

JEFFERSON COMMUNITY COLLEGE



Nursing Student Handbook

August 2026 – August 2027

This handbook is prepared by the faculty and staff in the JCC Nursing program for students who are currently enrolled in the Nursing program. It is designed to accompany the Jefferson Community College Catalog, and the Jefferson Community College Student Handbook. Students are responsible for the information, requirements, and policies contained within this Nursing Student Handbook, as well as for the information contained within the College Catalog and Student Handbook. Revisions to this Handbook during the stated academic year will be directly communicated to all students to which this Handbook applies and acknowledged by all in writing.



Dear Jefferson Community College Nursing Students,

Welcome to the Jefferson Community College Nursing program! It is with immense pride and enthusiasm that I extend a warm welcome to each of you as you begin or continue your journey toward becoming a professional nurse.

Nursing is more than a career, it is a calling rooted in compassion, critical thinking, and a commitment to lifelong learning. As you enter this rigorous and rewarding program, know that you are joining a community of dedicated faculty, staff, and peers who are here to support your academic and personal growth every step of the way.

Our program is designed to challenge and inspire you. Through a combination of classroom instruction, hands-on laboratory experiences, and clinical practice in diverse healthcare settings, you will develop the knowledge, skills, and confidence needed to provide safe, ethical, and patient-centered care.

We understand that the path to becoming a nurse is demanding, but it is also incredibly fulfilling. I encourage you to take full advantage of the resources available: your instructors, the Nursing Success Coach, simulation labs, and your fellow students. Remember, you are not alone on this journey.

As you don your white coat and step into your role as a student nurse, embrace the responsibility and privilege that comes with it. Uphold the values of integrity, respect, and professionalism in all that you do. Your dedication today will shape the nurse you become tomorrow.

On behalf of the entire nursing faculty and staff, we wish you a successful and transformative academic year. We are honored to be part of your journey and look forward to celebrating your achievements along the way.

With warm regards,
ICC Nursing Faculty and Staff

Purpose, Mission, Vision, and Philosophy

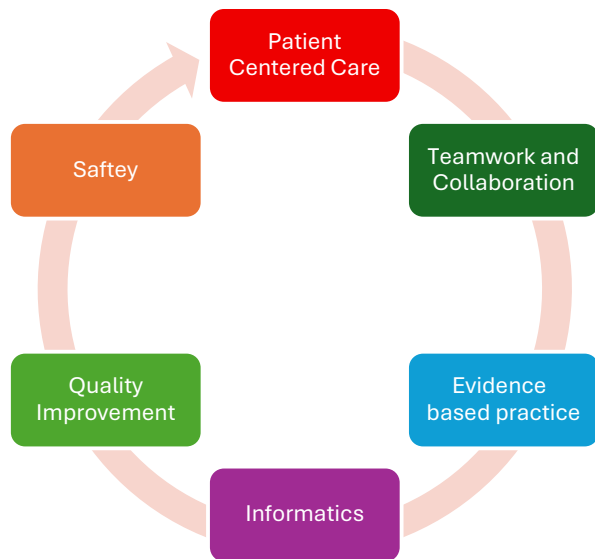
Mission

The Nursing Department of Jefferson Community College is committed to providing communities with competent, empowered nurses. Our graduates will be prepared to engage in critical thinking, interdisciplinary collaboration, and quality evidence-based nursing care. The graduate nurses of JCC will be recognized for their safe, quality holistic care.

Philosophy

The philosophy of the Nursing program reflects the overall mission and goals of Jefferson Community College. The nursing faculty seek to prepare students to practice safe, evidence-based nursing care for clients across the life span in an increasingly complex and rapidly changing health care environments. The nursing graduate will be prepared to function as a member of the interdisciplinary health care team to promote health and safety among diverse populations and in multiple practice settings.

The faculty believe that nurses are self-driven, motivated learners. The faculty believe that their role is to facilitate engaging application of theoretical and evidence-based knowledge that promotes critical thinking and clinical judgement. This engagement requires nursing students to skillfully prepare and reflect on their learning and therefore enables active participation in all learning environments. The faculty recognize that nursing practice continues to evolve and change. The faculty are committed to supporting and empowering students to continually improve and learn as they strive to reach their highest potentials.



Accreditation and Registration

Registered by: New York State Board for Nursing, NYSED Office of the Professions
New York State Education Department, Office of the Professions
State Education Building – 2nd Floor, Albany, New York 12234
(518) 474-3817
www.op.nysed.gov/home.html



Accredited by: Accreditation Commission for Education in Nursing (ACEN)
Accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000
<https://www.acenursing.org>



Institutional Accreditation

Jefferson Community College is accredited by the Middle States Commission on Higher Education
1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801
(267) 284-5011
www.msche.org



Policies and Compliance

Non-Discrimination and Equal Opportunity

Equal Opportunity is the Law

It is against the law for this recipient of Federal financial assistance to discriminate on the following basis: Against any individual in the United States, on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief; and against any beneficiary of programs assisted under Title I of the Workforce Investment Act of 1998 (WIA), on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or his or her participate in an WIA Title I-financially assisted program or activity. The recipient must not discriminate in any of the following areas: deciding who will be admitted or have access to any WIA Title I-financially assisted program or activity; providing opportunities in, or treating any person with regard to, such a program or activity; or making employment decisions in the administration of, or in connection with, such a program activity.

What to Do If You Believe You Have Experience Discrimination

If you think that you have been subjected to discrimination under a WIA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either:

Margaret LaVancha
Executive Director of Human Resources
Affirmative Action Officer
(315) 786-2279
Jefferson Community College 1220
Coffeen Street, Watertown, NY 13601

Civil Rights Center
U.S. Department of Labor
200 Constitution Avenue, NW, Room N-
4123, Washington, DC 20210

If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above). If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you do not have to wait for the recipient to issue that Notice before filing a complaint with CRC. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient). If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with the CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action. Reference: 29 CFR Part 37.30

FERPA

FERPA (Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act of 1974 (FERPA) prohibit faculty or advisors from giving the following information about students in person to anyone other than the student, or over the telephone to anyone, including the student: GPA, grades, student schedules or attendance, information on probationary status, financial information, and number of transfer hours.

Statement of Civility and Procedure

The student will demonstrate respect in both words and actions toward the patients, patients' families, instructors, peers, and staff, in classroom, clinical, and community settings, including social media sites. The student will verbalize positive statements about the profession of nursing and the JCC Nursing program. Any statement which may cause harm or injury to another or to the College, will be grounds for dismissal. Students are entitled to due process as outlined in Jefferson Community College's Code of Conduct. Reviewed 4/2014, 7/19, 8/20, 5/21, 7/22, 8/23, 8/25; Revised 5/15

Title IX and Sexual Misconduct Policies

Title IX – Prohibits sex-based discrimination and protects against sexual harassment and assault. Contact the Title IX Coordinator for concerns.

