

Approved: 1/2017

Revised: 4/2017, 10/2017, 09/2021

Reviewed: 10/2018, 09/2021

APPENDIX F

Clackamas Community College Nursing Program Nurse Intern policies *OSBN division 41 Rules and Regulations*

Requirements for Nurse Intern License:

- (1) Submit a no-fee completed application form for a Nurse Intern License on Board defined documents.
- (2) The applicant must:
 - (a) Provide verification from the program director or their designee that the applicant has successfully completed at least 1 full year, as defined by their academic program, of a Board approved pre-nursing education program, and,
 - (b) Submit verification that the applicant completed at least one term or semester in a course that contains a direct care component of Nursing Practice Experience as defined in OAR 851-006-0000 (102), and,
 - (c) Submit verification of good academic standing listing the start and end dates of the term or semester in which the student is enrolled.
- (3) When the applicant is not already a licensee or certificate holder of the Board of Nursing, submit a national finger-print criminal background check per Board defined procedure, or,
- (4) When the applicant has a valid and current Board of Nursing issued license or certification, the Board will perform a state based, non-fingerprint criminal background check.
- (5) Register, pay for, take, and successfully pass the Certified Nursing Assistant exam as directed in Board documents. The applicant may take the examination only once per term or semester. Failing the examination will require the applicant to resubmit an application during the next term or semester following steps 1 and 2 in OAR 851-041- 0020.
- (6) The applicant is prohibited from using the title Nurse Intern or working as a Nurse Intern until an active license is issued.

OAR 851-041-0030 Renewal of Nurse Intern License:

1. Nurse Intern licenses shall expire 30 days after the end of every term or semester of the licensees nursing program.
2. Prior to expiration, the licensee must submit a new application with verification of continued good standing in their pre-nursing program, identifying the start and end dates of the term or semester.
3. No further criminal background check is needed.
4. No renewal of the nurse intern license will be granted if the completed application is received after the expiration date.

CCC Good Standing Definition:

1. Passing all courses and clinical with a 75% or higher
2. Weekly feedbacks must demonstrate positive feedback from instructor (*All ten have to be turned in and completed*)
3. There can be no student concerns on our tracking forms from clinical faculty or lecture/lab faculty.

4. Must have one faculty and one clinical faculty recommendation. Submit the form to the nurse administrator for review.
5. Must show improvement on the student success plan

Policy for nurse interns:

1. Students are not allowed to wear anything that represents Clackamas Community College while working.
2. Students are not allowed to wear their work badge at clinicals
3. Students are not allowed to do clinicals on their work units. If a student is a float nurse intern, a student is not permitted to do clinicals within their employment facility.
4. Students will not be allowed to do their IP on their home unit.
5. If a student drops below 75%, faculty begin to have concerns, the student is exited, or shows safety concerns, the nurse administrator will notify the Board of Nursing.

Policy for nurse administrators to resign form:

1. Must remain in good standing
2. Must maintain an 75% or higher
3. The nurse administrator will sign the form at the beginning of each term.
4. The nurse administrator will not sign over the summer term. You need to have the form signed at the start of the spring term, and the nurse administrator will resign in the Fall if all requirements were met in the Spring term.
5. Need one theory faculty and one clinical faculty recommendation

Disclaimers:

- Ensure you have read division 41, understand your scope of practice as a nurse intern, and remember to do everything within your scope of practice, no matter who asks you to go beyond.
- If something happens while working as a student intern, beware that the Board of Nursing can deny you a spot to take the NCLEX or an RN license. If a nurse administrator is notified of a situation, being exited from the program can be a result. Be very cautious in everything that you do. Protect yourself at all costs; your career depends on it.

NO CREDIT WILL BE GIVEN FOR HOURS WORKED AS A NURSE INTERN.

APPENDIX F

RESOURCES AND SERVICES FOR CLACKAMAS COMMUNITY COLLEGE STUDENTS

COVID-19 Pandemic and other Emergency Resources

<https://www.clackamas.edu/emergency>

Academic Advising

CCC has a group of highly trained, supportive and informative academic advisors here to support you in ***planning and reaching your academic goals***. Students who see an academic advisor are more likely to graduate on-time and be successful in their academic careers. Learn more about CCC's Advising options at <https://www.clackamas.edu/academics/academic-support/academic-advising-and-education-planning>.

