To Our Nursing Students:

Welcome to Central Connecticut State University's Nursing Program. 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 Central Connecticut State University (Central) environment. Students should refer to this handbook, which is a supplement to the Central Student Handbook, and the Undergraduate/Graduate Catalogs.

This handbook is for students' general information and guidance only. It does not constitute an irrevocable contract between the student and the Department of Nursing; 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 requirements at any time. Students will be notified in writing of such changes within a specified time and must submit a written signature of receipt. Students are expected to adhere to the most current policies.

Revised October 2024

Revised July 2024

Revised June 2024

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Mission Statement

The mission of the Central Nursing Program is to prepare holistic, professional nurses to address the evolving health care needs of the populations they serve and provide quality, person-centered care. This is accomplished by:

- Applying the science of nursing and related disciplines in the pursuit of excellence and innovation, through scholarship and lifelong learning
- Preparing graduates to incorporate professional standards of practice to provide high quality, safe, compassionate, and evidence-based care to diverse populations.
- Providing students with the foundation to develop professionally to optimize contributions within interprofessional practice.

Vision Statement

The vision of the Central Nursing Program is to provide innovative and experiential education that fosters a culture of caring, scholarship, service, and leadership in the profession in a collaborative and supportive learning environment.

Philosophy

The Nursing Faculty, in accord with Central, believe 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 baccalaureate curriculum encompasses liberal arts education, nursing theory, and evidence-based practice facilitating clinical judgement skills and professional accountability in nursing practice. The essentials of baccalaureate and master's education as described by the American Association of Colleges of Nursing (AACN, 2021) provide the organizing framework for the curriculum.

Overview

The purpose and objectives of the programs originate from the mission statement of Central Connecticut State University. The program prepares the student to obtain a nursing degree with the highest standards of academic achievement, public service, and personal development. Central Connecticut State University advocates for liberal, humane learning and enlightened, productive participation in a global society. This is achieved by blending liberal arts education with a dynamic professional education. In all aspects of learning, students are encouraged to read with discrimination, to think clearly and critically, and to write with accuracy. Students are also encouraged to appreciate the scientific, social, and aesthetic principles and values which have shaped our increasingly interdependent society. 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 believe that a liberal education in the natural and behavioral sciences and the humanities, combined with theory and practice in nursing, form the basis for critical judgement and professional accountability in graduates. The faculty believe 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 Department of Nursing provides a program of high academic excellence, based on a solid foundation in the arts, sciences, and humanities. The program is designed to prepare a professional nurse who is aware of the complex 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 client, 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 in Nursing (MSN) prepares students for a specialty focus to expand 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 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.

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 can achieve. The practice of nursing is both a science and an art based on professional nursing standards. Caring involves therapeutic interventions based on interpersonal communication skills competence, and the deliberate use of an intellectual process, consisting of assessing, planning, intervening, and evaluating a plan of care with the client.

Nursing intervention varies with the client's needs. 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 support a dignified death.

Nurses work autonomously within a defined scope of practice and collaboratively with members of the healthcare team. Nurses are accountable to the public that they serve. Nursing regulations and standards are defined by the Connecticut Board of Examiners for Nursing, the AACN Scope and Standards of Practice, and the NLN Code of Ethics for Nurses.

Baccalaureate Nursing education teaches nursing practice with a foundation in the sciences and humanities. This contributes to theory-based practice, systematic inquiry, critical thinking, and broadened social awareness. Furthermore, this prepares a professional, competent, generalist nurse who exerts leadership and can transcend specific health care settings to utilize the nursing process in a multitude of environments. Graduate preparation in nursing prepares students for a specialty focus to provide additional skilled care to clients.

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. Environmental factors such as poverty, pollution, violence, homelessness, abuse, and chronic illness make populations vulnerable. 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. At the BSN (Bachelor of Science in Nursing) level, students are expected to understand factors that influence health and health care and incorporate this knowledge in the care they provide.

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 internal and external factors 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 function as role models for students; through their activities, they provide an example of professionals involved in life-long learning and socially responsive activities.

Teaching

Teaching involves a relationship between the student and teacher that fosters independence from the learner. It involves structuring progressive learning experiences that are futuristic, contemporary, challenging, and flexible. This process occurs in a milieu that encourages life-long learning, an inquiring frame of reference, and mutual respect.

Program Learning Outcomes

From the American Academy of Colleges of Nursing (AACN) Essentials: Core Competencies for Professional Nursing Education (AACN, 2021).

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

1. **Knowledge for Nursing Practice**
   - Incorporate theoretical concepts and foundational knowledge from liberal education to guide nursing practice.

