To Our Student Colleagues:

We wish to welcome you into the CCSU Department of Nursing. Since the development of the Department of Nursing in November 1981, the faculty has strived to provide a quality nursing program within the context of the university environment. Since revision and refinement is an ongoing process, this handbook, including policies and general information pertinent to the Nursing major, is available for your convenience and reference. We hope that this handbook, along with the CCSU Student Handbook, the CCSU Code of Conduct, and CCSU Undergraduate/Graduate Catalog, will serve as a guide to answering your questions.

This handbook is provided to admitted students for their general information and guidance only. It does not constitute an irrevocable contract between the student and the Department; either expressed or implied and is subject to revision at the Department/University’s discretion. The Department reserves the right to change any provision of any requirement at any time.

Students will be notified in writing of such changes within a reasonable time frame and will sign receipt of any updates/addendums.

Students are expected to adhere to the most recent updated policies.

Students should be aware that additional requirements might be imposed for certification or licensure (even once a plan of study has been prepared) if such requirements are imposed by outside licensing or accrediting agencies. A plan of study may be subject to revision to reflect such additional requirements.

The Nursing Department

Revised May 2022

# CCSU Nursing Programs

1. **Mission Statement**

To prepare holistic, professional nurses to address the evolving health care needs of the populations they serve and provide quality, person-centered care.

# Vision Statement

To provide innovative and experiential education that fosters a culture of caring, scholarship, service, and leadership in the profession through a collaborative and supportive learning environment.

# Philosophy

The Nursing faculty, in accord with Central Connecticut State University, believes that in a dynamic society, education for membership in the nursing profession includes the development of expertise in a field with socio-cultural and global awareness. The professional nurse with a liberal education thinks critically and provides person-centered care. Nursing education will empower the student to attain the highest standards of academic achievement, public service, and personal development. The curriculum encompasses a liberal arts education, nursing theory, and evidence-based practice facilitating clinical judgment skills and professional accountability in nursing practice.

# Overview

The purpose and objectives of the programs flow directly from the mission statement of Central Connecticut State University. The purpose of the program is to prepare the student to obtain a Nursing degree and to empower the student to attain the highest standards of academic achievement, public service, and personal development reflecting Central Connecticut State University’s fundamental responsibility.

Central Connecticut State University stands firm as an advocate of liberal and humane learning and for enlightened and productive participation in a global society, based on the requirement of blending the liberal arts education with dynamic professional education. In all aspects of learning, students are encouraged to read with discrimination, to think clearly and critically, to write with accuracy and to appreciate the scientific, social, and aesthetic principles and values, which have shaped our increasingly interdependent society. At the same time, the university strives to provide an environment that is conducive to the personal development of each student through a wide array of student activities, which foster leadership, community service, responsibility, and creativity.

The Nursing faculty believes that a liberal education in the natural and behavioral science and the humanities, with theory and practice in Nursing, form the basis for critical judgment and professional accountability in graduates. The belief that formal education is a preliminary to continued study and a lifetime of creative activity, is reinforced throughout the student’s program of study, and is demonstrated by faculty through their scholarly pursuits. The faculty believes that self-directed inquiry and individualized student learning further reflect their mission to serve a wide range of citizenry with varying characteristics and needs. The purpose of the Department of Nursing is to provide a program of high academic excellence, based upon a strong foundation in the arts, sciences, and humanities. The program is designed to prepare a professional nurse who is aware of and alert to existing and anticipated nursing and health care needs of individuals, families, and communities. The professional nurse will be able to respond with relevant knowledge and skills to meet these needs in a variety of health care settings.

It is anticipated that professional nurses, as individuals and as citizens, will demonstrate responsibility and accountability to the consumer as well as to themselves and the profession. They will be collaborative participants in the health care system. The baccalaureate programs are designed to serve as a foundation for graduate study and to provide an environment in which students can develop their potential as individuals and as contributing members of society.

The Master of Science Degree, Nursing (MSN) prepares students for a specialty focus to expand their career options. Students gain an advanced-knowledge base and skill set that is grounded in the scientific discipline and art of professional nursing. This level of professional education is necessary to meet the needs of a complex and changing health care system and new client demands for optimum outcomes and quality. The degree program is designed to foster interdisciplinary collaborative skills and independent functioning. Advanced education with a specialty focus provides additional skills to achieve optimum health care for specific populations.

**E. Department of Nursing Values**

## Nursing

At all levels on the wellness continuum, the role of the nurse is to contribute to the provision of an optimal environment to promote growth and to maximize movement toward the highest level of wellness that the individual is able to achieve. The practice of nursing is both a science and an art based on professional nursing standards; it achieves its goals by a process known as caring. Caring involves therapeutic interventions based on interpersonal communication skills, technical

competence, and the deliberate use of an intellectual process, consisting of assessing, planning, intervening, and evaluating a plan of care with the client.

Nursing has both independent and interdependent functions. The independent function of the nurse is the diagnosis and treatment of responses to actual or potential health problems. The interdependent function of the nurse is to work with other health care providers to promote an interdisciplinary approach to comprehensive health care.

Nursing intervention varies with whether or not the client is in need of services.

Emphasis is placed on prevention through health teaching, support of functional coping mechanisms, and the mobilization of support systems. When total recovery seems improbable, the nurse works, through rehabilitation, to return the client to this optimal level of wellness or to support a rational and dignified death.

Nurses work autonomously within a defined scope of practice and collaboratively with members of the healthcare team. Nursing regulations and standards are defined by the

State Board of Nurse Examiners, the Scope and Standards of Practice, and the Code of Ethics for Nurses guide nursing practice. Nurses are accountable to the public that they serve.

A degree in Nursing fosters self-awareness, intellectual curiosity, and personal fulfillment and are consistent with the hallmarks of nursing education. Baccalaureate Nursing education strengthens nursing practice with a foundation in the sciences and humanities, which contributes to theory-based practice, systematic inquiry, critical thinking, and a broadened social awareness. Baccalaureate preparation in Nursing prepares a professional, competent generalist who exerts leadership and is able to transcend specific health care settings to utilize the nursing process in a multitude of environments. Graduate preparation in Nursing acquires skills in research, develops and implements change, and applies teaching/learning to the health care setting.

## Society/ Environment

Nursing, as a profession, is engaged in a social contract with the larger social system in

that it provides an essential service to that society from a multicultural perspective. Because a person also exists within the context of family and society, professional nursing acknowledges families and communities, in addition to individuals, as appropriate recipients of care. In response to unique needs of specific populations and dynamics within the health care system, the professional nurse also designs and assumes new roles that enable nursing to respond positively to the needs of a dynamic society.

## Learning

Learning is an active, life-long process in which permanent changes in behavior occur in cognitive, affective, and psychomotor domains. Learning is based upon factors both internal and external to the learner; internal factors include motivation, readiness, and individual learning styles. External factors include sequencing, use of multiple teaching modalities, and maintenance of a supportive environment. Students are active participants in the learning process. Faculty structures formal and informal learning environments that take place in an atmosphere of mutual respect. Faculty also functions as role models for students; through their activities, they provide an example of professionals who are themselves involved in life-long learning and socially responsive activities.

## Teaching

Teaching involves a relationship between the student and teacher that fosters independence on the part of the learner. It involves structuring a series of progressive learning experiences that are futuristic as well as contemporary, challenging, and flexible.

This process occurs in a milieu that encourages life-long learning, an inquiring frame of reference, and mutual respect.

