Finger Lakes Community College
Department of Nursing
Nursing Program Guidelines and Procedures
Student Handbook

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STUDENT RESPONSIBILITY

The Nursing Student Handbook provides valuable information to help you navigate the FLCC Nursing Program and provide you with the necessary guidelines and expectations to facilitate your success. This handbook is effective for the entire 2025-2026 Academic Year. All nursing students are expected to abide by the FLCC Student Code of Conduct and the Nursing Student Handbook at all times. Please take time to familiarize yourself with these documents. If you have questions, please direct them to the appropriate individual using the Chain of Communication.

The Student Handbook includes the students' rights and responsibilities, and outlines the requirements for the nursing program, theoretical and clinical responsibilities as well as information for retention and readmission. Students will be notified of changes to the handbook in a timely manner and any modification will be applicable to all students. The Nursing Student Handbook is readily accessible on Brightspace in each nursing course. Students will submit an acknowledgment of receipt and compliance at the beginning of each semester to Brightspace in all courses (Appendix A).

This handbook is reviewed and revised annually with the understanding that faculty reserve the right to amend the handbook, as necessary. If a guideline or procedure is changed/updated, the updated changes will supersede previous iterations of the handbook and students will be notified/provided an updated copy.

WELCOME FROM THE DEPARTMENT CHAIR

On behalf of the faculty and staff of the FLCC Nursing Program, I want to welcome you. We look forward to collaborating with you on your educational journey to becoming a Nurse.

You are in a program with a rich history of achievement where our graduates contribute to every facet of the nursing profession. This educational process requires self-direction, commitment, motivation, and discipline. The program's core competency of teamwork and collaboration empowers everyone to be engaged in the learning process.

Faculty and staff are committed to the teaching and learning partnership as we embrace the new challenges of an ever-changing healthcare environment together. This program will challenge and empower you to realize your immense potential and academic goals.

So again, welcome to the FLCC Nursing Program. We are confident you are up to the challenge!

Shayna Turner-Johnson MS, RN
Shayna Turner-Johnson MS, RN
Professor and Chairperson Department of Nursing
Shayna.turner-johnson@flcc.edu

FLCC MISSION AND VISION

MISSION

Finger Lakes Community College serves as a dynamic learning resource, empowering our students to succeed and fueling the cultural and economic vitality of the region.

VISION

Finger Lakes Community College will build innovative programs to meet evolving educational needs, drawing on partnerships in the community and beyond. FLCC will offer an educational environment that is intentionally designed to engage our students as learners and propel them to completion.

FLCC LEARNING OUTCOMES/VALUES

Inquiry – Pose insightful and productive questions. Generate, evaluate, integrate, and cite compelling evidence to support reasonable conclusions.

Interconnectedness – Express connections between disciplines with creativity and clarity.

Perseverance – Take actionable steps to see tasks through to completion, both independently and collaboratively.

Vitality – Consider the impact of individual action on personal and community well-being (physical, environmental, social, occupational, and fiscal wellness).

EXPECTED QUALITIES FOR SUCCESS

The following abilities/qualities, with or without reasonable accommodation, are necessary for success in the Nursing Program. Reasonable accommodation is a modification or adjustment that enables an otherwise qualified individual with a disability to have the opportunity to attain the same level of performance or to enjoy equal benefits and privileges that are available to a similarly situated individual without a disability. A reasonable accommodation is defined on a case-by-case basis and must take into consideration:

- the specific abilities and functional limitations of the individual, and the specific functional requirements of the nursing program.

Reasonable accommodations are directed toward providing an equal educational and/or employment opportunity for the disabled individual while providing for the safety of the individual, patient, and clinical facility staff.

PHYSICAL FUNCTIONING

- Tolerate wearing masks, sitting, standing, bending, reaching, stooping, and walking for long periods of time.
- Lift, carry, push, pull, or support objects, extremities, or persons: i.e., during ambulation, transferring from bed to chair, turning, moving, and lifting patients in bed, supporting arms or legs during treatments or procedures, and lifting children onto chairs, beds, scales or examining tables. (50-100 lbs. occasionally, 25-50 pounds frequently, and 10-25 pounds constantly).

- Moving efficiently enough to meet the needs of several patients in a timely fashion.
- Demonstrate motor coordination and manual dexterity required to handle and operate equipment, i.e., wheelchairs, beds, intravenous (IV) pumps, blood pressure cuffs, computer keyboard, syringes, open packages, apply gloves and perform procedures.
- Accurately hear physiological and environmental sounds, i.e., lung sounds, heart rate, blood pressure, bowel sounds, infusion pump alarms, etc.
- Accurately distinguish colors, odors, body language and body alignment, i.e., skin color, drainage, nonverbal communication, and position of a person.
- Maintain optimal physical well-being.

COGNITIVE SKILLS

- Accurately calculate basic algebraic equations required to determine exact medication dosages, solutions, and IV flow rates.
- Collect and interpret data for the purposes of planning and evaluation of patient care.
- Accurately and efficiently interpret and communicate information, both written and spoken. For example:
    - responding to provider's orders.
    - reading and recording information.
    - directing assistive staff.
- Organize, prioritize, and plan work in a logical sequence.

PSYCHOSOCIAL SKILLS

- Cope effectively while working in a stressful environment using patience, tact, and flexibility.
- Communicate therapeutically and effectively with others.
- Respect persons of diverse cultural, religious, and ethnic backgrounds.
- Demonstrate caring, empathy, accountability, honesty, and a neat, clean professional appearance.
- Maintain an alert level of consciousness and orientation to time, place, and person at all times.
- Maintain optimal mental well-being.

REGISTERED NURSING LICENSURE REQUIREMENTS

The New York State Department of Education (NYSED) is responsible for the verification of licensure eligibility. To be licensed and registered as an RN in New York State, an individual must:
- be of good moral character.
- be at least eighteen years of age.
- graduate from a nursing education program acceptable to NYSED.
- complete New York State required infection control coursework and child abuse reporting coursework*.
- pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) or another license examination acceptable to NYSED; and,
- apply for an RN license with NYSED Office of the Professions.

*Infection Control education requirements are embedded in the nursing coursework over 2 years.

Mandatory Child Abuse education is also completed during the nursing program through the Mandated Reporter Resource Center [New York State Mandated Reporter Resource Center - Training (nysmandatedreporter.org)](https://nysmandatedreporter.org)

LICENSED PRACTICAL NURSING LICENSURE REQUIREMENTS

You must be licensed and registered by the New York State Education Department (NYSED) as a licensed practical nurse (LPN) to practice nursing as an LPN or refer to yourself as an "LPN" or "licensed practical nurse" in New York State.

- To be licensed and registered as an LPN in New York State, you must:
- be of good moral character;
- be at least seventeen years of age;
- be a high school graduate (or the equivalent);
- graduate from a nursing education program acceptable to NYSED;
- complete New York State required infection control coursework*;
- pass the National Council Licensure Examination for Practical Nurses (NCLEX-PN) or another license examination acceptable to NYSED; and,
- apply for an LPN license with NYSED.

*Infection Control education requirements are embedded in the nursing coursework over 2 years. Mandatory Child Abuse education is also completed during the nursing program through the Mandated Reporter Resource Center [New York State Mandated Reporter Resource Center - Training (nysmandatedreporter.org)](https://nysmandatedreporter.org)

Licensure as a ***Registered Professional Nurse or a Licensed Practical Nurse***, is a privilege and a public trust. Completion of the Nursing Program does not guarantee a graduate's ability to take the licensure exam. Although a graduate may meet the academic eligibility, the "*good moral character*" requirement must also be verified. During the licensure application process a graduate is required to truthfully answer the following questions:

- Have you been found guilty after trial, or pleaded guilty, no contest or nolo contendere to a crime (felony or misdemeanor) in any court?
- Are criminal charges pending against you in any court prior to or while enrolled at FLCC?
- Are charges pending against you in any jurisdiction for any sort of professional misconduct?
- Has any hospital or licensed facility restricted or terminated your professional training, employment or privileges or have you ever voluntarily or involuntarily resigned or withdrawn from such association to avoid imposition of such measures?

If the answer is YES to any of these questions, the applicant must submit a full written explanation to the State Education Department Office of Professions located at 89 Washington Avenue, Albany, NY 12234-1000 to determine eligibility for licensure. A "yes" answer to one or more of these questions will not necessarily disqualify you from a license or a registration in New York State. The New York State Education Department decides on a case-by-case basis whether prior criminal conviction(s) or other issues

will disqualify the applicant from being licensed or registered as an RN or LPN in New York State.

Any student admitted to the nursing program with pending criminal charges, or any student arrested and charged with a misdemeanor or felony during their tenure in the program, must report the information to the Department Chair within 72 hours. Failure to report this by the required deadline may result in Program Probation or Dismissal.

After completing the FLCC Nursing Program, the Office of the Registrar will forward the names of eligible graduates to NYSED for verification processing. During the verification process a graduate must apply for licensure with the NYSED Office of the Professions, and register for the NCLEX-RN® or the NCLEX-PN® exam with Pearson Vue through the National Council State Board of Nursing (NCSBN) portal. Payment for the NCLEX exam is expected at the time of application. Once the graduate has paid the licensing fee and NYSED has verified a graduate's eligibility for licensure, candidate information will be communicated to Pearson Vue. Candidates will be contacted by Pearson Vue to schedule the NCLEX-RN® or the NCLEX-PN® exam.

RN NURSING PROGRAM ACCREDITATION

The FLCC Registered Nursing Program is proud to be accredited by the Accreditation Commission for Education in Nursing (ACEN). https://www.acenursing.org/

Accreditation Commission for Education in Nursing
3390 Peachtree Road NE, Suite 400
Atlanta GA, 30326

FLCC NURSING PROGRAM PHILOSOPHY

The Nursing Department of Finger Lakes Community College (FLCC) is an integral part of the campus community that is dedicated to the pursuit of higher education within the framework of FLCC's mission, vision, values (Inquiry, Interconnectedness, Perseverance, and Vitality), and strategic goals of FLCC. The FLCC's Nursing Department philosophy evolves from decades of rich history, tradition, and excellence in nursing education. As faculty, we believe that Nursing is both an art and science. The essence of the nursing profession is to provide caring, compassionate, safe, quality, patient-centered care (PCC) that values the uniqueness of each individual within the context of the health experience. Through professional collaboration with the patient, family, and members of the interprofessional team, students plan and implement nursing actions to promote optimal patient outcomes (Interconnectedness). The use of technological and informational literacy, a spirit of inquiry, and evidence-based practice guidelines fosters the development of the clinical judgment necessary for the implementation of safe patient-centered care for patients across the lifespan in a variety of settings.

The teaching/learning process is a mutual endeavor between faculty and the adult student. The FLCC faculty supports the assumptions of Knowles Adult Learning Theory where the learner is motivated, and problem centered. As facilitators of learning, faculty encourage students to be active participants and partners in the education process, assisting student to develop sound nursing clinical judgment, generating the best possible evidence-based solutions as a means to delivering safe client care (NCSBN) (Teamwork). We believe that individuals learn best in an environment that recognizes learning as central to everything we do. The core concepts of ***patient-centered care, clinical judgment, teamwork and interprofessional collaboration, safety, and professionalism*** are woven throughout the curriculum. The nursing curriculum is faculty driven, integrating local, state, national, and global healthcare initiatives. The nursing curriculum challenges students to use evidence-based practice guidelines and current interprofessional research to guide practice (Inquiry).

We believe diverse experiences provide for continuity and increasing complexity that guide, encourage, and inspire students. Students engage in a wide range of learning opportunities with individuals across the lifespan, at varying degrees of health, with a focus on improving quality of life. As a result, we acknowledge that student feelings are real, always present, and relevant to the learning process by promoting this expression through feedback and self-reflection (Vitality). This self-reflective practice affirms diversity in the ways of being and ways of knowing in nursing (Carper, 1978).

