COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM STUDENT MANUAL

Fall 2019
NUR Curriculum (575.2)
(Addendum to All Nursing Course Syllabi/Course Topical Outlines)
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COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM

Title: Statement of Nondiscrimination and Nursing Program Student Manual Guideline
Responsibility of: Quality Assurance Council
Dates of Revision: Fall 2017
Dates of Review: Fall 2017
Next Date to be Reviewed: Fall 2020

STATEMENT OF NONDISCRIMINATION
Students can access the CCAC notifications of nondiscrimination by accessing https://www.ccac.edu/nondiscrimination/

Affirmative Action Office
Community College of Allegheny County
800 Allegheny Avenue, Pittsburgh, PA 15233
Phone: (412) 237-3000
(Please reference to the current CCAC Student Handbook, www.ccac.edu)

NURSING PROGRAM STUDENT MANUAL POLICY
Information in this Nursing Program Student Manual will be reviewed periodically by the Nursing Faculty. It is the responsibility of the student to be aware of policy changes, additions, or deletions. All students enrolled in the Nursing Program are expected to adhere to the policies, procedures, and guidelines in effect for the current semester. This Nursing Program Student Manual and the CCAC Student Handbook should be read carefully as the information they contain is essential for your success at the College.

The Nursing Division Guidelines may exceed the policies developed by the college in order to meet the standards of our accrediting organizations and regulations set forth by the Pennsylvania State Board of Nursing.
Community College of Allegheny County

Nursing (575.2) NUR Curriculum
ALLEGHENY, BOYCE, NORTH, SOUTH, CAL-U Site
Associate of Science

The program, offered at five college sites, including one at California University of Pennsylvania, prepares students to apply for the NCLEX-RN examination and to assume an entry level position as a registered nurse. Program learning experiences prepare graduates for professional nursing practice as defined and delineated by the Pennsylvania State Board of Nursing. The program consists of courses in liberal arts and selected sciences, as well as nursing.

An advanced placement option is available to licensed practical nurses who meet certain criteria. Licensed practical nurses with a valid, current Pennsylvania license that meet all admission criteria and are accepted will be placed into the first year, second semester of the nursing program.

The program is fully approved by the Pennsylvania State Board of Nursing at www.dos.state.pa.us/nurse and accredited by the Accreditation Commission on Education of Nurses, 3334 Peachtree Road NE Suite 850, Atlanta, GA, 30326, 404-975-5000, at http://acenursing.org/.

Applicants must meet specific admission requirements which include: pre-admission exam, a medical history and physical including current immunizations, criminal history record check (CHRC), child abuse, drug screen and fingerprinting. They must all meet pre-program requirements: high school chemistry with a lab, or CHM 109 or CHM 110/111 and BIO 110 or 151. Once accepted a student must formally accept their seat by returning the required response form to the Dean’s office within 9 days.

NOTE: A graduate of the Nursing Program who has been convicted of a felony, is or was involved in drug abuse or has violated other rules of the licensure body, may not be permitted to take the licensing examination regardless of the student’s ability to complete college educational requirements. If a student has an active criminal case/ chargers within one year of admission, the student will not be permitted to complete the enrollment process. The student is required to notify the Dean of Nursing of any changes to the criminal record. The Nursing Program reserves the right to require appropriate documentation as requested regarding previous felonies or violations.

Upon successful completion of this program, graduates will:

1. Integrate clinical judgment to facilitate transformation of knowledge, skills and values in a variety of healthcare delivery systems.
2. Integrate caring and knowledge of cultural diversity when providing care to patients at various points across the lifespan.
3. Critique the effectiveness of communication with the interdisciplinary healthcare team utilizing principles of management and delegation.
4. Prioritize teaching and learning needs of patients and families in culturally diverse settings across the life span.
5. Implement the role of the professional nurse when caring for patients and families in diverse healthcare delivery systems.

Revised 5/8/13; 8/16/13; 4/9/14; 5/8/14; 12/17/14; 1/5/15; 6/5/15; 6/24/15; 11/20/15; 1/12/16; 6/9/16; 7/12/16; 12/9/16; 1/9/17; 7/17/17; 1/8/18; 7/22/18; 8/9/18; 1/10/19; 6/24/2019
Community College of Allegheny County
Associate Degree Nursing Concept Based Curriculum

Mission Statement:
In alignment with the mission of the college the CCAC Associate Degree Nursing Program prepares graduates for entry level practice in the current and emerging global healthcare delivery workforce. The program creates a dynamic, diverse, and supportive student-centered environment for learning. The concept-based curriculum, along with the active engagement of the student in the learning process, provides quality preparation for academic, professional and personal success.

Values Statement of the CCAC Nursing Program:

The CCAC Nursing Program values caring as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders. (NLN, 2010)

The CCAC Nursing program values diversity, embraces acceptance and respect. Each individual is unique with differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. A culture of diversity is about understanding ourselves and each other and moving beyond simple tolerance to embracing and celebrating the richness of each individual. While diversity can be about individual differences, it also encompasses institutional and system-wide behavior patterns. (NLN, 2010)

The CCAC Nursing program values personal, professional, and academic integrity and is evident when organizational principles of open communication, ethical decision-making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always see ourselves from the perspective of others in a larger community. (NLN, 2010)

The CCAC Nursing program values excellence that reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated. (NLN, 2010)
Definition of Concepts

**Oxygenation**- The mechanisms that facilitate the body’s ability to supply oxygen to all cells.

**Circulation/Perfusion** – The supply of nutrients and oxygen moving from the heart to the cells, organs and tissues via the blood vessels.

**Fluid & Electrolytes**- The state in which water and its solutes within the body are in normal proportions and concentrations and found within the appropriate body compartments.

**Cellular Regulation**- the ability of the cell to control reproduction and growth.

**Metabolism**- the sum of all physical and chemical processes that forms and maintains energy for use by the body.

**Elimination**- removal from the body of indigestible materials and waste products.

**Infection**- invasion of the body by pathogenic microorganisms

**Inflammation**- the response of the body tissue to irritation, disease process or injury.

**Safety**- the protection from harm to the patient, family and all members of the healthcare team.

**Basic Care and Comfort**- the holistic care administered to meet physical, psychosocial and spiritual needs with a focus on health, well-being and safety.

**Psychosocial Integrity**- the emotional, mental and social well-being of a patient.

**Management of Care**- providing and directing nursing care that enhances the care delivery setting to protect patients and health care personnel.

**Professional Behavior**- the commitment to the profession of nursing, adherence to the standards of professional practice, and individual accountability within legal, ethical and regulatory frameworks.
<table>
<thead>
<tr>
<th>Prerequisite to BIO 161</th>
<th>BIO 110</th>
<th>BIO 151</th>
<th>BIO 161</th>
<th>PSY 101</th>
<th>MAT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to Biological Science or General Biology or Biology Waiver Exam</td>
<td>4 credits</td>
<td>4 credits</td>
<td>Total= 4</td>
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</tbody>
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<table>
<thead>
<tr>
<th>1st Year 1st Semester</th>
<th>NUR 110</th>
<th>Foundation and Health Promotion Concepts for Nursing Practice</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUR 120</td>
<td>Health Assessment Concepts for Nursing Practice</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>BIO 161</td>
<td>Anatomy &amp; Physiology I</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>MAT</td>
<td>Mathematics elective*</td>
<td>3 or 4 credits</td>
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<table>
<thead>
<tr>
<th>1st Year 2nd Semester</th>
<th>NUR 130</th>
<th>Basic Health Concepts for Nursing Practice</th>
<th>6 credits</th>
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<tbody>
<tr>
<td></td>
<td>NUR 140</td>
<td>Evidence Based Nursing Drug Therapy</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>BIO 162</td>
<td>Anatomy &amp; Physiology II</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>ENG 101</td>
<td>English Composition I</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>PSY 108</td>
<td>Human Growth and Development</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total= 19</td>
<td></td>
</tr>
</tbody>
</table>

| Summer                | BIO 175 | Microbiology                                                | 4 credits |
|                       |         | Total= 4                                                    |           |

<table>
<thead>
<tr>
<th>2nd Year 1st Semester</th>
<th>NUR 210</th>
<th>Professional Nursing Concepts</th>
<th>2 credits</th>
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<tr>
<td></td>
<td>NUR 220</td>
<td>Adult Health Concepts for Nursing Practice</td>
<td>4 credits</td>
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<tr>
<td></td>
<td>NUR 230</td>
<td>Family Health Concepts for Nursing Practice</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>ENG 102</td>
<td>English Composition II</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total= 13</td>
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<table>
<thead>
<tr>
<th>2nd Year 2nd Semester</th>
<th>NUR 240</th>
<th>Complex Health Concepts for Nursing Practice</th>
<th>7 credits</th>
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<tbody>
<tr>
<td></td>
<td>NUR 250</td>
<td>Leadership and Management Concepts</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities elective</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total= 13</td>
<td></td>
</tr>
</tbody>
</table>

Minimum credits to graduate: 67 or 68 credits

A Fast Track evening/weekend program is available at Boyce campus. Please contact the Nursing Admissions Coordinator to inquire.

*Math Elective: If the student takes the Accuplacer test and scores above MAT-108 placement, it is recommended that MAT-165 Probability and Statistics be taken as it is a required course for many BSN programs and for graduate study. Nursing Math Electives include the following courses:
- MAT-106 Mathematics for Health Sciences
- MAT-108 Intermediate Algebra
- MAT-111 College Algebra
- MAT-120 Analytical Methods
- MAT-135 Discrete Mathematics
- MAT-161 Elementary Statistics
- MAT-142 Pre-Calculus
- MAT-147 College Trigonometry
- MAT-165 Probability and Statistics
- MAT-201 Calculus 1
- MAT-202 Calculus 2
- MAT-220 Business Calculus
- MAT-250 Calculus 3
- MAT-251 Differential Equations
- MAT-253 Linear Algebra

Community College of Allegheny County

Boyce Fast Track Nursing Program of Studies

The Boyce Fast Track evening/weekend program plan of study is designed for nursing students who have transferred in or completed at CCAC most of their non-nursing courses that count towards the Associate Degree in Nursing. The Boyce Fast Track program is offered: Fall, Spring, Summer and Fall (17 months). Students may take every non-nursing course concurrently with their nursing course as outlined on the traditional program plan of study, except Microbiology. If Microbiology has not been previously taken, it must be taken and successfully passed during either the first or second semester and prior to the start of NUR 220/NUR 230*.

