

CONNECTICUT STATE COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

at

Capital, Gateway, Naugatuck Valley, Northwestern, Norwalk, and Three Rivers Campuses

**NURSING PROGRAM
STUDENT HANDBOOK
2024-2025**

A Guide to CT-CCNP Standards and Practices

CT STATE
COMMUNITY COLLEGE

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GENERAL PROGRAM INFORMATION

The *Nursing Program Student Handbook* is a guide to CT-CCNP standards and practices. Students are required to review and abide by the contents of the *Nursing Program Student Handbook* each academic year or upon re-entry into the program. Acknowledgement of receipt of the *Nursing Program Student Handbook* must be confirmed at the start of each nursing course.

Connecticut Community College Mission, Vision, Philosophy

Mission

The Connecticut Community College Nursing Program (CT-CCNP) is dedicated to developing excellence in nursing by providing affordable, innovative, and academically rigorous nursing education. Our program strives to prepare graduates with knowledge, skills, and attitudes to meet the ever-increasing complexity of the healthcare needs for the diverse communities served.

Vision

The Vision of the CT-CCNP is to prepare safe, competent, and compassionate entry-level nurses who transform the lives of persons and communities. The CT-CCNP endeavors to be a personally and professionally rewarding academic program that fosters diversity, innovation, quality, and excellence.

Philosophy

CT-CCNP is committed to achieving excellence in nursing education and patient care based on our beliefs about the concepts of teaching and learning, nursing, person, society and environment, and health which provide a framework for the curriculum of our nursing program.

Teaching and Learning

We aim to create safe and nurturing academic initiatives supporting lifelong learning. The faculty strives to equip students with critical thinking and clinical judgment skills to provide safe, competent, high-quality care. We believe a robust educational foundation enables nurses to translate the knowledge to practice evidence-based care for people and the community.

Nursing

Nursing is a scholarly discipline focusing primarily on caring human interactions. Establishing meaningful human relationships helps promote healing. It encompasses autonomous and collaborative care that includes protection, promotion, and optimization of health and abilities, preventing illness and injury, and alleviating suffering. Nurses accomplish this by

diagnosing and treating the human response to health conditions. We believe it is the moral responsibility of nursing to provide culturally congruent, compassionate, and competent care to all human beings.

Person

We believe in the nature of holism of an individual in the pure sense in which the whole is bigger than the sum of parts. We believe it is imperative to honor and care for the unique needs of individuals. Person is the main focus and priority of self-care in relation to one another, including families, communities, and populations. Every individual deserves to be respected regardless of personal differences.

Society and Environment

We believe a caring environment can accelerate healing by making people feel safe and comfortable. The environment includes internal (physiological, psychological, spiritual) and external (cultural, political, social) factors influencing a person's well-being. We believe it is society's responsibility to eliminate healthcare inequities and create a fair environment in which all human lives can flourish.

Health

Health is not just a state free of symptoms of diseases but a dynamic state of being in which an individual can realize their maximum developmental and behavioral potential. An identified primary goal of nursing is to restore and maintain the health of the person and communities. Health and illness exist on parallel continuums such that even people with chronic or debilitating illnesses may experience optimal levels of health through adaptation. We believe it is imperative to focus on the totality of a person's health parameters.

End-of-Program Student Learning Outcomes

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

1. Provide high quality, safe, patient-centered care across the life span to individuals, families, communities, and populations.
2. Use evidence-based practice to drive nursing care related to health promotion, risk reduction, disease prevention, and illness and injury management.
3. Demonstrate professional and collaborative verbal, nonverbal, and electronic communication to foster interprofessional care.
4. Promote health equity when caring for diverse populations within an evolving health care system.

5. Exhibit leadership, professionalism, and integrity congruent with safe, ethical practice as a generalist nurse.

Approval and Accreditation

The nursing programs at the Capital, Gateway, Naugatuck Valley, Northwestern CT, Norwalk and Three Rivers campuses of CT State are approved by the Connecticut State Board of Examiners for Nursing (CT SBEN) as a collaborative with the consent of the Commissioner of the Connecticut Department of Public Health (CT DPH). All six programs maintain national program accreditation through the Accreditation Commission for Education in Nursing (ACEN) located at 3390 Peachtree Road NE, Suite 1400; Atlanta, GA 30326; Phone: 404-975-5000; Fax: 404-975-5020; web address: <https://www.acenursing.org/>, email: info@acenursing.org.

Non-discrimination Notice

The CT-CCNP abides by the Connecticut State Community College Continuing Notice of Non-discrimination and can be viewed in the document at <http://ct.catalog.acalog.com/content.php?catoid=2&navoid=27>. <https://www.ct.edu/files/pdfs/ccc-policy-manual.pdf>

Core Performance Standards

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

Connecticut State Community College provides reasonable accommodations to students who qualify under the Americans with Disability Act (ADA) of 1990 and the ADA Amendments Act (ADAAA) of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill performance abilities and characteristics that are necessary for completing the nursing program.