We recognize that nursing represents a broad profession involving multiple roles performed by individuals with varying levels of education on a continuum from associate degree to doctoral preparation. Graduates of FLCC are entry-level nurses caring for patients with complex health needs in a variety of rural and urban health care settings (Perseverance). Faculty resolutely ascribe to the belief that nurses are life-long learners and encourage our graduates to embrace this professional responsibility through formal and informal education.

References:

Carper, B. A. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science 1*(1), 13-24.

Knowles, M. S. (1978). Andragogy: Adult learning theory in perspective. *Community College Review, 5*(3), 9-20. **DOI.ORG/10.1177/009155217800500302**

National Council State Boards of Nursing. (2024). *NCSBN clinical judgment measurement model*.

NCSBN Clinical Judgment Measurement Model | NCSBN

END-OF PROGRAM STUDENT LEARNING OUTCOMES (EPSLOS)

At the end of the nursing program the new graduate will be able to…

1. Provide *safe, patient-centered care* for individuals and families across the lifespan in a variety of settings.
2. Utilize *clinical judgment* based on current evidence to achieve optimal individual and family outcomes.
3. Collaborate with individuals, families, and the *interprofessional team* to meet desired outcomes.
4. Demonstrate behaviors consistent with legal, ethical, and *professional* nursing standards.

CORE CONCEPTS AND DEFINITIONS

Clinical Judgment

- The observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and access presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care **(NCSBN)**.

Patient-Centered Care

- The ability to recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs **(QSEN).**

Teamwork and Interprofessional Collaboration

- The ability to function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care **(QSEN).**

Safety

- The provision of safe, quality care, based on evidence and standards of care, which promotes the health of patients within the context of the family and community **(NLN).**

Professionalism
- Adherence in all roles and practice settings to the ANA Code of Ethics with Interpretive Statements (2015) that includes but not limited to human dignity, confidentiality, advocacy, accountability, competence, integrity, professional boundaries, continuous development, collaboration, and the New York State Nurse Practice Act **(ANA, NYS Nurse Practice Act).**

CONCEPT-BASED CURRICULUM (CBC)

What is a concept-based curriculum (CBC)?
- The current health care environment is characterized by an information explosion, new health opportunities and threats spanning the globe, shifting demographics (e.g., aging population), and a transition from a disease-focused, treatment model of health care focused on individuals to a broader paradigm encompassing holistic care to populations. The FLCC faculty believe that a CBC will better prepare students to work in this dynamic health care context.
- The CBC is designed to foster knowledge acquisition of enduring concepts critical to competent and compassionate nursing practice. Understanding concepts and their interrelationships can be applied to individuals, families, communities, and systems; in a variety of settings, addressing the needs of diverse populations and people of all ages.

What are the benefits of the CBC?
- Conceptual learning is student-centered, characterized by active participation, deeper understanding, greater autonomy, and a relationship with faculty characterized by interdependence and mutual respect. Students are responsible for their knowledge development, expected to delve into content and learn how to access information independently.
- Student success depends on their ability to locate, analyze, interpret and apply information. In a CBC, students develop high-level critical thinking skills to organize information into logical mental structures and begin to recognize patterns and use those patterns to organize facts. As thinking develops, students learn to question assumptions about a problem, use evidence to inform care, examine the implications, and place topics in a broader context.
- A conceptual approach to learning provides nursing students with a deeper understanding of the profession that is transferable to a broader spectrum of current and future practice.
- The CBC will prepare students to provide safe, patient-centered care to individuals and families across the lifespan, using sound clinical judgment in collaboration with the interprofessional team to achieve optimal outcomes.

RN PROGRAM COURSE DESCRIPTIONS

Semester 1
NUR 111 Health Concepts I (6 credits)
This course introduces foundational concepts of *professional* nursing to provide *safe, patient-centered care*. The student will focus on professional nursing role development in *clinical judgment*, communication, and interventions to provide *safe patient-centered care* to meet the basic needs across the lifespan. **Theory** (4 credits) **Clinical /Lab** (2 credits) = 90° Co-requisites NUR 112, NUR 113, ENG 101, BIO 171, PSY 100, and MAT 115

NUR 112 Professional Nursing I (1 credit)
This course will introduce the student to foundational *professional* nursing standards and scope of practice within the legal and ethical framework of the nursing profession.
Co-requisites NUR 111, NUR 113, ENG 101, BIO 171, PSY 100, and MAT 115

NUR 113 Pharmacology I (1 credit)
This course introduces the student to the nurse's *professional* role and responsibilities for *safe* medication administration while applying the basic principles of pharmacology and pharmacokinetics as it impacts nursing care. Co-requisites NUR 111, NUR 112, ENG 101, BIO 171, PSY 100, and MAT 115

Semester 2
NUR 121 Health Concepts II (7 credits)
This course expands the concepts of health care to individuals and families experiencing physical/mental health problems mental and physical health. The student will focus on the *professional* nursing role in developing *clinical judgment, interprofessional communication and teamwork,* and prioritizing interventions to provide *safe patient-centered care* to patients with acute and chronic health problems across the lifespan. **Theory** (4 credits) **Clinical/Lab** (3 credits) = 135° Prerequisites: NUR 111, NUR 112, NUR 113; Co-requisites NUR 122, NUR 123, BIO 172, and PSY 200

NUR 122 Professional Nursing II (1 credit)
The course will examine the nurse's role as an advocate, *collaborator,* and educator in the delivery of *safe*, quality, *patient-centered care*. Emphasis is on *clinical judgement* through the analysis and integration of current evidence into nursing practice. Prerequisites: NUR 111, NUR 112, NUR 113; Co-requisites NUR 121, NUR 123, BIO 172, and PSY 200

NUR 123 Pharmacology II (1 credit)
This course examines the role of the *professional* nurse in pharmacological therapy for physical/mental health problems across the lifespan including an emphasis on a holistic perspective to provide *safe patient-centered care.* Prerequisites: NUR 111, NUR 112, NUR 113; Co-requisites NUR 121, NUR 122, BIO 172, and PSY 200

Semester 3
NUR 231 Health Concepts III (6 credits)
This course expands the concepts of health care to individuals and childbearing families experiencing complex physical health problems across the lifespan. The student will use *clinical judgment, interprofessional communication and teamwork*, and prioritizing interventions to provide *safe patient-centered care*. **Theory** (3 credits) Clinical **/Lab** (3 credits) = 135° Prerequisites: NUR 121, NUR 122, NUR 123; Co-requisites BIO 230, NUR 232, NUR 233

NUR 232 Professional Nursing III (1 credit)
This course will examine practice-focused leadership skills and the essential knowledge surrounding contemporary nursing topics. Emphasis is on the analysis of opportunities for *patient-centered care*, evidence-based practice, quality improvement, *safety*, *teamwork, and collaboration* to promote a culture of *safety* and quality in health care delivery. Prerequisites: NUR 121, NUR 122, NUR 123; Co-requisites BIO 230, NUR 231, NUR 233

NUR 233 Pharmacology III (2 credits)
This course will enable the student to apply pharmacological concepts to manage patients with multisystem health problems across the lifespan incorporating *clinical judgment and interprofessional collaboration.* Prerequisites: NUR 121, NUR 122, NUR 123; Co-requisites BIO 230, NUR 231, NUR 232

Semester 4
NUR 241 Health Concepts IV (4 credits)
This course focuses on concepts and desired outcomes related to nursing management of individuals experiencing selected complex health problems with unpredictable outcomes. The student will expand the *professional* nursing role through increased proficiency in *clinical judgment, teamwork and interprofessional collaboration,* and prioritized interventions to provide *safe patient-centered care*.
Theory (2 credits) **Clinical/Lab** (2 credits) = 90° Prerequisites: NUR 231, NUR 232, NUR 233; Co-requisites: NUR 242, NUR 243

NUR 242 Concept Synthesis (2 credits)
This course provides students with the opportunity to synthesize and integrate program concepts to develop strategies for success as a *professional* nurse. Includes preparing the student for the National Council Licensure Examination for Registered Nursing (NCLEX-RN®). Prerequisites: NUR 231, NUR 232, NUR 233; Co-requisites: NUR 242, NUR 243

NUR 243 Capstone (3 credits)
This course is a clinical immersion experience where the student will integrate the management of care and *professional* competencies expected of a nurse generalist in providing *safe patient-centered patient care* across the lifespan under the mentorship of a Registered Professional Nurse.
Clinical (3 credits) - 1:3 = 135° Prerequisites: NUR 241; Co-requisites NUR 242

LPN PROGRAM COURSE DESCRIPTIONS

<u>**12 Month Course Sequence**</u>
PN 101 Practical Nursing 1 (7 credits)
Course Description
This course introduces foundational nursing concepts to provide *safe, patient-centered care*. The student will focus on providing *safe patient-centered care,* utilizing beginning *clinical judgment* to meet the basic needs of patients and families across the lifespan including principles of safe medication administration.

PN 102 Practical Nursing 2 (7 credits)
Course Description
This course expands the concepts of health care to individuals and families experiencing common physical/mental health problems. The student will focus on the *professional* nursing role in developing *clinical judgment, interprofessional communication and teamwork,* and interventions to provide *safe patient-centered care* to patients with acute and chronic health problems across the lifespan.

PN 103 Practical Nursing 3 (4 credits)
Course Description
This course expands the concepts of health care to individuals and childbearing families experiencing acute and chronic physical health problems across the lifespan. The student will use *clinical judgment, interprofessional communication and teamwork*, and interventions to provide *safe patient-centered care*.

PN 104 Practical Nursing 4 (4 credits)
Course Description
This course focuses on concepts and desired outcomes related to beginning management principles and continued care of patients with acute/chronic health problems of increasing severity. The student will expand the *professional* nursing role through increased proficiency in *clinical judgment, teamwork and interprofessional collaboration*, and interventions to provide *safe patient-centered care*.

MEET THE FACULTY AND STAFF

Name	Office Number	Phone Number	Email
Shayna Turner-Johnson MS, RN Professor and Department Chair	Keuka 3742	(585) 785-1349	Shayna.Turner-Johnson@flcc.edu
Jan Kerrick Nursing Department Secretary	Keuka 3738	(585) 785-1345	Nursing@flcc.edu
Nancy Adair MS, RN Assistant Professor	Keuka 3768	(585) 735-1343	Nancy.Adair@flcc.edu
Amy Archey PhD, RN Assistant Professor	Keuka 3756	(585) 785-1347	Amy.Archey@flcc.edu
Joselyn Busch MSN, RN Assistant Professor	Keuka 3728	(585) 785-1243	Joselyn.Busch@flcc.edu
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Kimberlie Noyes DNP, APRN, FNP-C Associate Professor	Keuka 3708	(585) 785-1475	Kimberlie.Noyes@flcc.edu
Jenniffer Tuttle PhD, RN, CHPN, CNE Assistant Professor	Keuka 3764	(585) 785-1383	Jenniffer.Tuttle@flcc.edu

COMMUNICATION EXPECTATIONS

CHAIN OF COMMUNICATION
Professionalism and respect in all communication and interactions is an expectation. When a concern arises, it will be communicated and resolved with the individuals involved. If a resolution is not achieved at this level, communicate with the Lead Teacher of the course. If a reasonable resolution is not achieved at this level, communicate with the department chairperson, Shayna Turner-Johnson.

COURSE COMMUNICATION
The Brightspace Learning Management System (LMS) is the official communication tool for all courses in the Nursing Program. Brightspace announcements can be accessed through the student's college email account. It is the responsibility of the student to continuously monitor their FLCC email account and Brightspace daily at a minimum.