2. **Person-Centered Care**
   - Provide patient-centered care that recognizes individual and/or family preferences, values, and needs, respecting patients and families as full partners in care.
   - Integrate knowledge, skills, and attitudes through the nursing process to provide person-centered care to clients across the lifespan from a diverse perspective.

3. **Population Health**
   - Promote individual and population health, wellness, and disease prevention at the global/local level.
   - Provide innovative interventions to promote health and prevent illness in vulnerable populations.

4. **Scholarship for the Nursing Discipline**
   - Integrate current best evidence and professional standards into nursing practice with consideration of clinical expertise and patient preferences and values.
   - Critically evaluate evidence-based research in collaboration with other members of the healthcare team to improve client outcomes.

5. **Quality and Safety**
   - Minimize risk of harm to patients, providers, and the public through continuous improvement in both system effectiveness and individual performance.

6. **Interprofessional Partnerships**
   - Function effectively within nursing and interprofessional teams to foster open communication, collaboration, mutual respect, and shared decision-making.
   - Incorporate inter- and intra-professional communication and collaborative skills into the delivery of evidence-based, culturally sensitive person-centered care.

7. **Systems-Based Practice**
   - Demonstrate responsiveness to the larger content of the healthcare system regarding regulatory, financial, and political factors that influence the quality and value of care.
   - Advocate for socio-political issues affecting healthcare through participation in legislative and political forums.

8. <u>**Informatics and Healthcare Technologies**</u>
   - Use information and technology to provide care, communicate, educate, manage knowledge, prevent errors, and make critical decisions that optimize patient outcomes.
   - Demonstrate skills in using healthcare technologies, information systems, and communication devices that support safe nursing practice.

9. <u>**Professionalism**</u>
   - Demonstrate behaviors consistent with social justice, legal and ethical accountability, and professional codes and standards.
   - Practice from a caring, professional nursing perspective by incorporating the values of social justice, diversity, and global awareness.

10. <u>**Personal, Professional, and Leadership and Development**</u>
   - Apply leadership and management principles to achieve quality and safety outcomes.
   - Apply leadership concepts, skills, and decision-making in providing high-quality nursing care, health care team coordination, and accountability in various settings.

<u>Approval and Accreditation</u>

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

Graduates of the program are eligible to take the National Council Licensure Examination for Registered Nurses (**NCLEX-RN**). In the state of Connecticut, candidates must successfully complete a nursing program that meets the requirements outlined in the Regulations of Connecticut State Agencies (**RSA (Regulations of Connecticut State Agencies)**).

<u>Health Policies</u>

New Students:

Students who are entering their first year of nursing classes must submit all health requirements by the **second Monday in July**.

Immunizations and Physical Examination

- 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 is required. The test should be done in June, July, or August. If using the Mantoux skin test, it must be read by a healthcare provider 48-72 hours after administration. If the student has a positive result or 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 yearly. This should also include documentation of an initial single chest x-ray demonstrating absence of active disease.

- IMMUNITY STATUS: Students must submit written evidence of immunity for the following:

  o Varicella (documentation of history of varicella based on provider's diagnosis or laboratory evidence of immunity with titers).
  o Rubella, Measles (Rubeola) and Mumps (laboratory evidence of immunity with titers or documentation of 2 doses of MMR (Measles, Mumps, and Rubella) vaccine).
  o Hepatitis B (or provide evidence of receiving 3 doses of Hepatitis B vaccination or documentation of refusal of the vaccine).
  o COVID-19 (documentation of initial and boosters including dates and manufacturer or an approved medical exemption).
  o TETANUS/DIPTHERIA immunization within the past ten (10) years.
  o Seasonal FLU VACCINE is required yearly during fall semester by October 1st.
  o Additional requirements may be required at the direction of the clinical agencies, which may supersede university requirements.

Junior and Senior Year in the Pre-Licensure (BSN) Program:

Students must submit (through EXXAT) written documentation of the following:

- PHYSICAL EXAMINATION: Verification of physical exam must be presented every 2 years while in the nursing program including vision and hearing tests.
- TUBERCULOSIS TEST: A yearly tuberculin skin test (Mantoux type) or QuantiFERON Gold blood test is required. The ppd test should be done during the months of June or July and must be read by a healthcare provider 48-72 hours after administration. If the student has a positive result or history of one, a provider's note documenting no evidence of Tuberculosis symptoms must be received yearly. This should also include documentation of an initial single chest x-ray demonstrating absence of active disease.
- Seasonal FLU VACCINE is required yearly during fall semester by October 1st.
- Additional requirements may be required at the direction of the clinical agencies, which may supersede university requirements.