<table>
<thead>
<tr>
<th>Prerequisite to BIO 161</th>
<th>BIO 110</th>
<th>BIO 151</th>
<th>Introduction to Biological Science or General Biology or Biology Waiver Exam</th>
<th>4 credits</th>
<th>4 credits</th>
<th>Total= 4</th>
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</thead>
<tbody>
<tr>
<td>Non-Nursing Courses that fulfill the Associate Degree in Nursing program requirements that can be transferred in or taken at CCAC.</td>
<td>BIO 161</td>
<td>BIO 162</td>
<td>Anatomy &amp; Physiology I</td>
<td>4 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO 175</td>
<td>PSY 101</td>
<td>Anatomy &amp; Physiology II</td>
<td>4 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 108</td>
<td>MAT</td>
<td>Microbiology*</td>
<td>4 credits</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>ENG 101</td>
<td>ENG 102</td>
<td>Introduction to Psychology</td>
<td>3 credits</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Human Growth and Development</td>
<td>3 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mathematics elective* (refer to page 5)</td>
<td>3 or 4 credits</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>English Composition I</td>
<td>3 credits</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>English Composition II</td>
<td>3 credits</td>
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<td></td>
<td></td>
<td></td>
<td>Humanities elective</td>
<td>3 credits</td>
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</tbody>
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Non-Nursing Courses Total Credits | Total= 30 or 31 |

| 1st Year 1st Semester (Fall Semester) | NUR 110 | NUR 120 | Foundation and Health Promotion Concepts for Nursing Practice | 6 credits |
| | | | Health Assessment Concepts for Nursing Practice | 2 credits |
| 1st Year 2nd Semester (Spring Semester) | NUR 130 | NUR 140 | Basic Health Concepts for Nursing Practice | 6 credits |
| | | | Evidence Based Nursing Drug Therapy | 3 credits |
| 2nd Year 1st Semester (Summer Semester) | NUR 210 | NUR 220 | Professional Nursing Concepts | 2 credits |
| | | | Adult Health Concepts for Nursing Practice | 4 credits |
| | | | Family Health Concepts for Nursing Practice | 4 credits |
| 2nd Year 2nd Semester | NUR 240 | NUR 250 | Complex Health Concepts for Nursing Practice | 7 credits |
| | | | Leadership and Management Concepts | 3 credits |

Nursing Courses Total Credits | Total= 37 |

Minimum credits to graduate: 67 or 68 credits
Community College of Allegheny County  
LPN to RN Program* Program of Studies

<table>
<thead>
<tr>
<th>Prerequisites: 19 credits</th>
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<tbody>
<tr>
<td>Course</td>
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<tr>
<td>PSY 101</td>
</tr>
<tr>
<td>MAT Elective</td>
</tr>
<tr>
<td>BIO 161</td>
</tr>
<tr>
<td>LPN diploma/license</td>
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<table>
<thead>
<tr>
<th>First Semester: 19 credits</th>
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<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>NUR 130**</td>
</tr>
<tr>
<td>NUR 140**</td>
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<tr>
<td>PSY 108</td>
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<tr>
<td>ENG 101</td>
</tr>
<tr>
<td>BIO 162</td>
</tr>
<tr>
<td>Summer: 4 credits</td>
</tr>
<tr>
<td>BIO 175</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Second Semester: 13 credits</th>
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<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>NUR 210</td>
</tr>
<tr>
<td>NUR 220</td>
</tr>
<tr>
<td>NUR 230</td>
</tr>
<tr>
<td>ENG 102</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Third Semester: 13 credits</th>
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</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>NUR 240</td>
</tr>
<tr>
<td>NUR 250</td>
</tr>
<tr>
<td>Humanities Elective</td>
</tr>
<tr>
<td>Total Program</td>
</tr>
</tbody>
</table>

Minimum credits to graduate – 67 or 68 credits

*MAT Elective, BIO 110 or BIO 151 or Biology Waiver Exam, and BIO 161 must be completed with a “C” grade or better prior to admission to the program. It is strongly recommended that non-nursing courses be completed prior to beginning any nursing course.

**Upon completion of NUR 130/NUR 140 with a “C” grade or better, the student receives advance standing for 8 additional credits with appropriate documentation.

*** The LPN Advance Standing Resource site is available to the LPN student prior to the start of the semester admitted.
Explanation of Non-Nursing Course Requirements

1. **Non-nursing courses** that must be successfully completed either prior to starting NUR 110/NUR120 (first semester nursing courses) or taken with NUR 110/NUR120:
   - BIO 161
   - PSY 101
   - MAT Elective - MAT-106 Mathematics for Health Sciences; MAT-108 Intermediate Algebra; MAT-111 College Algebra; MAT-120 Analytical Methods; MAT-135 Discrete Mathematics; MAT-161 Elementary Statistics; MAT-142 Pre-Calculus; MAT-147 College Trigonometry; MAT-165 Probability and Statistics; MAT-201 Calculus 1; MAT-202 Calculus 2; MAT-220 Business Calculus; MAT-250 Calculus 3; MAT-251 Differential Equations; MAT-253 Linear Algebra

2. **Non-nursing courses** that must be successfully completed either prior to starting NUR 130/NUR140 (second semester nursing courses) or taken with NUR 130/NUR140:
   - BIO 162
   - PSY 108
   - ENG 101

3. **Non-nursing courses** that must be successfully completed prior to starting NUR 210/ NUR 220/NUR 230 (third semester nursing courses):
   - BIO 175
   - ENG 102 (also may be taken with NUR 210/220/NUR 230)

4. **Non-nursing courses** that must be successfully completed either prior to starting NUR 240/NUR 250 (fourth/final semester nursing courses) or taken with NUR 240/NUR 250:
   - HUM (Humanities) elective—any 3-credit course in the following disciplines (refer to the credit schedule for courses in each discipline):
     - ART Art History & Studio Art
     - ASL American Sign Language & Culture
     - DAN Dance
     - ENG English (above ENG-102)
     - ETH201 Music of Black Americans: 1619 to Present
     - FCL Foreign Culture & Language
     - JRN Journalism
     - MUS Music
     - PHL Philosophy
     - SPH Speech
     - THE Theatre

Revised 5/8/13; 8/16/13; 4/9/14; 8/8/14; 12/17/14; 1/5/15; 6/5/15; 6/24/15; 11/20/15; 1/12/16; 6/9/16; 7/12/16; 12/9/16; 1/9/17; 7/17/17; 1/8/18; 7/22/18; 8/9/18; 1/10/19; 6/24/2019
## NUR Course Competencies and Student Learning Outcomes

<table>
<thead>
<tr>
<th>Competencies</th>
<th>NUR 110 (Clinical)</th>
<th>NUR 120 (Non-Clinical)</th>
<th>NUR 130 (Clinical)</th>
<th>NUR 140 (Non-Clinical)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Judgment</strong></td>
<td>Integrate basic clinical judgment in the safe and effective delivery of patient care</td>
<td>Articulate clinical judgment as it relates to normal and abnormal physical assessment findings.</td>
<td>Apply clinical decision making in caring for adult/older adult with health alterations.</td>
<td>Describe the role of clinical judgment in the safe and effective administration of medications.</td>
</tr>
<tr>
<td><strong>Caring</strong></td>
<td>Exhibit the art and practice of caring for diverse populations as a means to promote health.</td>
<td>Demonstrate caring with respect for cultural attitudes and beliefs related to health promotion and assessment.</td>
<td>Demonstrate cultural caring for the adult and older adult population.</td>
<td>Explain caring behaviors related to medication administration and complementary therapies.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Demonstrate fundamental therapeutic communication when providing care for adult patients.</td>
<td>Demonstrate therapeutic communication during the interview and physical assessment process.</td>
<td>Apply therapeutic communication techniques in caring for the adult and older adult population.</td>
<td>Analyze appropriate communication techniques for use in medication administration and complementary therapies.</td>
</tr>
<tr>
<td><strong>Learning/Spirit of inquiry</strong></td>
<td>Identify foundational principles of teaching and learning.</td>
<td>Identify learning needs of patients and assess readiness to learn with respect to cultural attitudes and beliefs related to health promotion.</td>
<td>Differentiate the learning needs of the adult from the older adult patients</td>
<td>Choose appropriate media in the development of a medication teaching plan.</td>
</tr>
<tr>
<td><strong>Professional identity</strong></td>
<td>Discuss the role and responsibility of the professional nurse</td>
<td>Articulate rationale for utilization of evidence-based practice.</td>
<td>Demonstrate integrity and ethical practice when providing care to diverse patients.</td>
<td>Articulate the role of the nurse in safe medication administration including electronic and written documentation utilizing evidence-based practice.</td>
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Community College of Allegheny County  
NUR Course Competencies and Student Learning Outcomes

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<th>Competencies</th>
<th>NUR 210 (Non-Clinical)</th>
<th>NUR 220 (Clinical)</th>
<th>NUR 230 (Clinical)</th>
<th>NUR 240 (Clinical)</th>
<th>NUR 250 (Clinical)</th>
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<tr>
<td><strong>Clinical Judgment</strong></td>
<td>Explain how professional behaviors, quality improvement processes, and legal/ethical issues impact clinical judgment.</td>
<td>Apply clinical decision making to care of adult patients with acute/chronic stressors.</td>
<td>Utilize clinical judgment for women, infants, children and families.</td>
<td>Analyze clinical judgment in the nursing care of patients with acute and chronic health alterations</td>
<td>Integrate clinical judgment to facilitate transformation of knowledge, skills and values in a variety of healthcare delivery systems.</td>
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<tr>
<td><strong>Caring</strong></td>
<td>Discuss the legal/ethical issues that impact professional caring behaviors.</td>
<td>Utilize evidence based practice in the care of adult patients with acute/chronic stressors.</td>
<td>Integrate caring practices for women, infants, children and families.</td>
<td>Create a caring environment that respects the culture of patients with acute and chronic health alterations</td>
<td>Integrate caring and knowledge of cultural diversity when providing care to patients at various points across the lifespan</td>
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<tr>
<td><strong>Communication</strong></td>
<td>Examine legal/ and ethical aspects of communication and how they impact the delivery of safe and effective care.</td>
<td>Apply therapeutic communication techniques in the care of adult patient with acute/chronic stressors.</td>
<td>Apply therapeutic communication techniques appropriate and specific for interactions with women, infants, children and families.</td>
<td>Integrate therapeutic communication techniques with patients, families and interdisciplinary team members.</td>
<td>Critique the effectiveness of communication with the interdisciplinary healthcare team utilizing principles of management and delegation.</td>
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<tr>
<td><strong>Learning/Spirit of inquiry</strong></td>
<td>Implement teaching plan that include legal and ethical concepts of patient care.</td>
<td>Develop teaching plans that address risk factors and health promotion in defined populations.</td>
<td>Develop teaching plans for individuals and families.</td>
<td>Integrate healthcare teaching in the delivery of nursing care for patients with acute and chronic health alterations.</td>
<td>Prioritize teaching and learning needs of patients and families in culturally diverse settings across the lifespan</td>
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<tr>
<td><strong>Professional identity</strong></td>
<td>Examine ethical inquiry, practice as it relates to professional identity.</td>
<td>Develop the role of nurse advocate in the care of the adult patient with acute/chronic stressors.</td>
<td>Demonstrate advocacy while providing care for women, infants, children and families.</td>
<td>Analyze the use of evidence based practice and ethical behavior in providing care for patients with acute and chronic health alterations</td>
<td>Implement the role of the professional nurse when caring for patients and families in diverse healthcare delivery systems.</td>
</tr>
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Revised 5/8/13; 8/16/13; 4/9/14; 5/8/14; 12/17/14; 1/5/15; 6/5/15; 6/24/15; 11/20/15; 1/12/16; 6/9/16; 7/12/16; 12/9/16; 1/9/17; 7/17/17; 1/8/18; 7/22/18; 8/9/18; 1/10/19; 6/24/2019
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING-575.2

Course Number: NUR 110
Course Title: Foundation and Health Promotion Concepts for Nursing Practice
Credits: 6 credits

Hours: Lecture: 2.5 hr/wk
       Skill Lab: 2.5 hr/wk
       Clinical: 8 hr/wk

Prerequisites: Admission to the Nursing Program

Co-requisites: (If not previously completed successfully): NUR 120, BIO 161, PSY 101, MAT 106, MAT 108

Course Description: This foundational course introduces the concept-based curriculum that builds upon safe and effective care, health promotion and maintenance, and psychosocial and physiological integrity. The course includes didactic instruction as well as simulated laboratory and clinical experiences.

Learning Outcomes:
Upon successful completion of the course, the student will:
1. Integrate basic clinical judgment in the safe and effective delivery of patient care.
2. Exhibit the art and practice of caring for diverse populations as a means to promote health.
3. Demonstrate fundamental therapeutic communication when providing care for adult patients.
4. Identify foundational principles of teaching and learning.
5. Discuss the role and responsibility of the professional nurse.

Minimum Out of Class Study Hours: 112.93
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING-575.2

Course Number: NUR 120

Course Title: Health Assessment Concepts for Nursing Practice

Credits: 2 credits

Hours: Lecture: 1 hr/wk
Assessment lab: 3 hr/wk

Prerequisites: Admission to the Nursing Program

Co-requisites: (If not previously completed successfully): NUR 120, BIO 161, PSY 101, MAT 106, MAT 108

Course Description: This course emphasizes holistic assessment of an adult including head-to-toe assessment skills, interviewing techniques and diagnostic data analysis through didactic instruction and simulated lab experience.

Learning Outcomes:
Upon successful completion of the course, the student will:
1. Articulate clinical judgment as it relates to normal and abnormal physical assessment findings.
2. Demonstrate caring with respect for cultural attitudes and beliefs related to health promotion and assessment.
3. Demonstrate therapeutic communication during the interview and physical assessment process.
4. Identify learning needs of patients and assess readiness to learn with respect to cultural attitudes and beliefs related to health promotion.
5. Articulate rationale for utilization of evidence-based practice.