CIVILITY STATEMENT
Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community. Incivility, harassment, bullying and/or discriminatory conduct of any form will not be tolerated. Everyone has an ethical responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and or disruptive behavior. Collectively, faculty, staff, and students in the FLCC Nursing Program are responsible for ensuring a safe and supportive learning and work environment.

COMMITMENT TO CIVILITY
Professionalism is a core concept of the FLCC Nursing Program and as such, faculty, students, staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. This commitment is grounded in intellectual openness, personal and professional accountability, inclusivity, and mutual respect. Civility is manifested in the following behaviors:
- Support the autonomy and equitable treatment of self and others by facilitating an open, respectful, and caring environment.
- Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
- Respect and protect the rights and property of others.
- Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
- Practice personal and academic integrity and expect it from others.
- Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.

- Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
- Explore controversial issues through open dialogue and respectful deliberation.
- Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
- Engage institutional resources and persons to resolve conflict when necessary, adhering to the Chain of Communication.

ELECTRONIC DEVICES AND SOCIAL MEDIA
- See [FLCC Recording Policy](#) for specific details.
- Cell phones are to be silenced during class and scheduled lab sessions.
- Cell phone use for students is permitted during assigned break/lunch periods outside of patient care areas while in the clinical area.
- Cell phones are to be powered off during all interactions with faculty (i.e., pre and post conferences) while in the clinical setting unless instructed by the faculty member.
- Photos and/or videos are prohibited during class, lecture, lab, and clinical, unless approved by faculty.
- Students will follow the assigned clinical facility's policy regarding use of electronic devices while in the clinical area.
- Students are prohibited from posting any material that disparages peers, faculty, FLCC, or clinical learning environments on social media.

CONFIDENTIALITY – HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that protects patient confidentiality of sensitive patient health information from being disclosed without the patient's knowledge or consent.
- Students are accountable to **always** maintain patient confidentiality ***and in all places***.
- Students are to immediately report any real or perceived breaches of HIPAA to nursing department faculty.
- Nursing Students are prohibited from:
  - obtaining or disseminating any patient-related image.
  - disseminating any information about patients such as patient names, medical information, etc. via any electronic media or personal communication.

Violation of confidentiality and HIPAA guidelines, known or unknown, may result in failure/dismissal from the course or program and/or a referral to the Office of Community Standards and Counseling for a Code of Conduct charge.

Any statement, including but not limited to one on a social media and/or networking site, which may cause harm or injury to another or to the school, will be referred to the Office of Community Standards and Counseling for potential Code of Conduct violations and may be grounds for dismissal from the

program.

Students are required to submit a signed Statement of Confidentiality to Brightspace in every clinical course (Appendix B).

COMMUNICATION WITH PATIENTS/STAFF/ADMINISTRATOR AT A CLINICAL FACILITY

Students are prohibited from contacting patients/staff/administrators at any affiliated clinical facility in relation to the clinical experience without permission of the clinical instructor. At no time should a student contact these individuals outside of the clinical experience. Failure to comply may result in clinical failure.

ACADEMIC/CLINICAL GUIDELINES

CLASS ATTENDANCE

Only nursing students enrolled in the nursing program can attend lecture, lab, simulation, and clinical.

- *Health Concept Courses/Practical Nursing Courses* – Regular attendance in lecture is strongly recommended. Clinical attendance is mandatory.
- *Professional Nursing Courses** – Greater than 2 absences may result in course failure.
- *Pharmacology Courses** – Greater than 2 absences may result in course failure.
- *Concept Synthesis Course** – Greater than 2 absences may result in course failure.

*If a student misses 2 classes, they may be required to attend a level meeting to discuss the absences with the course level faculty.

ACADEMIC GRADING

RN Program
- A final academic grade of 74 (C+ with no rounding) or greater is required for progression in all non-clinical nursing courses.
- In clinical courses a final academic grade of 74 (C+ with no rounding) or greater *and* satisfactory (S) clinical performance is required in all clinical courses for progression to the next course in the nursing sequence. An unsatisfactory clinical grade negates a passing academic grade.
- Final course grade will not be rounded.

LPN Program
- A final academic grade of 70 (C with no rounding) or greater is required for progression in all non-clinical nursing courses.
- In clinical courses a final academic grade of 70 (C with no rounding) or greater *and* satisfactory (S) clinical performance is required in all clinical courses for progression to the next course in the nursing sequence. An unsatisfactory clinical grade negates a passing academic grade.
- Final course grade will not be rounded.

Academic Performance Grading

Letter grade	Grade Range
A	90 and greater
B+	86 – 89.99
B	82 – 85.99
B -	78 – 81.99
C+	*74 – 77.99
C	70 – 73.99
C-	67 – 69.99
D+	64 – 66.99
D	61 – 63.99
D-	58 – 60.99
F	57 and below

*A 74 (C+) is required for progression – no rounding

Clinical Performance Grading

Letter Grade	Equivalency	Letter Grade	Equivalency	Outcome
S	Satisfactory	U	Unsatisfactory	An unsatisfactory clinical grade negates a passing academic grade.

- Satisfactory (S) clinical performance is required in all clinical courses for progression to the next course in the nursing sequence. An unsatisfactory clinical grade negates a passing academic grade and will result in course failure.
  - o Satisfactory Clinical Performance – All areas of the Clinical Performance Evaluation are met.
  - o Progression on Clinical Probation – Deficiencies in clinical performance are noted and must be remediated to satisfactory performance within a specified period of time. See Clinical Probation
  - o Unsatisfactory Clinical performance will result in course failure regardless of the student's academic course grade.

ACADEMIC AND/OR CLINICAL FAILURE
- Any student failing either the academic or the clinical component of a course will be dismissed from the nursing program.

- A student dismissed from the nursing program may apply for re-admission to the program if they meet eligibility requirements. See Readmission Guidelines.
    - A student deemed a clinical failure after the established college withdrawal date will receive an "F" for the course.

ACADEMIC INTEGRITY
- The FLCC Student Code of Conduct Policy applies to all enrolled students at FLCC .

- Academic and/or clinical dishonesty (e.g., cheating, plagiarism) will not be tolerated. Disciplinary action for violations of FLCC Nursing Student Handbook and/or FLCC Student Code of Conduct will be determined by the Nursing Faculty and may range from a warning to dismissal and resultant "F" grade.

- Any student suspected of academic dishonesty or the aiding and/or abetting on the part of another student will result in a faculty request for student attendance at a course level meeting to determine merit.

- Any student found to have had knowledge of actual or potential dishonesty, and who fails to report it, will be required to attend a course level meeting for consideration of dismissal from the program.

- Students will not participate in any of the following behaviors including, but not limited to:
    - Copying another student's answers on an examination or assignments (see exam guidelines and procedures).
    - Communicating answers with another student during or after an examination.
    - Turn in any other person's work as their own (including, but not limited to assignments, papers, case studies).
    - Plagiarism
    - Using unauthorized information, concealed or otherwise, during an examination.
    - Allowing another student to copy off a peer's paper or exam answers.
    - Forging any document (e.g., peer review sign offs, hospital credentialing forms).
    - Multiple submission of a paper (turning in the same paper for another course or a repeated course).
    - Fabricating reports or papers from outside assignments.
    - Drug or alcohol use, or under the influence of drugs or alcohol while in class, lab, or clinical.

ACADEMIC AND/OR CLINICAL GRADE APPEALS
- A student has the right to appeal an academic or clinical grade.

- All grade appeals will follow the outlined Level Appeal procedure. See Academic/Clinical Appeals.
- Once the program appeals process has been exhausted, the student has the right to appeal the level decision through the Office of Community Standards. See Academic Grievance Policy.

EXAMINATION GUIDELINES AND PROCEDURES

EXAMSOFT™
- All students will take exams with the online Examsoft™ testing platform using their own required laptop computer. See Appendix C for Examplify Minimum System Requirements.

- Computers can be purchased new or refurbished with web cam capability and must include a 2-year warranty. Students also need to purchase a power brick.

- Students will be responsible for downloading the Examplify application to their own device. This download will only need to be performed once per device.

- Students are enrolled by faculty into courses in Examsoft™ and will be given access to as scheduled.

- Faculty will notify students when an exam is ready for download to their computer*. **The student MUST complete this exam download prior to the start of the exam**. No additional time for testing will be provided for students who have not completed this download process prior to the exam time.

EXAM DAY
- Students should arrive 15 minutes early to the designated exam site with a fully charged laptop and the external power brick. The external power brick is to be used **only** in the event of a computer failure to rescue the exam.

- Attendance will be taken by the proctor prior to the start of every exam.

- If a student is unable to take the exam as scheduled, they are required to notify the lead teacher **prior** to the exam. If a student uses testing accommodations, they must also notify Disability Services prior to the exam.

- No additional time for testing will be provided for students who are not prepared to begin at the start of each exam.

- No electronics of any kind are allowed in the testing area including smart watches and fitness bands.

- All cell phones must be turned OFF unless there is a documented need provided and the proctor will monitor the phone.

- All personal effects will be stored in the front, back and/or outside of the testing area.

- The testing area will be clear of **_all items_** except the computer, power brick, scrap paper and writing utensil.

- Computers will be inspected prior to the exam.

- Students will be provided with one piece of scrap paper. The student will write their name on the scrap paper and return the paper to faculty at the end of the exam. Students are responsible for providing their own writing utensil. Nothing can be written on the scrap paper until the exam starts.

- Once the examination begins, students are expected to remain in the examination area until completion of their exam. Please use the bathroom prior to the exam.

- Once the student has completed the exam, they **_MUST_** upload the completed exam or at the end of the official testing time, even if the student has not completed the test.

- The instructor reserves the right to move a student's seat or stop the student's exam at any time.

- Students are required to adhere to the [Academic Integrity and Grievance Policy](#) and the [Student Code of Conduct](#).

EXAM REVIEW – Unit/Module exams only

- A student has the opportunity to silently review incorrect exam items for 10 minutes immediately after uploading the completed exam (or at the end of the testing session even if the exam was not completed). **This is strongly encouraged for learning and understanding.**

- *PLEASE NOTE*: The student will be reviewing preliminary exam results *prior* to the faculty review of the item analysis. Results are subject to change and adjusted up or down once the item analysis is completed.

- A student achieving less than a passing exam grade is strongly encouraged to submit an SBAR (Situation, Background, Assessment, Recommendation) to their assigned faculty advisor within 3 days following the exam. The SBAR should identify specific details contributing to the failure as well as a detailed plan for future success. This can help to facilitate a deeper conversation about the students needs and areas the faculty may be able to assist.

- The student is responsible to track exam grades and total course points earned and check the Course Grade book on Brightspace.

- The student is responsible for requesting a meeting with their faculty advisor to discuss areas for improvement if desired.

- A student may request a meeting with their faculty advisor for additional review of a unit/module exam. Requirements for the in-person, face-to-face review are as follows:

- o The written request for exam review **MUST** occur within 3 days following the unit exam.
- o This review must occur in-person, face-to-face at a mutually agreed upon time *prior* to the next unit exam.
- o An SBAR must be submitted to the faculty advisor **prior** to the scheduled review.
- o The student is limited to *__no more than 10 minutes__* to view only incorrect questions and rationales. (a timer may be set).
- o The faculty advisor must be in attendance and may answer questions during the review however, the student is responsible for completing the review within the 10-minute time frame which includes the interaction with the faculty advisor (re: test items).
- o No notes/recordings can be taken during the test review.

- There will be no review of the final exams for each course.