# Purpose of the Department of Nursing

The purpose of Central Connecticut State University’s Department of Nursing is to provide a program of high academic excellence, based on a strong foundation in the liberal arts. This program is designed to prepare a Professional Nurse who is aware of and alert to existing and anticipated nursing and health care needs of individuals, families, and communities. The Professional Nurse will be able to respond with relevant knowledge and skills to meet these needs in a variety of health care settings. It is anticipated that this Professional Nurse, as an individual and as a citizen, will demonstrate responsibility and accountability to the consumer, themselves, and to the profession along with being a collaborative participant in the health care system.

The program is designed to serve as a foundation and to provide an environment in which students can develop their potential as individuals and as contributing members of society.

In summary, upon completion of this program the faculty expects graduates to:

* Practice professional Nursing
* Engage in life-long learning
* Contribute & collaborate in the healthcare system

# Program Learning Outcomes

# *Baccalaureate*

Upon completion of the program, the graduate will be able to:

* + Integrate theories and concepts from liberal education into nursing practice.
  + Apply leadership concepts, skills, and decision making in the provision of high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
  + Critically evaluate evidence-based research in collaboration with other members of the healthcare team to improve client outcomes.
  + Demonstrate skills in using healthcare technologies, information systems, and communication devices that support safe nursing practice.
  + Advocate for a variety of socio-political issues affecting health care through participation in legislative and political forums.
  + Incorporate inter- and intra-professional communication and collaborative skills into the delivery of evidence-based, culturally sensitive person-centered care.
  + Provide innovative interventions to promote health and prevent illness in vulnerable populations.
  + Practice from a caring, professional nursing perspective by incorporating the values of social justice, diversity, and global awareness.
  + Integrate knowledge, skills, and attitudes through use of the nursing process to provide person-centered care to clients across the lifespan from a diverse perspective.

## Graduate

Upon completion of the program, the graduate will be able to:

* + Utilize appropriate theories from nursing and related fields to respond to emerging health care challenges.
  + Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.
  + Understand how to influence health care policy for the purpose of advocating for clients and community.
  + Use quality processes and improvement science to evaluate care and ensure client safety for individuals and communities.
  + Synthesize evidence for practice to determine appropriate application of interventions across all populations affected by end-of-life and chronic care.
  + Incorporate global nursing knowledge, attitudes, and skills in planning, implementing, and evaluating hospice and palliative care practice.
  + Integrate inter-professional collaboration and informatics to make changes in the hospice and palliative care environment to improve delivery of care.
  + Develop leadership skills and integrate scholarship into nursing practice through participation in praxis courses.
  + Meet the American Association of Colleges of Nursing (AACN) Essentials for Masters Education in Nursing.

# Approval and Accreditation

The nursing programs at Central Connecticut State University are approved by the Connecticut State Board of Examiners for Nursing (CT SBEN) with the consent of the Commissioner of the Connecticut Department of Health. All programs maintain national accreditation through the Commission on Collegiate Nursing Education, which is located at 655 K Street, NW Suite 750 Washington, DC 20001: Phone 202 – 887 – 6791; Website: [www.aacnnursing.org/CCNE](http://www.aacnnursing.org/CCNE)

# *RN Licensure*

Eligibility for professional licensure is determined by the State in which the graduate applies for licensure.

To take the National Council Licensure Examination for Registered Nurses (NCLEX-RN ®) in Connecticut, a candidate must graduate from an approved Registered Nurse program as prescribed in the Connecticut General Statutes, Chapter 378, Nursing, Section 20-93: <https://www.cga.ct.gov/current/pub/chap_378.htm#sec_20-93>

Additional information about eligibility requirements to take the examination is available at the Connecticut State Department of Public Health website.

For students who currently or plan on living in another state after graduation – there is a guide provided by the National Council of the State Boards of Nursing (NCSBN) to explore what the regulations are for each state and eligibility for licensure. [https://www.ncsbn.org/nurse-licensure-](https://www.ncsbn.org/nurse-licensure-guidance.htm) [guidance.htm](https://www.ncsbn.org/nurse-licensure-guidance.htm)

# Academic Policies

1. **Health Policies: Immunizations and Physical Examination**

Clinical health requirements are monitored.

***Upon acceptance into the pre-licensure program and prior to the first day of the sophomore year***, and prior to the clinical course in the post–licensure and graduate programs, all full-time and part-time nursing students must submit evidence of the following:

* + PHYSICAL EXAMINATION: A complete physical examination is required and should be conducted in the summer months. This requirement must be repeated every 2 years.
  + TUBERCULOSIS TEST: A 2-step tuberculin skin test (Mantoux type) or QuantiFERON Gold blood test is required. The test should be done during the months of June, July, or August. If using the Mantoux skin test, it must be read by a health care provider 48-72 hours after administration. If the student has a positive result, or has a history of a positive result, of either test, in the past, a provider’s note documenting no evidence of Tuberculosis symptoms must be received on a yearly basis. This should also include documentation of an initial single chest x-ray demonstrating absence of active disease.
  + IMMUNITY STATUS: Students must present evidence of having immunity for the following diseases:
    - Varicella (documentation of history of varicella based on provider’s diagnosis or

laboratory evidence of immunity with titers)

* + - Rubella, Measles (Rubeola) and Mumps (laboratory evidence of immunity with titers or documentation of 2 doses of MMR vaccine)
    - Hepatitis B (or provide evidence of receiving 3 doses of Hepatitis B

vaccination or documentation of refusal of the vaccine)

* + - COVID-19 (documentation of initial and boosters including dates and manufacturer or an approved medical exemption). Additional requirements may be required at the direction of the clinical agencies, which may supersede university requirements.
    - Evidence of TETANUS/DIPHTHERIA immunization within the past ten (10) years.
    - Seasonal FLU VACCINE is required yearly during fall semester by October 1.

***Upon start of the Junior AND Senior year in the pre-licensure***, all full-time and part-time nursing students must submit to the Nursing Department evidence of the following:

* PHYSICAL EXAMINATION: Verification of physical exam must be presented every 2 years while in the nursing program.
* TUBERCULOSIS TEST: A yearly tuberculin skin test (Mantoux type) or QuantiFERON Gold blood test is required. The test should be done during the months of June or July and must be read by a health care provider 48-72 hours after administration. If the student has a positive result, or has a history of a positive result, of either test, in the past, a provider’s note documenting no evidence of Tuberculosis symptoms must be received on a yearly basis. This should also include documentation of an initial single chest x-ray demonstrating absence of active disease.

STUDENTS MUST MAKE ARRANGEMENTS TO HAVE ALL HEALTH REQUIREMENTS FULFILLED BEFORE CLASSES START. STUDENTS WILL NOT BE PERMITTED TO BEGIN CLINICAL/LABORATORY EXPERIENCE(S) UNTIL ALL REQUIREMENTS HAVE BEEN MET. FAILURE TO COMPLY WITH HEALTH REQUIREMENTS MIGHT AFFECT AND SEVERLY LIMIT OUR ABILITY TO HAVE YOU PLACED WITH OUR CLINICAL PARTNERS.

***RN-BSN:*** Health requirements will be determined based on community immersion experience. Requirements (if needed) must be completed the semester prior to the experience.

***MSN:*** Refer to practicum section of this document.

***Religious Exemptions:*** Students seeking religious exemptions from vaccinations are required to request a meeting with the Department Chair and the Clinical Coordinator prior to the start of the semester. Please note, this may impact your ability to attend clinical/lab/community experiences which are mandatory components of designated courses.