Minimum Out of Class Study Hours: 37.5
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING-575.2

Course Number: NUR 130

Course Title: Basic Health Concepts for Nursing Practice

Credits: 6 credits

Hours: Lecture: 2.5 hr/wk
       Skill lab: 2.5 hr/wk
       Clinical: 8 hr/wk

Prerequisites: NUR 110, NUR 120, BIO 161, PSY 101, MAT 106 or MAT 108

Co-requisites: (If not previously completed successfully): PSY 108, ENG 101, BIO 162

Course Description: This course is designed to build upon the foundational spheres of the individual, healthcare delivery systems and nursing. The emphasis is on caring for the older adult client during health and illness through didactic, simulated laboratory and clinical experiences.

Learning Outcomes:
Upon completion of the course, the student will:
1. Apply clinical decision making in caring for adult/older adult with health alterations.
2. Demonstrate cultural caring for the adult and older adult population.
3. Apply therapeutic communication techniques in caring for the adult and older adult population.
4. Differentiate the learning needs of adult from older adult patients.
5. Demonstrate integrity and ethical practice when providing care to diverse patients.

Minimum Out of Class Study Hours: 112.93
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING-575.2

Course Number: NUR 140

Course Title: Evidence Based Nursing Drug Therapy

Credits: 3 credits

Hours: Lecture: 3 hr/wk

Prerequisites: NUR 110, NUR 120, BIO 161, PSY 101, MAT 106 or MAT 108

Co-requisites: (If not previously completed successfully): PSY 108, ENG 101, BIO 162

Course Description: The didactic course covers the nurse’s role in safe medication drug administration. It utilizes an evidence based approach to patient teaching, assessment of adverse effects, evaluation of medication effectiveness and avoidance of medication errors.

Course Outcomes:
Upon successful completion of the course, the student will:
1. Describe the role of clinical judgment in the safe and effective administration of medications.
2. Explain caring behaviors related to medication administration and complementary therapies.
3. Analyze appropriate communication techniques for use in medication administration and complementary therapies.
4. Choose appropriate media in the development of a medication teaching plan.
5. Articulate the role of the nurse in safe medication administration including electronic and written documentation utilizing evidence-based practice.

Minimum Out of Class Study Hours: 75
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING-575.2

Course Number:  NUR 210

Course Title:  Professional Nursing Concepts

Credits:  2 credits

Hours:  2 hr/wk

Prerequisites:  NUR 130, NUR 140

Co-requisites:  (If not previously completed successfully): NUR 220, NUR 230, ENG 102

Course Description: This didactic course explores concepts of professional behaviors and issues that impact nursing in the current and future health care delivery system. This emphasis is on group learning through discussion of legal and ethical issues, professional responsibilities and accountability and evidence based practice research.

Course Outcomes:
Upon successful completion of the course, the student will:
1. Explain how professional behaviors, quality improvement processes and legal/ethical issues impact clinical judgment.
2. Discuss the legal and ethical issues that impact professional caring behaviors.
3. Examine legal and ethical aspects of communication and how they impact the delivery of safe and effective care.
4. Implement teaching plans that include legal and ethical concepts of patient care.
5. Examine ethical inquiry practice as it relates to professional identity.

Minimum Out of Class Study Hours: 50
Course Number: NUR 220

Course Title: Adult Health Concepts for Nursing Practice

Credits: 4 credits

Hours: Lecture: 3.5 hr/wk  
Skill lab: 1.5 hr/wk  
Clinical: 12 hr/wk

Prerequisites: NUR 130, NUR 140. BIO 162, BIO 175, PSY 108

Co-requisites: (If not previously completed successfully): ENG 102

Course Description: This course is comprised of two major components. The first component addresses the psychosocial concepts of patients experiencing stressful events and acute and chronic illness. The second component addresses care of patients with cancer and other cellular alterations. Both components include, didactic, simulation laboratory and clinical experiences.

Course Outcomes: 
Upon successful completion of the course, the student will:
1. Apply clinical decision making to care of adult patients with acute/chronic stressors.
2. Utilize evidence based practice in the care of adult patients with acute/chronic stressors.
3. Apply therapeutic communication techniques in the care of adult patients with acute/chronic stressors.
4. Develop teaching plans that address risk factors and health promotion in defined populations.
5. Develop the role of nurse advocate in the care of adult patients with acute/chronic stressors.

Minimum Out of Class Study Hours: 40
Course Number: NUR 230

Course Title: Family Health Concepts for Nursing Practice

Credits: 4 credits

Hours: Lecture: 5 hr/wk  
Skill lab: 2 hr/wk  
Clinical: 8 hr/wk

Prerequisites: NUR 130, NUR 140, BIO 162, BIO 175, PSY 108

Co-requisites: (If not previously completed successfully): ENG 102

Course Description: This course covers care practices for women, infants, children and adolescents. The course explores the expanding family during health and illness through didactic, simulated laboratory and clinical experiences.

Course Outcomes: Upon successful completion of the course, the student will:
1. Utilize clinical judgment for women, infants, children and families.
2. Integrate caring practices for women, infants, children and families.
3. Apply therapeutic communication techniques appropriate and specific for interactions with women, infants, children and families.
4. Develop teaching plans for individuals and families.
5. Demonstrate advocacy while providing care for women, infants, children and families.

Minimum Out of Class Study Hours: 43.28
Course Number: NUR 240 (10 weeks)

Course Title: Complex Health Concepts for Nursing Practice

Credits: 7 credits

Hours: Lecture: 4.5 hr/wk  
       Skill lab: 2 hr/wk  
       Clinical: 16 hr/wk

Prerequisites: NUR 220, NUR 230, NUR 210

Co-requisites: (If not previously completed successfully): HUMANITIES ELECTIVE

Course Description: This course focuses on caring for adults with complex, acute and chronic health problems through didactic instruction, simulated laboratory and clinical experiences.

Learning Outcomes:  
Upon successful completion of the course, the student will:  
1. Analyze clinical judgment in the nursing care of patients with acute and chronic health alterations.  
2. Create a caring environment that respects the culture of patients with acute and chronic health alterations.  
3. Integrate therapeutic communication techniques with patients, families and interdisciplinary team members.  
4. Integrate healthcare teaching in the delivery of nursing care for patients with acute and chronic health alterations.  
5. Analyze the use of evidence based practice and ethical behavior in providing care for patients with acute and chronic health alterations.

Minimum Out of Class Study Hours: 89.28
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING-575.2

Course Number: NUR 250 (5 weeks)

Course Title: Leadership and Management Concepts

Credits: 3 credits

Hours: Clinical: 24 hr/wk
        Practicum: 3 hr/wk Group Discussion

Prerequisites: NUR 240

Co-requisites:

Course Description: This capstone course is designed to integrate previous concepts through an in-depth clinical experience. The emphasis is placed on the transition from the student role to that of the professional nurse. The focus is on coordination and supervision of patient care utilizing leadership and management concepts. This course includes a NCLEX review that requires an additional fee.

Learning Outcomes:
Upon successful completion of the course, the student will:
1. Integrate clinical judgment to facilitate transformation of knowledge, skills and values in a variety of healthcare delivery systems.
2. Integrate caring and knowledge of cultural diversity when providing care to patients at various points across the lifespan.
3. Critique the effectiveness of communication with the interdisciplinary healthcare team utilizing principles of management and delegation.
4. Prioritize teaching and learning needs of patients and families in culturally diverse settings across the lifespan.
5. Implement the role of the professional nurse when caring for patients and families in diverse healthcare delivery systems.

Minimum Out of Class Study Hours: 16.05
COMMUNITY COLLEGE OF ALLEGHENY COUNTY

NURSING PROGRAM

Title: Attendance Guideline
Responsibility of: Quality Assurance Council
Dates of Revision: 5/2014; 11/2015; 1/2016, 1/2018
Dates of Review: 1/2018
Next Date to be Reviewed: Fall 2020

These guidelines have been developed to facilitate student learning in the classroom and the laboratory/clinical settings.

Cell Phone Policy
Cell phones and electronic devices are strictly prohibited in patient care areas. Such devices can be used to access medical and nursing resources in NON PATIENT CARE AREAS with instructor permission only. A failure to comply with this requirement is subject to disciplinary action.

Classroom Attendance
It is expected that a student will attend and be on time for all classes. A student is responsible for all material presented in the missed class.

Clinical Attendance
It is required that a student will attend all scheduled clinical experiences.

- **Tardiness.** It is a student’s responsibility to be on time. If a student is going to be tardy, he/she must notify the clinical instructor. If more than 30 minutes late, the student will not be permitted to stay and will be given a clinical absence. Repeated tardiness can lead to a clinical failure.

- **Clinical Absence.** If unable to attend the clinical educational experience, the student must directly notify the nursing unit one-hour prior to the clinical start time. The CCAC Nursing Program will comply with the federal law, Title IX of the Education Amendments of 1972. The student is to refer to the College Student Handbook. The Nursing Program will follow the CCAC policy related to "Attendance Procedure for Religious Observance for Students."

Clinical absences in NUR 110, NUR 130, NUR 220, NUR 230, and NUR 240 beyond the maximum equivalent of one week of clinical hours assigned in a course will result in a clinical failure.

Note: NUR 250, Leadership and Management Concepts, requires that the student complete 120 clinical hours while working with their assigned mentor. All clinical absences must be made up in order to meet
the clinical hour requirement for the course. A student who is excessively absent and subsequently requires scheduling changes to meet the clinical hour requirement may fail the course due to the demonstration of unprofessional behavior.

**Clinical Make-Up**
- All missed clinical hours must be made up.
- There is a fee assessed for the clinical educational make-up experience of $10 per hour.

**Clinical Make-Up Process**
1. The make-up days will be arranged with the faculty, the course coordinator, and the department head.
2. The student will be notified of the site, date, and time prior to the scheduled make-up day.
3. The student will pay the make-up fee to the campus Business Office at least 24 hours prior to the make-up day.
4. The student will submit the Business Office receipt of payment to the clinical make-up faculty at the scheduled make-up day.
5. No student will be permitted to start the clinical make-up day without having followed the payment procedure.

**Cancellation of Classes by the College due to inclement weather:**

*From the Community College of Allegheny County Operational Plan for Safety & Security*

- Closing and/or delay announcements and updates will be conveyed via local television and radio, e-mail, twitter, Facebook, the College webpage, and the telephone messaging system (text). Messages will advise callers of the current status at campuses and centers. The messages will be updated as conditions warrant.