Religious Exemptions

Students seeking religious exemptions from vaccinations are required to submit an acceptable religious exemption form from a medical provider (see university student handbook for more information) and request a meeting with the Clinical Coordinator
prior to the start of the semester. Due to our contracts with clinical sites, students who receive religious exemptions may not be allowed to attend certain clinical sites which are mandatory components of courses.

Drug Testing Policy

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 while fully in control of their manual dexterity, mental faculties, and judgement. The presence or use of drugs, which may interfere with the judgement or motor coordination of nursing students in a healthcare 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 the responsibility to provide a safe, efficient academic environment for students and to cooperate with clinical agencies in providing safe and effective care of clients during nursing students' clinical experiences in their facilities. For the reasons above, the University has instituted drug testing for all nursing students.

Pre-Clinical Drug Testing

Drug testing is required prior to pre-licensure nursing students' participation in clinical. RN to BSN and MSN students will be tested as needed to comply with affiliation agreements. Students returning to the program after a leave for academic or medical reasons will also have a drug test. Drug testing may occur thereafter, if required by the clinical affiliate. The tests are managed by certified outside agencies. Students will be emailed before the start of the program or rotation to the specific agency. All student records maintained by the University on such tests will be kept as part of the confidential student education record. This is pursuant to the Family Educational Rights and Privacy Act (FERPA). Refusal to take the drug test as indicated may result in the student being removed from the clinical rotation (which may result in clinical failure/inability to progress or graduate from the program).

Dilute Drug Screens

Students should not drink substantial amounts of fluids before a urine drug screen test and should have the test in the morning. Drinking large amounts of fluid or testing later in the day can cause a dilute drug screen result. The finding of a dilute drug screen is considered a failed drug screen result. The student will be allowed one retest at the student's expense and at the date/time designated by administration. A second dilute drug screen result requires that the student meet with the department chair and the dean of College of Health and Rehabilitation Sciences. A

failed drug screen may result in the student being unable to attend clinical experiences which can lead to the inability to progress (failure) or graduate from the nursing program.

Positive Test Results

A positive drug test (of substances not prescribed) will result in the student's immediate removal from the clinical rotation. The student shall be given notice of the positive test and is meet with the department chair and the dean to respond. A decision will be made and communicated to the student thereafter. Note: removal from a clinical rotation is considered clinical failure.

Prescribed Drugs

If a student tests positive for a prescribed medication, the student must obtain a written statement from a qualified provider stating that the medication level is within prescribed limits and that the level does not indicate abuse. The provider must also indicate in writing that the medication will not interfere with safe practice in the clinical area. Drug testing may be repeated at the discretion of the department chair and dean.

Nonprescribed Drugs

If a student's drug screen result is positive for a nonprescribed drug, including recreational marijuana, it is a failed drug screen. A positive or failed drug screen will result in the student being unable to attend clinical experiences which may lead to the inability to progress (failure) or graduate from the nursing program. The student will be required to meet with the department chair and clinical coordinator. A repeat drug test will be performed at the discretion of the administration.

Medically Certified Marijuana

Medical marijuana can be certified for specific approved conditions in Connecticut. However, in accordance with federal law, a positive toxicology screen for legally certified marijuana may prohibit a student from being placed in a clinical setting that accepts federal funding. If a student tests positive for marijuana, they must upload a copy of a current, valid State of Connecticut certification card into the health records management system. At any time during the student's nursing program, if clinical sites accepting medically certified marijuana use are not available, the student will be unable to attend clinical experiences which may lead to the inability to progress (failure) or graduate from the nursing program.

Reasonable Suspicion Drug Testing

Any nursing student who is suspected of using drugs, including alcohol, may be required to submit to a drug test. A decision to test a student is based on reasonable suspicion by the clinical instructor working with the student.

- Upon reasonable suspicion, the student will be removed from the clinical session. The clinical instructor will notify the agency supervisor and the course coordinator. The student will be referred to the nearest emergency department for drug/alcohol testing (transportation will be arranged for the student by the clinical instructor if there is not an emergency department at the site).
- The drug/alcohol testing will occur on the same day as the observed behavior. Refusal to take the drug/alcohol test will result in clinical failure.
- If the results of the test(s) are negative for drugs, the student will meet with the clinical instructor and the department chair within 24 hours (or the following business day of the test). A decision regarding the student's return to the clinical rotation will be made and communicated to the student thereafter.