## Drug Testing Policy

Purpose: According to the Connecticut Department of Labor, nursing is a high-risk occupation. Due to health and safety concerns, nurses must conduct healthcare and educational activities fully in control of their manual dexterity, mental faculties, and judgment. The presence or use of drugs, which may interfere with the judgment or motor coordination of nursing students in a health care setting, poses an unacceptable risk for clients, colleagues, the University, and affiliating clinical agencies. Preventing and/or detecting the use of drugs is particularly critical for the University’s nursing program. Central Connecticut State University recognizes its responsibility to provide a safe, efficient academic environment for students and to cooperate with clinical agencies in providing for the safe and effective care of their clients during nursing students’ clinical experiences in their facilities, For the reasons above, the University has instituted drug testing for all nursing students.

Consent/Release Form: Upon entrance into the nursing program, students will be required to sign and submit a written form consenting to abide by the nursing program’s drug testing policy and to release all drug testing results to the appropriate nursing program officials.

* The form will also acknowledge that the student is responsible for *all* costs associated with each drug test.
* If the student is under eighteen years of age, the student’s parent or legal guardian must sign the consent/release form in addition to the student.
* The signed consent/release form must be returned to the department of nursing.

Pre-Clinical Drug Testing: Drug testing will occur prior to pre-licensure nursing students’ prior to participating in their first clinical rotation. Drug testing may occur thereafter, if required by the clinical affiliate. Castlebranch.com will oversee drug testing and will use only laboratories certified by the US Department of Health and Human Services under the National Laboratory Certification Program. \* For RN to BSN and MSN students, when applicable, drug testing will be conducted within the student’s geographic region.\* All records maintained by the University on such tests shall be treated as confidential student education records pursuant to the Family Educational Rights and Privacy Act. Refusal to take the drug test at a laboratory facility designated by the designated agency may result in the student being removed from their clinical rotation.

Reasonable Suspicion Drug Testing: Any nursing student, who is reasonably suspected of using drugs, including alcohol, may be required to submit to a drug test. Considering the totality of circumstances, there must be evidence, which forms a reasonable basis for concluding that there is a sufficient probability, but not a certainty, that the student has used drugs. A decision to drug test based on reasonable suspicion may be made by a University faculty member and/or the clinical agency.

* Upon reasonable suspicion, the student will be temporarily removed from their assigned clinical rotation and the clinical agency supervising personnel and/or instructor will be notified,
* Arrangements will be made to transport the student to a laboratory facility designated by the appropriate agencies. If possible, reasonable suspicion drug testing will occur on the same day as the observed behavior. Refusal to take the drug test may result in the student being removed from their clinical rotation,
* If the results of the test(s) are negative for drugs, the student shall meet with their clinical instructor or faculty member within 24 hours or the following business day of the test results to discuss the circumstances surrounding the impaired behavior.
* Based on the information available and further medical evaluations, if warranted, a decision regarding the student’s return to the clinical rotation will be made.

Positive Test Results: A positive drug test shall result in the student’s temporary removal from the clinical rotation. The student shall be given notice of the positive test and their potential removal from the rotation. After the student has had an opportunity to respond, a decision shall be made concerning their removal from the rotation. Removal from the clinical rotation will also mean a course failure. Prior to being readmitted to the course/clinical rotation, counseling and follow up treatment may be required. If a student tests positive for a prescribed drug, the student must obtain a written statement from a qualified provider stating that the drug level is within prescribed limits and that the level does not indicate abuse. For a student to be permitted to return to their rotation, the provider must indicate that the drug will not interfere with safe practice in the clinical area.

Medical Marijuana: Drug screen results will be disclosed to clinical agencies to ascertain if the student can be placed at the clinical facility. Two attempts will be made to place a student with a flagged/positive finding for clinical placement. If a student cannot be placed, the student has the option of rolling back to the next academic year or withdrawing from the program.

Student Illness Status: Nursing students who are ill or infectious will not be permitted to the clinical experience/laboratory. This includes presentation of the following:

* Fever (temperature above 100F or 38C) in the past 24 hours
* Open wound
* Vomiting &/or diarrhea
* Undiagnosed rash on exposed skin
* Are on medications that cause significant drowsiness or make them unsafe to drive
* Have been on antibiotics for less than 24 hours for a communicable bacterial infection

It is the student’s responsibility to inform the clinical faculty of any existing health problems which may affect the student’s ability to perform, or which may compromise their health and safety in the clinical area or the health and safety of the clients/clients at the agency utilized for the clinical experience. Clinical faculty, in consultation with Course Coordinator or Clinical Coordinator, have the decision-making ability to remove a student from clinical if their health status impairs ability to perform care safely.

1. **Attendance**

The nursing major prepares students to assume professional accountability and professional/clinical competence. The student’s future practice will be licensed and carries with it adherence to professional standards set forth by the American Nurses Association and other nursing professional organizations.

## Class

If the learner is unable to attend a scheduled class, *faculty notification prior to the class session is expected*. The learner is responsible for class material covered during the absence, and it is not the responsibility of the faculty. Faculty reserve the right to request documented medical clearance after one or more absences. Please refer to individual syllabi for nursing course requirements. There may be point(s) deducted from final course grade for absences.

## Clinical and On Campus Laboratory

The clinical/campus laboratory is a planned experience in an agency to implement theory and principles and it is MANDATORY. Therefore, all students are required to attend clinical laboratory as scheduled. A missed clinical may result in a clinical failure.

Students must arrive on time or early for clinical/laboratory experiences. If a student arrives more than 10 minutes late, they will be sent home and marked absent for the day.

**\*\*\*\*\*Students with repeated occurrences of tardy arrival to class or clinical, nursing department faculty reserves the right to dismiss those students for the class period or clinical shift. This may result in a lab referral or clinical warning. \*\*\*\*\***

***Clinical/Experiential Learning in Lab and at Site***

Commuting time to and from the clinical site is not counted towards clinical hour completion. If travel is required as part of the clinical experience (i.e., traveling between client homes), that travel *is* counted as part of the clinical day.

Some experiences may require supplemental/supportive assignments to fulfill the required clinical time. This independent work must be documented and dated.

Clinical make-up days are assigned at the convenience of the nursing department faculty. Students who are required to make-up clinical hours are required to attend the make-up day(s) assigned to them by the nursing department faculty. Failure to attend on the date(s) assigned may result in clinical warning and/or clinical failure. Make-up hours may occur on a weekend or reading day.

Successful completion of assigned clinical and laboratory make-up assignments are necessary for an accurate and informed assessment of the clinical competencies listed on the clinical evaluation tool.

## Student Employment

Balancing employment with the demands of the nursing curriculum is challenging. Students need to be attentive in class, the laboratory and simulation experiences, and during clinical learning rotations to promote academic success and client/client safety. Students cannot expect their employment schedules to be automatically accommodated by the Department. The CCSU Nursing Department accepts no responsibility for any student’s performance during employment activities in any health care agency/institution. Students may not wear their CCSU nursing uniform scrubs, name tag or CCSU Blue Net ID while employed at any health care facility/institution.

## Electronic communication

## Clinical experiences: Prior to the clinical experience students will be informed of the guidelines for personal electronic devices at the clinical site. When permitted, cell phones must be in silent mode. Picture taking at clinical sites should NEVER include any protected health information or facility/unit identifiers. NO clients, visitors, may be included, and staff may be included with permission.