- CCAC Inclement weather hotline number for each campus. **Emergency/Severe Weather Hotline 412.237.4520**

- The California site is to follow California University inclement weather policy, however if CCAC closes no student should be penalized for not attending.
- For the California site, go online and register your cell phone to receive a text message inclement weather update through California University.
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM

Title: Behavioral Standards Guideline
Responsibility of: Quality Assurance Council
Dates of Revision: 5/2013; 5/2014, 12/16, 4/17
Dates of Review: 4/17/17
Next Date to be Reviewed: Spring 2020

- All students admitted to the Nursing program are expected to exhibit behaviors in accordance with the following:
  - The Student Code of Academic Conduct (found in the CCAC Student Handbook)
  - The Student Code of Behavioral Conduct (found in the CCAC Student Handbook)
  - National Council of State Boards of Nursing Requirements related to competence conduct:
    - Self-report of felony charges and/or convictions and all plea agreements and misdemeanor/convictions of lesser-included offenses arising from felony arrests.
    - Self-report regarding any drug-related charges, actions or behavior that affects ability to provide safe and effective nursing care.
    - Self-report regarding any functional ability deficit that would require accommodations to perform essential nursing functions.
    - Self-report academic dishonesty including but not limited to receiving, assessing, forwarding or using Instructor’s Test Banks, social media, iphone, etc. The Nursing Program has a duty to protect the public. If a student is accused of academic dishonesty in any form or manner the student may not attend clinical until the issue is resolved.
  - Any student that violates the NPSM’s Behavioral Standard Guidelines or CCAC Student Handbook’s Student Code of Behavioral Conduct may be subject to dismissal from the Nursing Program.
    - If a student is requesting the appeals process for the violation of the Behavioral Standards Guideline, he/she cannot attend clinical until the issue is resolved.
    - Self-report any violations of protected health information (e.g. HIPAA)

Applicable behaviors:

- The nursing student shall:
  - Respect and consider, while providing nursing care, the individual’s right to freedom from psychological and physical abuse.
  - Safeguard the patient’s dignity, the right to privacy and the confidentiality of patient information according to HIPAA standards.
  - Respect all components of the Nursing Program to include faculty, staff, students, college community and property, which includes threatening, bullying or creating a hostile environment.
  - Only access health records for the patient for which they are assigned.
• The nursing student may not:
  • Knowingly aid, abet or assist another person to violate or circumvent a law.
  • Discriminate, either while providing nursing service; or to fellow classmates, administrators, staff or faculty, on the basis of age, marital status, sex, sexual preference, race, religion, diagnosis, socioeconomic status or disability; verbally, written or through social media.
  • Misappropriate equipment, materials, property, drugs or money from a patient, individual, or hospital environment / health care agency.
  • Solicit, borrow or misappropriate money, materials or property from a patient, patient’s family, and/or hospital/staff.
  • Leave a nursing assignment prior to the proper reporting and notification to the designated authority.
  • Leave an assignment for any unjustified reason.
  • Falsify or knowingly make incorrect entries into the patient’s record or other related documents.
  • Engage in conduct defined as a sexual violation or sexual impropriety in the course of a student/patient relationship.
  • Access personal health records.

• Nursing students are permitted at a clinical site for an assignment under the direct supervision or delegation of a clinical faculty member. For additional reasons or circumstances, the nursing student must have written permission to be present at the clinical site. A student nurse may not represent themselves as a CCAC nursing student for the purpose of shadowing the professional nurse. Any student interested in a shadowing experience must contact Career Services.

Nursing students are expected to conduct themselves according to these and general professional guidelines when representing the College. In addition, students are expected to follow applicable institution guidelines when in the course setting.

Students must obtain a Drug Screen in order to provide care for clients in clinical sites.
  • All costs incurred for obtaining drug screen is the responsibility of the student. Students must submit the original dated and signed results within 30 days prior to starting the clinical portion of the nursing program.

Any behavior that could affect the quality or safety of patient care or potential threat to one's self or others is prohibited. A student will be removed from clinical environment immediately and may be subject to academic and/or program disciplinary action. Inappropriate behavior includes, but is not limited to, the presence of odors and/or actions suggesting inappropriate drug or alcohol use. Process identified for incident:
  • The clinical instructor will notify the Dean of Nursing. Arrangements will be made for a supervised blood or urine test or whatever else is requested.
  • The student will be asked to identify someone that will escort the student home. If the student refuses to identify or call someone to escort them home, the clinical instructor will follow the clinical site policy and/or contact the local law enforcement agency.
Students must obtain a Criminal History Clearance, Child Abuse Clearance, and FBI fingerprint in order to care for patients in clinical sites.

- All costs incurred for obtaining clearances is the responsibility of the student.
- Students must submit the official clearance results after admission and prior to the due date given and upon request thereafter.
- Students will not be permitted to begin the clinical practicum without current clearance results on file in the campus nursing department.
- Students that have convictions, charges or pending charges or unpaid fines/unresolved dispositions within 1 year will not be eligible for entry (admission) or continuation in the Nursing Program.
- A student with any conviction or pending charge on the Prohibitive Offense List (copy can be obtained from the Dean of Nursing’s office) is not eligible for entry or continuation in the Nursing Program. This is not an all-inclusive list.
- Any felony conviction or two misdemeanor convictions within the CC3900 series would prohibit the applicant from admission. The CC3900 series is any offense that starts with CC39. The two misdemeanor offenses do not need to be the same offense.
- The nursing student must notify the Dean of Nursing, in writing, if there is any change in criminal, child abuse, or FBI fingerprint status. Charges which may have a direct bearing on student’s participation in the Nursing Program may be grounds for suspension or removal from the program.
- Should the College receive information concerning a criminal conviction not previously reported by a student in the Nursing Program that may have a bearing on the fitness of the student to continue in the program, the student shall be required, upon notice, to cooperate fully in the investigation of the reported information. The student may be required to execute a waiver that authorizes the College to review applicable records maintained by involved agencies. Failure to cooperate fully may result in the immediate suspension or dismissal of the student from the Nursing Program.
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM

Title: Social Media Usage and Maintaining Privacy, Confidentiality and Professionalism Guideline
Responsibility of: Quality Assurance Council
Dates of Revision: 12/17
Dates of Review: 10/17
Next Date to be Reviewed: Fall 2020

Definition
Social media is defined as web-based and mobile platforms for user generated content that create interactive and highly accessible, and often public, dialogues. (NSNA)

Types of Social Media (source: NSNA)
Social media platforms may include (but are not limited to) the following:
- Blogging – Blogger, LiveJournal, Xanga
- Microblogging – Dailybooth, Foursquare, Google Buzz, Posterous, Tumblr, Twitter
- Postcasting - Blubrry
- Social networking – Bebo, Facebook, Google+, LinkedIn, MySpace, Orkut, Snap Chat
- Social news sharing – Digg, Reddit
- Social bookmarking/social tagging – Delicious, Diigo, Google Reader, StumbleUpon
- Video hosting – Vimeo, YouTube
- Online forums and discussion boards
- Any other websites or software applications that allow individual users or entities to publish content on the Internet

The following guidelines are intended to minimize the risks of using social media:
- Student nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Student nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, student nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
- Do not share post or otherwise disseminate any information, including 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 obligation to do so.
- Do 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.
- Do not refer to patients in a disparaging manner, even if the patient is not identified.
• Do not take photos or videos of patients on personal devices, including cell phones. Follow employer policies for taking photographs or video of patients for treatment or other legitimate purposes using employer-provided devices.

• Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has the 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.

• “Friending” of a supervisor, mentor, or faculty member by a student is strongly discouraged.

• Consult CCAC policies or an appropriate nursing faculty for guidance regarding school or work related postings.

• Promptly report any identified breach of confidentiality or privacy.

• Be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the work place.

• Do not verbally make or post disparaging or embarrassing remarks to or about peers, CCAC faculty, staff and administrators, caregivers, members of the healthcare team or clinical facilities.

• Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments to CCAC faculty, staff, administrators, or any patient or family or hospital staff.

• Students are not permitted to audio or video record instructor or students during classroom activities without prior permission. Students are not permitted to post classroom materials on social media sites. This includes but is not limited to: classroom documents, recordings/video of lecture or presentations involving students or faculty.

• Do not post content or otherwise speak on behalf of CCAC unless authorized to do so and follow all applicable policies of CCAC.

• Do not use the CCAC name or logo or likeness on your webpage or at any unauthorized events without the consent of the Marketing or Communications Department. (Refer to CCAC College Student Handbook.)

Sharing this type of information, even unintentionally, can result in legal action against the sender/author, CCAC, the clinical site, and/or the client. These guidelines are intended to promote academic and professional integrity, professional communication, and a safe effective learning environment. Failure to follow these guidelines will result in disciplinary action, up to and including dismissal from the program.
Title: Confidentiality of Patient Information  
Responsibility of: Quality Assurance Council  
Dates of Revision: 12/17  
Dates of Review: 12/17  
Next Date to be Reviewed: Fall 2020  

Protection of privacy/confidentiality is essential to the trusting relationship between professional nurses and patients. According to the Federal Health Insurance Portability and Accountability Act (HIPAA), Pennsylvania Medical Records Laws, and the American Nurses Association (ANA) position statement on Privacy and Confidentiality (ANA, 2015), every patient has a right to have the information pertaining to his/her care treated as confidential. Violation of any part of this guideline may result in disciplinary action and/or dismissal from the nursing program and/or college.

Patient information as referred to in these provisions includes, but is not limited to: the patient’s paper medical record, electronic (computer) data pertaining to care, conversations with the patient and his/her family, telephone, fax or any other method of recording and transferring patient information. If a clinical facility restricts limits computer access as a result of a breach of confidentiality continuation in the nursing program may not be permitted.

Students are required to:
1. Comply with the clinical agency policy regarding confidentiality of patient information.
2. Identify a patient by his/her initials only when documenting on clinical worksheets and required written assignments.
3. Share patient information only with Authorized Persons as designated by the clinical facility.
4. Refrain from discussing confidential patient information in an environment where this information may be overheard. Such environments include but are not limited to the cafeteria, elevators, rest rooms, hallways, or non-patient care areas including campus classrooms.
5. Address questions concerning confidentiality to your clinical instructor.
6. Comply with the following directive: At no time can a copy be made of any part of the patient’s medical record.
7. Please refer to the Social Media Usage and Maintaining Privacy, Confidentiality and Professionalism Guidelines.
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM

Title: Drug Dosage Calculation Guideline
Responsibility of: Quality Assurance Council
Dates of Revision: 6/2016, 4/26/17
Dates of Review: Spring 2016, Spring 2017
Next Date to be Reviewed: Spring 2020

It is the belief of the Nursing Faculty that accuracy in the calculation of drug dosages is critical in providing for the optimal safety of clients in the healthcare setting. Therefore, the following criteria have been established for each nursing course to insure that students have the cognitive abilities necessary to correctly calculate drug dosages. Calculators may be used in calculating drug dosages.

1. A drug dosage calculation exam will be administered for the following courses: NUR 110, NUR 130, NUR 220, NUR 230, and NUR 240.
   • For NUR 110, the first drug dosage calculation exam will be given along with the material related to drug administration.
   • For NUR 130, NUR 220, NUR 230 and NUR 240, the first drug dosage calculation exam will be administered no later than the first week of the semester.
   • For students taking NUR 220 and NUR 230 courses consecutively, one dosage calculation exam will be administered the first week of the semester.

2. The drug dosage calculation exam may be retaken only once.
   • For NUR 110: successful retesting must be completed within two weeks of the first testing attempt.
   • For NUR 130, NUR 220-NUR 230, and NUR 240: successful retesting must be completed by the end of the 2nd week of the semester.
   • If NUR 220 or NUR 230 course is taken individually, a dosage calculation exam will be required for the semester.
   • The Boyce Fast Track NUR 220 and NUR 230 test-retest timeline may be at an accelerated rate.

3. Students will not be permitted to administer medications on the clinical unit until successful completion of the drug dosage calculation exam occurs.

4. Failure to successfully pass this exam after two attempts will result in failure of the nursing course for which it is taken.

5. Minimal passing score on the drug dosage calculation exam for all courses:
   • 92%

6. Inability to correctly administer medications in the clinical setting (inclusive of dosage calculation) will automatically constitute an Unsafe Performance.

7. Students unsuccessful in clinical before administration of the dosage calculation exam are not permitted to sit for the dosage calculation exam.
Dosage Calculation Blueprint

Utilize the rules of rounding and safe medication practice:

- Answers must be correctly labeled (ex. mg, tablets, and units) or they will be marked incorrect.
- Use the rules associated with zero’s in your answers:
  - Use a leading zero for doses less than one (1mL) (ex. 0.5 mL)
  - Use NO trailing zeros (ex. 0.5 mL NOT 0.50 mL)
- Use rules associated with rounding for answers expressed in milliliters:
  - Volumes greater than one mL should be calculated to the hundredths place and rounded to the nearest tenths (ex. 1.25 mL = 1.3 mL & 1.24 mL = 1.2 mL)
  - Volumes less than 1 mL should be calculated to the thousandths place and rounded to the nearest hundredths (ex. 0.969 mL = 0.97 mL & 0.963 mL = 0.96 mL)
- Utilize military time in answers requiring a time frame.
- When calculating medications, note the dosage available to give and the mechanism in which it is delivered (a 1 mL syringe medications can be administered to the thousands place as noted above and medications delivered in a 3mL, 5 mL, and 10 mL syringe should be calculated to the nearest hundredths place as noted above).