REQUEST FOR GRADE CHANGE FOR EXAMS, ASSIGNMENTS
- If a student disagrees with an exam or individual assignment grade, the student has five business days after the exam/assignment is graded to contact the responsible faculty member and/or lead teacher in writing of their concerns. This written request will include evidence to support the rationale for consideration. The faculty will consider the request and will grant or deny grade changes to the assignment.

EXAM ABSENCE/LATENESS
- A student unable to be present at the beginning of an exam must notify the course Lead Teacher via email *prior* to the exam start time; if a student is receiving exam accommodations, they must *also* notify Disability Services *prior* to their scheduled exam start time.

- A student arriving 10 or more minutes after an exam has begun may be required to take the exam on a designated make up exam date as noted in the course syllabus.

- In the event of a missed exam, a student is required to take the missed exam on a designated make up exam date as noted in the course syllabus.

- Make-up exams may have an alternate format with content comparable to the original exam.

- If the student is a no-call/no-show for an exam or, if two (2) absences occur on exam days, the student will be required to attend a level meeting to explain the absences and/or lack of notification. If their explanation is unacceptable to the faculty, the student may receive a grade of zero or a one-letter grade reduction for that exam.

REASONABLE ACCOMMODATIONS
- The student is responsible for initiating the request for reasonable academic accommodations.

- The student is responsible for disseminating the Accommodations Notification Form to the Lead

Teacher in every course where accommodation is requested.

- The student should discuss accommodations with the lead teacher to determine if clarification of the accommodations is required.

- The student is responsible for ensuring that their accommodation process is followed.

- The student must give Disability Services staff reasonable notice (typically at least 3 working /business days) for approval process of requested accommodations.

- The student missing lecture due to testing accommodations is responsible for lecture content.

- The student must begin exams simultaneously with the class start time. Start times may be adjusted in conjunction with disability services and the course Lead Teacher.

- The student must notify Disability Services if they are unable to take an exam at the scheduled time prior to the exam in addition to the Lead Teacher.

- Disability Services is located in Room 3580 – 3rd floor Library and can be reached by phone at 585-785-1441 or disabilityservices@flcc.edu.

ATI TESTING

Assessment Technologies Institute (ATI) is an online learning and testing resource designed to augment student success by assessing content knowledge as the student progresses thought the nursing program. Testing is nationally benchmarked, content focused, and based on the NCSBN NCLEX Testing Blueprint. This resource is used throughout the program and culminates with NCLEX preparation.

- All proctored ATI exams must be completed on main campus in a proctored environment unless otherwise noted.
- Students will adhere to the ATI Grading Policy in Appendix D.

COLLEGE LAB

For safety and confidentiality purposes, _only nursing students_ are permitted in the nursing lab and/or clinical site.

GENERAL INFORMATION

- **Lab Hours** – Monday – Friday from 0730 – 1500. This is subject to change as needed.

- **Lab Schedule** – A daily schedule will be posted for room-by-room practice access. Please be courteous to one another so that everyone has the opportunity to use the nursing lab.
  - Please be aware that there might be a time that an instructor may ask you to vacate a room to allow for competency testing or collaborative group practice without notice.

- **Brightspace** – should be consulted daily at a minimum as your access point for all information regarding course, clinical and lab. All announcements will be posted to Brightspace.
- **Skill competency supplies** – course specific supplies will be given to you at the beginning of the semester.

- **Housekeeping Items**
  - **No Food or Drink in the Lab** – required to maintain the integrity of equipment and simulate a realistic clinical setting as it is a Joint Commission requirement that there is no food/drink allowed in patient areas.
  - **Scents/Odors** –Peers, faculty, and staff can be sensitive to perfumes/colognes/heavy scents/essential oils/smoke, therefore please refrain from their use.
  - **Clean up** – Patient rooms are to be left tidy, bed in low position, siderails up, and each patient has the call bell. If you are utilizing a manikin for a specific skill that is messy, please clean it up (i.e., catheter practice).
  - **Plug in pumps** – This will maintain the battery life of the pump.
  - **Manikins** – Please do not move the manikins as some are very heavy and you could injure yourself. Seek assistance.
  - **Medication Dispensing Units (MDUs)** – All MDU carts *MUST BE LOCKED* after use. Please return the keys to just inside the medication room. Pink buckets are out for "pills" and vials to return.
  - **Pyxis/Computers** – log out of your session after use.
  - **Room Resources/Supplies** - If items in the rooms are running low (gloves, alcohol pads, alcohol gel, paper towels) please notify the Lab Coordinator. We are all responsible for maintaining access to supplies as we would in the clinical setting.
  - **Linen Cart** – Utilize the linen cart with spare sheets, lift pads, etc. should something become wet/soiled. Dirty linens will go into a collection bag to be washed. Please try to keep dirty linens to a minimum.
  - **Lost and Found** – At the end of the semester all contents will be discarded if not claimed.
  - **Competency testing and simulation carts** – please make sure you are paying attention to signage on the carts and that you are not removing supplies from these carts.

SKILL COMPETENCIES

- Failure to pass a skill competency within the allotted number of testing opportunities prior to the specific deadline constitutes clinical failure and a grade of "F' for the course.
- If a student fails to appear for a scheduled competency (no call/no show) without prior notification to the designated instructor, the student will forfeit that attempt.
- If a student is unsuccessful completing a skill competency within the allotted attempts, one additional testing per semester will automatically be granted if the student meets the following criteria:
  - The student has not required an additional attempt in any other competency during the semester.
  - The student has attempted the competency at least once prior to the specified deadline.
  - The student's academic average, based on all currently graded coursework, verified at the time of the failed competency, is passing.
  - The student's clinical performance is satisfactory at the time of the failed competency.
  - The additional testing must be attempted within seven calendar days of the original competency due date and time, or it will be forfeited.
- If the student has failed a skill competency *and* does not meet the criteria for additional testing,

the student may request a course level appeal to petition the clinical failure (Appendix E).

- o Faculty will consider the merits of the written course level appeal and decide to grant or deny additional testing.
- o If additional information is necessary for faculty to decide to grant another competency attempt, the student will receive a Faculty Request for Meeting (Appendix F) to allow the student an opportunity to present their case to course faculty at a Course Level Meeting. See Appendix G for meeting guidelines.
- o The student may continue to participate in class and clinical pending the outcome of the course level appeal.

CLINICAL SIMULATION EXPERIENCES

Clinical simulation experiences offer students an opportunity to participate in patient care scenarios specifically designed to complement learning in the didactic/theory portion of the course. Together with clinical experiences, simulations promote the development of clinical judgment and confidence in a safe learning environment. Simulation offers a controlled environment where students can experience a variety of clinical situations, they might not have the opportunity to experience in the clinical setting. Simulation experiences will include a debriefing period where performance feedback will be provided to participants and all aspects of the experience are discussed and reflective thinking is encouraged.

Participation in assigned simulation experiences for a course is ***mandatory***. A student cannot pass a course without satisfactorily completing the required simulation(s) for that course. Students are expected to come prepared, be respectful, and support their peers' and personal learning. Additional requirements include:

- Report to the Simulation Lab on time for the simulation.
- Complete all assignments and the ability to demonstrate beginner nursing competencies.
- Wear an appropriate scrub top and ID badge and comply with the dress code policy and procedure described below in this document.
- Always exhibit professional behavior. This includes interactions with the simulated patient and other participants.
- Speak to the mannequin as if they were a real person at all times.
- Actively participate in their assigned role.
- A missed simulation experience counts as missed clinical hours.
- Remediation may be required.
- In the event a student is absent or late to a SIM, no points will be granted. Additional make-up work may be assigned at the discretion of faculty.

CLINICAL INFORMATION

HEALTH REQUIREMENTS – IMMUNIZATIONS

Finger Lakes Community College policy requires every student attending the College to show proof of immunity against measles, mumps and rubella. Persons born before January 1, 1957, are exempt.

In addition, nursing students must submit proof of:

- Annual health assessment
- Measles, Mumps, Rubella (MMR) vaccination or demonstration of immunity to measles, mumps and rubella.
- Varicella/Shingles vaccine or positive titer
- Hepatitis B vaccine (3 doses)
- Annual flu vaccine or signed NYS declination form
- TdAP every 10 years
- Meningococcal Meningitis vaccine or declination
- COVID-19 vaccination (per clinical facility) or declination form
- Hospital specific requirements as needed
- 2 step TB testing or Quantiferon or Tspot testing

TRANSPORTATION

Students are responsible for providing their own transportation to assigned clinical sites.

CLINICAL FACILITY REQUIREMENTS

ROCHESTER AREA SCHOOLS OF NURSING (RASON)

FLCC nursing students will practice within the Clinical Guidelines from RASON. Students should be familiar with these guidelines and procedures detailed in APPENDIX H.

PERSONAL INFORMATION

An affiliated clinical facility may require student information prior to authorizing clinical placement. Students are responsible for any cost incurred for obtaining the required information. Examples include but are not limited to:

- verification of name.
- address and social security number.
- personal health information.
- drug and alcohol screening.
- criminal background checks.
- verification of education.
- listing on Sex offender registry.
- listing on U.S. Office of Inspector General's Excluded Individual's list; and or U.S. General Services Administration's Excluded Parties List.

Students unable or unwilling to comply with the clinical facility policies of the healthcare facility to which they are assigned and for whom alternate accommodations cannot be secured, will be ineligible for Nursing Program completion. As an example, if a clinical facility requires a background check and the student fails to comply with this requirement, the student may be ineligible for Nursing Program completion.

CHANGE IN HEALTH STATUS

- Students experiencing any change in health status (i.e. pregnancy, illness, injury) while enrolled in the Nursing Program must submit a letter to the Student Health Portal with the provider's

official letterhead indicating that they have been cleared to return to clinical, lab, simulation and classroom setting.

- For the safety of the student and clinical facility it is required that any change in health status be shared with the Lead Teacher

CLINICAL EDUCATION

- Students must complete all required facility mandatory education prior to attending the first clinical experience in each course. If the mandatory education is not completed, the student is unprepared for clinical and may be required to leave the clinical setting.
- Lack of clinical preparedness is an unprofessional behavior that will be documented on the Clinical Performance Contract and count as a clinical absence.
- The instructor reserves the right to require additional assignments.
- Students are required to comply with all the policies of the healthcare facility to which they are assigned, including the use of electronic devices while in the clinical area.
- *Please note*: All affiliated clinical facilities are smoke-free campuses.

FIT Testing

Students are required to complete FIT testing at the start of NUR 111 and NUR 231. This will be offered on campus and paid for by the college, but students must complete on the assigned dates, prior to their clinical rotations starting or they may be prohibited from attending clinical.

CPR CERTIFICATION

Students are required to have current Basic Life Support (BLS) Healthcare Provider CPR certification through the American Heart Association *prior* to the beginning of each semester and remain current through the duration of the semester (see example below).

- Students must submit verification of the required AHA CPR certification in PDF format to nursing@flcc.edu *prior* to the beginning of a course.
- Students with a physical card, please submit a copy of the front and back of the card.
- If certification is due to expire during any nursing clinical course, it must be updated, and a copy submitted (front and back) to lab Coordinator *prior* to the beginning of a course. Students without current BLS CPR certification are ineligible to attend clinical and result in lost clinical hours. Lack of clinical preparedness is an unprofessional behavior and will be documented on the Clinical Performance Evaluation and count as a clinical absence.

American Heart Association Basic Life Support (BLS) for the Healthcare Provider

Students are required to park in designated areas at an assigned clinical facility. Clinical instructors will discuss parking during the orientation to clinical. FLCC is a guest of affiliated clinical facilities, failure to adhere to facility parking guidelines is an unprofessional behavior will be documented in the clinical performance contract. Additionally, students are responsible for the cost of parking as required.