## Classroom/Laboratory: Personal device use should be for active learning purposes ONLY, and will be guided by the faculty in those settings. When a student has an emergency/urgent communication, they should step outside of the classroom/laboratory to complete the communication/call. Disruptive use of devices will be addressed by the faculty.

## Email communication: The CCSU email address is the accepted format for contacting students regarding announcements, grades, retention/ progression, change in class time, etc. Students are responsible for checking their CCSU email regularly.

***Withdrawal***

Students who withdraw prior to the university deadline for withdrawal without permission, and wish to return to the nursing program, must request return within two academic years of withdrawal. Return/Readmission is not guaranteed and is dependent upon program capacity. Students must demonstrate retention of clinical skills through a skill validation process prior to attending clinical experiences. If more than two academic years have passed since withdrawal from the Nursing program, student reentry will be reviewed on a case by case basis.

***Military Obligation***

Service members must provide documentation to each course faculty from the Commanding Officer regarding military commitments at the start of each semester. Students should be sure to connect with the CCSU Veterans Affairs Office at <https://web.ccsu.edu/veteransaffairs/?redirected>

***Cancellation (Weather)***

If it appears necessary to cancel classes for any reason, it is the student’s responsibility to check the university website at <http://www.ccsu.edu/cancel/>or call 860-832-3333.

***Academic Advising***

Faculty members in the Department of Nursing serve as advisers for nursing students. It is the student’s responsibility to meet with their adviser each semester for academic advising and course registration. Students are encouraged to seek out their adviser for professional career advising and support. Since courses fill quickly and there are limited seats available, it is strongly recommended that students register during university registration periods. It is not the department or adviser’s responsibility if a course or section closes, and the student is late to register.

Contact your advisor at least once per semester or session to discuss your progress. Additionally, the student should contact the advisor at any time during the semester or session to discuss with him/her any proposed changes to the curriculum plan that the student wishes to make to assure that the overall plan is still sound and meets progression requirements.

Contact your advisor to discuss decisions to withdraw from a course, take a leave of absence, waive a course, or other decisions that affect completion of an academic program. Advisors recognize that goals, objectives, and commitments may change. Your advisor is the first line academic official with whom these changes should be discussed. Procedures, consequences, and suggestions for appropriate strategies are resources that advisors may use to help.

# Clinical and Laboratory Preparation and Practice

***Dosage Calculation Competency***

* Accurate medication calculation across the lifespan is extremely important to avoid medication administration errors. Dosage calculation competency exams will be completed in-person and supervised.
* The following policy is followed to ensure competency with this skill:
  + Students must achieve a 90% in the sophomore NRSE 260 dosage calculation and medication safety exam. Students who do not achieve a 90% will have to remediate and retake the exam until a 90% is achieved and/or by the end of the academic semester. Students have up to a total of 3 attempts at receiving a passing score. Failure to do so will result in a laboratory/clinical failure and therefore a course failure. The student would receive an unsatisfactory for the clinical objective and thus fail based on not meeting all objectives satisfactorily on the clinical/laboratory evaluation tool.
* Prior to each clinical rotation, beginning fall semester junior year, students will be given a pass/fail medication calculation exam (Juniors must achieve a 90% required to pass; Seniors must achieve a 95% to pass).
  + Any student who does not pass the exam will be required to complete remediation and then retake another exam. Students will not be allowed to administer medication in the clinical setting until a passing score is obtained.
  + Students have up to a total of 3 attempts at receiving a passing score. Failure to do so will result in a clinical failure and therefore a course failure. The student would receive an unsatisfactory for the clinical objective and thus fail based on not meeting all objectives satisfactorily on the clinical/laboratory evaluation tool.
* Calculators are permitted; however, cell phones are not permitted in the testing area.

***Liability Insurance***

All RN to BSN and MSN students may be required to carry and provide documentation of adequate malpractice and health insurance. Liability coverage should include one million per occurrence and three million maximum annual limits.

BSN students: Coverage is provided by the university only when students are participating in university or department clinical activities however students may opt to purchase additional coverage.

All students must adhere to all standards set forth by the Connecticut Nurse Practice Act and the ANA Code of Ethics as well as institutional policies while participating in clinical experiences.

***CPR Certification/Recertification***

Current CPR certification is required for students to attend any clinical experience. Evidence of CPR certification must be provided before students can attend clinical. Acceptable CPR courses are BLS for Health Care Providers from the American Heart Association or BLS for the Professional Rescuer from the American Red Cross. CPR for community members or Heart saver is not acceptable. This requirement will need to be renewed every two years.

***Licensure***

All RN to BSN and MSN students must be licensed currently as a Registered Nurse. Graduate students must be licensed as a Registered Nurse or meet regulatory compliance to practice as professional nurse. A copy must be submitted for the student’s file upon admission to the University and annually thereafter.

***Background Check***

A completed criminal background check is required of each nursing student prior to the start of the clinical component. Some of your placements for courses in this program may require that you pass another background check before you can participate in the placement. If you fail to pass the background check, you may be unable to complete your chosen degree program. The university will not be responsible for your inability to complete your chosen degree program. It is the student’s responsibility to pay for and submit a background check. Situations that may arise will be dealt with on an individual basis. Further screening may be required according to clinical facility guidelines. Students will be made aware as the need arises.

***Occupational Exposure and Safety Policies***

Students are required to read and complete the designated health and safety training which includes a post-test upon entry to the program. It is available online on the Learning Management System within the “CCSU Nursing Clinical” organization. Students must follow the posted instructions.

Students with Latex allergy or any allergen sources of concern should notify the Clinical Placement Coordinator.

In the event a CCSU Nursing student or faculty is exposed to blood or body fluids during a clinical experience the following protocol is to be implemented.

1.Administer first aid

a. Irrigate the exposed area as soon as possible.

b. STUDENT: Notify your clinical instructor immediately.

2.Gather information

a. Identify the source client and mechanism of exposure/injury.

b. Identify source client’s HIV and Hepatitis status

3.Present to the nearest Emergency Department immediately (this will be at student/faculty expense)

a. Post-exposure treatment for HIV must begin 1 –2 hours post-exposure

4.Follow-up Care

a. Present to your own personal health care provider

REMEMBER: This exposure needs to be documented in an “Incident Report” at the agency where the exposure took place using agency guidelines. The clinical instructor is responsible for completing a Department incident summary form (located on page 31 and on Nursing Microsoft Teams Folder). The student’s health insurance will be billed for any health services provided related to incidents that occur during clinical.

***Dress Code***

Students are considered accountable both personally and professionally for their dress code. Clothing should be neat, clean, and suitable for a professional setting. Specific dress codes may be prescribed by the participating agency. Failure to dress appropriately could be a precipitating factor for the faculty to send a student home from the clinical/laboratory experience.