Title IX Coordinator:
Gabrielle M. Thompson
1220 Coffeen Street
McVean, Office 4-100
Watertown, New York, 13601
(315) 786-6561

Student Responsibilities

Professional Accountability

Being accountable means a student must accept responsibility for his/her actions. It also means that a student must accept the consequences that occur as a result of those actions. As a healthcare professional, the student is accountable to themselves, their patients, the Nursing program, their peers, and to the nursing profession. Accountability as a professional nurse makes the nursing student more effective and respected. Therefore, Jefferson Community College nursing students are expected to always demonstrate professional accountability.

Academic Honesty

Nursing students are expected to follow an ethical code of conduct consistent with policies of the College and Nursing program as well as the nursing profession. Each student is responsible for his/her own learning. The awarding of a college degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to the society. Any type of dishonesty in securing those credentials therefore invites serious sanctions.

Academic dishonesty includes but it is not limited to plagiarism, cheating, and theft. Students must also follow the Copyright Act. Taking photos/screenshots of electronic resources and/or textbook materials violates copyright laws. Disciplinary action against those who have violated the College's Academic Honesty Policy is included in the College's Academic Honesty Policy.

Confidentiality Statement

The student understands and agrees that any information that the student sees, reads, or hears concerning a patient's diagnosis, treatment, or condition while in the student role at Jefferson Community College is to be strictly confidential. They also understand that any information the student obtains regarding accounting, payroll, billing, or personal issues is to be kept in strict confidence. The student is not to discuss any confidential patient or family information except in private conferences with their instructor, or at clinical in pre- and post-conference, class, and laboratory settings. The student is not to talk about anything the student saw or heard in clinical that another person could infer who is being talked about. The student is not to divulge this restricted information to anyone not employed at their assigned clinical site or to any employee who is not authorized to receive this information. The student understands that a breach of this confidence will result in dismissal from the Nursing program at Jefferson Community College.

Smoking Policy

Tobacco use and vaping are prohibited in all clinical settings and must comply with JCC campus policy. The purpose of the smoking policy is to establish guidelines for smoking by students enrolled in the Nursing program while in class, lab, and clinical agencies. Tobacco use/vaping by students is not permitted on or around the premises of any clinical site at any time. While on campus, students are expected to adhere to the Jefferson Community College Smoking Policy.

Communication with the Nursing program

Nursing faculty may be contacted by telephone or JCC email. Please include the following information when corresponding with faculty via JCC email or telephone: your name, your J#, current course enrollment, and a professional written or verbal message. Responses to emails and voicemails will be made as timely as possible, at least within 72 hours, with exceptions of when the campus is closed. Often, faculty may be able to respond more quickly, but due to other teaching responsibilities, it may take up to 72 hours. Students should wait until the completion of 72 hours prior to contacting another instructor.

Students should expect communication by Brightspace JCC Nursing program Homepage and through Jefferson Community College email for class announcements, study materials, and communication needing student follow-up. Students are responsible for checking their Brightspace and JCC email.

Academic Information

Student Government, Military, and Jury Duty

Students attending Student Government sanctioned functions, Student Nurses Association, Military Obligations, and/or Jury Duty will be allowed to make up clinical, and laboratory time without penalty. It is the responsibility of the student to arrange the make-up time. The make-up time must be completed before the event or within one (1) week of returning from the event.

Inclement Weather Policy

The College President is responsible for announcing class cancellations or delays via local media in a timely fashion. Students should listen for such announcements on local TV and radio stations, as well as the college website and social media sites and via the SUNY NY Alert system. The SUNY NY Alert system automatically alerts students of closings due to weather or unforeseen circumstances. All students are automatically enrolled in this system. Additionally, if there is any doubt about the cancellation or delay of classes, students can call the College's Weatherline at 315-786-6565 for a pre-recorded message on the status of the College.

Any scheduled nursing courses (lecture, lab, or clinical) that may be affected by inclement weather or other College closures or delays will be rescheduled by the respective instructor or course coordinator in a timely manner. Communication of the required make-up schedule(s) will be delivered via LMS and/or College email within one week of the cancellation.

Student Clubs and Organizations

Nursing Student Opportunities

All JCC nursing students have the opportunity to become involved in numerous clubs and activities offered on campus. The nursing faculty strongly encourages nursing students to actively participate in the Student Nurses Association (SNA) and in the Student Government Association (SGA).

Student Nurses Association (SNA)

The club's mission is to promote/expand visibility and growth of the nursing profession, as well as to promote high personal standards among nursing students.

Class Representative

Each cohort will elect a class representative(s). The purpose of student representatives(s) is to enhance communication of curriculum to the Nursing Department. Qualifications include sufficient interest and time to handle the demands of the position.

The class representative(s) position includes:

- Working with nursing faculty/staff in program development and evaluation via input from cohort members
- Attending Nursing Curriculum meetings to discuss curriculum
- Representing the Nursing program at college events

Student Champion

A Student Champion is a designated student who serves as a dedicated advocate, mentor, and support resource for nursing students throughout their academic journey. The Student Champion promotes student success by fostering engagement, addressing barriers to learning, and connecting students with appropriate academic, clinical, and wellness resources.

The role of the Student Champion includes, but is not limited to:

- Encouraging professional development and accountability
- Assisting with problem-solving related to coursework or program requirements
- Promoting a positive, inclusive, and student-centered learning environment
- Navigating challenges and remain on track toward successful program completion and licensure.

Scholarships

All students are encouraged to apply for academic scholarships through the Jefferson Community College Foundation and Alumni Association. There are several nursing specific scholarships available. To apply, visit the college's [Scholarship homepage](#) and click on the orange button that reads "Apply for Foundation Scholarships." This is a general scholarship application. The Foundation and Alumni Association works with other offices on campus to align students with the scholarships that best meet their needs. The nursing scholarship opportunities (included in the general application) can be viewed on the college website.

Student Services

Academic Support

The Nursing Department at Jefferson Community College has established interventions to support students in need of additional academic support and appropriately remediate knowledge deficits. JCC is committed to providing support to students' academic success while enrolled in the Nursing program and will utilize a Nursing Success Coach. Students who are experiencing academic difficulty or have a handbook infraction must complete an Academic Success Plan (ASP) and review it with the Success Coach and others depending on participation. This plan can be initiated by either the student or a faculty member.