<table>
<thead>
<tr>
<th>NUR 110</th>
<th>NUR 130</th>
</tr>
</thead>
<tbody>
<tr>
<td>Household measurements and converting between systems (metric and household): 5 questions</td>
<td>Household measurements and converting between systems (metric and household): 2 questions</td>
</tr>
<tr>
<td>Metric unit conversions (ex. kg to g) including weight conversions (pounds to kg): 3 questions</td>
<td>Metric unit conversions (ex. kg to g) including weight conversions (pounds to kg): 2 questions</td>
</tr>
<tr>
<td>Intake and output calculation: 2 questions</td>
<td>Intake and output calculation: 1 questions</td>
</tr>
<tr>
<td>Calculation of oral medications (one step): 6 questions</td>
<td>Calculation of oral medications: 3 questions</td>
</tr>
<tr>
<td>Calculation of parenteral medications (SC/IM routes – one step): 5 questions</td>
<td>Calculation of parenteral medications (SC/IM routes): 3 questions</td>
</tr>
<tr>
<td>Reconstitution of medications: 2 questions</td>
<td>Calculation of insulin dosages (includes mixing of insulins &amp; determination of dosages for sliding scale insulin orders): 2 questions</td>
</tr>
<tr>
<td>Calculation of insulin dosages (includes mixing of insulins &amp; determination of dosages for sliding scale insulin orders): 2 questions</td>
<td>IV therapy flow rate calculations (includes primary and secondary): 5 questions</td>
</tr>
<tr>
<td></td>
<td>Reconstitution of medications: 2 questions</td>
</tr>
<tr>
<td></td>
<td>Complex dosage calculation problems (2 step): 5 questions</td>
</tr>
<tr>
<td>NUR 220</td>
<td>NUR 230</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| - Household measurements and converting between systems (metric and household): 2 questions  
- Metric unit conversions (ex. kg to g) including weight conversions (pounds to kg): 2 questions  
- Intake and output calculation: 1 question  
- Calculation of oral medications (1 step or 2 step method): 3 questions  
- Calculation of parenteral medications (1 step or 2 step method) (IV push and SC/IM routes): 3 questions  
- Calculation of insulin dosages (includes mixing of insulins & determination of dosages for sliding scale insulin orders and Insulin infusion (drip) calculation): 3 questions  
- IV therapy flow rate calculations (includes primary and secondary): 5 questions  
- Reconstitution of medications: 1 questions  
- Heparin bolus (weight-based) calculation & Heparin infusion calculations: 4 questions  
- Medication titration(ex. Nitroglycerin drip): 1 question | - Household measurements and converting between systems (metric and household): 2 questions  
- Metric unit conversions (ex. kg to g) including weight conversions (pounds to kg): 2 questions  
- Intake and output calculation: 1 question  
- Calculation of oral medications (1 step or 2 step method): 3 questions  
- Calculation of parenteral medications (1 step or 2 step method) (IV push and SC/IM routes): 3 questions  
- Calculation of insulin dosages (includes mixing of insulins & determination of dosages for sliding scale insulin orders and Insulin infusion (drip) calculation): 3 questions  
- IV therapy flow rate calculations (includes primary and secondary): 5 questions  
- Reconstitution of medications: 1questions  
- Heparin bolus (weight-based) calculation & Heparin infusion calculations: 4 questions  
- Medication titration(ex. Nitroglycerin drip): 1 question |

<table>
<thead>
<tr>
<th>NUR 240</th>
<th>NUR 240</th>
</tr>
</thead>
</table>
| - Household measurements and converting between systems (metric and household): 2 questions  
- Metric unit conversions (ex. kg to g) including weight conversions (pounds to kg): 2 questions  
- Intake and output calculation: 1 questions  
- Calculation of oral medications (1 step or 2 step method): 3 questions  
- Calculation of parenteral medications (1 step or 2 step method) (IV push and SC/IM routes): 3 questions  
- Calculation of insulin dosages (includes mixing of insulins & determination of dosages for sliding scale insulin orders and Insulin infusion (drip) calculation): 3 questions  
- IV therapy flow rate calculations (includes primary and secondary): 5 questions  
- Reconstitution of medications: 1 questions  
- Heparin bolus (weight-based) calculation & Heparin infusion calculations: 4 questions  
- Medication titration(ex. Nitroglycerin drip): 1 question | - Household measurements and converting between systems (metric and household): 2 questions  
- Metric unit conversions (ex. kg to g) including weight conversions (pounds to kg): 2 questions  
- Intake and output calculation: 1 questions  
- Calculation of oral medications (1 step or 2 step method): 3 questions  
- Calculation of parenteral medications (1 step or 2 step method) (IV push and SC/IM routes): 3 questions  
- Calculation of insulin dosages (includes mixing of insulins & determination of dosages for sliding scale insulin orders and Insulin infusion (drip) calculation): 3 questions  
- IV therapy flow rate calculations (includes primary and secondary): 5 questions  
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- Heparin bolus (weight-based) calculation & Heparin infusion calculations: 4 questions  
- Medication titration(ex. Nitroglycerin drip): 1 question |
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM

Title: Functional Abilities Guideline
Responsibility of: Quality Assurance Council
Dates of Revision: Spring 2017
Dates of Review: Spring 2017
Next Date to be Reviewed: Spring 2020

Functional abilities are non-domain specific abilities, i.e., those physical and mental activities and attributes needed by a nurse to practice safely in terms of essential nursing functions, with or without accommodations.

In order to meet the program competencies, and for successful completion of the objectives for each nursing course, a student must be fully aware and oriented and demonstrate the following functional abilities. A student requiring special accommodations should self-report to the Supportive Services Office on their own campus and relay the written information to each appropriate faculty member. Any student seeking a Medical Withdrawal and seeking re-entry into the Nursing Program is referred to the Nursing Program Administrator.

**Physical (gross and fine motor, physical endurance, physical strength, mobility):**

*Move freely* to observe and assess patients and perform emergency patient care; this includes having **full manual dexterity of the upper extremities, including neck and shoulders, and unrestricted movement of both lower extremities, back, and hips** in order to assist in all aspects of patient care, and the ability to touch the floor to remove environmental hazards (i.e. patient hygiene, application of restraints, and nursing procedures such as urinary bladder catheterization and parenteral injections);

A student may not have **any immobilizing device** in the clinical area.

**Lift and/or support at least 50 pounds** in order to reposition, transfer, and ambulate patients safely;

**Sensory (visual, tactile, olfactory, hearing):**

*Visually* observe changes in a patient's status, as well as unsafe environmental condition. Visual Acuity: must possess a) near clarity of vision at 20 inches or less and b) far clarity of vision at 20 feet or more;

*Hear* sounds of spoken verbal communication, as well as sounds that indicate changes in the patient's physiological condition (i.e. breath sounds, blood pressure, apical pulse.).
Demonstrate tactile ability sufficient to assess a patient's pulses, as well as changes in a patient's physiological status (i.e. changes in skin temperature, edema, etc.);

Smell odors that indicate changes in the physiological status of the patient, or unsafe environmental conditions;

Cognitive (reading, arithmetic, analytical and critical thinking):

Read and cognitively comprehend written course materials, patient care documents, and health care institution policies and procedures;

Calculate accurately in order to administer correct medication dosages, count a pulse, count respirations, and determine intake and output;

Demonstrate cognitive learning in relation to new procedures through clinical application;
Interpret physician orders accurately through verbal and written communication, and carry through with appropriate psychomotor clinical application;

Show evidence of concentration and give attention to tasks;

Exercise appropriate judgment and insight;

Interactive (interpersonal, communicative):

Speak to focal clients and members of the health team utilizing effective verbal communication skills;

Communicate and demonstrate the ability to follow directions clearly without any distortion of behavior;

Write utilizing a legible and concise documentation style which is readable and in the English language;

Note: If a student should present with any physical, sensory, cognitive or interaction limitation, each case will be reviewed on an individual basis. Reasonable accommodations will be made if possible. Please refer to information in the CCAC College Catalog under the heading, Supportive Services for Students with Disabilities.
Community College of Allegheny County
Nursing Program

Title: Dress Code for Clinical/Laboratory Areas
Responsibility of: Quality Assurance Council
Dates of Revision: 5/2014; 6/2016; 4/17
Dates of Review: Spring 2016, Spring 2017
Next Date to be Reviewed: Spring 2020

Students are required to present a professional appearance and attitude while in the clinical setting. The chewing of gum is not permitted. One official approved nursing program uniform is utilized by all campuses.

Uniform
• An official school uniform must be worn during all clinical education experiences.
• An official school uniform must be worn during laboratory testing. (Campus Specific)
• Uniform must be clean and wrinkle-free.
• White or navy blue socks are required.
• Full-length white hosiery required with skirts.
• Appropriate undergarments are to be worn and undetected through the professional attire.
• Students are permitted to wear a white or navy blue short or long sleeve jersey/undershirt under the uniform top.
• Religious head covers are permitted however, they must be solid in color and expose the face.

Shoes
• Shoes must be white with toes and heels covered
• Canvas shoes not permitted
• Tennis shoes must be all white

Identification
• The official valid CCAC photo ID badge and facility required ID badge must be worn above the waist at all times on the clinical unit. Name and appropriate titling credentials must be visible.
• A white lab jacket with CCAC ID badge is to be worn over street clothes as indicated (Campus specific).

Street Clothes
• Must be professional and appropriate without excessive skin exposure.
• No jeans, jean skirts, shorts of any kind, exercise attire, miniskirts, tank tops, tube tops or T-shirts with inappropriate logos/language.
• No tennis shoes or sandals
• No heels higher than 1.5 inches.

Hair
• Hair must be clean, neat, pulled away from the face, and without ornamentation.
• Hair color of an unnatural tone is not permitted.
- Male students must be neatly shaven. A moustache or beard should be short, clean and well groomed.

**Jewelry**
- Rings: one smooth band and/or one school ring
- One stud earring per earlobe
- Ear gauges must match flesh tone.
- No visible facial, oral, or skin piercing ornamentation of any kind is permitted.
- Watch with a second hand required - **NO SMART WATCHES ALLOWED**

**Nails**
- Nail hygiene is important to reduce transient and residual flora.
- Nails must be natural, short, and clean
- No artificial nails, overlays, tips, or nail ornaments permitted.
- If nail polish is worn, it should be clear, light pink, or a natural color.

**Tattoos/Makeup**
- Visible tattoos must be covered.
- No artificial eyelashes.
- Makeup appropriate for professional appearance.

**Detectable Odors**
- Detectable odors are not permitted. This includes but is not limited to perfume, cologne, after-shave, tobacco products, smoke, etc.
- Absolutely no smoking or use of electronic cigarettes while in the official student nurse uniform. The effects of the use of tobacco prior to or during the period of time when providing patient care can be offensive.
- Students will maintain personal hygiene, including oral care.

**Materials**
- Students should attend clinical with a blue or black pen, bandage scissors, penlight, and stethoscope.

**Note:** Clinical faculty will determine further specifics based on the clinical area. Students not adhering to the dress code will be required to leave the clinical unit and will be marked absent.

Requests for exceptions based on religion or culture must be submitted in writing to the faculty before the first clinical experience and may be required to be reviewed by the facility or agency.
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM

Title: Grading and Progression
Responsibility of: Curriculum Council
Dates of Revision: June 2016, 1/17
Dates of Review: Spring 2016, Spring 2017
Next Date to be Reviewed: Spring 2020

The grading scale for the theory segment of the nursing courses (including NSG courses) is as follows:

- A = 92%-100%
- B = 84%-91%
- C = 78%-83%
- D = 69%-77%
- F = 0-68%

The calculation of the Final Composite Grade for nursing courses NUR 110, NUR 120, NUR 140 and NUR 210 will be based on the ratio of 70:30. This means that all unit exams, quizzes, and/or other class assignments will comprise 70% of the student’s final composite grade and the final exam will be counted at 30% of the final composite grade. A comprehensive final exam will be given in the following nursing courses: NUR 110, NUR 120, NUR 130, NUR 140, NUR 210, NUR 220, NUR 230, and NUR 240. **No extra credit will be provided for students to raise their grade in Nursing Program courses.** The calculation of the Final Composite Grade for nursing courses NUR 130, NUR 220, NUR 230 and NUR 240 will be based on the ratio of 60:10:30. This means that all unit exams, quizzes, and/or other class assignments will comprise 60% of the final composite grade, ATI content associated mastery assessment will comprise 10% of the final composite grade and the final exam will be counted at 30% of the final composite grade. In NUR 240 the ATI Pharmacology and Medical Surgical content associated mastery exam will each comprise 5% of the final composite grade (total of 10%). If an Individual Result of Level 2 is not achieved for any of the ATI content associated mastery exams, the student must complete a remediation plan and retest within the specified time frame.