Students with a documented disability who need accommodation or academic adjustments for a nursing course are responsible for contacting the Office of Disability Services as soon as possible to avoid delay in receipt of accommodation or academic adjustments. The Office of Disability Services may ask for supporting medical documentation, diagnostic test results or professional prescriptions to evaluate requests for accommodation or academic

adjustments. The Office of Disability Services may also obtain its own professional determination of whether specific requested accommodations or academic adjustments are necessary.

Accommodation or academic adjustments cannot be provided until approved by the Office of Disability Services and an accommodation letter is received by the faculty. If a student experiences a temporary impairment, medical condition, and it interferes with your schoolwork, contact your campus nursing program.

RN Licensure

The Connecticut State Community College Nursing Program (CT-CCNP) at the Capital, Gateway, Naugatuck Valley, Norwalk, Northwestern, and Three Rivers campuses meets the state education requirements for a Registered Nurse license in Connecticut.

The CT-CCNP has not determined if the associate degree registered nurse program meets the state education requirements in any other state, any U.S. Territory, or the District of Columbia. Applicants should investigate licensure requirements prior to accepting an offer of admission to any CT-CCNP program.

The licensure boards in each state are responsible for establishing the requirements for licensure/certification for their state. Students who intend to seek licensure in any state other than Connecticut need to consult with the state professional licensing board. The state professional licensing boards decide whether an individual is eligible for licensure based on the rules and regulations in place when the individual submits their application for licensure.

Websites for each State Regulatory Agency for Nursing can be found at this link: www.ncsbn.org/14730.htm.

Student Advisement

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

Program Fees

Nursing students will incur additional fees including, but not limited to, a clinical program fee and a fee to support assessment of learning and preparation for the NCLEX-RN®.

Fees are assessed per semester. Additional expenses for students in the nursing program may include uniform attire, travel and parking fees, and clinical practice requirements such as annual physicals, immunizations, toxicology screenings, and criminal background checks.

Employment

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

Request for Letter of Recommendation

Students requesting a reference for prospective employers or for college or scholarship applications are required to complete a *Faculty Recommendation Request Form* (Appendix C) and submit it to the faculty member who will write the recommendation.

PROGRAM STANDARDS

Student Conduct

CT-CCNP students are expected to demonstrate and uphold professional behaviors according to the regulatory, legal, and ethical principles of the profession in both academic and clinical settings. As such, character and behavior consistent with the National Student Nurses' Association Code of Ethics is required of nursing students, regardless of setting. The NSNA code of ethics can be viewed online at <https://www.nсна.org/nsna-code-of-ethics.html>.

Students are also held to the CT State Community College Code of Conduct found in the CT State Student Handbook. Any student who violates standards of professional behavior or codes of conduct will be subject to disciplinary action up to and including dismissal from the nursing program.

Some students may need the guidance and assistance of faculty to realize the expectations for professional behavior consistent with the nursing profession. A Performance Improvement Plan (PIP) can be initiated by any nursing faculty, lab assistant or Nursing Program Administrator to draw a student's attention to behaviors inconsistent with professional expectations in any setting (Appendix E). The PIP is designed to connect students with helpful resources to assist with addressing identified behaviors before success in the nursing program is compromised. Students who do not meet the learning outcomes/competencies of the PIP will be subject to program or clinical warning. *Program or Clinical Warning* is designed to further assist the student to identify, address, and obtain assistance with identified performance areas in need of improvement. See Appendix F for related document.

- a. A student is placed on Program or Clinical Warning when the student fails to meet the requirements of the *Performance Improvement Plan* (PIP), commits any serious violation of program or clinical performance expectations, or has multiple competency areas in need of improvement.
- b. A student may be placed on a Program or Clinical Warning at any time during the semester.
- c. The recommendation for Program or Clinical Warning is made by the course faculty or Nursing Program Administrator. The student will be advised of their status, in writing, including a statement of the course learning outcomes/competencies which the student performed unsatisfactorily or inconsistently.
- d. A student placed on Program or Clinical Warning must meet the student learning

outcomes (SLOs) and competencies to pass and progress to the next nursing course.

Failure to do so will result in dismissal from clinical, a clinical failure, dismissal from the program, and/or a grade of “F” for the course.

- e. A student who, in the professional judgment of faculty, 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 assignment and receive a clinical or course failure, program dismissal, and/or a grade of “F” for the course.

Technology Requirements, Social Media, Personal Electronic Devices, and Recordings

Selected portions of the nursing curriculum are taught, reinforced, or reviewed using educational software, instructional media, publisher resources, computer programs, or audio/video recordings. Students are required to adhere to all copyright policies when using these resources. Students acknowledge agreement with the *Confidentiality Agreement and Consent to Video Record* (Appendix I) through their acknowledgement of receipt of the *Nursing Student Handbook*.

Learning experiences can be on-ground/in-person, online, or virtual. Students must have access to the required technology (i.e. computer, webcam, etc.) to enable participation in all learning activities, whether on-ground/in-person, or online or virtual. *Personal Technology Guidelines for CT-CCNP Students* can be viewed in Appendix H. In addition, students should refer to college course syllabi for more specific requirements or information. Some clinical agencies do not allow personal electronic devices on the premises; students must abide by the policies of the clinical agency. If use is permitted for academic purposes, devices must be set to silence mode. Disrupting other students, faculty or staff with electronic devices in the classroom, laboratory or clinical setting may subject the student to disciplinary action.