Library

The JCC Library exists to empower members of the JCC community to succeed in their academic pursuits and personal aspirations. In an inclusive, comfortable environment, the library offers high-quality resources and assistance from a supportive, student-centered staff. Instruction, both formal and informal, empowers our student patrons to think critically about information and to access it easily and ethically.

Cannoneer Nursing Success Center (CNSC)

The center is for students to practice skills. The CNSC will be open with hours that accommodate nursing student needs with supervision from the Nursing Success Coach, Faculty, staff, or student workers. Students do not need to schedule an appointment.

Peer Tutoring

Peer tutoring is an academic support service in which trained student peer tutors help fellow students in specific courses or subject areas. Peer tutors are typically students who have successfully completed the course (or a similar course).

Accommodations

The College provides access to reasonable accommodations for each qualified student with a disability through individualized services, specialized equipment, and a supportive environment. An accommodative specialist acts as a liaison between you and Jefferson staff/faculty as you pursue your educational goals. At the same time, the College also hopes to foster your self-reliance and independence. You must initiate a request for eligibility review by completing the application on the college website and following the stated College policies and procedures when requesting access to reasonable accommodations.

Nursing Program Overview

The Jefferson nursing program provides students with a flexible, career-focused route to professional nursing practice through a two year, 4-semester, stackable credential model. Designed to meet the growing demand for skilled nurses, the program enables students to enter the healthcare workforce quickly while creating a seamless pathway to continued nursing credentials.

The program requires a supplemental nursing application for acceptance. Acceptance into the program is competitive, taking into consideration academic preparation, experience, and motivation. Eligibility for acceptance is determined by program admission requirements. A holistic admission review based on a rubric occurs each spring for admission into the fall semester.

Once all admission seats are filled, eligible applicants may be placed on a waiting list and will be notified by the Nursing Department if space becomes available. Eligible applicants on the waiting list that are not admitted by the first week of the program must reapply for further consideration.

1+1 Nursing program Pathway

Year One: Practical Nursing (PN) Certificate

Students begin by completing the PN Certificate Program, a one-year course of study that combines classroom instruction, laboratory practice, simulation experiences, and clinical learning in a variety of healthcare settings.

Upon successful completion of the certificate program, graduates are awarded a Practical Nursing Certificate and are eligible to sit for the National Council Licensure Examination for Practical Nurses (NCLEX-PN). After obtaining licensure, graduates may enter the workforce as a Licensed Practical Nurse (LPN) and/or choose to continue into the Nursing AAS degree program. Continuation into the Nursing AAS degree does not require submission of the supplemental nursing application.

Year Two: Nursing AAS Degree

Students who complete the Practical Nursing Certificate may continue directly into the second year of the pathway, the Nursing Associate in Applied Science (AAS) degree program. Building upon the knowledge and skills acquired as practical nurses, students develop advanced competencies in nursing assessment, clinical decision-making, patient-centered care, leadership, and evidence-based practice.

Upon successful completion of the AAS degree requirements, graduates are awarded an Associate in Applied Science in Nursing and are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Graduates who obtain RN licensure are prepared for entry-level professional nursing practice in a wide range of healthcare settings.

LPN Bridge Pathway

The Jefferson Nursing program also offers an LPN-to-RN Bridge pathway for currently licensed New York State LPNs. The bridge pathway allows LPNs to build on their previous education and clinical experience and enter directly into the Nursing AAS degree program.

The Bridge pathway requires a supplemental nursing application for acceptance. Acceptance into the program is competitive, taking into consideration academic preparation, experience, and motivation. Eligibility for acceptance is determined by program admission requirements. A holistic admission review based on a rubric occurs each spring for admission into the summer semester.

The bridge pathway admits a select number of new bridge (LPN) students each summer semester. Once all seats are filled, eligible applicants may be placed on a waiting list and will be notified by the Nursing Department if space becomes available. Eligible applicants on the waiting list that are not admitted by the first week of the program must reapply for further consideration.

End-of-Program Student Learning Outcomes (EPSLOs)

PN Certificate:

1. Implement safe clinical judgement with the understanding of evidence-based practices in the delivery of quality patient-centered care within the scope of the practical nurse.
2. Collaborate effectively with the interdisciplinary health care team, clients, families, and peers.
3. Reinforce an environment that fosters health promotion for the achievement of optimal health outcomes across the lifespan.
4. Model the values of professional identity to include the responsibilities and legal and ethical behaviors within the practical nurse scope of practice.
5. Reinforce care for individuals using basic leadership skills and quality improvement processes to provide holistic care.
6. Demonstrate competency in applying technical skills.

Nursing, AAS:

1. Implement safe clinical judgement with the understanding of evidence-based practices in the delivery of quality patient-centered care.
2. Collaborate effectively with the interdisciplinary healthcare team, clients, families, and peers.
3. Create an environment to foster health promotion for the achievement of optimal health outcomes across the lifespan.
4. Model the values of professional identity to include the responsibilities and legal and ethical behaviors within the registered nurse scope of practice.
5. Manage care for individuals using basic leadership skills and quality improvement processes to provide holistic care.

Graduation

Graduation is not official until all degree requirements are complete. The responsibility for verification of information and completion of program requirements rests with the student.

Students must apply for graduation. Participation in commencement does not constitute or guarantee graduation. Students do not receive their diplomas at commencement. Diplomas are mailed about six weeks after graduation date.

Licensure Exam PN (NCLEX-PN)

Students who successfully meet all graduation requirements of the PN program are eligible to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN®) and apply for licensure as a Licensed Practical Nurse (LPN) or Licensed Vocational Nurse (LVN), depending on the state. It is recommended that students begin the licensure application process in mid-spring of their final semester to ensure timely approval to test after graduation.

Comprehensive and up-to-date information about the NCLEX-PN® examination is available through the [National Council of State Boards of Nursing \(NCSBN\)](#). Students are strongly encouraged to carefully review all testing requirements, policies, and preparation resources related to the NCLEX-PN® exam.

Application Process Requirements

- To be eligible to take the NCLEX-PN®, students must complete the following steps:
Submit an Application for Licensure
- Complete the licensure application for the State Board of Nursing in the state where you plan to practice.
- Application fees and specific requirements vary by state and are listed on the respective State Board of Nursing website.

Register with Pearson VUE

Register for the NCLEX-PN® examination through Pearson VUE, the official testing vendor for the NCSBN. This registration requires a separate fee in addition to the state licensure application fee.