DRESS CODE

The Nursing Faculty believes that a professional appearance reflects positively on the college and the Nursing Program as well as the Nursing profession. The purpose of the clinical dress code is to maintain a professional image based on safety requirements and infection control. Failure to comply with the dress code is unprofessional behavior and the student may be sent home at the discretion of the instructor. This will be documented in the Clinical Performance Contract and count as a clinical absence.

- Students **_are not_** permitted to wear scrubs on campus unless they are participating in simulation in the nursing lab due to infection control concerns.

UNIFORM GUIDELINES
- The student nurse must always be clearly identifiable and student identification will be worn above the waist at all times in the clinical setting.
- Students will wear their preselected FLCC Nursing uniform (white scrub top and royal blue pants) only in the clinical/simulation setting.
- Uniform pants are royal blue in a cotton or cotton blend material and must be ankle length. If preferred, a student may wear a dress or skirt.
- Uniforms are to be clean and neat. Soiled and/or wrinkled uniforms are inappropriate.
- Undergarments should be worn and not visible through the uniform.
- White, unadorned, t-shirts or long sleeve shirt may be worn under the uniform shirt. Sweaters/sweatshirts are prohibited.
- The preselected uniform shirt is white with the FLCC insignia placed on the left sleeve.
- Footwear must be closed toe nursing shoes or sneakers. No high tops, high heels or open backs are permitted. Shoes or sneakers must be in good repair and clean. They must not include any unprofessional language or design.
- Stockings or socks will be always worn.

PERSONAL GROOMING
- **Makeup** – should be minimal and professional.
- **Odors** – fragrances are not to be worn in the clinical setting. Students may not enter the clinical setting smelling like cigarettes or any other noxious odors.
- **Hair** – All hair color and style should be professional in appearance. Hair should be neatly arranged off the face and secured for the duration of the clinical. Bangs or short hair must be above the eyes or be secured.
   o Beards, mustaches, and sideburns are to be kept clean and neatly trimmed. In areas requiring asepsis, beards, mustaches, and sideburns should be properly covered in accordance with facility aseptic practices.
- **Jewelry** – visible jewelry is limited to:

- o A watch that measures seconds.
- o Simple band may be worn but no stoned rings are permitted.
- o *One* pair of small stud earrings may be worn. No other earrings or body (e.g., tongue, eyebrow, nose, chin, etc.) jewelry is to be worn or it must be completely covered or removed for the purpose of patient and student safety.

- **Fingernails** – All fingernails will be no longer than the fingertips and well groomed. Nail polish of any type is not acceptable. Artificial nails/overlays and jewelry adornment may not be worn. Nails must be always clean and neat.
- **Tattoos** – if tattoos are visibly present, they must not portray nudity, vulgar language or be viewed as offensive or they must be covered.
- Any of the above is subject to change per hospital policy.

DRESS CODE FOR ALTERNATIVE CLINICAL EXPERIENCES
- Business casual attire that is clean, neat, and appropriately sized.
- Closed or strap-backed non-skid shoes will be sensible, safe, quiet, and supportive with heels no higher than 1 ½ inches.
- Stockings or socks will be always worn.
- All previously described dress code guidelines apply.

CLINICAL PERFORMANCE AND EXPECTATIONS

Student Responsibilities
- The student must adhere to the Nursing Department Student Handbook and meet all requirements of the clinical contract to achieve a satisfactory clinical grade.
- Clinical unpreparedness is an unprofessional behavior, and the student may be sent home at the discretion of the instructor. This will be documented in the Clinical Performance Contract and count as a clinical absence.
- Student nurses are to adhere to the same laws as health facility employees which state: "No person is employed unless they are free from a health impairment which is a potential risk to the patients or which might interfere with the employee's performance of their duties, including habituation or addiction to depressants, stimulants, narcotics, alcohol or other substances that may alter behavior" NYS - New York Codes, Rules, and Regulations 766.11 (c) Title: Section 766.11 - Personnel | New York Codes, Rules and Regulations (ny.gov)
- At any time, an instructor may prohibit a student from continuing in clinical experiences due to inappropriate behavior and/or real or perceived safety concerns. This behavior will be documented on the Clinical Performance Contract and lost clinical hours will count toward a clinical absence.

- When a student is deemed a clinical failure related to a major safety violation, unprofessional behaviors or any behavior that is deemed by faculty to place students, faculty, or patients at risk, they are prohibited from attending clinical/lab/simulation/class or taking any exams.

Clinical Assignments
- Late assignments will be penalized as outlined in the course syllabus.
- Clinical assignments may require revision to satisfactorily meet the assignment requirements.
- All work should be saved to the FLCC One drive provided. All work is saved and backed up routinely by the college therefore, student work is easily retrieved.
- Failure to meet clinical assignment requirements may result in either clinical probation or clinical failure.

Clinical Attendance/Lateness
Nursing is a practice-oriented discipline therefore, attendance in all assigned clinical experiences is mandatory. Clinical competency is difficult to assess when a student has excessive absenteeism.

College Lab Attendance
- College lab attendance is a component of clinical performance and included in the Clinical Performance Evaluation.
- The student must contact their assigned laboratory instructor if they are unable to attend College Lab *prior* to the scheduled lab time.
- Late arrival/early departure to college lab is considered an unprofessional behavior and may be considered an absence at the discretion of the instructor.
- Any college laboratory hours missed will be counted in total clinical hours missed.

Hospital Clinical
- **Clinical Absences** are counted as missed clinical hours.
- **Late arrival/early departure** to clinical setting is unprofessional behavior and may be considered an absence at the discretion of the instructor.
- **Clinical Absence Notification** – For any absence to the clinical hospital setting, the student must contact the clinical instructor *prior* to the start of the clinical experience by telephone per specific instructor contact arrangements.
  - If a student shows any signs or symptoms of illness, including but not limited to fever, vomiting, diarrhea, rash, cough, or oral herpes blisters, or test positive for a communicable disease, they MUST report their illness to the clinical instructor immediately. If they are unable to get in contact with their clinical instructor, the student needs to notify the lead teacher. The symptoms may prevent the student from attending clinical and classroom activities. Absences will be counted as missed clinical hours.
  - In the event of an absence, the student must confer with their clinical instructor about the need for a Course Level Appeal meeting. An alternate activity may be assigned to achieve clinical course outcomes.

- **Excessive clinical absence** will impact the student's ability to successfully meet clinical outcomes and may result in clinical failure and a grade of "F" for the course. Students with or without a medical exemption must meet the same criteria unless otherwise noted.
  - Absences totaling greater than 10% of required clinical hours, will require the student to

complete a 40-hour Clinical Makeup Practicum (NUR 211). This practicum can only be taken once during the student's tenure in the nursing program.

- When a student does not pass a clinical course academically, the grade earned is the grade that will stand, and the student will not need to complete the Clinical Makeup Practicum.

- When a student fails the clinical component of a course, they are ineligible to take the Clinical Makeup Practicum and will receive an "F" for the course.

o When a student is absent for more than 10% but less than or equal to 15% of their clinical hours in NUR 111 (9.5-13 hours); NUR 121 (13.5-20); NUR 231 (13.5-20); NUR 241 (9.5-13.5); PN 101 (6.5 – 10); PN 102 (12-18); PN 103 (9-12.5) and has not required the Clinical Makeup Practicum (NUR 211) previously, they will receive an incomplete for the course. Once the clinical makeup practicum is satisfactorily completed, the incomplete grade will change to the academic grade earned for the course. *Note: This is for absenteeism only.*

o If a student is absent for more than 15% but less than or equal to 20% of their clinical hours NUR 111 (13-18 hours); NUR 121 (20-27); NUR 231 (20-27); NUR 241 (13.5-18); PN 101 (10-13); PN 102 (18-24); PN 103 (12.5-17) and has not required NUR 211 previously, they will be placed on clinical probation and receive an incomplete for the course. Once the clinical makeup practicum is completed satisfactorily, the incomplete grade will change to the academic grade earned for the course. *Note: This is for absenteeism only.*

- The student with a documented medical exemption *for* the total time of the absence, meeting the previous requirements, will not be placed on probation for absenteeism, *but* will be eligible to take the Clinical Makeup Practicum (NUR 211) or complete a medical withdrawal from the course.

o A student absent for more than 20% of their clinical hours will be deemed a clinical failure and will receive an "F" for the course and is not eligible to take Clinical Makeup Practicum.

o **Capstone course absence** – Any missed capstone hours must be made up for satisfactory clinical performance.

CLINICAL MAKE UP PRACTICUM ELIGIBILITY (NUR 211)

NUR 211 is a 40-hour (1 credit) clinical opportunity for a student to reclaim the clinical hours missed during the regular semester.

- The course is **NOT** a remediation for clinical deficiencies.
- The student **must have passed the academic component of the clinical course and receive an incomplete grade in order to be eligible to take the clinical makeup practicum.**

- Students must be in good clinical standing. The only time a student on probation is eligible to complete NUR 211 is if the student's probationary status was due to excessive absence.

- Any student on probation for concerns including but not limited to unprofessional behaviors, safety risks, poor performance, late or unsatisfactory assignments are ineligible for NUR 211.

- The Clinical Makeup Practicum (NUR 211) can only be taken once throughout the student's tenure

in the nursing program. If further absences occur in another semester and the student has already taken NUR 211, the student will be deemed a clinical failure.

ABSENCE RELATED TO PREGNANCY, CHILDBIRTH, AND RELATED CONDITIONS

It is the policy of Finger Lakes Community college to provide equal opportunity and protection against discrimination and harassment, as defined in the college's Non-Discrimination and Non-Harassment Policy and as otherwise prohibited by state and federal statutes. Title IX of the Education Amendments of 1972 also prohibits discrimination on the basis of sex, which extends to pregnancy and parental status in educational programs and activities.

Pregnant and Parenting Student resources covers pregnancy, childbirth, false pregnancy, termination or loss of pregnancy, recovery from birth, and care for infants (including breastfeeding and pumping). We ask that you alert us if you fall into one of these categories so we can better support you. [Use this form to disclose your pregnancy to the College administrators](#).

Attendance Policy Addendum for Quarantined or Isolated Students

Students will be expected to notify instructors when they have been directed to quarantine or isolate due to a communicable disease. If a student is unable to participate in coursework due to quarantine or directed isolation, Faculty will, to the extent possible, provide the student with a reasonable opportunity to make up missed work and instruction.

CLINICAL CANCELLATION

It is expected that the student will exercise prudent judgment in making the decision not to attend clinical.
If a clinical is cancelled by faculty or FLCC, the hours will not be counted in a student's missed clinical hours.
Clinical may be cancelled if any of the following occurs:

- Faculty illness.
- FLCC main campus closes due to unsafe driving conditions.
- The clinical facility's school district is closed due to unsafe driving conditions.
- If the student's school district is closed due to unsafe driving conditions.
- Clinical Facility preference

CLINICAL PROBATION

Clinical probation occurs when a student with clinical deficiencies demonstrates the potential to correct those deficiencies to an acceptable level of clinical performance.
Examples include but are not limited to:

- Safety risks; ineffective communication; unsatisfactory paperwork; tardiness; poor time management; unprofessional behavior; inadequate infection control practices; unsatisfactory performance of clinical skills; and/or violation of behaviors noted on the Clinical Performance Contract.
- A student can only be placed on clinical probation ***once*** in the FLCC Nursing Program regardless of

the length of time in the program. A student placed on probation *at or before the mid-semester* must be removed by the end of that same semester. A student placed on probation *after midsemester* cannot be removed before mid-semester of the following semester and must be removed by the end of that semester.

- A student placed on clinical probation will receive a copy of their probationary statement and a copy will be placed in the student folder.