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

action up to and including dismissal from the program.

Attendance

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

- If the student is unable to attend a laboratory session, the student must notify the course leader and/or the faculty teaching the session.
- If the student is unable to attend a clinical session, the clinical instructor must be notified prior to the start of the clinical experience
- Lab and clinical absences require a make-up assignment.

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

Following health-related absences, documentation from a health care provider that clearly states the student's ability to participate in class, clinical, or lab activities, whether on-ground/in-person or online/virtual, must be submitted to the Nursing Program Administrator to receive clearance without restrictions to return to the program and/or to participate in clinical learning activities without restrictions. If a student is unable to meet student learning outcomes (SLOs) and competencies due to absenteeism, the student will receive a clinical failure and consequently a course failure (grade of F).

School Closing/Inclement Weather

Class delays, late openings, cancellations, or school closing due to inclement weather will be posted on the college campus website. Students should sign up for text and voicemail alerts through their college of attendance. If college classes are cancelled, clinical experiences for that date will be cancelled or conducted online according to each college's direction. Course faculty will review clinical site-specific instructions and methods of communication regarding inclement weather.

Testing Standards and Practices

Students are expected to be present for all examinations regardless of whether the test is administered on-ground/in-person or online/virtual. If an exam is missed, the student is responsible for contacting the course leader prior to the examination's administration. The student must contact the course leader to arrange a make-up exam within 24 hours. Any student taking a make-up examination will have 10 points subtracted from the grade unless an extenuating circumstance is documented and approved by the Nursing Program Administrator or designee. Any student who is in violation of testing standards and practices or the college code of conduct during testing will be subject to disciplinary action. Refer to the course syllabus for specific technological requirements (Appendix H), for testing.

CLINICAL PRACTICE REQUIREMENTS

Health Requirements

Documentation of specific student health requirements is mandatory, prior to participation in any clinical experience, whether on-ground/in-person or online/virtual. The college of attendance will give students the college-specific Health Assessment Form and procedures for submitting it. Students are required to follow all instructions for documentation of immunization status with the required laboratory reports and the health care provider's signature. Certain clinical requirements may require annual or more frequent action during the nursing program. Failure to complete and submit requirements on time in accordance with the *Health Assessment Form* may result in dismissal from the nursing program.

College nursing laboratories and many clinical sites are not latex-free. Students who enter the program with a latex sensitivity/allergy must notify the Nursing Program Administrator and Office of Disabilities/Accessibility at the respective college to develop a plan of action. Students participating in live clinical experiences are at risk for exposure to contagious diseases. Students are expected to follow applicable practice standards to minimize risk for exposure.

Students hospitalized or with major health status changes must notify the Course Leader and/or the Nursing Program Administrator. Documentation from a health care provider that clearly states the student's ability to participate in class, clinical, or lab activities, whether on-ground/in-person or online/virtual, must be submitted to the Nursing Program Administrator to receive clearance to return to the program and/or to participate in clinical learning activities without restrictions.

Criminal Background Check & Toxicology Screening

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

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

1. Fees for all screenings must be paid by the student;
2. The need for additional screening/assessment, beyond the initial screening/assessment, is related to clinical affiliate requirements and/or results of the initial screening/assessment;
3. Notification and recordkeeping of toxicology screening results and/or criminal background checks are performed in a manner that ensures the integrity, accuracy, and confidentiality of the information;
4. Students are not allowed to hand-deliver results of either toxicology screening or criminal background checks;
5. Students must sign a release for results of toxicology screenings and criminal background checks to be sent to their respective nursing program.
6. Student refusal of either the background check or toxicology screening will result in dismissal from the nursing program due to the inability to complete clinical practice requirements.

Criminal Background Checks

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

Toxicology Screening

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

1. All specimens identified as non-negative/positive on the initial test shall be confirmed, reviewed, and interpreted by the vendor;
2. Students must provide documentation by a healthcare provider if there is a medical explanation for a positive result (i.e. the result of a prescribed medication). In accordance with federal law, a positive toxicology screen for legally prescribed marijuana can prohibit a student from being placed in a clinical setting that accepts federal funding.
3. If a student challenges a result, only the original sample can be retested.

If a student tests positive for drugs that are illegal substances, non-prescribed legal substances, or the student is deemed unsafe for the clinical setting by a healthcare provider, the student will be immediately dismissed from the nursing program.

Readmission following dismissal from the program in response to a confirmed positive toxicology screen is subject to re-entry guidelines and the following conditions:

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

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

1. Physical symptoms such as slurred speech, unsteady gait, confusion, or other manifestations of drug/alcohol use;
2. Presence of an odor of alcohol or illegal substance;
3. Abnormal conduct or erratic behavior during clinical or on-campus learning activities,

chronic absenteeism, tardiness, or deterioration of performance regardless of any threat to patient safety;

4. Suspected theft of medications including controlled substances while at the clinical facility; and
5. Evidence of involvement in the use, possession, sale, solicitation, or transfer of illegal or illicit drugs while enrolled in the nursing program.