BSN program:

* Clean, plain white, or black shoes or sneakers must be worn. No sandals or open backed clogs. No soft or cloth shoes.
* Only solid white short or long-sleeved t-shirt may be worn under CCSU scrubs. Undergarments should not be visible through the uniform. A scrub jacket with the CCSU logo may also be worn.
* A black pen, bandage scissors, stethoscope and sphygmomanometer, and protective eyewear (goggles or face shield) are also required for clinical experiences.
* Visible tattoos are not encouraged and are subject to individual agency policy.
* Jewelry: A maximum of one stud earring may be worn in each ear, all other visible piercings are not acceptable. One plain band ring, no stones, may be worn, necklaces must be kept under the shirt, no bracelets, and a watch with the ability to measure seconds is required.
* Fingernails must be short. Nail polish and artificial nails are not allowed.
* Beards and mustaches must be neatly trimmed.
* Hair must be neat and well groomed. Long hair and long bangs must be tied or pinned back off the face and up off the neck so as to be tightly pulled back and off shoulders, only natural hair dyed colors are acceptable.
* No gum chewing is allowed in clinical.
* Name pins: CCSU name pin is to be worn at all times, in all settings. It will be worn at all times unless clinical site policy requires otherwise on opposite side of identification badge.
* Identification Badges: Students are required to wear a picture ID badge when participating in clinical practice, as required by Connecticut regulations. If a picture ID badge is not provided by the clinical agency, the CCSU picture ID is required. Students must display/wear the badge(s) on their upper chest area at all times.
* CCSU Student ID must be carried with you during your clinical experience, and if required by clinical site – it must be displayed/worn as directed.
* Perfume, cologne, aftershaves, lotions, or cosmetic agents that transmit a noticeable odor are not acceptable due to allergies. Makeup should be worn in a professional manner.
* The use of any personal electronics in clinical settings and on campus labs such as cellphones and smart watches will be governed by the clinical agency and clinical faculty.

Note: Site specific policies may necessitate further instructions/requirements

The CCSU Department of Nursing clinical uniform is restricted for use to clinical experiences and laboratory learning activities and approved Department of Nursing functions. Any other uses of the clinical uniform are strictly prohibited unless there is prior written approval from the Department Chair of Nursing.

Professional attire: For any clinical experience that may not require students to wear CCSU scrubs, it is expected that all students will arrive at their clinical site appropriately dressed and groomed. If you are working with a preceptor outside of a clinical area, inquire about the expected dress code for the clinical site. Some sites may require business casual while others may require uniform. It is important to present yourself and the CCSU Nursing Department in the best possible professional perspective. Follow agency protocols for name pin/badge.

***Transportation***

Students are personally responsible for all transportation to and from clinical experiences. A variety of clinical experiences is necessary to meet the educational needs of nursing students in practice areas. Clinical placement is based on course/clinical objectives and the availability of clinical sites. Students may be required to travel when attending clinical experiences. Students are responsible for any parking and other transportation costs.

There may be evening or weekend clinical rotations. The Department of Nursing retains the right to place and schedule students in appropriate settings.

***Recommendations***

Letters of recommendation are earned and are provided at the discretion of the faculty. Students seeking written letters of recommendation for scholarships or volunteer/employment opportunities are strongly suggested to submit their request at least four weeks in advance of the due date. Requests for such letters should be accompanied by the Department of Nursing Recommendation Letter Request form that is available in electronic format. Faculty recognize that many references are now administered by employers/agencies in electronic formats. Prior to seeking any recommendation, students must obtain permission to be listed as a reference by the faculty they are seeking the reference from. Regardless of the method of recommendation, providing faculty with a resume and a detailed description of the opportunity and any applicable student accomplishments is strongly encouraged.

# Academic Standards

***Retention Policy***

Pre-licensure (BSN) program: Once admitted to the pre-licensure program a student must

maintain the following criteria to remain in good standing within the Nursing program:

* A cumulative GPA of 2.70 each semester,
* No less than a C+ in each NRSE course, CHEM 210, BMS 318 and BMS 319
* No less than a C in PSY 136 & BMS 216

If any of these criteria are not met, the student will be considered in provisional status within the Nursing program. The student must develop and follow an action plan with his or her academic advisor and the Chairperson of the Department of Nursing

* If less than a C+ is earned in a NRSE course, that course must be repeated in the next fall or spring semester that it is offered and may be repeated only once.
* If a student earns less than a C+ in two or more NRSE courses, the student will be removed from the Nursing Program.

Once matriculated, no nursing courses that must be repeated can be taken outside of CCSU.

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*Once dismissed from the program, students* ***may not*** *reapply.*

Post-licensure (RN to BSN) program: Once admitted to the post-licensure program a student must maintain the following criteria to remain in good standing within the Nursing program:

* Maintain good academic standing with GPA of 2.0.
* Complete program within 5 years from start date.
* Maintain RN licensure.

MSN Program: Once admitted to the master’s program a student must maintain the following criteria to remain in good standing within the Nursing program:

* Maintain good academic standing with GPA of 3.0.
* Complete program within 5 years from start date.
* Maintain RN Licensure or meet legal regulations for practice.

Students enrolled in the MSN program may not transfer to the BSN program or to the RN to BSN program. Students enrolled in the Graduate Entry program do not earn a BSN as part of the program; a MSN is earned upon completion of the program.

***Progression Policies***

The inability of the student to achieve a C+ or better in any pre-licensure nursing course by

the end of the semester or the inability to meet the clinical objectives will result in course failure. In fact, students failing a course clinically will not pass the course despite other grades achieved in the theory portion of the course. An inability to meet the clinical objectives of a course requires the student to repeat both the theory and clinical portions of the course. Clinical experiences are graded pass/fail.

A student must receive a passing grade in clinical to receive a passing grade in the course. If a student fails the clinical component, they fail the entire course, and must repeat both the theory and clinical components.

If a student withdraws from a course due to a pending failure on a clinical evaluation tool, it will be considered a nursing course failure by the Nursing Department; their transcript will show a W. Withdrawal dates for the semester or session are determined by the university.

***Student Referrals***

The Student Referral process is designed to connect students with helpful resources to support their success. Student Referrals can be initiated by any faculty member, clinical faculty/instructor, lab assistant, nursing program/course coordinator or Department Chair. The student is required to meet the recommendations cited on the Student Referral Form which is/are maintained as a permanent part of the student’s educational program file.

***Performance Improvement Plan***

The Performance Improvement Plan (PIP) is designed to focus on behaviors that are inconsistent with professional expectations in any setting and performance areas in need of improvement before program success is compromised. A PIP can be initiated by any faculty member, clinical faculty/instructor, lab assistant, program/course coordinator or Department Chair and is maintained as a permanent part of the student’s educational program file. A PIP can be given for course, laboratory, clinical performance or for professional behavioral issues. The action plan identified in the PIP is time limited and designed to assist the student in meeting course/clinical learning outcomes.

Documentation that the student has successfully completed the action plan and has met the cited learning objectives/outcomes and competencies, or has failed to do so, is included in the PIP.

Should a student fail to meet the requirements identified in the PIP, the student is placed on Program or Clinical Warning or receives a clinical failure for the course. *Please refer to pages 36-38 of this handbook.*

***Program or Clinical Warning***

Program Warning or Clinical Warning is designed with the goal to further assist the student to identify, address, and obtain assistance with meeting course/clinical learning objectives and any identified performance areas that are in need of improvement. *Please refer to pages 33-35.*

A student will be placed on Program or Clinical Warning when the student does not meet the requirements of the Performance Improvement Plan (PIP), commits any serious violation of performance expectations, or has multiple clinical competencies in need of improvement.

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

The recommendation for Program or Clinical Warning is made by the course faculty/coordinator or Department Chair.

The student will be advised of their status in writing, including a statement of the course/clinical objectives and competencies, which the student has performed/is performing unsatisfactorily or inconsistently.