Grading Rubric for inclusion of ATI mastery content assessment

<table>
<thead>
<tr>
<th>ATI Level</th>
<th>Score awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3 first attempt</td>
<td>100</td>
</tr>
<tr>
<td>Level 2 first attempt</td>
<td>90</td>
</tr>
<tr>
<td>Level 3 Retake</td>
<td>85</td>
</tr>
<tr>
<td>Level 2 Retake</td>
<td>80</td>
</tr>
<tr>
<td>Level 1 Retake</td>
<td>50</td>
</tr>
<tr>
<td>&lt;Level 1</td>
<td>0</td>
</tr>
</tbody>
</table>

Calculations are made using the formula: points earned ÷ possible points X percentage value = portion of final composite grade.

The skills laboratory and clinical component of a course is graded on a pass/fail basis. In order to progress to the next course, the student must pass the theory, skills laboratory, and clinical component of
the course. If a student passes the theory component with a “C” or better, but fails either the skills laboratory or clinical component of the course, the student will earn a course grade of “D”. Therefore, the student will not advance to the next course. Should a student fail the skills laboratory or clinical component at midterm, but pass the theory component, the midterm grade will be recorded as a “D”.

Skills that are identified as testable skills for each course must be passed in two (2) attempts: one initial test and one retest. The retest must occur within two (2) weeks of the original test date in order to progress to the next course. Calculating drug dosages accurately is critically important, therefore that basic math skills are evaluated. See the Drug Dosage Calculation Policy.

When a student registers for a higher level course and subsequently cannot attend said course because she/he has not successfully passed the prerequisite, it is the student’s responsibility to drop the higher level course within the published refund periods to prevent loss of funds. It is suggested that a student meet with an academic advisor prior to the start of the second year in the nursing program to discuss any issues or concerns related to the graduation requirements.

All nursing courses and required courses in physical/natural behavioral sciences must be successfully completed with a letter grade of “C” or better.

In the final semester of the nursing program, students will be required to complete the RN Comprehensive Predictor assessment. A satisfactory score on the predictor equates to a minimum of 96% probability of passing the NCLEX-RN. Students who do not achieve a 96% probability of passing the NCLEX-RN will be required to complete an individualized, focused remediation under the supervision of their faculty.

During the final course in the nursing program, all students are required to complete an NCLEX live review course provided by the college. Attendance is mandatory and the cost of this review is included in the tuition for the course.

ATI Nursing Education Products

ATI Nursing Education is a provider of online instruction, remediation, analytics and consulting solutions that improve learning outcomes, enhance faculty effectiveness, and support the growth of nursing programs across the country.

The Content Mastery Series (CMS) is a group of proctored and online practice assessments and review guidance. The Content Mastery Series Assessments provide essential data regarding a student’s mastery of concepts in relation to specific nursing content areas, including a series of Targeted Medical Surgical tests that address individual body systems to provide formative evaluation of content prior to the final medical surgical course.

Content-specific assessments provide proficiency levels that measure a student’s level of knowledge acquisition. NCLEX readiness is measured with the RN Comprehensive Predictor. Both students and faculty can generate a score report after each assessment. Students can also create a Focused Review to guide remediation along with each score report. Focused Review refers students to the Content Mastery Series Review Modules and Active Learning Templates to remediate content deficiencies.
**Proctored ATI Scheduling Times**

Proctored ATI assessment times are indicated in the chart below. This time schedule will provide students with an opportunity for a focused review prior to proctored assessment or reassessment.

Assigned practice assessments and focused remediation must be completed as a ticket to enter the proctored assessment. Any incomplete items will result in a zero on the first attempt on the mastery content assessment.

All students are required to take ATI proctored assessments when scheduled. Failure to comply with the schedule could result in in zero for that scheduled attempt.

<table>
<thead>
<tr>
<th>Course</th>
<th>Exam</th>
<th>Week in Term Administered</th>
<th>Number of Questions</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 120</td>
<td>Custom NUR 120 Assessment 702</td>
<td>14th or 15th week</td>
<td>15</td>
<td>15 Minutes</td>
</tr>
<tr>
<td>NUR 130</td>
<td>Custom NUR 130 Assessment 702</td>
<td>14th or 15th week</td>
<td>15</td>
<td>15 Minutes</td>
</tr>
<tr>
<td>NUR 130</td>
<td>Fundamentals</td>
<td>7th or 8th week</td>
<td>70</td>
<td>70 Minutes</td>
</tr>
<tr>
<td>NUR 210</td>
<td>Leadership*</td>
<td>13th week</td>
<td>70</td>
<td>70 Minutes</td>
</tr>
<tr>
<td>NUR 220</td>
<td>Mental Health</td>
<td>By 5th week of content</td>
<td>70</td>
<td>70 Minutes</td>
</tr>
<tr>
<td>NUR 230</td>
<td>Maternal/Newborn</td>
<td>By 5th week of content</td>
<td>70</td>
<td>70 Minutes</td>
</tr>
<tr>
<td>NUR 240</td>
<td>Pharmacology</td>
<td>4th week</td>
<td>70</td>
<td>70 Minutes</td>
</tr>
<tr>
<td>NUR 240</td>
<td>Med/Surg</td>
<td>8th week</td>
<td>100</td>
<td>100 Minutes</td>
</tr>
<tr>
<td>NUR 250</td>
<td>RN Predictor</td>
<td>11th week</td>
<td>180**</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

Content mastery proctored exams include 10 pretest items, which are included above. These pretest items are not included in students’ scores.

*The Leadership ATI Content Mastery proctored exam is required to be taken but will not count in the final course calculation.

**RN Comprehensive Predictor includes 30 pretest items for a total of 180 items.

**To adhere to the Guidelines and Policies of the ATI Process, the student will:**

**Practice Using Non-Proctored Assessments:**

Before taking the proctored assessment students will take faculty assigned ATI practice assessments and complete the online focused remediation. The student will have their remediation efforts reviewed by appropriate faculty prior to the proctored assessment. Assigned practice assessments and focused remediation must be completed as a ticket to enter the proctored assessment. Any incomplete items will result in a zero on the first attempt on the mastery content assessment.

**Recommendations for NUR 110 students** – Complete the following ATI activities to prepare for the Fundamentals Mastery Exam in NUR 130.

1) ATI tutorials:
   a) ATI Nurse Logic
Glossary

RN Comprehensive Predictor

A comprehensive assessment written directly from the most recent NCLEX blueprint that evaluates the student’s preparedness for the NCLEX-RN and directs student’s remediation efforts in areas of identified weaknesses. This assessment also provides national percentile rankings and “cut score” information.

Criterion-Referenced ATI Proficiency Levels:

These classifications were developed as the result of a national standard setting study conducted by ATI, involving nurse educator content experts from across the U.S. The classifications apply only to individual scores, and not to groups. The level 1, 2, and 3 standards do not pertain to group scores.

Level 3 - Scores meeting the Proficiency Level 3 standard may be considered to exceed most expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review to maintain and improve their knowledge of this content.

Level 2 - Scores meeting the Proficiency Level 2 standard may be considered to exceed minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as fairly certain to meet NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review in order to improve their knowledge of this content.

Level 1 - Scores meeting the Proficiency Level 1 standard may be considered to meet the absolute minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to just meet NCLEX-RN standards in this content area. ATI advises these students to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content.

Below Level 1 – Scores below the Proficiency Level 1 standard can be considered below minimum expectations and may be indicative of significant risk in this content area. ATI strongly advises these students to develop and complete an intensive plan for focused review and remediation, including the use of ATI materials, textbooks, class notes, reference materials, and assistance from nurse educators.
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM

Title: ATI Remediation Guideline
Responsibility of: Quality Assurance Council
Dates of Revision: April 2013; April 2014; January 2015; 6/2016
Next Date to be Reviewed: Spring 2020

ATI Remediation Guidelines

If an Individual Result of Level 2 is not achieved, the student must complete a remediation plan and retest within the specified time frame.

Student directions:
1. Go to the www.atitesting.com web site, student home page. Click on the MY Results tab, locate the specific assessment, and click on Assessment Report.
2. The Assessment report will list the Topics to Review that are your areas of required learning. Each Topic to Review on this report reflects an incorrect answer you selected on the test.
3. Click on focused review. DO NOT PRINT. Complete the focused review online by clicking create which will open an online template for you to begin your review.
4. For each topic listed under topics to review, you will see some different icons. These icons will direct you to book pages, video or template. If a template is required it must be hand written. You should spend at least ten minutes per missed question.
5. After you complete the review, print out a transcript indicating the amount of time that you spent on the practice assessment review. Submit transcript and completed templates to your faculty.
6. Schedule a retake of the Proctored Assessment.
**RN Predictor Remediation Plan**

In the final semester of the nursing program, students will be required to complete the RN Comprehensive Predictor assessment. A satisfactory score on the predictor equates to a minimum of 96% probability of passing the NCLEX-RN. Students who do not achieve a 96% probability of passing the NCLEX-RN will be required to complete an individualized, focused remediation prior to retesting.

**RN Predictor achievement desired level is 96%**.

If student’s score is less than 96% probability for passing NCLEX on the RN predictor, an appropriate remediation process will be completed. The student will repeat the RN predictor and must score a 95% or better probability of passing NCLEX on the second attempt.

If the student does not achieve a 95% or better probability of passing NCLEX on the second attempt, the student will be directed to purchase Virtual ATI.

The student will be expected to show improvement and readiness for the NCLEX exam by receiving a “green light” from the ATI virtual team.

After that improvement is reported and documented, the student’s Nursing Education Verification (NEVs) will be released to the State Board of Nursing. The student’s graduation will not be delayed, and the student will be able to graduate and participate in the nurse pinning ceremony.

**Student directions:**

1. Go to the [www.atitesting.com](http://www.atitesting.com) web site, student home page. Click on the MY Results tab, locate the RN Predictor, and click on Assessment Report.

2. The Assessment report will list the Topics to Review, which are your areas of required learning. Each Topic to Review the report reflects an incorrect answer that you selected on the test.

3. Click on FOCUSED REVIEW and then CREATE. DO NOT PRINT. This will open an online template for you to begin your focused review.

4. For each topic listed under topics to review, you will see some different ICONS. These icons will direct you to book pages, media clips or templates. If a template is required, it must be HANDWRITTEN. You should spend at least ten minutes per missed question.

5. Complete 1/3 of the online focused assessment along with hand written templates for academic weeks 12, 13, & 14. Submit printed transcript and completed HANDWRITTEN templates to your NUR 250 faculty weekly.

6. Student will provide evidence of completion of at least 2000 NCLEX style questions if RN Predictor score is less than 96% predictive probability. Five hundred per week for academic weeks 12, 13, 14, & 15.

7. After you complete the focused review, print out a transcript indicating the amount of time that you spent on the focused review. Submit to your NUR 250 faculty (or ATI Resource Coordinator). The transcript should demonstrate evidence of approximately 10 minutes per missed question.

8. Complete a retake of the RN predictor prior to the finish of NUR 250 to evaluate your improvement in learning.
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM

Title: Graduation Requirements
Responsibility of: Quality Assurance Council
Dates of Revision:
Dates of Review: 4/2017
Next Date to be Reviewed: Spring 2020

Students must follow the Academic Graduation Requirements of CCAC found in the CCAC College Catalog.

The following procedures must be followed by students who are scheduled to graduate.