Basic Life Support (BLS) Training

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

Health and Safety Training

Students are required to successfully complete the online CT Hospital Association (CHA) [Health and Safety Training Course](#) prior to participation in clinical experiences whether on-ground/in-person or online/virtual.

Injury Insurance & Reporting Incidents

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

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

It is strongly encouraged that students obtain a health insurance policy to ensure proper healthcare coverage. Evidence of personal health insurance may be required at some clinical facilities. Students may want to evaluate the options available via Connecticut's health insurance exchange: online at [Access Health CT](#) via phone at 1-855-354-2428, or if the student is not a Connecticut resident, at <https://www.healthcare.gov/>.

Malpractice Insurance

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

Transportation & Parking

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

Dress Code

Student apparel and grooming during clinical experiences must conform to health, sanitation, safety, professional standards, and clinical agency policies. Professional attire should also be worn when attending CT-CCNP sponsored activities/events outside of the College. The complete uniform is to be worn during clinical experiences, laboratory/simulations, unless otherwise directed by the faculty. The uniform includes a designated jacket, top and bottoms with nursing program logo, water-resistant, closed heel & toe, medical professional shoes, stockings or socks and protective eyewear as required for patient care. Uniforms must fit appropriately, be clean and free of stains, wrinkles, and odors. The college uniform may not be altered in any way.

1. For professional appearance, and personal and patient safety, visible jewelry and hair ornaments are discouraged.
2. Visible tattoos may need to be covered in accordance with clinical site policies.
3. Hair must be neat, clean, and maintained away from the face; long hair must be held back in place and off the uniform. Headwear is not allowed unless serving cultural or religious purposes.
4. Facial hair should be neat, clean, and well-trimmed. N-95 masks cannot be properly fitted with facial hair; therefore, facial hair is not allowed when wearing a N-95 mask.
5. Fingernails must be clean and trimmed. If nail polish is worn, it must be clear and free of chips. Artificial nails, nail adornments, or acrylics are not allowed in accordance with clinical site policies.
6. Smoking, vaping, chewing tobacco or gum is not permitted on-campus or in the clinical setting.

7. Perfume, cologne, aftershave or heavy fragrance should not be worn.
8. Personal hygiene practices should ensure the lack of body odor.

Nursing faculty reserves the right to dismiss or restrict a student from the clinical setting whether on-ground/in-person or online/virtual for failure to comply with the dress code or for extremes in personal grooming. Dismissal or restriction from the clinical area will result in a clinical absence and a clinical unsatisfactory rating for the day.

PROGRAM PROGRESSION & GRADING

Progression Requirements

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

1. Obtain the minimum grade requirement for nursing (NUR) courses: 74% or higher.
2. Obtain the minimum grade requirement for co-requisite Courses: A grade of C or higher is required for all non-nursing courses. Exceptions are BIO*2111 & 2112 for which a grade of C+ is required.
3. Verify that transfer credits are recorded on the college transcript. Transfer credits are not included in the college GPA, but grades must meet the nursing and co-requisite course grade requirements. Transfer credits completed prior to acceptance into the Program and/or not submitted for admissions evaluation will not be accepted in transfer if the credits were not evaluated during the admissions process.
4. Complete all course requirements including standardized testing.
5. Pass all dosage calculation competencies.
6. Meet the graduation requirements of the college and the nursing program plan of study.
7. Apply for eligibility to take the NCLEX-RN[®] and obtain licensure as a registered nurse.

Grading for the Theoretical Component of Nursing Courses

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

Grades for quizzes, examinations, and written/other assignments are computed to the second decimal point throughout the course using conventional rounding procedures. Final course grades are computed to a whole number. A grade at or above 0.50 will be rounded up to

the next whole number; any grade at or below 0.49 will be rounded down to the whole number.

Example:

Final Course Grade = 73.49 = 73 = C- The student does not pass the course.

Final Course Grade = 73.50 = 74 = C The student passes the course.

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

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

Grading for the Clinical Component of Nursing Courses

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

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

Selected clinical skills cannot be performed by students until the student’s performance of

the skills has been validated. These specific skills, and the methods by which they are evaluated, will be identified by nursing faculty and specified in each nursing course syllabus.

Satisfactory Performance in Simulated Learning Laboratory/Clinical

Students must attain Satisfactory achievement of all applicable behaviors identified on the clinical evaluation.

Students are required to successfully demonstrate multiple nursing skills in the Nursing Labs. Written guidelines outlining the expectations for passing skill validations can be found in the corresponding lab section. Students are required to come prepared with any equipment required to perform that skill. Students unsatisfactory in a skill validation must remediate and retest that skill. Skill validations must be satisfactory prior to performing the skill at the Clinical site. Students who fail a third validation attempt must withdraw from the course. They may apply for readmission, if eligible. This will count as the student's one readmission opportunity.