Student Illness Status

Nursing students ill or infectious will not be allowed to participate in clinical experience/laboratory. This includes presentation of the following:

- Fever – Students must be fever free (temperature above 100.4 in the past 24 hours) without fever reducing medications to participate
- Open wound.
- Vomiting and/or diarrhea.
- Undiagnosed rash on exposed skin.
- Taking medications that cause significant drowsiness or make them unsafe to drive.
- Taking prescribed antibiotics for less than 24 hours for a communicable bacterial infection.
- Have herpes infections (including cold sores) that are exposed.

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 safely in the clinical session.

Attendance

Students in the nursing program are prepared to assume professional nursing practice as defined by the National Nurses Association and other professional nursing organizations. Absences from class for routine health or other appointments, interviews, work, and vacations are not considered excused absences and students should plan accordingly.

Class

If a student cannot attend a scheduled class, faculty notification before the class session is expected. The student is responsible for the material covered in class and should contact the professor to make up the content. Faculty reserve the right to request documented medical clearance after one or more absences. Excused medical absences require a provider's note.

Courses held once a week will deduct one point from the final grade for each unexcused absence over one. For classes that meet twice per week, one point will be deducted for each unexcused absence over two. Students who arrive ten (10) minutes late to class will be marked absent for the class.

Clinical and On Campus Laboratory

Clinical Placements

Clinical placements are completed by the clinical instructor. The placements are final and will not be changed unless there are extenuating circumstances approved by the clinical and BSN coordinators. Students' work schedules are not considered extenuating circumstances and students should plan accordingly.

Clinical Orientation Sessions

Clinical orientation is mandatory for all clinical rotations. The clinical orientations provide required information and practice for the specific course. Clinical orientations are held at the beginning of the semester, and it is the students' responsibility to check email and Blackboard before the start of the semester for the specific orientation dates and times. Students are not allowed to attend clinical without completing the orientation. Students with extenuating circumstances should contact the course professor. Students who fail to complete orientation in the specified manner, or who attend clinical before doing so, will receive a program warning and/or clinical failure.

Other General Clinical Guidelines

Students must arrive 15 minutes before the start of all clinical/laboratory experiences. Students who arrive more than 10 minutes late will be dismissed and marked absent for the day. Three unexcused clinical/laboratory sessions will result in clinical/course failure.

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 required to make-up clinical hours must attend the make-up day(s) assigned to them. Failure to attend on the dates(s) assigned may result in clinical warning and/or clinical failure. Make-up hours may occur on a weekend or off-shifts. Successful completion of assigned clinical and/or laboratory make-up assignments are necessary for an accurate and informed assessment of the clinical competencies listed on the clinical evaluation tool.

Medication Administration

STUDENTS ARE NOT ALLOWED TO ADMINISTER MEDICATION WITHOUT SUPERVISION FROM THE ASSIGNED CLINICAL INSTRUCTOR. THIS INCLUDES ALL CLINICAL SETTINGS. FAILURE TO ADHERE TO THIS POLICY WILL RESULT IN PROGRAM WARNING, SUSPENSION, AND/OR FAILURE.

Student Employment

Balancing employment with the demands of the nursing curriculum is challenging. Employment schedules will not be considered when placing students in clinical/laboratory rotations. It is the student's responsibility to plan accordingly and not schedule work during clinical, laboratory, or class time.

The department of nursing is not responsible for student performance while working at healthcare agencies or institutions. Students cannot wear Central nursing uniform scrubs, name tags, or Central Blue Net IDs while working as an employee at any healthcare facility/institution.

Communication

Clinical

Before the clinical experience, students will be informed of the guidelines for personal electronic devices at the clinical site (including cell phones). Students are forbidden from taking pictures of any protected health information or facility/unit identifiers such as clinical assignment sheets. Violation of the HIPPA guidelines will result in a clinical warning and/or clinical failure. All communication between clinical faculty and students will be done through Teams, personal cell phone use is not allowed. Students should have the Teams application downloaded and available before and during clinical sessions.

Classroom/Laboratory

Personal device use should be for faculty directed active learning purposes only. If a student has an emergency/urgent communication need, they should step outside of the classroom/laboratory session to complete the call. Disruptive use of devices will be addressed by the faculty.

Email Communication

Students should check their Central email daily. Announcements and/or other communication from the nursing faculty and staff will be sent by email.

Program Withdrawal

Students who receive approval to withdraw from the nursing program must request a return within two academic years. Return/readmission is not guaranteed and is dependent upon program capacity. Before returning to the program, students must submit the required health documents, take a drug test and a criminal background check, and demonstrate designated clinical skills through validation in the laboratory as defined by the nursing department.

Military Obligation

Service members must provide documentation to course faculty from the Commanding Officer regarding military commitments at the start of each semester. The Office of Veteran Affairs is a resource for our students and can be found here: https://www.ccsu.edu/office-veterans-affairs.