- Students must complete each NUR course with a “C” grade or better.
  (Note: NUR 250 is a clinical course and is graded as Pass/Fail).
- Complete all required courses with a “C” grade or better.
COMMUNITY COLLEGE OF ALLEGHENY COUNTY  
NURSING PROGRAM

Title: Health Policy guideline  
Responsibility of: Quality Assurance Council  
Dates of Revision: 5/2014; 6/2016,4/2017  
Dates of Review: Spring 2016, 4/2017  
Next Date to be reviewed: Spring 2020

Objectives
1. Provide a safe environment for patients, clinical site employees, other students and faculty.
2. Meet the health criteria and policies established by the clinical sites.

Health Policy
1. A student is required prior to admission and throughout the nursing program to demonstrate physical health and emotional stability to meet the essential requirements of the program.
2. This policy applies to the campus classrooms and clinical practice sites. A student must submit a completed “Nursing Student Health Examination” form upon nursing program admission and as required; fulfilling hospital requirements.
3. New students are to complete Criminal Background, Child abuse and fingerprinting by the date clearly stated in the CastleBranch program prior to the start of the semester and yearly.
4. Students are expected to upload their information through CastleBranch.

16 Panel Drug Screen

<table>
<thead>
<tr>
<th>Benzodiazepine</th>
<th>Barbiturates</th>
<th>Methadone</th>
<th>Meperidine</th>
<th>Cocaine metabolite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marijuana (THC) Metabolites</td>
<td>MDMA 3,4 (Ecstasy)</td>
<td>Amphetamine (amphetamine &amp; metamphetamine)</td>
<td>Synthetic and Semi-synthetic Opioid (include Fentanyl / hydrocodone / -etc.)</td>
<td>Phencyclidine (PCP)</td>
</tr>
<tr>
<td>Opiates (morphine/codeine)</td>
<td>Propoxyphene/Metabolites (Darvon)</td>
<td>Buprenorphine (Suboxone)</td>
<td>Tri-Cyclic Antidepressants (include sertraline, amitriptyline/fluoxetine)</td>
<td>Tramadol</td>
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<tr>
<td>Oxycodone/Oxymorphone</td>
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5. If a student tests positive for the admission or annual drug screen, he or she will not be permitted to begin or continue in the program. Please note that Medical Marijuana cards are not prescriptions. CCAC follows federal laws specifically pertaining to Medical Marijuana.
6. A student who is re-entering the program must submit a new “Nursing Student Health Examination” form regardless of the time lapse since last admission.
Health Screening/Immunization and Clinical Requirements:
1. **Incoming** – new students (NUR 110 and Advanced Placement into NUR 130).
   “Nursing Student Health Examination” form; Two Step TB Skin Test (TST) negative (-) or Quantiferon TB Gold negative (-)—and if either positive (+) a Chest x-ray report with no active disease is required; CPR; clearances (child abuse, criminal, fingerprinting); flu vaccine; NPSM signed; drug test
2. **Continuing Students Recheck** – (no break in education). NUR 220/230 students to complete: 
   **Yearly**: TB Skin Test (TST) negative (-) or Quantiferon TB Gold negative (-)—and if either positive (+) a Chest x-ray report with no active disease is required; CPR; clearances (child abuse, criminal, fingerprinting); flu vaccine; NPSM signed; drug test
3. **Returning Students** – (break in education from course failure; medical withdrawals, suspensions; etc.). This would be any returning students in NUR 130, NUR 220; NUR 240, NUR 250. “Nursing Student Health Examination” form (physical/doctor signature only); **yearly**: TB Skin Test (TST) negative (-) or Quantiferon TB Gold negative (-)—and if either positive (+) a Chest x-ray report with no active disease is required, CPR, clearances (child abuse, criminal, fingerprinting); flu vaccine; NPSM signed; drug test

Note: A student should discuss the need to obtain the Hepatitis A vaccine and Meningococcal Vaccine with his/her health care provider.

Influenza (Flu) Vaccine Documentation:

- All Students must receive a flu vaccine by October 31st of each year.
- Influenza declinations can only be for 1) medical or 2) religious justifications. Supporting documentation on letterhead must be uploaded into CastleBranch for verification purposes.
- If medical or religious declinations are approved, the student must wear a mask during the flu season or according to the specific hospital requirements.

Health Status
1. Students are encouraged to integrate practices into their life styles which will promote and maintain health.
2. Any change in a student’s physical status due to illness, pregnancy or injury that may inhibit or restrict that student’s functional ability must be reported to the clinical instructor and course facilitator.
3. Any change in a student’s physical status that may pose a safety risk to patients, others students, faculty or clinical site personnel must be reported to the clinical instructor and course facilitator.
4. A Medical Clearance Form signed by a health care practitioner may be required prior to returning to the clinical site.
   - A copy of the original completed Medical Clearance Form must be given to the assigned clinical instructor on or before returning to the clinical site.
   - The original completed Medical Clearance Form must be given to the course facilitator
5. The College retains the right to investigate any health issue not previously reported by the student that pose a safety risk to patients, others students, faculty or clinical site personnel.
6. The student may be required to execute a waiver to authorize the college to review
applicable records. Failure to cooperate may result in the immediate suspension or dismissal of the student from the nursing program.

**Injury/Illness on the Clinical Site**
1. The clinical instructor has the right to remove a student from the clinical site if he/she suspects impaired physical, psychological, or emotional behaviors that may pose a safety risk to patients, others students, faculty or clinical site personnel.
2. A student is required to immediately report to the clinical instructor any accident or injury sustained while in a clinical site including needle sticks or any blood or body fluid exposure. Students must follow the policy of the clinical site for accidents, injuries, or exposure to blood or body fluids.
3. A student who sustains an accident, injury, or blood/body fluid exposure on the clinical site must complete and submit the following forms to the home campus within 3 days.
   - Student Accident Insurance Claim Form submitted to the campus business office.
   - Incident Report – Personal Injury/Accident Form
4. A Medical Clearance Form signed by a health care practitioner will be required prior to returning to the clinical site. This clearance will be submitted to the clinical instructor and the course facilitator and will be kept in the student’s file.

**Health Records**
1. Health Records of current students are maintained in the Nursing Department office of each campus.
2. Health Records will be maintained for five years after a student leaves the nursing program.
3. Submitted health records may be released to individual clinical agencies. Permission for the release of this information will be signed and uploaded into the) CastleBranch program by the specified due date clearly indicated in CB.
# Nursing Student Health Examination Form

*(all sections must be completed and signed)*

Student Name: ___________________       ID: ___________________       Date: _____________

Address: ______________________________________

Email: _________________________________________

Emergency Contact: _____________________________

Phone Number: ____________________________

---

I give my permission for CCAC to share this information, if required to do so, with clinical agencies I will be utilizing for clinical experiences.

(student signature required here)

---

## TUBERCULOSIS STATUS

Please see and complete the attached 2-Step Mantoux Skin Test (PPD) Form.

Form **MUST** be uploaded into CastleBranch.

**Required:** date, amount, lot#, exp. date, manufacturer, site, administered by, date read, induration, result and read by.

**Or** Quantiferon TB Gold Blood Test

IF either is **POSITIVE:**

Report of 2 View Chest X-ray must be included.

---

## Tetanus & Diphtheria (Td) Immunization

Diphtheria/Tetanus: ______________

(Immunized within last ten years)

---

## HEP B

**Required for all students**

Hepatitis B (dates of 3-dose vaccination series and post vaccination testing for anti-HBs required)

**Dates:** 1. _______________  2. _______________  3. _______________

**Required post vaccination for anti-HB testing at least 1-2 months after 3rd dose.**

Date: __________________

Result: Immune Yes No

---

## HEP C Bloodwork

**Required for all students**

Date: __________________

Result: __________________

Reactive Yes Non-Reactive

---

## INFLUENZA Immunization

Allergy to Eggs: ______ Yes ______ No

Date: ______________

Lot #: ______________

---

## RUBELLA (GERMAN MEASLES) STATUS

Required antibody titer by lab screen: ______________

Date: ______________

Result: Immune Yes No

If no to the above, a **MMR** is required.

**MMR Administered:** ______________

---

## RUBEOLA (MEASLES) STATUS

Required antibody titer by lab screen: ______________

Date: ______________

Result: Immune Yes No

If no to the above, a **MMR** is required.

**MMR Administered:** ______________

---

## VARICELLA (CHICKEN POX STATUS)

Required antibody titer by lab screen: ______________

Date: ______________

Titer: ______________

Immune Yes No

IF NOT IMMUNE:

2 Doses Varicella Vaccine given 1 month apart

Dates: 1. _______________  2. _______________

---

## MUMPS

Required antibody titer by lab screen: ______________

Date: ______________

Titer: ______________

Immune Yes No

If no to the above, a **MMR** is required.

**MMR Administered:** ______________

---

**IMPORTANT:** PLEASE ADDRESS ALL AREAS COMPLETELY INCLUDING THE BACK OF
I have obtained a health history, performed a physical examination, and reviewed immunization status and required laboratory tests. In my estimation, the student is able to participate fully in the nursing program clinical experience in health care agencies. In my estimation this student will be able to meet the following guidelines:

<table>
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</tr>
</tbody>
</table>

Does the student have any activity limitations? ☐ Yes ☐ No

**COMMENTS:**

Does this student have any medical problems with which the school should be concerned? ☐ Yes ☐ No If yes, please identify:

Is the student subject to conditions that may precipitate a medical emergency, such as:

- Epilepsy
- Diabetes
- Allergies
- Fainting
- Heart Conditions
- Colorblindness
- Hearing Loss
- Other

If yes, please specify:

Is there need for follow-up treatment?

☐ Yes ☐ No If yes, please specify:

Does the student require a device or substance (including medications to enable him/her to carry out the abilities required by the program)?

☐ Yes ☐ No If yes, please specify:

______________________________
Signature of Physician/Nurse Practitioner

______________________________
Date

______________________________
Printed Name

______________________________
Address

---

CCAC Does not discriminate in admission or employment on the basis of race, religion, political affiliation or belief, age, sex, national origin, ancestry, non-job-related disability, place of birth, General Education Develop Certificate (GED), marital status, sexual orientation or veteran status. Revised 3/22/13

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**PAYMENT:**

**STUDENT IS 100% RESPONSIBLE FOR PAYMENT OF THIS EXAM. DO NOT BILL CCAC.**
NURSING PROGRAM

Title: Internal Transfer Procedure
Responsibility of: Quality Assurance Council
Dates of Revision: 7/17/2017, Spring 2019
Dates of Review: Spring 2019
Next Date to be Reviewed: Fall 2020

The following procedure must be followed by students requesting to transfer between campuses. **Intercampus transfer is possible only if space is available.** A student must have a cumulative grade point average of 2.0 for all college level courses, including NUR courses. The student must ensure that all clinical requirements uploaded in CastleBranch will remain current for the entire semester.

1. The student must complete the Intercampus Transfer Form and obtain a current unofficial transcript (form is found in manual or can be obtained from campus secretary).
2. The student then forwards the Intercampus Transfer Form and unofficial transcript to the Nursing Faculty Secretary at the campus to which the student is requesting to transfer.
3. The student will be notified that the transfer request has been approved as soon as available space is confirmed.
4. In order for your request to be considered for any NUR course, the student must have successfully completed all pre-requisite courses.
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM
Intercampus Transfer Form

Please Print or Type Information:
NAME: ___________________________ TELEPHONE (Home): ___________________________ (Work): ___________________________
ADDRESS: ___________________________ Student ID #: ___________________________
Email address: ___________________________

Identify the following request for Intercampus Transfer:

REASON FOR TRANSFER: ____________________________________________________________

For which semester and course are you requesting this change to begin?

Semester: Fall______ Spring______ Summer ________ Course: NUR: ________

Transfer From: Allegheny Boyce North South California University of PA
Transfer To (circle only one): Allegheny Boyce North South California University of PA

PLEASE NOTE: Student must attach a current unofficial transcript to this request (obtained via CCAC Central e-Services or in the Records and Registration Office). Individual campus nursing program enrollment is dependent on available space. Completion of this form does not automatically guarantee that the request for transfer is granted. The student will be informed of the status of his/her request for transfer by the receiving campus. By signing this form I am attesting that my CastleBranch clinical requirements will remain current throughout the semester of transfer.