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

A student who, in the professional judgment of course/clinical/laboratory faculty/coordinator or Department Chair, demonstrates inappropriate, unethical, or unsafe behavior or who places a client or anyone else in imminent danger, may be removed immediately from the classroom, laboratory, or clinical experience and may receive a clinical or course failure, and/or a grade of “F” for the course. *Please refer to SEPS Temporary Suspension Policy on page 31 of this handbook.*

# Student Clinical/Professional Behavior Expectations

Clinical placements are arranged by the Department of Nursing’s Clinical Coordinator. Students are NEVER to reach out to clinical sites unless directed to do so by the Nursing Department. If directed to contact a site, students MUST use their CCSU email.

Clinical placements are arranged in advance and finalized prior to the start of each semester. The Department of Nursing reserves the right to remove students from clinical sites based on health and/or safety purposes. The Department may have limited ability to provide opportunities to relocate/reschedule student clinical experiences.

The following behaviors and actions are recognized as fundamental to nursing practice. The ANA Guide to the Code of Ethics for Nurses (2008) provides the framework for these student expectations:

1. Demonstrates responsibility and accountability for practice by adhering to clinical learning objectives and site policies and protocols

2. Demonstrates responsibility and accountability for attendance and completing assignments on time

3. Demonstrates respect for clients and the profession of nursing by adhering to the CCSU Department of Nursing and agency dress code policies/behavioral expectations

4. Maintains privacy and confidentiality of health-related information

5. Communicates and delivers care in a non-judgmental and non-discriminatory manner sensitive to client diversity

6. Realistically assesses own strengths and limitations, seeks help appropriately and is responsive to constructive criticism regarding performance

7. Demonstrates ability to incorporate new opportunities for learning and professional development and responds well to feedback

8. Demonstrates adequate preparation for clinical responsibilities and engages with post-conference learning activities

9. Works in collaboration with team members and agencies to deliver safe, quality care, while maintaining composure during challenging interactions

B. Examples of student nurse behaviors which impact achievement of clinical objectives and may result in clinical probation, dismissal, and/or failure include (but are not limited to):

1. Falsifying a client’s record

2. Violation of HIPPA regulations (i.e., breach of clients’ confidentiality)

3. Failure to adhere to principles of safe nursing practice (i.e., safe medication administration)

4. Inadequate preparation, timeliness, tardiness and/or leaving early for clinical responsibilities

5. Inability to recognize limitations and failure to seek appropriate help in time-sensitive situations

6. Dishonest communication with clients, families, faculty, agency staff

7. Denying responsibility for one’s actions

8. Participation in actions that do not demonstrate teamwork and collaboration and/or threaten the safety of clients, peers, faculty, others in the clinical setting (i.e., being under the influence of drugs or alcohol, verbal/sexual/physical abuse)

Infractions related to the aforementioned behaviors may also result in civil, federal or state penalties.

*Please refer to page 31 of this handbook for SEPS Temporary Suspension Policy*

# Technical Standards

In order to be successful in the Nursing program, students should be aware that the ability to meet the following technical standards is continuously assessed. Students in the nursing program need ability and skills in the following domains: observational/communication

ability, motor ability, intellectual/conceptual ability, and behavioral, interpersonal, and emotional ability. Students must be able to independently, with or without accommodation, meet the following technical standards:

***Observation/Communication Ability***

Nursing students must be able to:

* Effectively communicate both verbally and non-verbally with clients, peers, faculty, and other healthcare professionals
* Use senses of vision, touch, hearing, and smell to interpret data
* Demonstrate abilities with speech, hearing, reading, writing, English language, and computer literacy

***Motor Ability***

Nursing students must be able to:

* Display gross and fine motor skills, physical endurance, strength, and mobility to carry out nursing procedures
* Possess physical and mental stamina to meet demands associated with excessive periods of standing, moving, physical exertion, and sitting
* Perform and/or assist with procedures, treatments, administration of medications, operate medical equipment, and assist with client care activities such as lifting, wheelchair guidance, and mobility

***Intellectual/Conceptual Ability***

Nursing students must be able to:

* Problem solve, measure, calculate, reason, analyze, and synthesize data to make decisions, often in a time urgent environment
* Incorporate new information from teachers, peers, and the nursing literature
* Interpret data from electronic and other monitoring devices

***Behavioral, Interpersonal, and Emotional Ability***

Nursing students must be able to:

* Tolerate physically taxing workloads and function effectively during stressful situations
* Display flexibility and adaptability in the work environment
* Function in cases of uncertainty that are inherent in clinical situations involving clients/clients
* Possess the skills required for full utilization of the student’s intellectual abilities
* Exercise stable, sound judgment
* Establish rapport and maintain sensitive, interpersonal relationships with others from a variety of social, emotional, cultural, and intellectual backgrounds
* Accept and integrate constructive criticism given in the classroom and clinical setting

# Assignments, Examinations, and Grading

***Assignments***

Students will be provided a detailed course syllabus at the beginning of each course.

All assignments within courses must be submitted as directed by the course faculty to meet course requirements.

Students are encouraged to make copies of all papers prior to submission to the faculty. The faculty reserves the right to retain papers and assignments. The copier in the Department of Nursing is not available for student use.

Student papers and other written assignments are due on the date specified by the faculty, unless specific arrangements have been made by the student ***prior*** to the due date of the assignment. Consequences will result in a lowering of the grade as stated in the course syllabi.

Faculty may require students to submit assignments through antiplagiarism software on the Learning Management System.

***Testing Standards & Practices***

University and Department policies concerning examination procedures will be strictly enforced.

It is expected that students will be present for all examinations regardless of whether the test is administered on-ground/in-person or online/virtual. If a student misses an examination for any reason, it is the student’s responsibility to contact the course coordinator/faculty prior to the administration of the examination.

All testing needs to be completed during the designated/scheduled time slots organized by the faculty. Any change in testing format must be approved by the course faculty. Test outcomes will be impacted by any unauthorized changes at the discretion of the faculty.

Any student’s request for a make-up examination should be directed to the course coordinator/faculty.

Any student taking a make-up examination will have 5 points subtracted from the make-up examination grade *unless an extenuating circumstance* is documented and approved by the Course coordinator and/or Department Chair. The make-up exam may differ in format at the discretion of the Course Coordinator/faculty.

If a student(s) violates any/all of the examination procedures and/or CCSU code of conduct during testing are subject to disciplinary action.

Testing standards and practices are as follows:

* No study aids (i.e., textbooks, notebooks, classroom notes) are allowed in testing areas whether on- ground/in-person or online/virtual. Scrap paper may only be provided to students by faculty. Unauthorized scrap paper may not be brought into the testing area whether on-ground/in-person or online/virtual.
* No papers, books, food, pens, wallets, hats, dark glasses, watches, beepers, or cell phones are allowed at the testing area/desk whether on-ground/in-person or online/virtual.
* Students are required to leave personal belongings in designated areas whether on-ground/in-person or online/virtual.
* No cameras, photographic equipment or any other electronic devices are allowed in the testing area
* No personal calculators may be used during an examination, unless specifically indicated, whether on-ground/in-person or online/virtual.
* Students should not leave the testing area during an examination whether on-ground/in-person or online/virtual without the permission of the course faculty.
* Test proctors may provide pencils allowed for use during on-ground testing.
* When a student is late for an examination, the student may be permitted to take the exam but will not be given additional time. Faculty, though, may deny students access to an exam if they are unreasonably late for an exam.
* For computerized testing, a lockdown browser will be enabled by the course faculty, and if students test online/virtually – the online proctoring will be enabled.