Weather Delays/Cancellations

Students can find university weather delays or cancellations here: ccsu.edu/cancel or call the Central Storm Phone: 860.832.3333.

Academic Advising

Nursing students will be assigned a nursing advisor. The student should meet with the advisor at least once during each semester to review progress in the program, receive academic advising, and discuss changes to the curriculum plan. Students can also meet with advisors for support, concerns about progression in the program, and/or professional career advising. Courses may fill quickly due to limited seats; therefore, it is strongly recommended that students register during assigned university registration periods.

Students should also contact faculty advisors to discuss plans to withdraw from a course, take a leave of absence, waive a course, or any other decisions that affect completion of an academic program. Advisors recognize that goals, objectives, and commitments may change. The faculty advisor is the first line academic official with whom these changes should be discussed.

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 at the start of the each semester.

The following policy is followed to ensure competency with this skill:

1. Sophomore students (or students in the first year of nursing courses) must take a dosage calculation exam before starting clinical in the spring semester (Gerontology).
2. Sophomore students must achieve a 90% or higher on the exam. Students who do not achieve 90% or higher are required to remediate and retake the exam. Note: students have 3 attempts to receive a passing score before receiving a failure in course and students cannot pass medication until the dosage calculation test is completed with a 90% or higher score.
3. Starting in the fall of the junior year (or the second year of nursing courses), students must take dosage calculation exams each semester until graduation. Junior students must achieve a 90% or above to pass; and seniors must achieve a 95% or above to pass.
4. Any student who does not pass the exam must complete remediation and retake a different version of the exam. Students are not allowed to administer medication in the clinical setting until a passing score is obtained.
5. Students have up to 3 attempts to earn a passing score. Failure to do so after 3 attempts will result in a clinical failure and therefore a course failure.

Liability Insurance

Coverage is provided by the university when students are participating in university or department clinical activities. Students must adhere to all standards set forth by the Connecticut Nurse Practice Act and the ANA (American Nurses Association) Code of Ethics and 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 are not acceptable. CPR certification must be renewed every two years.

Licensure

All RN to BSN and MSN students must be licensed currently as a Registered Nurse. A copy must be submitted upon admission to the University and annually thereafter.

Background Check

Nursing students are required to pay the cost to complete a criminal background check before July 1st. Some agencies/institutions used for clinical rotations might require an additional background check before participating, and students will be made aware of these situations promptly. Students who fail the background check will not be permitted to continue in the nursing program. The university is not responsible for students who cannot complete chosen degree programs due to a failed background check.

Background checks for the BSN students will be done through EXXAT. Background checks for the RN/BSN and MSN students will be done through Castle Branch.

The following is a partial list of crimes and offenses that may negatively impact a student's ability to complete required clinical placements:

1. Any sexual crime
2. Any crime of violence
3. Any drug crime
4. Any weapons crime
5. Property crimes
6. Theft
7. Robbery
8. Burglary
9. Embezzlement or fraud
10. Public intoxication or substance abuse
11. Other felonies and serious offenses which would not be appropriate in a healthcare/patient care environment.

Occupational Exposure and Safety Policies

Students must complete designated health and safety training upon entry to the program. The directions on how to access training modules will be emailed to students.

Blood or Body Fluids Exposure

Clinical faculty or students exposed to blood or body fluids during a clinical session at a clinical site with onsite facilities that provide post exposure care should follow the site protocols and seek immediate initial evaluation and treatment there. If the site does not have the required resources for the clinical faculty or student, they should go to the nearest Emergency Department

for immediate post exposure care. The clinical faculty or student's health insurance should be used for all post exposure care costs.

The clinical instructor, or designee if the instructor is exposed, will notify the course coordinator, complete the clinical agency incident report, the Central incident report, and submit the Central incident report within 24 hours. A copy of the Agency Incident Report and the Central incident report (Appendix A) will be placed in the student's file.

The above policies and procedures should be used for any other type of illnesses or injuries that occur at a clinical site.

Dress Code

Students are considered accountable, both personally and professionally, to follow the Central 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 result in the student being dismissed from the clinical/laboratory experience.