Clinical Practice Expectations

Clinical learning experiences whether on-ground/in-person or online/virtual are an essential component of CT-CCNP courses. Clinical experiences provide opportunities to apply theoretical knowledge and skills to clinical practice within the framework of the CT-CCNP curriculum to achieve student learning outcomes (SLOs) and competencies. Clinical experiences are provided in traditional clinical sites, in simulation labs, and in the online/virtual environment. In traditional on-ground sites such as inpatient, ambulatory care or community settings, students provide care to patients under the guidance and supervision of nursing faculty. Requests for specific clinical placements or preferences are not guaranteed and clinical site assignments are subject to change. Simulation or virtual clinical experiences are faculty guided and replicate real patient care in healthcare environments. Every effort is made to provide the most realistic experience possible. However, due to the nature of replication, there may be limitations to the realism provided. Nonetheless, students should proceed demonstrating knowledge, skills and attitudes in the simulation or virtual clinical experience as if they were caring for an actual patient. Students are expected to actively engage in both traditional and simulated or virtual clinical experiences.

Clinical practice expectations are established to promote student success and to ensure student and client safety during clinical experiences. Repeated or serious violations of these expectations may result in immediate dismissal from the clinical setting, the course, and/or nursing program. Guidelines for clinical practice, clinical lab, and simulation or virtual

experiences include, but are not limited to, the following:

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

Clinical Evaluation

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

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

Faculty utilize a variety of methods to assist students who have areas of performance that need improvement. These approaches are designed to connect students with helpful resources and to draw students' attention to behaviors inconsistent with professional expectations in any setting before program success is compromised. The following processes have been established to promote student success and improvement in identified performance areas.

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 coordinator or director. The student must meet the recommendations cited on the Student Referral Form which is/are maintained as a permanent part of the student's educational record in the Program (see Appendix D) for related document.

Performance Improvement Plan

The Performance Improvement Plan (PIP) (Appendix E) is designed to draw attention to behaviors inconsistent with professional expectations in any setting and performance areas needing improvement before program success is compromised.

1. A PIP can be initiated by any faculty member, clinical faculty/instructor, lab assistant, nursing program coordinator or director and is maintained as a permanent part of the student's educational record.
2. A PIP can be given for academic, laboratory, clinical performance or for professional behavioral issues.
3. The action plan identified in the PIP is time limited and designed to assist the student in

meeting course learning outcomes.

4. Documentation that the student has successfully completed the action plan and has met the cited SLOs and competencies, or has failed to do so, is included in the PIP.
5. Should a student fail to meet the SLOs and competencies identified in the PIP the student is placed on Program or Clinical Warning or receives a clinical failure for the course.

Program or Clinical Warning

Program Warning or Clinical Warning (Appendix F) is designed to further assist the student to identify, address, and obtain assistance with performance areas in need of improvement.

1. A student will be placed on Program or Clinical Warning when the student fails to 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.
2. A student can be placed on Program or Clinical Warning at any time during the semester.
3. The recommendation for Program or Clinical Warning is made by the course faculty or nursing program director.
4. The student will be advised of their status in writing, including a statement of the course SLOs and competencies, which the student is performing unsatisfactorily or inconsistently.
5. A student placed on Program or Clinical Warning must meet the SLOs 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.
6. A student who, in the professional judgment of faculty or nursing program director, 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 assignment and receive a clinical or course failure, and/or a grade of “F” for the course.

Dosage Calculation Competency

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

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

2. Students may not administer patient medications until the dosage calculation competency is passed each semester.
3. Remediation is required for students who fail the dosage calculation competency before taking the next competency.
4. Students will be given no more than three (3) attempts to pass the dosage calculation competency in each semester.
5. Students who fail the third (3rd) dosage calculation exam must withdraw from the course and may request readmission if eligible. This will count as the student's one readmission opportunity.

SUSPENSION OR DISMISSAL

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

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

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

RE-ENTRY INTO THE NURSING PROGRAM

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

- **Reapplication:** Students who withdraw from, do not successfully complete, or are dismissed from the first nursing course (NUR 1120) must re-apply to the program to be considered for admission for a second time. Reapplication means submitting a new nursing application to the program to start in the first nursing course, NUR 1120. Re-applying and being admitted a second time is considered a re-entry and counts as the one-time re-entry to the program. The Nursing 120/1120 grade is not included in the Nursing Admission GPA for students re-applying.
- **Readmission:** Students who have successfully completed the first nursing course (NUR1120) and fail, are dismissed, or withdraw from a subsequent nursing course may request readmission to the program. Readmission means seeking re-entry into the program to repeat the last nursing course attempted. Students must have successfully completed at least NUR 1120 to be eligible for readmission. Readmission is considered a re-entry to the program and counts as the one-time a student may re-enter the program. Readmission is not guaranteed.

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

- Academic failure, a grade less than 74, for the theoretical component of any nursing course.
- Unsatisfactory grade or clinical failure in the clinical component of any nursing course.
- Violation of program policies.
- Withdrawal from a nursing course for any reason.
- Failure to meet program requirements such as toxicology screening, background check, clinical placement requirements,
- Failure to pass dosage calculation competency exam (3 attempts provided).
- Failure to pass skill validation (3 attempts provided).
- Failure to complete course requirements, such as assigned assessment testing.