Important Notes

Authorization to Test (ATT) will only be issued after both the state application and Pearson VUE registration are completed and approved. Students should monitor their email for important updates regarding ATT and exam scheduling. Early preparation and timely completion of all application steps are critical to avoid delays in testing and licensure.

Licensure Examination (NCLEX-RN)

Students who successfully meet all graduation requirements of the Nursing AAS program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) and apply for licensure as a Registered Nurse (RN).

It is recommended that students begin the licensure application process in mid-spring of their final semester to facilitate timely approval to test following graduation.

Comprehensive and current information regarding the NCLEX-RN® examination is available through the National Council of State Boards of Nursing (NCSBN). Students are strongly encouraged to review all materials related to exam registration, eligibility, testing procedures, and preparation strategies.

Application Process Requirements

To be eligible to sit for the NCLEX-RN®, students must complete the following:

1. Application for Licensure
2. Submit an application for licensure to the State Board of Nursing in the state where you intend to practice.
3. Application fees and requirements vary by state and are outlined on each state board's website.

Pearson VUE Registration

Register for the NCLEX-RN® through Pearson VUE, the official testing vendor for the NCSBN. This registration requires a separate fee from the state licensure application.

Important Notes

Students will receive an Authorization to Test (ATT) only after both the state board application and Pearson VUE registration have been completed and approved. It is essential to monitor your email regularly for communication regarding ATT issuance and exam scheduling. Timely completion of all application steps will help ensure there are no delays in testing or licensure.

Criminal Conviction Policy

Any student charged with or convicted of a crime before or after admittance to the program must discuss his/her situation individually and confidentially with the Director of Nursing to assess his/her chances of eventual licensure as a practical nurse or registered nurse/nurse practitioner and the proper procedure to report his/her situation to the State Education Department.

In addition, some clinical agencies may require background checks before allowing participation in clinical activities. Agency requirements are subject to change without notice. If a background check prohibits participation at certain clinical sites, the student may be unable to successfully complete clinical course requirements. Inability to successfully complete clinical course requirements will result in failure of the clinical course and dismissal from the Nursing program.

Eligibility for licensure for those students in nursing who have been convicted of a crime (felony or misdemeanor) or have charges pending in any state or country will be determined by the following process in NY state. When a nursing student completes an application for licensure and first registration as a licensed practical nurse or registered professional nurse, questions are asked about conviction of a crime and pending charges. These questions appear on the application form. If the answers to these questions are affirmative, there is an automatic referral to the NY state Education Office of Professional Discipline, and the case is assigned to an investigator. Depending upon the results of the investigation, the case may not require a hearing.

Applying for Licensure in NYS

For students planning to obtain nursing licensure in NY, you will receive a specific expedited licensure application link during your final semester of the nursing program. General information about licensure in NY can be found at New York State Office of the Professions. After graduation, the Registrar will send verification of education to the NYS Department of Education, Office of the Professions.

Applying for Licensure in Other States

For students planning to obtain nursing licensure in any other state other than NY, you will need to go to that state's board of nursing website and follow the directions for applying for nursing licensure by examination. You will also need to identify how that state board of nursing wants to receive verification of education from an approved nursing program. You will provide this information to the Registrar's Office, as that is from where the verification must come.

NUR 100 Course Requirement

Launch: Nursing Academic Readiness

As part of the nursing program curriculum at Jefferson Community College (JCC), all students enrolled in NUR 100 and all students readmitted to the nursing program are required to participate in Launch: Nursing Academic Readiness. This online program provides foundational knowledge and skill development designed to support student success in the early stages of nursing education.

Participation Requirements

Students must complete the full Launch: Nursing Academic Readiness program, including:

- Six (6) self-paced learning modules
- All assignments, assessments, and review tasks within each module
- All activities assigned by the ATI Educator

Progression Timeline

Launch: Nursing Academic Readiness is structured as a six-week, self-paced program. Students are strongly encouraged to stay on pace with the recommended weekly schedule.

Grading

Completion contributes a full quiz grade in NUR 100. Students must demonstrate active engagement, including communication with instructors, completing all assignments, and staying on track.

Communication and Support

ATI Educators will respond to messages within 24 hours and provide assignment feedback within 48 hours, excluding weekends and holidays.

Purpose and Limitations

Launch: Nursing Academic Readiness is a supplemental learning resource and is not a standalone course, high-stakes assessment, substitute for accredited curriculum, or determining factor for admission, progression, or graduation.

Program Grading

A minimum grade of C (69.5) is required in each nursing course in order to progress in the nursing curriculum and to graduate. Additionally, students must obtain a C or better in each required science and math course (BIO 202, 251, BIO 252, MTH 174).

Transfer Students

Students wishing to transfer from another nursing program to Jefferson Community College's nursing program must complete all pre-requisites, complete the application process, and be accepted/matriculated into the program. The nursing program does not accept nursing courses for transfer credit from other institutions.

Time Limit on Coursework

Once matriculated into the nursing program, a student has four years to complete the program requirements. There is a seven-year limit for required science courses. For science courses taken more than seven years prior to the start date of the nursing program, the student must demonstrate current competency (if applicable) or repeat the course.

Mandatory Orientation

The nursing program sets mandatory orientation for both PN and RN nursing students to obtain all necessary information such as, but not limited to, program expectations, schedules, clinical clearance, financial aid information, uniforms, purchase of electronic software, course materials, etc. The student must attend the mandatory orientation.

Nursing Ceremonies and Traditions

White Coat Ceremony

The White Coat Ceremony is for the welcoming of new students to the nursing program. During the White Coat Ceremony, students are robed with their first white lab coats, the traditional dress of nursing professionals. Student participation in the White Coat ceremony affirms their commitment to a profession of caring and compassion using the knowledge and skills necessary to care for all in need.

Pinning Ceremony

The nursing program holds a Pinning Ceremony after the spring semester. Students who are successful at completing all program requirements are eligible to attend the Pinning Ceremony. The Pinning Ceremony is a tradition in nursing as a rite of passage from student to professional nurses. Students are encouraged to attend the Ceremony; however, participation does not indicate that the student has passed all nursing courses.

Abilities and Skills Required for Nursing

Students must be able to perform these essential functions and skills, with or without reasonable accommodation.

Students are expected to:

1. Lift and carry at least 25 pounds independently.
2. Sit, bend, reach, walk, and stand throughout the workday, with one 30-minute meal break.
3. Push and pull patients utilizing proper body mechanics or assistive devices.
4. Demonstrate adequate visual and auditory acuity, with or without adaptive devices, to conduct assessments such as inspection and evaluation of heart and lung sounds.