__________________________________________
Signature of Student ____________________________ Date

Please submit this form to the Campus Nursing Faculty Secretary

For use by Nursing Department only

Please Note: Upon approval and acceptance of student for Intercampus transfer, the receiving campus should ensure that student’s file is requested and received.
Student Nursing File requested ____________ Student Nursing File received ____________
Inform student that they need to request transfer of their CCAC file to the Admission Office of the campus they are planning to attend.

Revised 5/8/13; 8/16/13; 4/9/14; 5/8/14; 12/17/14; 1/12/15; 6/9/16; 7/22/18; 8/9/18; 1/10/19; 6/24/2019
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM

Title: Medical Clearance for Illness/Injury
Responsibility of: Quality Assurance Council
Dates of Revision: 12/7/17
Dates of Review: 12/7/17
Next Date to be Reviewed: Fall 2020

Students who have had restrictions on clinical performance for medical reasons or who were temporarily unable to meet the competencies defined in the Functional Abilities Guideline of the Nursing Program Student Manual are required to submit a complete Medical Clearance Form.

- A copy of the original completed Medical Clearance Form must be given to the assigned clinical instructor on or before the student returns to the clinical unit.
- The original completed Medical Clearance Form must be given to the course facilitator.
- Students returning to the clinical area must meet those requirements as stipulated in the Functional Abilities Guideline of the Nursing Program.
- The original Medical Clearance Form will be kept in the student’s file in the Nursing Office and a copy attached to the Clinical Evaluation Tool.
- The Dean may request additional medical information to further clarify health status and protect student and patient safety.
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM

MEDICAL CLEARANCE FORM

______________________________ has been under my care and is able to return
(student name)
to clinical on __________without any restrictions. This student can meet all the

competencies as listed in the Functional Abilities Guideline of the Nursing Program (see attached).

Some examples include but not limited to:
**Physical (gross and fine motor, physical endurance, physical strength, mobility):**

**Move freely** to observe and assess patients and perform emergency patient care; this includes having
**full manual dexterity of the upper extremities, including neck and shoulders, and unrestricted
movement of both lower extremities, back, and hips** in order to assist in all aspects of patient care,
and the ability to touch the floor to remove environmental hazards (i.e. patient hygiene, application of
restraints, and nursing procedures such as urinary bladder catheterization and parenteral injections);

A student may not have **any immobilizing device** in the clinical area.

**Lift and/or support at least 50 pounds** in order to reposition, transfer, and ambulate patients safely.

______________________________ Date ______________
Provider Signature

______________________________
Provider Name (PRINT)

______________________________
Provider Address

**Duplicate Form**
COMMUNITY COLLEGE OF ALLEGHENY COUNTY

NURSING PROGRAM

Title: Remediation Guideline
Responsibility of: Quality Assurance Council
Dates of Revision: 
Dates of Review: 
Next Date to be Reviewed: Fall 2019

A student identified by a nursing faculty member as requiring additional assistance to maximize success in the Nursing Program will be issued a “Remediation Plan”. Faculty may identify deficiencies/problems in student learning performance in the classroom, laboratory, or clinical settings.

Whenever such deficiencies/problems are identified, the faculty member will work with the student to develop a remediation plan with appropriate goals to eliminate the deficiency/problem.

The Remediation Plan identifies:
- The course and indicates if the deficiency/problem relates to the theory, clinical, or lab portion of that course.
- The description of the event that prompted the faculty to recommend a remediation plan action
- The plan to solve the deficiency/problem

The form is to be signed by the student and faculty when the deficiency/problem is identified and the process initiated. It must be signed again by both the student and faculty member when complete. A copy of the form is to be attached to the final clinical evaluation form.

Failure to complete any/all remediation(s) within the designated time frame will result in a course failure.

A copy of the form is to be attached to the final clinical evaluation form.
COMMUNITY COLLEGE OF ALLEHENY COUNTY
NURSING PROGRAM

REMEDIATION PLAN

Student ________________________ Course ________________ Date __________
   Indicate if Theory/Clinical/Lab

Description of Event

Remediation Plan (include goals) ____________________________

Required Completion Date __________

Student Comments

Conference

Faculty Signature and Date ____________________________

Completion

Faculty Signature and Date ____________________________

Student Signature and Date ____________________________

Student Signature and Date ____________________________

A copy of the form is to be attached to the final clinical evaluation form.
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM

Title: Unsafe Performance
Responsibility of: Quality Assurance Council
Dates of Revision: Spring 2016
Dates of Review: Spring 2016
Next Date to be Reviewed: Fall 2019

Safety is a critical concern in all areas of nursing practice. Each student is required to practice without violating the physiological, psychological or cognitive safety of those entrusted to his/her care.

Any student activity or lack of activity that threatens the safety of self or others may result in the faculty directing the student to leave the classroom, clinical unit or lab setting where this occurred. Please refer to the Behavioral Standards Guidelines: The Nursing Program has a duty to protect the public. If a student is accused of academic dishonesty in any form or manner the student may not attend clinical until the issue is resolved.

The Nursing Program Administrator retains the right to withdraw a student from a course based on the gravity of the student behavior even when the student is achieving a satisfactory grade. Depending on the gravity of any single documented incident, this withdrawal may be permanent, constituting a failing grade, with no opportunity for re-entry.
Any Unsafe Performance received in NUR 220 will be carried over into NUR 230
Any Unsafe Performance received in NUR 230 will be carried over into NUR 220
Any Unsafe Performance received in NUR 240 will be carried over into NUR 250.

PROCEDURE FOR UNSAFE PERFORMANCE

- First Unsafe Performance
  - The student and faculty member will meet to discuss the specific incident within 8 working days of the incident.
  - The faculty member must complete the Unsafe Performance form.
  - Both parties will sign the form and the completed form will be attached to the student’s clinical evaluation tool.
  - The faculty member will send a copy of the form to the Course Facilitator
  - Failure to complete the remediation for the Unsafe Performance will lead to a clinical failure.

- Second Unsafe Performance
  - The faculty member will notify the student that a second Unsafe Performance has occurred and must complete the Unsafe Performance form.
  - The faculty member, Course Facilitator, and the student will meet within 8 working days of the incident.
  - The facilitator will write a summary of the meeting to include: description of the incident, student comments, outcome behavior, remediation plan and the declarative statement “any further unsafe performances will result in a clinical failure”. These comments will be sent to the nursing program administrator and a copy placed in the student file.
o The student has the right to make comments concerning the incident. These comments are to be attached to the facilitator’s summary.

If a second Unsafe Performance occurs on the same day as the first incident, the student will be immediately dismissed from the area where the second incident occurred. The faculty member will inform the student that a second Unsafe Performance has occurred and will complete the form as required.

o Failure to complete the remediation for the Unsafe Performance will lead to a clinical failure.

- Third Unsafe Performance
  o The faculty member will inform the student that a third Unsafe Performance has occurred and this constitutes a course failure. The student will be asked to leave the area where the incident occurred.
  o The Course Facilitator will arrange a meeting between the student, the involved faculty member, and the Department Head within 8 working days of the incident. Copies of the unsafe behaviors for current semester will be provided to the Department Head prior to the meeting.
  o The Department Head will write a summary of the meeting and a copy will be sent to the student, faculty member, Course Facilitator, and the Dean of Nursing.
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM

Unsafe Performance Form

Student_______________________________ Course _______________ Date___________

Description of Event/s:

Remediation Plan:

Student Comments:

Required Completion Date:___________________ To be submitted to: ____________________

This is the _____ Unsafe Performance Conference ____________________________

Faculty signature and date

Student signature and date

Course Facilitator and date

White – file; Yellow – Course Facilitator; Pink – student

Revised 5/8/13; 8/16/13; 4/9/14; 5/8/14; 12/17/14; 1/9/15; 6/5/15; 6/24/15; 11/20/15; 1/12/16; 6/9/16; 7/12/16; 12/9/16; 1/9/17; 7/17/17; 1/8/18; 7/22/18;8/9/18; 1/10/19; 6/24/2019
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM

Title: Reentry Guideline
Responsibility of: Quality Assurance Council
Dates of Revision: Spring 2019
Dates of Review: Spring 2016, Spring 2019
Next Date to be Reviewed: Fall 2020

Students must follow the Academic Rules and Regulations of CCAC.

Students may apply for reentry to the nursing program following:
- Withdrawal for personal, medical or academic reasons that resulted in an academic grade of “W”
- Dropped courses due to failure on the second attempt of the Dosage Calculation test
- A final academic grade below “C” in an NUR course

The following requirements must be met for program reentry:
- A student must reenter the program within 1 calendar year after the withdrawal or failure.
- A student must meet all course prerequisites prior to reentry.

Reentry is contingent on seat availability within the specific course to which the student is applying. Students may not be able to re-enter the same program (e.g. day program, evening/weekend program, web-enhanced program) that they were initially enrolled in due to course sequencing and availability at each campus.

NUR 110 AND NUR 120 Readmission Guidelines

- If a student fails both NUR 110 and 120 they must reapply to the Nursing Program
- Students who desire to repeat both NUR 110 and NUR 120 must adhere to the most current admission criteria and reapply to the nursing program. This requires submitting a complete admission application.
- A student must have a cumulative grade point average of 2.8 for all college level courses, including NUR courses.
- ANY NUR course can only be repeated once.
- If a student has been readmitted for both NUR 110 and NUR 120; the student has one remaining reentry attempt during the remainder of the program.
NUR Reentry Guidelines

- Repeating any NUR courses, except when a student fails both NUR 110 and NUR 120 in a single term, is considered a program reentry and is based on seat availability.
- If a student has re-entered any NUR course related to course drop/withdraw/failure and is successful in advancing to the next level course(s); the student will have 1 reentry opportunity.
- A student must have a cumulative grade point average of 2.0 for all college level courses, including NUR courses.
- ANY NUR course can only be repeated once.
- If unsuccessful on a second attempt in any NUR course, readmission to the nursing program will not be considered.

Please Note: A student must apply for reentry by submitting a written request to the department head of nursing on the campus to which the student is applying. The following information must be written or included in order to be considered for reentry:

- Specify the nursing specific program.
- The specific nursing course that the student will reenter and semester.
- A current CCAC transcript.

- The student must ensure that all clinical requirements uploaded in CastleBranch will remain current for the entire semester.
- All required information must be submitted at a minimum of 15 working days prior to the first day of the semester in which the student will be enrolled.

Students requesting to reenter a nursing course at a different campus must follow the Internal Transfer Procedure. (Refer to this policy)
I have received a current copy of the Nursing Program Student Manual pertaining to the Nursing Program at Community College of Allegheny County. I have read and agree to comply with the guidelines contained within this manual.

It has become necessary for the CCAC Nursing Department to share student information with our clinical partner hospitals. This information is provided to clinical partners to create access accounts to allow students to complete clinical requirements including documentation and medication. Please complete the information below. Your signature acknowledges that CCAC may share this information with clinical facilities as it relates to completion of clinical rotation requirements.

Print Name: __________________

Driver’s License (State & Number) ___________________ *upload a copy of your DL*

Date of Birthdate (xx/xx/xxxx) ________________________

Student ID Number _________________________________

Signature _________________________________

Date: ________________________________________

File Copy
COMMUNITY COLLEGE OF ALLEGHENY COUNTY
NURSING PROGRAM

Title: Disclosure Statement
Responsibility of: Quality Assurance Council
Dates of Revision: 6/2016
Next Date to be Reviewed: Fall 2019

I have received a current copy of the Nursing Program Student Manual pertaining to the Nursing Program at Community College of Allegheny County. I have read and agree to comply with the guidelines contained within this manual.

It has become necessary for the CCAC Nursing Department to share student information with our clinical partner hospitals. This information is provided to clinical partners to create access accounts to allow students to complete clinical requirements including documentation and med administration. Please complete the information below. Your signature acknowledges that CCAC may share this information with clinical facilities as it relates to completion of clinical rotation requirements.

Print Name: ____________________________________________

Driver’s License (State & Number) ____________________________ *upload a copy of your DL*

Date of Birthdate (xx/xx/xxxx) ______________________________

Student ID Number _________________________________________

Signature ________________________________________________

Date: _____________________________________________________