BSN Programs:
- Clean, plain white, or black shoes or sneakers must be worn. No sandals, open toe, or open backed clogs. No soft or cloth shoes.
- Only solid white short or long-sleeved t-shirts may be worn under Central scrubs. Undergarments should not be visible through the uniform. A scrub jacket with the Central logo may also be worn.
- A black pen, a watch with a second hand, bandage scissors, stethoscope, and specified protective equipment (such as googles, N95s, etc.) are required for clinical experiences. A sphygmomanometer may be required for some clinical placements.
- Tattoos are subject to individual agency policy, and it may be required that they be covered.
- Jewelry is limited to one pair of stud earrings and a wedding band.
- Fingernails must be short. Nail polish and/or artificial nails are not allowed.
- Beards and mustaches must be neatly trimmed.
- No artificial eyelashes are allowed in clinical.
- Hair must be neat and well groomed. It should be off the face and shoulders.
- No gum chewing is allowed in clinical.
- Perfume, cologne, aftershave, lotions, or cosmetic agents that transmit a noticeable odor are not acceptable due to allergies.
- Makeup should be worn in a professional manner.

Students must 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 Central picture ID is required. Students must always display/wear the badge(s) on their upper chest area.

Professional Attire

For clinical experiences that do not require students to wear uniforms, the students should follow the agency dress code policy (i.e., business casual attire). If students do not understand the dress code guidelines, clinical instructors should be consulted. Students should follow agency policies on name pins and other requirements of identification badges.

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 anywhere in Connecticut for clinical rotations. Students are responsible for gas, parking, and other transportation costs.

<u>Recommendations</u>

Letters of recommendation are provided at the faculty's discretion. Students seeking written letters of recommendation for scholarships, volunteer experiences, or employment opportunities are required to submit a Recommendation Letter Request Form to the faculty member for approval. The forms are available in the nursing department and should be submitted at least 4

weeks in advance. Faculty recognize that many employers now utilize electronic surveys as references for applicants. Prior to seeking any type of recommendation completion, 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.

<u>Academic Standards</u>

The specific Department of Nursing academic standards are defined below. The academic standards of the university also apply to nursing students.

Progression and Retention Policy

Pre-licensure (BSN) Program

Once admitted to the pre-licensure program students 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 all nursing courses and in CHEM 210, BMS 318 and BMS 319.
- No less than a C in PSY 136 and 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. Central Nursing Courses only will be accepted.

- If less than a C+ is earned in a NRSE course, that course must be repeated in the 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 dismissed from the program, students may not reapply.

Accelerated Bachelor of Science (ABSN) Program

Once admitted to the program students 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 all nursing courses

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 2.7.
- Complete program within 5 years from start date.
- Maintain RN license or meet the requirements for matriculating before taking the NCLEX (National Council Licensure Exam) exam.

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 License.

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; an MSN is earned upon completion.

Course Withdrawals

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; and there will be a "W" on the transcript. Withdrawal dates for the semester or session are determined by the university.

Stepwise Disciplinary Policy

1. Performance Improvement Plan

The Performance Improvement Plan (PIP) is initiated for behaviors that fail to meet professional and or practice expectations in a course(s), laboratory, or clinical setting. PIPs can be initiated by any faculty member, clinical faculty/instructor, program/course coordinator, or the Department Chair. The remediation action plan specified in the PIP is time limited and designed to assist the student in meeting course/clinical learning outcomes. If the PIP is being given for a tangible clinical skill, a laboratory referral will also be given at that time, with plans for the student to remediate in the laboratory setting. Failure to complete the remediation action plan successfully results in clinical/laboratory and course failure (see PIP form Appendix B).

Documentation that the student has successfully or unsuccessfully completed the remediation action plan by meeting the cited learning objectives, outcomes, and/or competencies will be completed by the faculty or laboratory staff member who supervised the remediation.

Any student that fails to meet the requirements identified in the PIP will be placed on program and/or clinical/laboratory warning; at the discretion of the department faculty, the student may be given a failing grade for the course/clinical/laboratory.

2. Program or Clinical Warning

- 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 a Program or Clinical Warning at any time during the semester.
- The recommendation for Program or Clinical Warning is made by the course faculty/coordinator and the Department Chair.
- The student will be advised of their status in writing, including a statement of the rational for the warning.
- A student placed on Program or Clinical Warning must meet all the specified course/clinical objectives and/or competencies to pass the course and progress in the program. Failure to do so will result in dismissal from clinical, and clinical/course failure.

- A student who, in the professional judgement of course/clinical/laboratory faculty/coordinator or Department Chair, demonstrates inappropriate, unethical, or unsafe behavior or who places a client or anyone in imminent danger, may be removed immediately from the classroom, laboratory, or clinical experience. This may result in clinical and/or course failure.

The policy for the SOE, below, will be used until the CHRS formally adopts a handbook.