***Grading***

The grading system of the Department of Nursing will be in accordance with those policies set by the governance of the Central Connecticut State University. The numerical ranges that are used are as follows:

|  |  |  |
| --- | --- | --- |
| **GPA** | **GRADE** | **SCORE RANGE** |
| 4.0 | A | 93-100 |
| 3.7 | A- | 90-92 |
| 3.3 | B+ | 87-89 |
| 3.0 | B | 84-86 |
| 2.7 | B- | 80-83 |
| 2.3 | C+ | 77-79 |
| 2.0 | C | 74-76 |
| 1.7 | C- | 70-73 |
| 1.3 | D+ | 67-69 |
| 1.0 | D | 64-66 |
| 0.7 | D- | 60-63 |
| 0.0 | F | 59 and down |

Incomplete – An “I” (Incomplete) which is not removed within the first eight weeks of the following semester becomes an “F.”

# Academic Integrity

*Academic misconduct* is defined by the CCSU code of conduct as “including but ‘not limited to providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects and examinations (cheating); and presenting, as one’s own, the ideas or words of another person or persons for academic evaluation without proper acknowledgement (plagiarism).” For further information and understanding, students should familiarize themselves with the Undergraduate Policy on Academic Integrity found at the following address: <http://www.ccsu.edu/AcademicIntegrity/>

*Incivility* is intertwined with and influences academic integrity.

Definition of Incivility: “Rude or disruptive behavior that may result in psychological distress for the people involved and, if left unaddressed, may progress into threatening situations.” (Clark, 2010)

Definition of Disrespect: “Any behavior that influences the willingness of staff or patients to speak up or interact with an individual because he or she expects the encounter will be unpleasant or uncomfortable, fits the definition of disrespectful behavior.” (ISMP, 2014)

# Social Media Policy

Central Connecticut State University relies upon the use of electronic messaging systems to provide official University communications to its students, prospective students, faculty, and staff. Electronic communication allows the University to provide more timely communication and is cost effective.

The University presence or participation is guided by University policy.

Nursing students should represent the school in a fair and positive manner and need to keep in mind that social media sites are public, and information accessed can be traced back to the sender even after they have been deleted. Nothing posted or transmitted by social media is private.

This policy applies to the Department of Nursing Students who engage in internet conversations for school related activities including both clinical and didactic course work. Each student is responsible to ensure confidential and sensitive information is protected by utilizing HIPPA and FERPA guidelines whether it is by traditional communication or through social media.

Social media is defined as a method of communicating electronically through use of chat rooms, blogs, share sites, social networking sites, video or web broadcasting sites, and other online forums of any kind. Electronic communications are not considered a secure method for transmitting confidential or private information.

Improper use of social media by nursing students may violate state and federal laws established to protect confidentiality and can result in both civil and criminal penalties, including fines and possible jail time. Additionally, online comments by nursing students regarding faculty, peers, coworkers, and clinical sites, even if posted after clinical or didactic hours may constitute as lateral violence.

# Protect Confidential, Sensitive, and Proprietary Information

Do not post information about the University, School, staff, students, faculty, clinical facilities, client/clients, with whom you have contact with while representing Central Connecticut State University during clinical rotations.

Do not use Central Connecticut State University or Department of Nursing logos for personal use, and for student groups without permission and when used, must follow the guidelines posted by the Marketing Department.

No video recording of clients/clients without written permission of client, faculty, and institution.

No audio recording or video recording of professors or fellow students for personal or social media use without written/verbal permission.

Violation of the policies may result in expulsion from the nursing program and the University or other disciplinary action.

**K. Communication of concerns from students**

Should a student need to communicate a concern, proper chain of command must be adhered to. Students will fill out the communication form and provide the appropriate person on the chain of command diagram referenced below. If a resolution is not reached, which will be documented by both the student and the faculty member fielding the concern, they may then advance to the next link in the chain of command. If the student wishes to continue progression through the chain of command for concern resolution, they should communicate this intent to the individual who last fielded the concern.

If more than one student shares the same concern(s), all parties must follow the formal complaint process as a group to assure equitable representation in the complaint resolution process.

Chain of command must be adhered to, and progression should continue in a vertical fashion until resolution is met:

|  |
| --- |
| **Provost** |
|  |
| **SEPS Dean** |
|  |
| **Department Chair** |
|  |
| **Course Faculty** |
|  |
| **Concern identified** |

# L. Awards/Scholarships

Often there are organizations that give out scholarships or awards to nursing students based on either scholastic ability or need. Students will be notified electronically of these opportunities. Graduate students may access awards through this link <http://www.ccsu.edu/grad/resources/scholarships.html>.

# M. Organizations

***National Student Nurses Association (NSNA)***

CCSU is a member of the National Student Nurses ‘Association. Membership in this organization automatically makes one a member of the Connecticut Student Nurses’ Association. Students are encouraged to join and participate in local, state, and national activities. Membership is open to all students attending CCSU. Membership requires dues that are the student’s responsibility.

***Sigma Theta Tau International (STTI)***

Sigma Theta Tau Sigma Theta Tau International is the international honor society for Nursing. Membership is by invitation to those candidates who have exhibited high scholarship and leadership abilities or strong evidence for the potential of these abilities. Its purposes are to 1) recognize superior achievement, 2) recognize the development of leadership qualities, 3) foster high professional standards, 4) encourage creative work, and 5) strengthen commitment to the ideal and purposes of the profession. Iota Upsilon at Large is the STTI chapter at CCSU. A student may visit the webpage at <http://iotaupsilon.nursingsociety.org/home>

# Nursing Laboratory

The Nursing Laboratory serves as a learning resource available to all nursing students, faculty, and staff. The lab is designed to simulate clinical experiences. The lab provides hands-on experiences where students can learn, practice, and demonstrate nursing skills in a safe, supportive environment.

The Nursing laboratory offers open practice hours and appointments. Open hours are posted each semester. The debriefing room is available to students for studying when not in use for scheduled labs or meetings. Please refer to the Simulation Lab Handbook for policies and procedures.

# Policies Specific to the RN-BSN Program

Articulation agreements are in place with public and private Associate Degree Nursing Programs within Connecticut. Up to 35 credits may be awarded for previous nursing content.

There is a residency requirement of 30 credits earned at CCSU to be eligible to receive a degree.

A process is in place for students in the RN to BSN program who were articulated from the LPN to RN bridge program. The student needs to contact the RN to BSN Coordinator.

# Policies Specific to the MSN Program

Meet additional agency requirements related to the practicum experience that may exceed those required by the Department of Nursing.

***Practicum Requirements***

Preceptor requirements

* Hold a graduate degree
* Educated in a clinical area, which the preceptor is teaching or providing supervision or be extensively clinically experienced in those areas.
* Provide a copy of current State licensure and/or verification statement and curriculum vitae.

Graduate nursing clinical faculty are available to preceptors, provide oversight of clinical preceptors during each practicum course, and communicate with preceptors via telecommunication, a minimum of twice per semester.

Capstone Project

Students completing the MSN program will engage in a scholarly capstone experience. The student, under the guidance of an assigned faculty member, will plan, implement, and evaluate a capstone project directed toward the student’s chosen area of focus/interest.

The capstone experience allows the student to demonstrate synthesis of knowledge gained throughout the MSN program. The capstone experience is rooted in collegial collaboration between the student, the faculty member, and an experienced professional in the area of the student’s concentration.