5. Exhibit manual dexterity necessary to operate supplies and equipment, including syringes, dressings, suctioning apparatus, oxygen equipment, and assistive devices.
6. Safely lift and transfer patients between stretchers, beds, and wheelchairs, employing appropriate minimum and maximum assistance techniques.
7. Communicate effectively both verbally and in writing and display strong interpersonal skills.
8. Accurately calculate medication dosages relevant to clinical scenarios and safely prepare and administer medications.
9. Function efficiently in fast-paced and potentially stressful environments:
10. Academics: Manage intense stress in classroom, laboratory, or clinical settings.
11. Workplace: Adapt flexibly to rapid changes in patient conditions.

Nursing Program Materials and Supplies

1. ATI Course Materials- These must be purchased from the bookstore on campus.
2. Electronic Device for Coursework- Chromebooks are not compatible with all of the nursing program learning systems.
3. Clinical Uniform Requirement
 - Brand: Healing Hands Color: Wine
 - Female: Top: #2500; Pants: #9560
 - Male: Top: #2590; Pants: #9590
4. A short white lab coat
5. Laboratory uniform requirement- Scrubs of any color or style
6. Two JCC Student Nurse patches- These must be purchased from the bookstore.
7. Footwear- White ONLY shoes. Shoes must have white rubber soles, closed heel, and closed toe. White socks must cover the ankle.
8. Clinical name tag- Must be white with black letters and a plain name tag holder for JCC ID.
 - Line 1: First name + last initial (e.g., George J.)
 - Line 2: JCC Nursing Student
9. A wristwatch with a second hand
10. Bandage scissors
11. Pen light
12. Stethoscope
13. Manual blood pressure cuff
14. Small notebook- Must fit in scrub jacket/ top pocket
15. Small supply bag- Max size: 15" x 11" x 6.3"

Nursing Coursework: Lecture, Skills and Simulation Laboratory, and Clinical

Behavior, Professional Conduct, and Attendance

Students are expected to attend all lectures, nursing labs, and clinicals as scheduled. Only extenuating circumstances will be considered for absences. All extenuating circumstances require supportive documentation (i.e., medical notes) and are required to be made up.

Examples of acceptable extenuating circumstances include illness, unexpected childcare conflicts, death in the family, family emergency, unsafe travel conditions outside of the NY Alert area. Submission of supportive documentation is due within 48 hours of absence related to the extenuating circumstance. Students are required to complete assignments at the appointed time in order to meet the student learning outcomes of the course.

All students are expected to strive for their best by gaining knowledge and skills for academic and professional success. Academic progress is measured by students' mastery of course content including effective writing, analysis, and logical reasoning. Students must follow the College Attendance Policy, complete assignments and exams on time, and engage thoughtfully in class. See the College's Grading and Academic Progress Policies for details.

Artificial Intelligence

The use of artificial intelligence (AI) in the lecture, lab, and clinical setting will be at the discretion of the instructor. AI may be utilized in the course setting. Expectations about the use of it will be indicated in the course syllabus.

Nursing Department Grading Policy

Course grades combine lecture, lab, and clinical performance, calculated throughout the semester to the nearest tenth. Students must pass all components of the course to satisfactorily pass the course. Repeating a course requires retaking each component. Final grades are recorded to the nearest hundredth as follows, consistent with the college's grading policy:

89.5–100: A

84.5–89.4: B+

79.5–84.4: B

74.5–79.4: C+

69.5–74.4: C

64.5–69.4: D+

59.5–64.4: D

58.5 and below: F

Lecture

Attendance

Attendance will be taken every lecture and records maintained to comply with institutional requirements. As a demonstration of professionalism, students are expected to be on time for every class. Students are expected to return on time from scheduled class breaks and to remain in class as scheduled for the entirety. It is the student's responsibility to notify the instructor of tardiness or absence from lecture due to extenuating circumstances. If a student misses a lecture session, it is the student's responsibility to get the class notes. A student who misses three days of lecture will be placed on an Academic Success Plan (ASP). Failure to meet goals outlined in the success plan will result in withdrawal or failure of the course.

Recording of Lectures

Recording of classes or labs is NOT permitted without receiving permission from each individual instructor. Students must ask permission to record prior to the start of the class. With approval, these recordings can only be for personal use and cannot be shared or placed on the internet or any social network, etc. Failure to follow this policy may lead to dismissal from the program. ADA accommodation will be honored.

Lecture Evaluation Methods

Quiz Policy

Quizzes will be announced in advance, with dates provided in the course syllabus. The course faculty retain the discretion to determine the number and format of quizzes administered during the course. The quantity of quizzes and the allowance for dropped quizzes will be specified by the instructor and clearly identified in each course syllabus. Multiple versions of a quiz may be given; however, all versions will maintain consistent content and question formats.

Students who are unable to attend a quiz due to extenuating circumstances may request a make-up opportunity, provided they submit appropriate supporting documentation. Those participating in Military assignments, Student Nurses Association or Student Government activities, or Jury Duty may take the quiz as scheduled with faculty approval. Absences for other reasons will not be considered for make-up quizzes.

Examination Requirements

All nursing students are required to adhere to the course examination schedule. Students who arrive late may take the exam, provided that no other student has completed the exam and exited the room. No additional time will be allotted for late arrivals; all students must submit their exams at the conclusion of the scheduled period.

During exams, all personal belongings, including books, papers, reference or study materials, calculators, cell phones, hats or baseball caps, smart devices (including watches), food, and beverages must be placed at the front of the room/side of the room prior to the start of the exam. Possession of any of these items during the exam will result in a grade of zero. Earphones, earbuds, and headsets are not permitted during the exam. However, disposable foam ear plugs may be used to minimize noise distractions. During quizzes and exams, “scrap paper” will be provided for student use. Students are required to write their name at the top of each sheet, and all “scrap paper” must be returned to faculty upon completion of the examination.

All electronic devices must be powered off for the duration of the exam, except for the device utilized to administer the exam. Students requiring assistance should seek help exclusively from the instructor. Communication between students is strictly prohibited during an exam; violations will result in a score of zero for all parties involved and reporting to administration for breach of the Academic Integrity Policy. When possible, students will be assigned their seat, with at least one seat separating each individual. Permission to leave the room during the exam is subject to the discretion of the instructor or proctor.

Multiple versions of an exam may be distributed; however, the content and question format will remain consistent across all versions.

Examinations are scheduled with specific time limits to support students in developing effective time management skills and to mirror the format of standardized and licensing examinations. Exam reviews are scheduled during lecture time; see details of the exam review process below. All nursing students are expected to take final exams as scheduled. A review of the final exam is only permitted with explicit authorization from the respective faculty member.