School of Education: Temporary Suspension from Program and/or Experiential Learning (SEPS (School of Education and Professional Studies))

Process:

1. Student is notified about the precipitating incident and the potential outcome(s) if the allegations hold true. This may include 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 for students.**

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:
   a. Student is informed of the allegation along with any additional information that may have been gathered since the original notification was sent to student.
   b. Student is informed/reminded of the potential outcomes as stated in the initial communication to the student (Step 1 above).
   c. Students can share their side of the story. A written narrative is also provided by the student or transcribed during the meeting.
   d. Students can 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 students' statements made during Step 2. After consideration of all facts and statements, a decision on the outcome is reached.

5. The student is informed, in writing, of the outcome with appropriate supporting statements. Students are advised to meet with the appropriate Dean to discuss the 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 grave concern is raised that could seriously impact a student's status or progression in an academic program.
- This process does not replace the Central Academic Misconduct, or Student Misconduct policies. Depending on the allegation, a student may also be subject to one of those processes.
- Only Central can terminate an experiential learning experience. If a partnering site wants to terminate an experiential learning experience, it should be considered as a request for Central to terminate the experience.

Student Clinical/Professional Behavior Expectations

Clinical placements are arranged by the Clinical Coordinator. Students should not contact clinical sites unless directed to do so by the Nursing Department. If directed to contact a site, students should use the Central email system.

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 concerns. 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 (2015) 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 Central Department of Nursing and agency dress code policies and 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.

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 from clinical sessions.

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

6) Dishonest communication with clients, families, faculty, and/or 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 these behaviors may also result in civil, federal or state penalties.

Technical Standards

Students in the Nursing Program must demonstrate skills in the following domains:

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 solves, measure, calculate, reason, analyze, and synthesize data to make decisions, often in an urgent environment.
- Incorporate current information from teachers, peers, and 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.
- Possess the skills required for full utilization of the student's intellectual abilities.
- Exercise stable, sound judgement.
- 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

A detailed course syllabus will be provided to students 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 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 before the assignment's due date. Failure to do so will result in point deduction as specified in the course syllabus.

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. Students with extenuating circumstances must contact the course coordinator/faculty before administering the examination. If a student is absent for an examination due to illness a note from a provider is required. Students will have 5 points subtracted from the make-up examination grade per day 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 course coordinator/faculty's discretion.

If a student violates any/all the examination procedures and/or Central code of conduct during testing the student will be subject to disciplinary action.

The following **are not** allowed in the testing areas:

- Study aids (i.e., textbooks, notebooks, classroom notes)
- Papers, books, food, pens, wallets, hats, dark glasses, watches, beepers, or cell phones.
- Cameras, photographic equipment or any other electronic devices.
- Personal calculators.
- No sweatshirts/jackets with hoods and/or hats.

Additional Policies:

- Students are required to shut off cell phones and place them on the table designated by the professor before exams.
- Students are required to leave all personal belongings in specified designated areas.
- Professors will check students' wrists for watches before exams.
- Students are not allowed to leave the testing area during an examination without permission from the professor.
- Students arriving late for an examination may be permitted to take the exam (as determined by the professor). If the student can take the exam, no extra time will be allotted.
- Computerized testing has a lockdown browser enabled by the professor.

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".

Please note that only final grades will be rounded up if the tenth is above .5. For example, if a student has a final grade of 76.50 or above the grade will be rounded up to a 77; however, a grade of 76.49 will remain at a 76 and not round up to a 77. There are no exceptions to this policy and extra credit points will not be offered.

Academic Integrity

Academic misconduct is defined by the Central 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 on academic integrity policies, including the use of artificial intelligence (AI), students should refer to the Undergraduate Policy on Academic Integrity found at the following address: http://www.ccsu.edu/AcademicIntegrity/

Incivility Policy

Incivility and academic integrity are closely related. The definition of incivility is as follows: "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) Any acts of incivility that are noted by faculty and/or staff will result in a PIP, Program Warning, Suspension and/or Failure.

Social Media Policy

Central Connecticut State University relies on 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.

Nursing students are expected to represent the university in a fair and positive manner since social media sites are public, and information accessed can be traced back to the sender after it has 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 incarceration. Additionally, online comments by nursing students regarding faculty, peers, coworkers, and clinical sites may constitute lateral violence.

Protection of Confidential, Sensitive, and Proprietary Information Policy

Students are not allowed to post information about the University, School, staff, students, faculty, clinical facilities, and/or client/clients with whom they have contact with while representing Central Connecticut State University.

Students are not allowed to use Central Connecticut State University or Department of Nursing logos for personal use, or for student groups without permission. When used with permission, the guidelines posted by the Central Marketing Department must be followed.

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.