- A student on clinical probation must periodically (timeframe to be noted on the probationary statement) seek out the clinical instructor for feedback regarding progress toward satisfactory performance.

- Any additional incidents violating the Clinical Performance Contract and/or clinical probationary statement may result in clinical failure and a grade of "F" in the course.

- A student unable to satisfactorily meet all areas of the Clinical Performance Contract and/or probationary statement requirements will be deemed a clinical failure.

STUDENT REQUEST FOR COURSE LEVEL APPEAL

A student request for a Course Level Appeal for anything other than a final course grade, must be done in writing within five business days of the occurrence using Appendix E. The written request must include the specific guidelines and/or procedure being appealed as well as the student's desired outcome. Appendix F will be submitted to the course Lead Teacher who will schedule the meeting with faculty. The meeting will be audio recorded.

At the conclusion of the meeting, the faculty will deliberate confidentially. The course Lead Teacher will notify the student by FLCC email within two business days following the meeting regarding the course level decision. It is the student's responsibility to check their FLCC email account for the response. See Appendix G for meeting guidelines.

A student request for a Course Level Appeal related to a final course grade, must be done in writing no later than five business days after the final grade has been posted to Brightspace Appendix E. The written request must include the specific guidelines and/or procedure being appealed as well as the student's desired outcome. It is submitted to the course Lead Teacher who will schedule the meeting. See Meeting Guidelines (Appendix G). The meeting will be audio recorded. Upon receipt of the appeal, the department should attempt to offer resolution to the complaint within seven business days. The timeline may be adjusted to maintain compliance with faculty contractual stipulations. For further resolution, please refer to the Academic Grievance Policy.

FACULTY INITIATED STUDENT / COURSE LEVEL FACULTY MEETING

A request for a student to attend a Course Level Faculty Meeting will be issued in writing. The written request must include an explanation for the meeting, the meeting date, time and location (Appendix F). If any follow up communication with the student is necessary, email correspondence will occur within 48 hours.

WITHDRAWAL FROM THE NURSING PROGRAM

EXIT SURVEY

A student leaving the program is requested to complete an exit survey – Please contact the nursing department secretary at nursing@flcc.edu for next steps.

READMISSION TO THE FLCC NURSING PROGRAM

The Nursing Department DOES NOT GUARANTEE readmission to the nursing program. There must be substantial evidence that a student plan is in place to address the applicant's circumstances or documented deficiencies so that academic and clinical success is likely.

- Applicants seeking readmission must follow the current FLCC Nursing Student Handbook.
- Applicants must have a minimum GPA of 2.5 or better. All college coursework will be factored in the GPA calculation. Unless they have a bachelor's degree, then a 2.0 GPA is required.
- Any previously taken nursing course is only valid for 2 years after completion.
- Students will not be admitted to the nursing program more than twice except in extremely rare and unusual circumstances whose validity would require individual consideration by the Department of Nursing. However, a former student may be allowed a third admission into the program if the third admission occurs due to a change in status, i.e., generic student to LPN.
- Readmission Exclusions:
  - A student may not be eligible for readmission with documented clinical concerns (i.e. safety risk, unprofessional behavior, clinical failure).
- Readmission – All documents related to the readmission request must be received by the Nursing Department **and** Admissions by February 1st for Fall entry and October 15th for Spring entry into the nursing program to be considered for priority admission. If they apply after those deadlines, they will be reviewed and waitlisted for the next semester. See FLCC Nursing Admissions. **Note:** If the student's request for readmission is denied, and the student wishes to be reconsidered for readmission the following semester, the student must complete the entire process outlined below by the defined due date.
- All requests for readmission to the FLCC Nursing Program MUST be made in writing to the Department Chairperson.
- Evaluation for re-admission will include but is not limited to the following criteria:
  - Personal letter with a detailed explanation as to why the student failed, withdrew, and/or was placed on clinical probation; an explanation of the steps the student has taken to change the situation; a thoughtful, reasoned plan for success and justification for readmission.
  - Current GPA based on all college coursework.
  - Review of previous clinical/academic performance.
  - Nursing Department's evaluation of the likelihood of the applicant's successful performance.
  - Class space availability.
- If the applicant is unsuccessful in meeting readmission requirements, the applicant has the

following options:

- o Seek readmission the following semester, following the timeline noted above.
- o Complete additional coursework to improve GPA if GPA is below requirement
- o Have a change in status (i.e. become an LPN and apply for a 3rd admission as noted above)

AMERICAN NURSES ASSOCIATION (ANA) CODE OF ETHICS FOR NURSES

The student is expected to adhere to the A.N.A Code of Ethics for Nurses:

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

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

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

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

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

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

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

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

- The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing and health policy. View the Code of Ethics for Nurses | ANA Enterprise (nursingworld.org)

APPENDIX A – STUDENT ACKNOWLEDGEMENT OF HANDBOOK

Student Acknowledgment of Receipt and Understanding

This form acknowledges that I have received, read, and understand the information presented in the FLCC Nursing Program Guidelines and Procedures in the Student Handbook and agree to abide by them throughout the nursing program.

Additionally. I understand that I can access the Student Handbook in Brightspace at any time.

Student Name _____   Course _____

Signature _____   Date _____

THIS ACKNOWLEDGEMENT MUST BE SUBMITTED TO THE HANDBOOK

DROPBOX IN BRIGHTSPACE BY THE END OF THE FIRST WEEK OF THE COURSE

APPENDIX B – STATEMENT OF CONFIDENTIALITY

As a nursing student at Finger Lakes Community College, I understand that I will be working with or have access to patient information which is confidential.

Moreover, due to the ethical standard of a patient's and Associate's right of privacy, I understand that information I may be exposed to during the course of my observation may not be discussed outside the facility or with others within the facility who do not need to know the information for any business or patient care reason.

Further, I understand that lack of discretion or unauthorized disclosure of confidential information concerning patients, residents, physicians, volunteers, visitors, fellow Associates or Agency business is considered a major infraction of policy and may lead to disciplinary action.

Student Signature: _____   Date: _____

Semester: _____   Clinical Facility: _____   Clinical Instructor _____

THIS SIGNED STATEMENT MUST BE SUBMITTED TO THE CONFIDENTIALITY STATEMENT

DROPBOX IN BRIGHTSPACE PRIOR TO FIRST CLINICAL DAY IN EACH CLINICAL COURSE

APPENDIX C – EXAMPLIFY: MINIMUM SYSTEM REQUIREMENTS

Students and exam-takers downloading the test-taking software, Examplify, should review these Minimum System Requirements (MSRs) to ensure their devices are supported. Examplify works with most modern computers, both Mac and Windows operating systems. **Examplify will not run on Chromebooks, Android, or Linux operating systems. Examplify does not support touchscreen input on Mac or Windows laptops**. See requirements by platform below:

Examplify for Windows requirements

- Operating System: 64-bit versions of Windows 10 or Windows 11.
- Alternate versions of Windows 10 and Windows 11, such as Windows RT and Windows 10 and 11 S, are NOT supported at this time.
- If you are using a Microsoft Surface device S mode is not compatible with Examplify.
- Only genuine versions of Windows Operating Systems are supported.
- The versions of Windows certified for use are Windows 10 22H2, Windows 11 23H2, and Windows 11 24H2.
- For a better experience, we recommend that you take your exam on the same Operating System version that you have recently completed a successful mock exam.
- The English (United States) Language Pack must be installed.
- ExamSoft does not support tablet devices other than Surface Pro as detailed above.
- CPU Processor: Non-ARM-based processor supported by your operating system.
- RAM: 4GB of usable RAM or higher
- Hard drive: 4GB or higher of available space.
- For technical troubleshooting, account passwords including BitLocker keys, may be required.
- Internet connection for download, registration, exam download, upload, and some exam features.
- Using Examplify in a virtual environment is a violation of the End-User License Agreement (EULA). As such, Examplify cannot be run within virtualized environments or environments that require persistent network connections (local or otherwise) during secure exams. This includes, but is not limited to, VMWare, Parallels, Citrix workspace, virtual disks, streamed images, etc..
- Screen resolution should be at least 1280 x 768. Scaling should be set to 100%.

The following requirements apply for exams with ExamID or ExamMonitor enabled:
- Supported version of Examplify as detailed above
- Hard drive: 4GB or higher available space
- RAM: 8GB or higher recommended; 4GB required
- Webcam: Integrated camera or external USB camera supported by your operating system. Virtual cameras are not supported.
- Microphone (no headphones, no virtual mics)
- Internet: 2.5 Mbps upload speed

Please note: You may not use any virtual camera, audio software, or stereo mixing devices with ExamID or ExamMonitor.

Examplify for macOS requirements

- Operating System: macOS Ventura, Sonoma or Sequoia
- Only genuine versions of Mac operating systems are supported.
- For a better experience, we recommend that you take your exam on the same Operating System version that you have recently completed a successful mock exam.
- CPU: Intel or M series processor.
- RAM: 4GB or higher.
- Hard Drive: 4GB or higher available space.
- For technical troubleshooting, account passwords including device passwords may be required.
- Server version of Mac OS X is not supported.
- Using Examplify in a virtual environment is a violation of the End-User License Agreement (EULA). As such, Examplify cannot be run within virtualized environments or environments that require persistent network connections (local or otherwise) during secure exams. This includes, but is not limited to, VMWare, Parallels, Citrix workspace, virtual disks, streamed images, etc..
- Internet connection is required for download, registration, exam download and upload.
- Screen resolution should be at least 1280 x 768. Scaling should be set to 100%.

The following requirements apply for exams with ExamID or ExamMonitor enabled:

- Supported version of Examplify as detailed above
- Webcam: Integrated camera or external USB camera supported by your operating system. Virtual cameras are not supported.
- macOS devices with M4 processors must use version 3.7.2 or higher
- Hard drive: 4GB or higher available space
- RAM: 8GB or higher recommended; 4GB required
- Microphone (no headphones, no virtual mics)
- Internet: 2.5 Mbps upload speed

Please note: You may not use any virtual camera or audio software with ExamID or ExamMonitor.

APPENDIX D – ATI IMPLEMENTATION GRADING POLICIES AND RUBRIC

ATI Implementation Grading Policy – practice and proctored assessments

*Students can earn 5 course points when completing ==ALL== required ATI assignments and testing with remediation as allocated below:

Practice A and B Assessments = 1 point total

Complete Practice Assessment A (0.5 points)	Complete Practice Assessment B (0.5 points)
Remediation • Minimum 1-hour Focused Review on initial attempt • Complete required # of templates based on score (see chart below) • Take Post Study Quiz (if available)	*Remediation* • Minimum 1-hour Focused Review on initial attempt • Complete required # of templates based on score (see chart below) • Take Post Study Quiz (if available)

Percentage Earned on **Practice** A or B ATI Assessment	# Templates to Complete*
≤ 49%	30
50-59%	25
60-69%	20
70-79%	15
80-89%	10
90-99%	5

Standardized Proctored Assessment = 4 points possible
Up to 2 of the 4 points will be earned based on your level score- see below.

Level 3 = 2 points	Level 2 = 2 points	Level 1 = 1 points	Below Level 1 = 0.5pts

The remaining 2 points will be earned with the following completed remediation:
*Complete the required focused review hours noted below based on your score and the correlating number of templates to earn the associated points**

Level 3	Level 2	Level 1	Below Level 1
Minimum of 1-hour focused review *(no templates required)** *= 2 points*	Minimum of 2-hours focused review *(10 templates required)* *= 2 points*	Minimum of 3-hours focused review *(20 templates required)* *= 2 points*	Minimum of 4-hours focused review *(30 templates required)* *= 2 points*

If you complete all the requirements noted above for practice A and B, and the requirements for the proctored exam, this table below shows the total number of points you can earn per level.