If needed, students must request a make-up exam in writing and state the reason, including documentation for the need to use a make-up exam. The lecture instructor will approve or disapprove a student's written documented request for a make-up exam. The lecture instructor will provide additional information to the student regarding the proctoring of the make-up examination.

Students absent due to Student Government Activities, Student Nurses Association activities, Military Obligations or Jury Duty will be provided with the opportunity to make-up exams. It is the responsibility of the student to arrange the make-up times.

Exam Review Process

- The exam review will be scheduled during lecture time, after all (or most) students have taken the exam. Students who have not taken the exam are not permitted to attend the exam review.
- Cell phones and electronic devices must be turned off and placed away from exam area (i.e. front of classroom). Electronic devices include smart watches, laptops, tablets, ear buds, and headphones. Electronic note taking is not permitted.
- All students present will acknowledge and sign a confidentiality statement before the exam review begins.
- Students may take notes (basic terms) to reference additional information and references during review. Pictures and recording are NOT allowed.
- The question and answer for each item will be reviewed during the dedicated exam review time.
- If a student finds after exam review, that there is still an alternative answer, the student must utilize the "exam question clarification form" to provide reliable evidence and initiate a conversation with the lecture instructor.

- Remediation and additional assistance to students for further clarification on exam content after the exam review is offered with lecture faculty via scheduled appointments or office hours, and in the Nursing Success Center.

Item Analysis Procedure

The faculty designs exam questions to the content objective being taught. The faculty will review the results of all exams statistically to determine the appropriateness of each question. All completed exams undergo an item analysis. Final assessment grades will not be posted to the LMS until this process is completed.

Test Policy

At the beginning of the course, students will receive clear criteria in the syllabus for the grading weight of each exam. Students are informed at the beginning of the semester of all testing dates and times and notified in writing or via LMS of any changes to the course exam schedule. Students will utilize ATI for the administration of all assessments (quizzes and exams). Students must utilize their own compatible electronic device. Students with testing accommodation may take their exam in the Collaborative Learning Center under the supervision of the Testing Center.

Unit exams will total 40-50 points, and final exams will total 90-100 points. Official assessment grades will be posted in the LMS grade center. All exams will include item-types (question styles) and partial scoring that is in accordance with NCSBN (National Council of State Boards of Nursing) for the NCLEX exam. Questions on quizzes and exams will be scored in accordance with NCSBN practices for the NCLEX exam. All questions will be weighed at zero. The item-types will be scored as follows:

- 0/1 scoring: multiple choice (MC), matrix MC, multiple response selects, drop-down close, drag and drop close, bowtie item, dosage calc, ordered response.
- +/- scoring: select all that apply, highlight items, highlight table, matrix multiple response, multiple response grouping.
- Rationale scoring: drop-down rationale, drag and drop rationale.

Nursing Skills/Simulation Laboratories

The Skills and Simulation laboratories provide students an environment to acquire the skills needed to provide safe and effective nursing care. Laboratory sessions are supervised by faculty who provide formal instruction, demonstration, and feedback. Open lab hours, as available, offer students an opportunity for practice. Skills practice may be required for an individual student by the faculty.

The lab is intended to be a mirror of the clinical setting. Students are expected to model clinical behavior when in the laboratory environment. All equipment, including manikins, must be handled carefully and with respect; assistance should be sought when needed. Instructions regarding clean-up and recycling or reuse of supplies must be followed. Students must comply with verbal and written guidelines, policies, and procedures for lab conduct.

The equipment in the nursing laboratory spaces (Simulation Center, Skills Lab, and Cannoneer Nursing Success Center) has been selected to increase student learning, so care of equipment is expected. Please refer to the Nursing Laboratory Policies and Procedures.

The lab is equipped with wireless internet. The wireless system allows students to practice electronic documentation and access evidence-based information to support clinical decisions. In addition, high-fidelity patient simulators are used with small groups of students to engage in high-risk clinical scenarios in a safe learning environment. Clinical judgment and reasoning are developed in a robust debriefing session post-simulation through reflection of decision-making and teamwork processes.

Skills Laboratory

The nursing skills laboratory is where students are introduced to nursing skills, concepts and procedures that they will then take into their clinical settings. These laboratory sessions are taught by nursing faculty. Manikins, models and other equipment provide a non-threatening, hands-on learning environment for skill acquisition. Students will perform simulated skills practice until mastery of the skill/procedure is achieved, to the point where students satisfactorily validate a skill/procedure and safely perform the skill/procedure in the clinical setting.

Professional Conduct

Professional conduct and communication are always expected in the skills lab. Please refer to the Nursing Laboratory Policies and Procedures. It is expected that all participants will maintain a respectful learning environment. Cellular phones and smart watches are not permitted to be used during simulation lab sessions.

Skills Validation

Skills validation will occur throughout all clinical nursing courses. The intention of the skills validation process is to identify areas where students may need additional instruction or practice. Validation will prepare students for real-world clinical experiences and required assessments. Each student will receive a checklist of nursing skills/procedures per course that must be satisfactorily validated to fulfill skills lab requirements. Please refer to the Skills Validation Policy.

Skills Lab Attendance

Attendance for all skills lab sessions is mandatory. Students are to report to the nursing lab classroom on time, as scheduled. Students may not be permitted into the lab session after the session has begun.

If a student is tardy or absent from a skills lab session due to extenuating circumstances, the student must email the Lab Coordinator and faculty instructors as soon as possible for notification. The student is then responsible for making up the lab through pre-arrangement with the nursing Lab Coordinator. It is the responsibility of the student to make arrangements within one week for skills lab make-up. Failure to make up a lab will result in the student receiving an “incomplete” grade in that nursing course. The incomplete work must be completed before the student can progress to the next nursing course.

The “Lab Make-up Documentation” form is the only acceptable evidence that an excused lab session or has been made up. Lecture grades will be withheld until the form is received by the appropriate indicated person. If this document is not submitted to the appropriate indicated person (Lab Coordinator) by the date indicated on the form, the student will not meet the requirements of the course.

Student Expectations in Skills Lab

All students are required to review, receive clarification on, sign, and abide by the student expectations in nursing laboratory sessions as detailed in the Nursing Laboratory Policies and Procedures at the start of each course simulation lab session. As described in these documents, students are held accountable to the general guidelines, equipment care and maintenance, dress code, confidentiality, and code of conduct for each skills lab session. Failure to comply with the policies and procedures will result in the inability to participate in required simulation labs and therefore, the inability to meet the course requirements.