Communication of Concerns from Students

Should a student need to communicate a concern, proper chain of command must be followed. Students should meet with the appropriate person to discuss their concerns (see diagram below for the chain of command). If a resolution is not reached, which will be documented by both the student and the faculty member fielding the concern, the student may then advance to the next person 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 Diagram:

Provost
↑
CHRS Dean
↑
Department Chair
↑
Course Faculty Member
↑
Concern identified
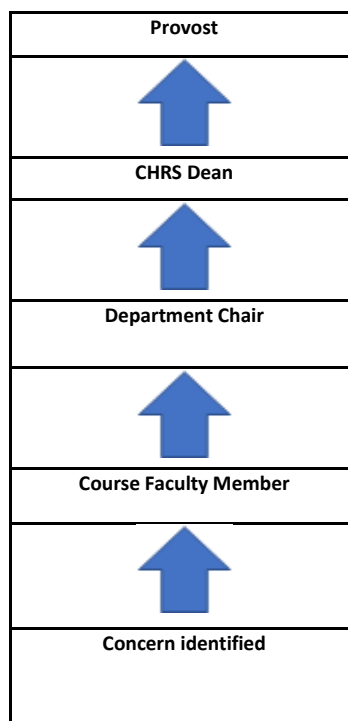
Awards/Scholarships

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

Organizations

National Student Nurse Association (NSNA)
Central 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 Central. Membership requires dues that are the student's responsibility.

Sigma Theta Tau International (STTI)
Sigma Theta Tau International is the international honor society for Nursing. Membership is by invitation to candidates who have shown high scholarship and leadership abilities or robust evidence for their potential. Its purposes are to:
1) Recognize superior achievement.
2) Recognize the development of leadership qualities.
3) Foster high professional standards.
4) Encourage creative work.
5) Strengthen commitment to the ideal and purposes of the profession.

Iota Upsilon at Large is the STTI chapter at Central. 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 laboratory 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 Central to be eligible to receive a degree.

A process is in place for students in the RN to BSN program who articulated from the LPN to RN bridge program. These students should contact the RN to BSN Coordinator for more information.

Policies Specific to the MSN Program

Students must meet any 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.
- Have education and/or extensive clinical experience in a clinical area which the preceptor is teaching and/or providing supervision.
- Provide a copy of the current State license.
- Graduate nursing clinical faculty are available to provide oversight of clinical preceptors during each practicum course and communicate with them 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 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.

APPENDIX A

<u>Central Department of Nursing Clinical Incident Report</u>

*Please refer to **page 17** of this Handbook for guidance in completing this form. This form does not replace the need to complete a facility incident report. Additional reporting information can be provided on a separate document and submitted with this report.*

Date of Incident:	Course #:	Student Name:
	Location:	Instructor Name:
Description of incident:		
Description of injuries (if indicated):		
Summary of care provided to student (Where and what):		
Additional comments and/or information:		
Student aware of requirement to contact University Health Services: Yes __ Student Initials: __		
Student signature:	**Instructor signature:**	**Course coordinator notified: Yes_____ Instructor Initial: _____**

APPENDIX B

Performance Improvement Plan (PIP)

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

Student ID: _____ Course(s): _____

Part I: Type of PIP

☐Course   ☐Clinical   ☐Professional Behavior(s)

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

Related course/clinical learning outcomes/competencies:

Part II: Remediation Action Plan (In the laboratory or other)

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

If remediation occurs in laboratory setting, please complete the below fields:

Description of Skills to Practice:

Dates/Times of practice sessions:

Outcome of laboratory referral:

Student Comments

Follow-up Date: _____

Student Signature: _____ Date: _____

Instructor/Staff Signature: _____ Date: _____

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 further remediation. Please describe the additional remediation plan below.

Student Signature: _____ Date: _____

Instructor/Staff Signature(s): _____ Date: _____

Part IV (if indicated): Second Follow-up Date: _____

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

☐ 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 (s): _____ Date: _____

DEPARTMENT OF
NURSING
CENTRAL

CENTRAL
CONNECTICUT
STATE UNIVERSITY

APPENDIX C

Notification of Program or Clinical Warning

Student Name: _____ Date: _____

(Please Print or Type)

Student ID: _____ Course(s): _____

Part I: 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:

Part II: Remediation Action Plan

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

Follow-Up Meeting Date: _____

Student Signature: _____ Date: _____

Instructor/Staff Signature: _____ Date: _____

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*).

Part IV: Second Follow-up (if indicated) Date: _____

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

☐ 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: _____

APPENDIX D

<u>Notice of Temporary Suspension from Program and/or Experiential Learning (School of Education FORM)</u>

NOTE: THE School of Education POLICIES WILL BE UTILIZED UNTIL THE COLLEGE OF HEALTH AND REHABILITATION SCIENCES STUDENT HANDBOOK IS AVAILABLE.

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 given 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 been heard.