Violation of the BOR Student Code of Conduct or the NSNA Code of Ethics, such as cheating, may deem a student ineligible for re-entry to the nursing program.

Standards for Readmission

Readmission to the nursing program is based on a review of, but not limited to, reasons for withdrawal from the program, academic achievement, clinical evaluations, and evidence of

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

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

1. Successful completion of NUR 1120
2. Minimum *Nursing Readmission GPA* of 2.70. The *Nursing Readmission GPA* is based on those courses assigned credit within the nursing program plan of study (Appendix A), including any nursing courses completed with a grade. The *Nursing Readmission GPA* is not the same as the *Nursing Admission GPA* or the college GPA.
3. If the candidate is using a course from a *Fresh Start* semester to meet a nursing program curriculum requirement, that course will count in the calculation of the *Nursing Readmission GPA*.
4. Completion of an exit interview scheduled within thirty days after withdrawal from the course with the Nursing Program Administrator or designee.
5. Written request for readmission submitted by
 - a. March 1st for the summer semester (Northwestern CT only),
 - b. April 1st for the fall semester and
 - c. November 1st for the spring semester.

Requests should be addressed to the Nursing Program Administrator and include the course number and student Banner ID. Student should describe efforts made to strengthen the areas of concern identified during the exit interview and plan for success.

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

Documentation of current health requirements, Basic Life Support training, Health and Safety training, repeat criminal background check, and repeat toxicology screening is required before re-entry and readmission into the nursing program. Readmission is granted on a space

available basis. Additional items may be required of the student to complete the readmission process.

INTERNAL TRANSFERS WITHIN THE CT-CCNP

Transfer can only occur following successful completion of NUR*120/1120. Transfers will only occur before a semester starts; mid-semester transfers will not be considered. Transfer requests are evaluated by the Nursing Program Administrators at the transferring and receiving colleges. Acceptance for transfer to another college within the CT-CCNP is based on availability of openings, and faculty and clinical resources. In the event there are more transfer applicants than available openings at a specific college, a ranking system that applies the *Nursing Readmission GPA* will be used.

A student who is requesting transfer to another CT-CCNP campus after having previously been unsuccessful in a nursing program, must submit a written request for readmission (if eligible) to the program administrator of the campus where they were previously enrolled.

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

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

APPEAL PROCESS FOR NURSING STUDENTS

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

- Step One: The student must submit their appeal in writing to the nursing faculty involved within two (2) business days of the incident.
- Step Two: If the student is not satisfied with the resolution at Step One, the student must submit their appeal in writing to the course leader within two (2) business days. If the faculty member involved is the course leader, the process will move to Step Three.
- Step Three: If the student is not satisfied with the resolution at Step Two, the student must submit their appeal in writing to the Nursing Program Administrator within two (2) business days. The Nursing Program Administrator will respond to the appeal in writing within four (4) business days of receipt of the appeal.

If the student is not satisfied with the decision of the Nursing Program Administrator, the student can initiate the college-level student grievance procedure, as outlined in the Student Handbook, at the college of attendance.

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APPENDIX A: PLAN OF STUDY

Associate Degree Nursing Program Plan of Study

	<u>Credits</u>
<u>ADMISSION REQUIREMENTS/Year 1</u>	
BIO 2111: Anatomy & Physiology I [^] +	4 credits
ENG 1001: English Composition	3 credits
MATH 1200: Statistics or higher	3 credits
CCS 1001: College & Career Success	<u>3 credits</u>
There are pre-requisite courses for A&P I and Microbiology that could add an additional semester and 8 credits	13-21 credits
<u>FIRST SEMESTER/Year 2</u>	
NUR 1120C: Nursing in Health & Illness I	9 credits
BIO 2212: Anatomy & Physiology II [^]	4 credits
PSY 1011: General Psychology	<u>3 credits</u>
Semester Total:	16 credits
<u>SECOND SEMESTER/ Year 2</u>	
NUR 1125C: Nursing in Health & Illness II	8 credits
BIO 2350: Microbiology+	4 credits
PSY 2001: Life Span Development	<u>3 credits</u>
Semester Total:	15 credits
<u>THIRD SEMESTER/ Year 3</u>	
NUR 2220C: Nursing in Health & Illness III	9 credits
SOC 1001: Principles of Sociology	3 credits
ENG 1020: Composition II & Literature or any ENG course that meets the Written Communication II outcomes	<u>3 credits</u>
Semester Total:	15 credits
<u>FOURTH SEMESTER/Year 3</u>	
NUR 2225C: Nursing in Health & Illness IV	8 credits
NUR 2226: Transition to Professional Nursing Practice	1 credit
ARHX: Arts & Humanities	<u>3 credits</u>
Semester Total:	12 credits
Total General Education Course Credits	36 credits
Nursing Course Credits (as mandated by DPH regulation)	<u>35 credits</u>
Total Program Credits	71-79*

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

Nursing courses must be taken in the stated sequence.

+ Prerequisite courses may be required.