Level	Level 3 – all work completed	Level 2 – all work completed	Level 1 – all work completed	Below Level 1 – all work completed
Total earned points	Total points = 5	Total points = 5	Total points = 4	Total points = 3.5

ATI *Comprehensive Predictor* Implementation Grading Policy – RN Students

Students can earn 30 course points when completing all required ATI assignments and testing with remediation as allocated below:

Comprehensive Predictor Practice Assessments = 10 points total

Complete Practice Assessment A (5 points)	Complete Practice Assessment B (5 points)
Remediation • Minimum 1-hour Focused Review on initial attempt • Complete required # of templates based on score (see chart below) • Take Post Study Quiz (if available)	*Remediation* • Minimum 1-hour Focused Review on initial attempt • Complete required # of templates based on score (see chart below) • Take Post Study Quiz (if available)

Comprehensive Predictor Proctored Assessment = 5 points possible
Up to 5 points will be earned based on your Predicted Probability of Passing the NCLEX.

95-99% of passing NCLEX = 5 points	90-94% of passing NCLEX = 4 points	80-89% of passing NCLEX = 3 points	Below 80% of passing NCLEX =1 pt

The remaining 15 points will be earned with the following completed remediation:
Complete the required focused review hours noted below based on your score and the correlating number of templates.

95-99% of passing NCLEX	90-94% of passing NCLEX	80-89% of passing NCLEX	Below 80% of passing NCLEX
Minimum of 1-hour focused review *(5 templates required)* *= 15 points*	Minimum of 2-hours focused review *(10 templates required) = 14 points*	Minimum of 3-hours focused review *(20 templates required) = 13 points*	Minimum of 4-hours focused review *(30 templates required) = 11 points*

If you complete all the requirements noted above for practice A and B, and the requirements for the proctored exam, this table below shows the total number of points you can earn.

Score on the exam	95-99% of passing NCLEX – all work completed	90-94% of passing NCLEX – all work completed	80-89% of passing NCLEX – all work completed	Below 80% of passing NCLEX – all work completed
Total earned points	Total points = 30	Total points = 29	Total points = 28	Total points = 26

- **ATI Binder with Active Learning Templates (ALTs) guidelines**
  An incomplete remediation binder and/or ALTs will be returned to you and points will not be earned if they are not in compliance with the instructions below.
  - *ALTs*
    - Must be handwritten with your name and the topic area written out **_exactly_** as it appears on the transcript including the chapter number.
    - ALTs must be in the **_same order as listed_** on the Individual Performance Profile.
    - Cannot use the same template for all missed topics.
    - ALTs must be thoroughly completed – sparse or incomplete/missing information is not acceptable.
    - ALTs must include the course/semester on top.
    - ALTs cannot be reused if a student is repeating a course.

  - *Binder Requirements* – The binder must be organized as follows:
    o Name on the **_front and spine_** of the binder
    o Labeled tabs (or tabulated folders) as follows:
      - **Tab 1** – The current *ATI Implementation Grading Policy* from the handbook
      - **Tab 2** – Most up-to-date ATI Transcript and highlight the required Practice and Proctored tests.
      - **Tab 3** – Practice A *Individual Performance Profile* and required handwritten ALTs
      - **Tab 4** – Practice B *Individual Performance Profile* and required handwritten ALTs
      - **Tab 5** – Proctored Exam *Individual Performance Profile* and required handwritten ALTs

      *Please note—If you have missed **fewer** concepts than the table/policy suggests, it is acceptable to complete the lesser amount of the templates. If you have missed **more** concepts than this policy indicates, please follow the required number of templates, and select the templates/content areas that you feel you are weakest in, to maximize the benefit of this assignment.

      **If you score level 3, you must still turn in a binder with your updated transcript and exam results.
  – **Highly Recommended**
      - Name on the **_front and spine_** of the binder
      - *ATI Binder and Remediation Rubric* (see below) first sheet inside cover of binder

    NOTE: Binders MUST be completed exactly as the ATI Binder requirements noted above, otherwise the binder will not be accepted, and points will be forfeited. Revisions will not be allowed.

ATI Binder and Remediation Rubric

Required items	Practice Assessment A	Practice Assessment B	Proctored Exam
3-ring binder with: • 5 dividers properly labeled • Name on the outside cover • Name on the spine of the binder*			
• Placement Order: • ATI Binder and Remediation Rubric* • Copy of the current ATI Implementation Grading Policy with number of templates to complete from syllabus • ATI Remediation Policy			
• Current Transcript with highlighted Practice and/or Proctored tests • PDF copy of Topics to Review/Assessment Report			
Individual Performance Profile Transcript with remediation time noted			N/A
Updated *Individual Performance Profile Transcript* with Proctored Remediation	N/A		
Focus Review Time (see policy for proper remediation time)			
ALT's complete: • Heading complete and matches *"Topics to Review"* located on the *Individual Performance Profile* • Correct ALT for each topic • Adequately completed -No missing fields • Includes the course and semester on top of each ALT			
The order of ALTs matches the order on the *"Topics to Review"*			
Level Obtained on Proctored Exam	N/A		
Points earned			

APPENDIX E – STUDENT REQUEST FOR COURSE LEVEL APPEAL

Student Request for Course Level Appeal

Date:

To:

Re:

Please type the reason for the appeal below. The submission must include the specific guideline and/or procedure being appealed, contributing circumstances as well as the desired outcome.

Student Name: Student Signature: _____

APPENDIX F – FACULTY REQUEST FOR MEETING

Faculty Request for Student Attendance at a Course Level Meeting

Date:

To:

From:

The Nursing Faculty requests your attendance at a level meeting in the nursing conference room on (date) _____. at (time) _____ to discuss the following:

_____Attendance at Clinical

_____Clinical Performance

_____Written Assignments

_____Professional Behaviors

_____Skill Competencies

_____2 or more exam absences/ No Call No Show for Exam

_____Academic Dishonesty

_____ Other (describe)

Please come prepared to discuss the above noted items (s) with the course level faculty.

I acknowledge receipt of this written request.

Student signature: _____ Date: _____

APPENDIX G – COURSE LEVEL APPEAL MEETING GUIDELINES

The student will be notified of the course level appeal date, time, and location in writing at least 48 hours prior to the scheduled appeal. The appeal shall be closed to the public. The following people will be allowed to attend Nursing faculty and staff, student and FLCC administrators as deemed necessary by the nursing department.

The student is offered the opportunity to have a support person from the college community (defined as a currently enrolled student or current employee) to provide assistance and support prior to and during the hearing. The support person shall not include professional lawyers or people trained in the law. Upon request, the College will supply the name of a potential supporter from the college community. The student is responsible for contacting the support person to obtain their approval to serve in this role. The student shall submit the support person's contact information to the Director of Community Standards and Counseling and the nursing department chairperson, no less than three full college business days prior to the hearing date.

- The support person's role is limited to providing support and guidance during the appeal process.
- The support person may not act as a witness for the student during the appeal process.
- During the appeal process the support person may not speak on behalf of the student.
- During the course level appeal, the support person may not address the board.
- The support person may confer in a reasonable manner with the student and/or instructor(s) of record for whom he or she is supporting.

Meeting Process
- It is the expectation that the student for whom the appeal is held will attend the meeting.
- If the student is unable to attend the appeal meeting, it will be held in absentia.
- The student and/or advocate may not bring any personal belongings into the meeting room other than a prepared statement written on paper and a writing instrument. The student is responsible for securing their personal belongings.
- The student's role is to present only pertinent information related to the issue in a succinct manner.
- The student has the right to submit evidence.
- The student will be given 20 minutes to present their case.
- Faculty will be able to ask questions.
- The student will have 5 minutes to present a summary.
- The level appeal is audio recorded and the student may request a copy of the audio recording of the hearing by submitting a written request to the Department Chairperson at the conclusion of two college business days following the appeal. A copy of the audio recording shall be made available to the student within five college working days following the request

Appeal Discussion
At the close of the student's appeal session the members of the course level will privately discuss the case. The appeal summary will include the discussion points and the level's decision. A simple majority vote, (with the chair voting), will determine the outcome. The appeal discussions will not be recorded. The student will be notified of the decision within 48 hours via email.

APPENDIX H – RASON Guidelines

Rochester Area
Schools of Nursing
Skills Guidelines for Faculty and RN/LPN Student Clinical Experiences

1. All students will come to clinical with their school-based skills checklist.
   - Regardless of competency notes on the school-based checklist, students must perform all skills, including documentation, under an RN's direct supervision.
2. Should the RN preceptor need to delegate medication administration to a second RN, the second RN assumes full responsibility for the patient and the student.
3. All medications administration via any route must be administered under the direct supervision of the RN preceptor. LPN students may participate in the medication administration process at all hospitals.

NOTE: This is not an all-inclusive list; for any questions or clarifications please consult with the respective hospital's Department of Education, the Affiliated Schools Coordinator or policy manual.

NOTE: In the post-acute homecare setting, student interventions will be limited to head to toe assessments, vitals signs and basic ADLs. All other skills are observation only.

CATEGORY	SKILLS	Acute Care Settings — RN Student MUST OBSERVE ONLY	RN Student MUST perform under DIRECT RN SUPERVISION	LPN Student MUST OBSERVE ONLY	LPN Student MUST perform under DIRECT RN SUPERVISION	Post Acute Care Settings — RN Student MUST OBSERVE ONLY	RN Student MUST perform under DIRECT RN SUPERVISION	LPN Student MUST OBSERVE ONLY	LPN Student MUST perform under DIRECT RN SUPERVISION	FACILITY EXCEPTION(s) To Student Skills Checklist
1 Blood Transfusion	1.1 Assess and monitor per protocol including vital signs		X	X			X	X		
	1.2 Check blood	X		X		X		X		
	1.3 Co-sign/second RN signature	X		X		X		X		
	1.4 Set up tubing		X	X			X	X		**Observation only** for the neonatal population
	1.5 Spike blood	X		X		X		X		
2 Central Lines-Triple Lumen Caths, PICC, midlines, etc.	2.1 Administer IVPB into currently infusing central line		X	X			X	X		**Observation only** for the neonatal population
	2.2 Alaris pump management		X	X			X	X		
	2.3 Blood Draws	X		X		X		X		
	2.4 Central Line Dressing Changes (except PICC)	X		X		X		X		
	2.5 Hang additional solution		X	X			X	X		**Observation only** for the neonatal population
	2.6 Hang Initial solution	X		X		X		X		
	2.7 Flush line	X		X		X		X		
	2.8 PICC Line Dressing Changes	X		X		X		X		
3 Dialysis Catheters/AV Fistulas	3.1 Access vascular device	X		X		X		X		
	3.2 Assess patency of AV fistula (thrills, bruits)		X	X			X		X	
	3.3 Blood Draws	X		X		X		X		
	3.4 Change dialysis catheter dressing	X		X		X		X		
	3.5 Flush line	X		X		X		X		
4 Epidural Catheters	4.1 Add new bag/ change rate or mode	X		X		X		X		
	4.2 Assess epidural insertion site		X	X			X	X		
	4.3 Change extension tubing	X		X		X		X		
	4.4 Sensory and motor checks/vital signs		X	X			X	X		
	4.5 Programming pump	X		X		X		X		
5 Implanted Vascular Devices (i.e. Mediports)	5.1 Access vascular device with huber needle	X		X		X		X		
	5.2 Administer IVPB into currently infusing IV line		X	X			X	X		
	5.3 Alaris Pump management		X	X			X	X		
	5.4 Blood Draws	X		X		X		X		
	5.5 Change Mediport dressing	X		X		X		X		
	5.6 Flush line	X		X		X		X		
	5.7 Hang additional solution		X	X			X	X		
	5.8 Hang initial solution	X		X		X		X		
6 Independent Transcription/ Verification/ 2nd Review of Orders/ Telephone Orders/Verbal Orders	6.1 Orders	X		X		X		X		
7 Narcotic/Medication Management	7.1 Access medication dispensing system with RN preceptor		X**		X**		X**		X**	** RN & LPN: With RN Preceptor ONLY
	7.2 Medication Administration (PO, IM, SQ, SubQ disc, ID, IV, PR, Feeding Tube, Intranasal, Eye Drops, Ear Drops, nebulized, inhaled, SL)		X		X		X		X	**Observation only** for the neonatal population
	7.3 IV push medications		X	X			X	X		The following medications may be administered IV push via **peripheral IV only** under the direct supervision (i.e. present and actively monitoring) of a clinical instructor or preceptor: - Saline flush - Corticosteroids (i.e. methylprednisolone) - Diuretics (i.e. furosemide) - GI medications (i.e. pantoprazole) - Antibiotics (i.e. ceftriaxone) - Benadryl - Ondansetron - Ketorolac **Special Considerations**: Students may not administer IV push medications in emergency situations or if it may induce a state of moderate sedation. Students are not permitted to administer any medications other than those specifically listed above.
	7.4 Intraosseous Medication Administration, Flushing or Removal	X		X		X		X		
	7.5 Administer chemotherapy, antineoplastic agents, monoclonal antibodies	X		X		X		X		
	7.6 Insertion and removal of subQ disc	X		X		X		X		