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient amounts of food to eat every day or lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Counseling Office at CCC at 503-594-3176 or counseling@clackamas.edu or visit <https://www.clackamas.edu/campus-life/student-services/counseling>. This will enable them to connect you with other resources and support that may be helpful.

One in four college students faces food insecurity, and CCC is pleased to offer all students the opportunity to access our food pantry, where free groceries are available. CCC can also help you apply for a 'food scholarship' – SNAP (Supplemental Nutrition Assistance Program.) In case you have difficulty accessing the food pantry, CCC's Transportation Office has free TriMet monthly passes for students receiving SNAP or other qualifying reasons. If you are interested in receiving support with any of this, please contact the Associated Student Government (ASG) front desk by calling (503) 594-3040, emailing asgfrontdesk@clackamas.edu, or visiting the ASG office in the Wacheno Welcome Center on the Oregon City campus.

Clackamas Community College Forms

<https://www.clackamas.edu/about-us/accreditation-policies/forms-and-documents> is the link to most forms you may need to access as a student at CCC.

CCC Association of Student Government (ASG)

The ASG serves students in many ways, including offering grants, locker rentals, textbook library, and a food and/or hygiene item pantry. They also host activities throughout the year to inspire student involvement and engagement. <https://www.clackamas.edu/campus-life/student-involvement/student-government>

CCC Student Handbook

The CCC Student Handbook outlines ***academic policies, student expectations, student resources, and other useful information***. All CCC students are expected to be familiar with and abide by the policies outlined in the handbook. [Student Handbook](#)

Cougar Connect

Cougar Connect is a great resource for finding support and resources to navigate CCC. Cougar Connect can help you troubleshoot Moodle, troubleshoot email and technology, and answer general questions. They are available to help online. Learn more by visiting <https://www.clackamas.edu/campus-life/student-services/cougarconnect>

Counseling Services

Counseling services are available and free to all students. Counselors are located primarily at the Oregon City Campus, however there is a part-time counselor available at the Harmony campus at various times during the week. Counselors can **help with mental health concerns, stress, difficulty in classes, career counseling, resources and referrals, help in a crisis, and much more**. Visit <https://www.clackamas.edu/campus-life/student-services/counseling> to learn more about the counseling services at CCC or call or e-mail 503-594-3176 or counseling@clackamas.edu for an appointment or more information.

Additional information on mental health topics is available anonymously on CCC's Ulifeline page: <http://www.ulifeline.org/Clackamas>

Disability Resources

If you have specific **physical, psychiatric or learning disabilities** and require accommodations, please let faculty know early in the quarter so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Resource Center (DRC) whose main office is located in the Community Center at the Oregon City Campus. A representative from the DRC has office hours once per week at the Harmony campus and can also be reached by phone at 503.594.6357 or drc@clackamas.edu

If you are not currently working with the DRC, but feel like it might be helpful to you, please see faculty. You can learn more about the DRC here: <https://www.clackamas.edu/campus-life/student-services/disability-resource-center>

Diversity, Equity and Inclusion

Clackamas Community College strives to address, explore, educate, learn about and respond to the diversity of the human experience.

We prepare our students to successfully understand people with diverse perspectives and backgrounds by teaching critical thinking, empathy and a deeper appreciation of others.

We create an inclusive, equitable, culturally competent and supportive environment where students and employees model behavior that enriches our community.

<https://www.clackamas.edu/about-us/vision-initatives/diversity-equity-and-inclusion>

Dye Learning Center

The Dye Learning Center houses the **library, tutoring center, peer mentors, computer lab, CougarConnect student help desk, and the English as a Second Language (ESL) and Adult Basic Skills (ABS) programs**. There is space to study and meet with your colleagues and several staff to support you in your learning. You can learn more about the Dye Learning Center here:

<https://www.clackamas.edu/academics/academic-support/tutoring-in-the-dye-learning-center>

Financial Aid

The CCC Financial Aid Office processes your FAFSA information and provides access to grants, scholarships, work-study and loans to help pay for school. They have staff available at the counter in

Roger Rook Hall Monday through Friday from 11-1 and 2-4. You can also get assistance with your FAFSA or Scholarship application in the FAFSA Lab, also located in Roger Rook Hall. You can email specific questions to finaid@clackamas.edu. Be sure to include your full name and student ID number. You can learn more about the Financial Aid Office here: <http://www.clackamas.edu/admissions-financial-aid/financial-aid-scholarships>