[^]Course must be taken within 5 years prior to beginning the nursing program. A grade of C+ or higher is required in BIO*211 and BIO*212

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Associate Degree Nursing Program Plan of Study for LPN Advanced Placement

<u>ADMISSION REQUIREMENTS</u>	<u>Credits</u>
BIO 2111 Anatomy & Physiology I ⁺	4 credits
ENG 1010 English Composition	3 credits
MATH 1200 Statistics or higher	3 credits
CCS 1001 College & Career Success	<u>3 credits</u>
There are pre-requisite courses for A&P I and Microbiology that could add an additional semester and 8 credits	13-21 credits
 <u>CT-CCNP PROGRAM REQUIREMENTS</u>	
BIO 2112 Anatomy & Physiology II [^]	4 credits
BIO 2350 Microbiology ⁺	4 credits
PSY 1011 General Psychology	3 credits
PSY 2001 Life Span Development ⁺	3 credits
SOC 1001 Principles of Sociology	<u>3 credits</u>
	15 credits
 <u>LPN-RN ARTICULATION BRIDGE COURSE</u>	
NUR 1150 LPN to RN Articulation Bridge Course [~]	
 <u>FIRST SEMESTER</u>	
NUR 1152C Concept Based Curriculum LPN to RN Transition [°]	2 credits
LPN Articulation Credits Awarded	<u>15 credits</u>
	17 credits
 <u>SECOND SEMESTER</u>	
NUR 2220C Nursing in Health & Illness III	9 credits
ENG 1020 English Composition II & Literature or any ENG course that meets the Written Semester Communication II outcomes ⁺	<u>3 credits</u>
	Total: 12 credits
 <u>THIRD SEMESTER</u>	
NUR 2225C Nursing in Health & Illness IV	8 credits
NUR 2226 Transition to Professional Nursing Practice	1 credit
ARHX Arts & Humanities	<u>3 credits</u>
	Semester Total: 12 credits
 Total General Education Course Credits	
	36 credits
Nursing Course Credits	<u>35 credits</u>
Total Program Credits	71-79

⁺ Prerequisite courses may be required.

[^] BIO 211/2111 and BIO 212/2112 must be taken within 5 years prior to the start of nursing program. Minimum grade of C+ or higher required.

[~] Minimum grade of 74 required for advanced placement.

[°] Pass grade required for advanced placement.

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

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APPENDIX B

Core Performance Standards for the CT-CCNP*

*The *CT-CCNP Core Performance Standards* have been adapted from Gonzalez, H.C., & Hsiao, E. (2020). Disability Inclusion in Nursing Education. *Teaching and Learning in Nursing*, 15(1), 53-56. <https://www.sciencedirect.com/science/article/abs/pii/S1557308719302161>

Core Performance Standards for admission and retention in the undergraduate nursing program

Requirements	Standards	Examples include but are not limited to...
Critical thinking skill	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation.	<ul style="list-style-type: none"> Initiate, evaluate, and update the plan of care. Organize workload to manage time effectively and prioritize the delivery of client care. Use resources effectively to understand the evidence, context of situations, and perspectives (their own and others) to make logical and informed decisions.
Interpersonal skills	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families, and groups.	<ul style="list-style-type: none"> Maintain client confidentiality/privacy. Establish professional and ethical relationships with others and seek assistance when needed. Ability to accept constructive criticism (respectively listening, avoid jumping to conclusions or making judgments). Display accountability and personal integrity understanding that student behavior impacts others. Ability to delegate appropriately. Ability to respond to stress and adapt to changing environments inherent in clinical practice; particularly anger, frustration, and excitement appropriately. Ability to operate in different cultural settings.
Communication skills	Communication skills sufficient for verbal and written professional interactions.	<ul style="list-style-type: none"> Explain treatments, procedures, initiate health teaching, and verify client consents to care. Document and interpret nursing actions and client responses. Display the capacity to engage in successful conflict resolution and advocate for clients rights and needs. Effectively communicate with coworkers, clients, and members of the interdisciplinary team. Provide and receive report on assigned clients. Use therapeutic communication techniques to provide support.
Psychomotor skills	Psychomotor skills sufficient for providing safe, effective nursing care.	<ul style="list-style-type: none"> Move about client's room and/or work spaces to complete client assessment or promote circulation (range of motion, positioning) Administer rescue procedures e cardiopulmonary resuscitation. Demonstrate the ability to work for long periods. Calibration and use of equipment safely. Perform procedures necessary to safely admit, transfer, or discharge a client, such as from the chair to the bed safely. Prepare and administer medications and/or treatments. Perform basic skills (Foley, tube feedings, maintain orthopedic devices, perform postmortem care).
Assessment skills	Assessment skills sufficient for providing safe, effective nursing care.	<ul style="list-style-type: none"> Ability to perform targeted screening assessments (e.g., vision, hearing, nutrition). Ability to respond to client distress calls. Ability to observe client's condition and responses to treatments. Assess a client's condition. Read and interpret physician's orders. Read monitors, medication labels, and other equipment accurately. Ability to palpate in physical examinations and various therapeutic interventions.