Skills Lab Preparation

The required pre-lab assignments will be posted on the corresponding Brightspace course site. Students must have the pre-lab assignments completed prior to the start of the lab session. Students may be dismissed from the lab session if the pre-lab assignments are not complete.

Skills Lab Dress code

Scrubs (any color/style) and clean, duty-type shoes are required for all scheduled skills lab classes (toe and heel coverage is required on the shoe). No clogs, open-toed shoes, sandals, high heels/wedges, moccasins, boots, or flip flops. Sneakers are preferred. Scrubs do not have to be the scrubs required for clinical. Solid colored long sleeve shirts may be worn under scrub top for skills lab. A scrub/lab coat may be worn. No hoodies or sweaters permitted.

Skills Validation Process

The skills lab helps students master more than 180 essential nursing skills to allow them to enter lab time more prepared and enter clinicals more confidently. Alignment with curriculum ensures consistency in skills techniques taught throughout the nursing program.

The purpose of the skills validation process is to provide consistency in the skills validation across the nursing curriculum and identify areas where students may need additional instruction or practice. Validation will prepare students for real-world clinical environments and licensure examinations. Each student will receive a checklist of clinical nursing skills that need to be completed per course and kept up to date to participate in clinical experiences.

Definitions

Skills validation: the process of validating the competency of a specific skill or set of skills performed by a nursing student.

Skills checklist: step-by-step instructions provided by ATI for the successful completion of each skill. The checklist is a tool to guide student practice and to evaluate student performance.

Components

- The specific skills that require validation for a nursing course are determined by the Clinical and Simulation Coordinator. These skills will be identified at the start of the course and accessed directly through ATI.
- The skills checklist will be posted on the course LMS page at the start of the course. The checklists may also be printed and distributed to students in the lab session(s).
- The skills will be assigned, introduced, practiced, and applied in scheduled skills lab and simulation lab sessions throughout the course. Following the scheduled session in which the skills are introduced, students are responsible for continued practice of the skills in the CNSC.
- When the student has sufficiently practiced a skill, they will take the following steps to validation.
 - Validate the skill in the scheduled Skills Lab session, designated for Skills Validation. For any skills that are not validated in the dedicated scheduled lab session, the student will schedule an appointment for skills validation in the CNSC.
 - If the student does not demonstrate proficiency during skills validation, the student will receive a lab referral for additional skill practice.
- All required skills need to be validated by the deadline provided by the Clinical and Simulation Coordinator. Failure to validate skills by the deadline indicated will result in initiation of the Remediation Process.

Responsibilities

- Clinical and Simulation Coordinator: is responsible for posting the skills and skill checklists for each course, at the start of the course.
- Nursing Success Coach: is responsible for creating and maintaining a spreadsheet for skills validation (and access to such) for each course. The NSC is also responsible for maintaining the Cannoneer Nursing Success Center hours, scheduling and training peer tutors in Cannoneer Nursing Success Center, tracking skills validation completion, and communicating this information to lab faculty.
- Nursing faculty, staff, and peer tutors: are responsible for validating skills. Students: are responsible for preparing for skills practice in skills lab, practicing skills in the Cannoneer Nursing Success Center following skills lab sessions, and scheduling skills validations by the indicated deadline. Students are also responsible for bringing their checklists with them to validate skills.

Skills Lab Evaluation

Each student will be evaluated on their skills lab performance following each scheduled skills lab session utilizing the Skills Lab Evaluation tool. The lab instructors will complete the evaluation and email it to the student within 48 hours following the skills lab.

For RN Skills labs (NUR 231A):

At mid-term and at the conclusion of all skills lab requirements for a course, the average of the total Skills Lab Evaluation tool scores for each skills lab will be determined by the Clinical and Simulation Coordinator. If the average falls below 69.5% at mid-term, an ASP will be initiated for the student by the Clinical and Simulation Coordinator. If the average falls above 69.5% at the conclusion of all skills lab requirements for a course, the student receives a satisfactory grade for skills lab. If the average falls below 69.5%, an ASP will be initiated for the student by the Clinical and Simulation Coordinator. Once the ASP outcomes are met, the student will receive a satisfactory grade for clinical. If the ASP outcomes are not met by the end of the term and the student has passed all other components of the course, the student will receive an incomplete grade for the course. If the outcomes of the ASP are not met within 90 days of the incomplete and the student has passed all other components of the course, the student may not progress in the program and will receive an overall grade of D in the course.

Students will be notified of their skills lab evaluation in the course LMS gradebook at mid-term and at the conclusion of the course. Students will be informed of their weekly skills lab grades via email from their lab instructor as mentioned above.

For PN Certificate Skills labs (NUR 100, 101, 112):

At mid-term and at the conclusion of all skills lab requirements for a course, the average of the total Skills Lab Evaluation tool scores for each skills lab will be determined by the Clinical and Simulation Coordinator. If the average falls below 69.5% at mid-term, an ASP will be initiated for the student by the Clinical and Simulation Coordinator. At the conclusion of all skills lab requirements for a course, the average of the total Skills Lab Evaluation tool scores for each skills lab will be determined.

Students will be notified of their skills lab evaluation in the course LMS gradebook at mid-term and at the conclusion of the course. Students will be informed of their weekly skills lab grades via email from their lab instructor as mentioned above.

Remediation- Skills Lab

The CNSC and the Nursing Department have resources available to assist with remediation of students related to the skills lab learning experience. Students may require remediation based on academic performance or due to conduct/behavior.

Academic remediation related to skills lab, begins with a referral for an ASP by the facilitator or self-referral by the student. The Nursing Success Coach will follow up with the student in accordance with the ASP policy.

Students may be dismissed from skills lab due to unpreparedness and/or poor conduct that affects the learning experience. Remediation related to dismissal, conduct, or behavior in skills lab begins with the initiation or continuation of the Nursing Department remediation process. The lab instructor will also initiate a referral for an ASP. The Nursing Success Coach will follow up with the student in accordance with the ASP policy. Additionally, the student will coordinate with the Lab Coordinator to schedule a make-up skills lab.

Dosage Calculation Proficiency and Remediation Process

Proctored Dosage Calculation assessments (ATI Practice Assessment) will be scheduled during each skills lab section, after 75% of the lab is completed. Students will receive three attempts to reach a benchmark grade of 90% on the ATI Practice Assessment delivered. These attempts will be scheduled during dedicated skills lab time.