Safety

All members of the college community have played an important role in keeping everyone on campus safe. In case of an emergency, dial 9-1-1. In the case of an urgent need of a College Safety officer, call the duty officer's phone at [503-594-6650](tel:503-594-6650). The Emergency Safety Guide for CCC can be found at: <https://www.clackamas.edu/campus-life/college-safety>

Title IX -Discrimination

If you experience discrimination at CCC: At CCC, we are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities that CCC offers. **Title IX**, a law passed in 1972, protects all people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX helps the college host an environment of sexual respect, safety and well-being, free from discrimination, sexual misconduct or assault, and harassment based on gender or sex. For more information, visit <https://www.clackamas.edu/about-us/accreditation-and-policies/title-ix-and-sexual-respect> or email your Title IX Coordinator: titleIX@clackamas.edu

Veteran Services

If you are a **military connected student** (veteran or military family member), CCC's award-winning Veteran Services Center has experienced advisors and resources to help support you in your CCC journey. The Veteran Services Center is located in the Community Center on the Oregon City Campus. Learn more at <https://www.clackamas.edu/campus-life/student-services/vet-center>

Wacheno Welcome Center

The CCC Wacheno Welcome Center is where you will find all your student resources including Cougar Café, Food pantry, Associated Student Government offices, and much more. To see a full map of what the Wacheno Welcome Center will have to offer, visit: https://www.clackamas.edu/docs/default-source/maps/wacheno-welcome-center.pdf?sfvrsn=8fd8468_2

Other Services

CCC offers a variety of student services, programs and opportunities. Visit <https://www.clackamas.edu/campus-life/student-services/cougarconnect> to learn more about how to maximize your time at CCC.

Mandatory Reporting Law: In accordance with Oregon's Mandatory Reporting law (ORS 419B.005), as an employee of a Higher Educational Institution, I am obligated to report any abuse of a minor (individual under 18 years of age) which I witness or which may be disclosed to me, whether the abuse is current or happened in the past.

Clackamas Community College is committed to supporting our students to ensure they meet their academic, professional, and personal goals. If you need help, assistance or have questions about the services at CCC, please let faculty know and they will make sure you are directed to the right resource.

APPENDIX G
NURSING STUDENT AGREEMENT and SIGNATURE PAGE
CLACKAMAS COMMUNITY COLLEGE NURSING PROGRAM

I will allow the Clackamas Community College Nursing Program faculty to communicate grades, evaluations, assignments, and other privileged FERPA information to me via my CCC student email. I agree to use only my Clackamas student email address for nursing program business.

The Nursing Program Student Handbook was made available to me electronically in fall term 2023 providing me time to read the contents prior to signing this agreement. I have read the CCC Nursing Program Student Handbook in its entirety (including any appendices) and understand its contents. All questions I may have had related to the subject matter in the CCC Nursing Program Student Handbook have been addressed and answered to my satisfaction by nursing faculty or administration in the Health Sciences department.

Nursing Student Signature

Date

I agree to allow nursing faculty access to my social security number, birth date as well as CCC student ID for acquiring clinical facility codes to be used for computerized charting systems, accessing medications and/or supplies. For that reason, only, I grant permission to CCC nursing program to share any or all of this information with clinical facilities. I agree that photographs of me may be utilized for student identification by faculty, for publicity purposes (see below) as well as during pinning ceremony slide show, if applicable.

Nursing Student's Name ***(PRINTED)***

Nursing Student's Signature

Date

Consent for release of photographs

I hereby give permission to Clackamas Community College to release my name and photograph image for use in local and regional media, college publications, college newsletters, Web sites or other use as stated here _____ as part of information provided to the community. I understand I will receive no compensation and that this permission is binding.

Signature of Student

Date

Print Name

Telephone Number

Type name and the date in areas provided. Then upload the signed document to your ACEMAPP account by October 20, 2023 and send to McKensie Thomas at mckensie.thomas@clackamas.edu. This serves as your electronic signature and this document will be filed in your permanent nursing program file. I:/Depts/Nursing Dept/NURSING/Handbooks and Manuals/Nursing Student Handbooks/Student Handbooks/2022-2023 Nursing Student Handbook - Final