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APPENDIX C

Faculty Recommendation Request Form

Date: _____

Name of Faculty Requested for Recommendation: _____

Title: _____

Name of Student Requesting Recommendation: _____

Banner Number: @ _____

Student Address: _____

City: _____ State: _____ Zip: _____

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

Reason Requesting Recommendation: _____

Position Applied For: _____

Name of Organization Applied to: _____

Address to Send Recommendation: _____

Signature of Student: _____

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

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APPENDIX D
STUDENT REFERRAL

Student: _____ Date: _____

Referred To: _____

Referred By: _____

Referral Date: _____ Due Date: _____

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

Action Plan:

Student Signature: _____ Date: _____

Signature of Faculty/Staff

Member Completing Referral: _____ Date: _____

Outcomes:

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

_____ Follow-Up Action Plan:

_____ Resolved

Student Signature: _____ Date: _____

Faculty/Staff Member: _____ Date: _____

**Add supportive documents as needed*

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APPENDIX E

Performance Improvement Plan (PIP)

Student Name: _____ Date of PIP: _____
Please Print or Type

Student ID: _____ Course(s): _____

Part 1: Discovery

Academic Clinical Professional Behavior

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

Related course learning outcomes/competencies:

Student Comments:

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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: _____

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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 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 learning outcomes/competencies and is placed on Program or Clinical Warning. (*refer to Program or Clinical Warning Form*).

- Student is not meeting the course 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: _____

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APPENDIX F

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

Academic Clinical Professional Behavior

Prior PIP: Yes No

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

Date: _____

Related course learning outcomes/competencies:

Student Comments:

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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: _____

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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 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 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: _____

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APPENDIX G

Personal Technology Guidelines for CT-CCNP Students

Personal technology plays an important role in the current higher education environment. It is a requirement for students to own a personal computing device and have access to broadband internet.

The recommended device is a laptop or desktop computer. Netbooks and tablet computing devices do not have the computing power of a normal laptop or desktop computer, for this reason they are not recommended for use as a primary computing device.

All CSCU students have access to the full Office 365 Professional suite of applications which requires one of the following operating systems for installation:

Windows 10 (Professional, Education, Enterprise, or Home)

macOS 10.14 (Mojave) or higher

These operating systems can only be run on a full laptop or desktop computer.

Table 1. - Hardware recommendations for laptop or desktop

	Recommended	Preferred (or higher)
Processor (CPU)	Intel Core i5/AMD A8, A10, manufactured 2015 or later	Intel Core i7/AMD Ryzen, manufactured 2015 or later
Memory (RAM)	8 GB	16 GB
Hard Drive	256 GB SSD	512GB SSD
Display	1920 x 1080 (1080p)	1920 x 1080 (1080p)
Webcam	720p	1080p
Audio	Headset or Speakers and Microphone	Headset or Speakers and Microphone

Please click here to access the latest updated information regarding [hardware recommendations](#).

Internet Access

High speed (broadband) internet access is also a requirement for the use of personal technology. Although some internet service providers (ISPs) label all their offerings as high speed, some of these services fail to meet the throughput requirements necessary for the online activities required for your courses. At this time, connection speeds of 6 – 10 Mbps (or higher) are suggested for typical educational activities like video streaming, teleconferencing, and file downloading (<https://www.fcc.gov/consumers/guides/broadband-speed-guide?contrast=>).

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Additionally, if using cellular wireless for data connectivity you should consider a plan with higher data caps (6 GB to unlimited monthly).

Web Browsers

The current version of any major browser (Chrome, Edge, Firefox, or Safari (macOS)) is recommended for use. In addition to their default browser, everyone should have a secondary browser loaded for troubleshooting issues when they occur.

Some websites may have specific version requirements or plugins which are needed to function correctly. Some of the plug-ins currently required by websites used within our environment are:

Adobe Reader - <https://get.adobe.com/reader/>

Java JRE - <https://www.java.com/en/download/>

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APPENDIX H

CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO RECORD

The primary objective of interactive learning, simulation, and virtual learning is to support and enhance clinical nursing practice. The faculty believe these learning activities will provide students with additional methods to identify their learning needs and improve their clinical performance. Simulations are designed to challenge student response and judgment in various clinical scenarios. Due to the possible sensitive nature of these experiences, strict confidentiality is required.

A student consent statement will be given to students through Blackboard at the start of each semester. At that time, you will have an opportunity to opt in or out of being included in audio or video recordings.

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Appendix I

CAMPUS DISABILITY COORDINATORS

CAPITAL: Mark Lukas 860-906-5260 mlukas@ccc.commnet.edu	NORTHWESTERN: Daneen Huddart 860-738-6318 dhuddart@nwcc.edu
GATEWAY: Ron Chomicz 203-285-2234 rchomicz@gatewayct.edu	NORWALK: Fran Apfel 203-857- 7192 fapfel@norwalk.edu
NAUGATUCK VALLEY: Vincent McCann 203-596-8608 vmccann@nvcc.commnet.edu	THREE RIVERS: Matthew Liscum 860-215-9265 mliscum@threerivers.edu