The capstone project:

* Is action-oriented and addresses an issue or problem focused in the student’s area of focus/interest.
* Aligns with the strategic priorities of the organization within which the project occurs.

**CCSU Department of Nursing Clinical Incident Report**

Please refer to page 16 of this Handbook for further guidance. This form does NOT replace the need to complete a facility incident report and is different than Office of Student Rights & Responsibilities Incident Report: focuses on incidents related to CCSU Student Code of Conduct.

|  |  |  |
| --- | --- | --- |
| **Date of Incident:** | **Course #:** | **Student Name:** |
| **Location:** | **Instructor Name:** |  |
| **Description of incident:** |  |  |
| **Description of injuries (if any):** |  |  |
| **Summary of any care provided to student:** |  |  |
| **Any input of what could be done to prevent other incidents of this nature?** |  |  |
| **Additional information:** |  | **Student aware of need to contact University Health Services: Yes \_\_ Student Initials: \_\_** |
| **Student signature:** | **Instructor signature:** | **Course coordinator notified:**  **Yes\_\_\_\_ Instructor Initial: \_\_\_\_** |

**Reminder: Injuries involving blood/body fluids need to be reported immediately.**

Submit completed report to: CCSU Clinical Placement Coordinator ASAP. Report can be submitted via email as scanned copy initially. The completed paper copy should be placed in student file.

**SEPS POLICY FOR: Temporary Suspension from Program and/or Experiential Learning**

This process is to be used when a student has been alleged of a serious behavior, or action, or a significant failure to demonstrate professional behaviors/meetlearning outcomes associated with the program/experiential learning, typically defined*/*described in the program handbook that may impact a student’s status or progression in a course/theprogram.

Experiential Learning includes but is not limited to: Clinical Rotations, Practicums, Student Teaching, and Internships. ***It is imperative that this policy is followed to ensure a student is given due process before any final decision or action is taken.***

**Process:**

1. Student is notified about the precipitating incident and the potential outcome(s) if the allegations hold true. This may include but is not limited to: suspension or termination of experience, probation with performance improvement plan*/*remediation, course failure, or program dismissal. This must be communicated to a student in writing (email or hardcopy). It is recommended that the *Notice of Temporary Suspension* form is used. **A copy of this policy should also be included with the notice to student.**
2. An in-person meeting is scheduled as soon as possible with the student, the course faculty, the department chair, and other individuals deemed appropriate such as clinical/practicum faculty or supervisor, coordinators, advisor, etc. In the event an in-person meeting is not possible, then a virtual meeting with recording capabilities such as TEAMS or WebEx should be used. A recording of the meeting should be archived. **Any written documents for/from the meeting should be archived***.*
3. During the meeting the following must occur:
   1. Student is informed of the allegation along with any additional information that may have been gathered since the original notification was sent to student.
   2. Student is informed/reminded of the potential outcomes as stated in the initial communication to the student (Step 1 above).
   3. Student is allowed the opportunity to share their side of the story. It is recommended that a written narrative is also provided by the student or transcribed during the meeting.
   4. Student is allowed to present reasons why the proposed potential outcomes should not be taken.
4. A second meeting with the appropriate faculty/staff is held to discuss and consider all the facts of the incident including the student’s statements made during Step 2. After consideration of all facts and statements, a decision of the final outcome is reached.
5. Student is informed, in writing, of the outcome with appropriate supporting statements. Student is advised of their opportunity to meet with the appropriate Deanto discuss final outcome.
6. If necessary, documentation is sent to appropriate offices on campus (Dean, registrar, etc.).

NOTES

* This process is to be used when an incident of serious concern is raised that has the potential for a serious impact on a student’s statusor progression in an academic program.
* This process does not replace the CCSU Academic Misconduct, or Student Misconduct policies. Depending on the allegation, a student may also be subjectto one of those processes.
* Only CCSU can terminate an experiential learning experience. In the event that a partnering site wants to terminate an experiential learning experience, it should be considered as a request for CCSU to terminate the experience.

*A copy of the temporary suspension notice is on page 32 and on Nursing Microsoft Teams Folder*

**Notice of Temporary Suspension from Program and/or Experiential Learning**

You are receiving this form because of a serious incident (behavior/action/significant failure of a learning outcome) that may potentially impact your status or progression in the program. This form serves as notice of the incident and pending action as part of the process outlined in the *Policy for Temporary Suspension from Program and/or Experiential Learning.*

Date:

Name of Student:

Date of Incident:

Description of Alleged Activity:

Potential Outcomes: (check all that apply)

Suspension/termination of Experiential Learning experience

Probation with remediation plan/PIP

Course failure

Dismissal from Program

Other

Date and time of meeting with student:

**During the meeting you will be provided the opportunity to share your side of the story. You may provide a written statement at the meeting and/or a summary transcript of the meeting will be created.**

No decision on the potential outcome will occur until after you have had the opportunity to be heard. Please see STEP 2 in the policy.

**Notification of Program or Clinical Warning**

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

*(Please Print or Type)*

Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 1: Placement on Program or Clinical Warning**

Course Clinical Professional Behavior(s)

Prior PIP:  Yes  No

**Description of Incident/Event:** (*cite specific examples and/or refer to PIP)* **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Related course/clinical learning outcomes/competencies:**

**Student Comments:**

**Notification of Program or Clinical Warning**

**Part II: Remediation Action Plan**

Student Strategies for Success (student identifies how they intend to improve performance):

Follow-Up Scheduled: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

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

Instructor/Staff Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Notification of Program or Clinical Warning**

**Part III: Follow-Up Evaluation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Outcome of Action Plan:**

Student has completed the Remediation Action Plan, is now meeting the course learning outcomes/competencies, and Program or Clinical Warning has been resolved.

Student has completed the Remediation Action Plan, is making progress toward meeting the course/clinical learning outcomes/competencies but requires follow-up (*use a separate Follow-Up Evaluation* *sheet to document each follow-up meeting*).

**Follow-up Scheduled for:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student is not meeting the course/clinical learning outcomes/competencies and will receive a failing grade for the course.

**As evidenced by**: (cite specific performance examples)

**Student Comments:**

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

Instructor/Staff Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Performance Improvement Plan (PIP)**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of PIP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Please Print or Type)*

Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 1: Discovery**

Course Clinical Professional Behavior(s)

**Description of Incident/Event:** *(cite specific examples)* **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Related course/clinical learning outcomes/competencies:**

**Student Comments:**

**Performance Improvement Plan (PIP)**

**Part II: Remediation Action Plan**

**Student Strategies for Success (student identifies how they intend to improve performance):**

**Follow-up Scheduled:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Date)

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

Instructor/Staff Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Performance Improvement Plan (PIP)**

**Part III: Follow-Up Plan:**

Student has completed the Remediation Action Plan, is now meeting the course learning outcomes/competencies, and does not require follow-up.

Student completed the Remediation Action Plan, is making progress toward meeting the identified course learning outcomes/competencies but requires follow-up (*use a separate Follow-Up Evaluation* *sheet to document each follow-up meeting*).

**Follow-up Scheduled for:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student is not meeting the identified course/clinical learning outcomes/competencies and is placed on Program or Clinical Warning (*refer to Program or Clinical Warning Form*).

Student is not meeting the course/clinical learning outcomes/competencies and will receive a failing grade for the course.

**As evidenced by**: (cite specific performance examples)

**Student Comments:**

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

Instructor/Staff Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_