Rochester Area
Schools of Nursing
Skills Guidelines for Faculty and RN/LPN Student Clinical Experiences

CATEGORY	SKILLS	RN Student *MUST* OBSERVE ONLY	perform under DIRECT RN SUPERVISION	LPN Student *MUST* OBSERVE ONLY	perform under DIRECT RN SUPERVISION	RN Student *MUST* OBSERVE ONLY	perform under DIRECT RN SUPERVISION	LPN Student *MUST* OBSERVE ONLY	perform under DIRECT RN SUPERVISION	FACILITY EXCEPTION(s) To Student Skills Checklist
		in PEDs ONLY	X	in PEDs ONLY	NOT the 1st Dose	in PEDs ONLY	X	in PEDs ONLY	NOT the 1st Dose	
	7.7 Administration of TPN, Lipids, Hyperalimina		X		X		X		X	**Observation only** for the pediatric and neonatal populations
	7.8 Continuous infusion of meds requiring titration [e.g. insulin, heparin, etc]		X		X		X		X	
	7.9 Continuous infusion of meds requiring titration including paralytics & pressors	X		X		X		X		
	7.10 Serve as a double check of any med which requires "2" RN signatures	X		X		X		X		
	7.11 Sign Count Sheet, reconcile discrepancies	X		X		X		X		
	7.12 Morgan Lens Application and maintenance (eye irrigation)	X		X		X		X		
	7.13 Ear Irrigation	X		X		X		X		
8 Nasogastric Tubes (Salem Sump)	8.1 Check Placement		X		X		X		X	
	8.2 Insert	X		X		X		X		
	8.3 Remove		X	X			X	X		
	8.4 NG to Suction Management (disconnect/reconnect)		X		X		X		X	
9 Oxygen Therapy	9.1 Changing the delivery route		X		X		X		X	
	9.2 Initial administation		X		X		X		X	
	9.3 Intermittent therapy		X		X		X		X	
	9.4 Titration		X		X		X		X	
10 Patient Care: Newborns	10.1 Newborn Apgar Scores	X		X		X		X		
	10.2 Newborn assessment		X		X		X		X	
	10.3 Newborn bath		X		X		X		X	
	10.4 Newborn bottle feeding		X		X		X		X	**10.4 Unity:** Students may not handle breastmilk
	10.5 Newborn medication administration	see note	X	see note	X	see note	X	see note	X	**10.5 Strong Memorial, Highland Hospital, Unity Hospital:** Students may not administer meds to normal newborns
	10.6 Newborn vital signs		X		X		X		X	
	10.7 Newborn Transport	X		X		X		X		Students may not transport newborns without facility RN staff
11 Patient Care: Obstetrics	11.1 Assist with speculum exam	X		X		X		X		
	11.2 Breastfeeding/Breast Pump Education		X		X		X		X	
	11.3 Checking a fetal heart rate		X		X		X		X	
	11.4 Foley catheter insertion		X		X		X		X	
	11.5 Leopold's Maneuver's		X	X			X		X	
	11.6 Maternal vital signs		X		X		X		X	
	11.7 Performing a Non Stress Test		X		X		X		X	
	11.8 Postpartum 8 point check		X		X		X		X	
	11.9 Cervical Exam	X		X		X		X		**11.9 SMH and Rochester General**, students may perform under RN direct observation.
	11.10 Therapeutic nursing care during labor and delivery		X		X		X		X	
12 Patient Care: Pediatrics	12.1 PPUPET Scale		X	X			X		X	
	12.2 Pediatric admission assessment and screening		X		X		X		X	
	12.3 Pediatric Pain Scales (FLACC, Faces Scale Revised, Numeric in Peds)		X		X		X		X	
	12.4 PEWS Score		X		X		X		X	
	12.5 Procedual Support (Observation of Child Life Staff)		X		X		X		X	
	12.6 J-Tip Lidocaine Administration	X		X		X		X		
13 Patient Care: Psychiatry	13.1 Checking belongings	X		X		X		X		
	13.2 Co-lead acivity groups		X		X		X		X	
	13.3 Co-lead psycho-educational groups		X		X		X		X	
	13.4 Maintain a patient in a restraint with 1:1 observation	X		X		X		X		
	13.5 Maintaining a patient in seclusion with 1:1 observation	X		X		X		X		
	13.6 Maintaining a patient on suicide precautions with 1:1 observation	X		X		X		X		
	13.7 Patient rounding	X		X		X		X		
	13.8 Suicide asessment		X		X		X		X	
	13.9 Verbal, non-verbal de-escalation	X		X		X		X		
	13.10 Violence assessment		X		X		X		X	
14 Patient Safety	14.1 Restraints	X		X		X		X		
	14.2 Safe Patient Handling	With Facility Staff ONLY				With Facility Staff ONLY				**Highland Hospital,** students and faculty that have completed the SPH training may use lift equipment with a Highland employee. AT HAB may do with any staff member - CAN, LPN, RN, Therapy
	14.3 Positioning for Xrays or Radiologic Diagnostic Testing	X		X		X		X		
15 PCA Pumps	15.1 Change medication cassette	X		X		X		X		
	15.2 Change tubing	X		X		X		X		
	15.3 Program pump	X		X		X		X		
16 Perform 12 Lead EKG	16.1 Perform 12 Lead EKG		X		X		X		X	
17 Phlebotomy	17.1 Perform Phlebotomy	X		X		X		X		Phlebotomy is an observation only activity and includes the drawing of labs from any venous access device.

Rochester Area
Schools of Nursing
Skills Guidelines for Faculty and RN/LPN Student Clinical Experiences

CATEGORY	SKILLS	RN Student _MUST_ OBSERVE ONLY	RN Student _MUST_ perform under DIRECT RN SUPERVISION	LPN Student _MUST_ OBSERVE ONLY	LPN Student _MUST_ perform under DIRECT RN SUPERVISION	RN Student _MUST_ OBSERVE ONLY	RN Student _MUST_ perform under DIRECT RN SUPERVISION	LPN Student _MUST_ OBSERVE ONLY	LPN Student _MUST_ perform under DIRECT RN SUPERVISION	FACILITY EXCEPTION(s) To Student Skills Checklist
18 Peripheral IV's	18.1 Change dressing		X		X		X		X	
	18.2 Change rate		X		X		X		X	
	18.3 Flush line		X		X		X		X	
	18.4 Hang solution		X		X		X		X	
	18.5 IV push medications		see note	X			see note	X		Refer to section 7.3
	18.6 Venipunctures	X		X		X		X		
	18.7 IV Insertion		see note	X			see note	X		IV insertion may be performed in capstone experiences at the discretion of the preceptor. Phlebotomy is an observation only activity and includes the drawing of labs from any venous access device. **Observation only** for NICU/Neonate populations.
19 Reconstitute Medications	19.1 Add diluent & mix bag		X		X		X		X	
	19.2 Hang Potassium IV mini bags		X		X		X		X	
20 Tracheostomy Care	20.1 Assessment of secretions		X		X		X		X	
	20.2 Assessment of tracheostomy insertion site		X		X		X		X	
	20.3 Dressing change		X		X		X		X	
	20.4 Replace Inner Cannula		X		X		X		X	
	20.5 Suctioning		X		X		X		X	
21 Wound & Skin Care	21.1 Participate in graft care	X		X		X		X		
	21.2 Participate in non grafted wound/burn care		X		X		X		X	
	21.3 Participate in non-sterile/ sterile dressing changes		X		X		X		X	
	21.4 VAC dressing change and equipment	X		X		X		X		
	21.5 Place rectal trumpets/dignicare		X		X		X		X	
	21.6 Suture/Staple Removal	X		X		X		X		
22 Urinary Devices	22.1 Urinary Catheter Insertion	see note	X	see note	X	see note	X	see note	X	**Strong Memorial:** Students may _not_ participate in urinary catheter insertion in Adult ICU settings **Observation only** for the neonatal population
	22.2 Urinary Catheter Removal		X		X		X		X	
	22.3 Hand Irrigation of Urinary Catheter	X		X		X		X		
	22.4 Murphy Drip Maintenance		X		X		X		X	
	22.5 Condom Catheter Application and Removal		X		X		X		X	
	22.6 Purewick Application		X		X		X		X	
	22.7 Bladder Scanning	X		X		X		X		
23 PEGTube, J-Tube, G- Tube	23.1 Check placement		X		X		X		X	
	23.2 Change dressing		X		X		X		X	
	23.3 Insert	X		X		X			X	
	23.4 Remove	X		X		X			X	
	23.5 Check residuals		X		X		X		X	
	23.6 Irrigation		X		X		X		X	
	23.7 Medication administration		X		X		X		X	
	23.8 Tube feedings and infusion pump		X		X		X		X	
24 Nephrostomy Tubes	24.1 Nephrostomy tubes	X		X		X		X		
25 Ostomies	25.1 Change the equipment		X		X		X		X	
	25.2 Change the dressing		X		X		X		X	
	25.3 Emptying the bag		X		X		X		X	
26 Drains; JP, Penrose, Hemovac	26.1 Dressing change		X		X		X		X	
	26.2 Site care		X		X		X		X	
	26.3 Drain Removal	X		X		X		X		
27 Specimen Collection	27.1 Urine		X		X		X		X	For those using Cerner Bridge- Observation Only due to collection and documentation process.
	27.2 Stool		X		X		X		X	
	27.3 Wound		X		X		X		X	
	27.4 Sputum		X		X		X		X	
	27.5 Nasal		X		X		X		X	
	27.6 Pharyngeal		X		X		X		X	
	27.7 Nasopharyngeal		X		X		X		X	
28 Blood Glucose Monitoring	28.1 Blood glucose monitoring/Use of Glucometer		X * Instructor must have current competency		X * Instructor must have current competency		X * Instructor must have current competency		X * Instructor must have current competency	**Strong Memorial and Highland Hospital:** Students and Faculty may not perform blood glucose testing **Unity Hospital:** Students may not perform blood glucose testing on newborns unless under direct RN supervision **RGH: Observation only** for the NICU
29 Chest Tube	29.1 Assess site		X	X			X	X		
	29.2 Change dressing		X		X		X		X	