If students do not reach the benchmark on the first attempt, they will complete a focused review based on their performance on the ATI Practice Assessment. Students will complete the post-test for each lesson indicated on the focused review, reaching a mastery level of 100% for each post-test. By the designated due date, students must submit the focused

review report and the results of each post-test to the skills lab instructor(s) via email in order to sit for the next scheduled Dosage Calc Assessment.

If students do not reach the benchmark on the second attempt, they will repeat the above process by the designated due date. If students do not reach the benchmark on the third attempt, an ASP will be initiated by the skills lab instructor.

Failure to meet the designated deadlines will result in the initiation of the Remediation process. Failure to complete the Dosage Calculation Proficiency and Remediation Process will result in an unsatisfactory in skills lab, and therefore course failure.

Students may choose to use their testing accommodation, as applicable, to take their proctored Practice Assessments.

Simulation Laboratory

Simulation Center

The simulation center is a learning center where nursing students gain real-world experience in a controlled clinical setting. The simulation center houses low to high-fidelity manikins that allow students to practice their knowledge and skills with life-like manikins and standardized patients in a controlled and safe environment. Due to the value that simulation plays in promoting critical thinking and clinical reasoning, it is incorporated into every clinical course. The center is equipped with realistic medical equipment to support student learning.

Simulation is integrated throughout the nursing curriculum to complement classroom and clinical experiences to aid in preparing students for competent practice. Each simulation scenario is designed to provide specific learning opportunities based on student learning outcomes for each course. During simulation lab experiences, nursing students implement patient care based on their scope of practice including critical thinking, communication, assessment, delegation, and teamwork.

The JCC Nursing Department adopts the Basic Assumption:
*“We believe that everyone participating in activities at Jefferson
Community College is intelligent, capable, cares about doing their best
and wants to improve.”*

Simulation Lab Personnel Glossary

Facilitator: Trained faculty and staff that lead the pre-brief, scenario, and debrief

Clinical & Simulation Coordinator: Maintains Simulation Lab curriculum including learning outcomes, student lab assignments and materials, simulation schedule, simulation policies, faculty and student preparation and orientation

Lab Coordinator: Manages all equipment and supplies, maintains simulation center space, prepares simulation rooms, coordinates all nursing lab make-ups, provides simulation orientation to all faculty/staff, students, and standardized patients

Standardized Patient (SP): An individual trained to portray a patient with a specific condition or role in a realistic, standardized, and repeatable way and where portrayal/presentation varies based only on learner performance

Components of Simulation Lab

Pre-briefing

Pre-briefing sets the stage for the simulated clinical experience. It is critical that students come to the pre-briefing session having completed all of the pre-simulation assignments. Incomplete pre-simulation assignments initiates the remediation and make-up processes, and may lead to dismissal from the lab session. Pre-briefing provides the opportunity for an orientation to the simulation setting, manikins/simulators, roles, expected learning outcomes, specifics of the scenario, and methods of evaluation. Students are given time to ask questions and receive clarification on any aspect of the environment or the scenario.

Scenario

Students are expected to engage in the simulation scenario as a team within the scope of practice appropriate to their level as student nurses, consistent with the real clinical setting. They are encouraged to apply clinical judgment, collaborate effectively as a healthcare team, and make informed decisions to provide safe and compassionate patient care throughout the scenario.

Debriefing

In accordance with the INACSL Standards of Best Practice: Simulation Debriefing, all simulation-based learning experiences will include a planned debriefing session using reflective practices to ensure the best possible learning outcomes and improve future performance. It is the belief of the nursing program that debriefing is a critical component of the simulation lab. Debriefing provides immediate feedback after the simulated experience and is a reflective critical thinking analysis and communication tool for participants of the simulation exercise. Participants have time to reflect on their performance and receive constructive feedback from the facilitator and/or peers. Debriefings will be facilitated in a psychologically safe learning environment by facilitators who possess debriefing skills.

Confidentiality

The premise of simulation is to establish a safe learning environment where mistakes are seen as an opportunity for reflection and growth to improve patient care and outcomes in clinical practice. As such, each student is expected to maintain confidentiality and be respectful of their peers. Any and all activities including conversations that occur during the scenario or debriefing will not be discussed beyond the simulation environment. Please refer to the Nursing Laboratory Policies and Procedures.

Recordings

The simulation center uses video recordings of simulation activities for the purposes of instruction, reflection, and evaluation. Recordings of simulation activities will be used for educational purposes and will not be published without learner consent. Please refer to the Nursing Laboratory Policies and Procedures.

Professional Conduct

Professional conduct and communication are always expected in the simulation center. Please refer to the Nursing Laboratory Policies and Procedures. Students will be participating in and observing others during simulation experiences. It is expected that all participants will maintain a respectful learning environment. Cellular phones and smart watches are not permitted to be used during simulation lab sessions.

The simulation center should always be treated as a real clinical setting. The nursing department recognizes that manikins are not real. However, all manikins and standardized patients should be treated as if they are actual patients.

Psychological Safety

The nursing program is committed to ensuring a psychologically safe and engaging learning environment. In the event of psychological concern or distress during any part of simulation lab experience, facilitators offer first-line support or assistance to students.

Simulation Lab Scheduling

Each simulation lab session will be scheduled for a total of three hours and will count towards clinical hours. The pre-brief will be scheduled on SOAR for a 60-minute time block. All students participating in simulation lab for the course on that day will attend pre-briefing together. Based on the course, students will either self-schedule or be assigned a scheduled time to participate in the scenario following the pre-brief, and the debriefing

following the scenario. The scenario may take up to 30 minutes and students will be participating in small groups. Following the scenario, debriefing may take up to 60 minutes and includes the same small group of students and the facilitator. Failure to complete the entire pre-brief, scenario, and debrief as scheduled will result in a makeup simulation session that will include all three components.

If appropriate to the course, self-scheduling for the scenario/debrief time must be completed by 12pm the day prior to the scheduled lab session. For Monday lab sessions using self-scheduling, the deadline is the Friday date before the lab by 12pm. Students must only schedule for a scenario/debrief time on the day that they are registered on SOAR for a simulation lab session. If the self-scheduling deadline is not met, students will be assigned a scenario/debrief time on the day of their registered lab session.

Simulation Lab Attendance

Attendance for all simulation labs is mandatory. Students are to report to the assigned classroom (for pre-briefing) and the simulation center (for scenario) on time, as scheduled. Students will not be permitted into the pre-brief or the scenario after the session has begun. If a student arrives late for any component of the simulation experience, they will be required to make up all components of the simulation (pre-brief, scenario, and debrief) and the remediation process will be initiated or continued.

If a student is tardy or absent from a simulation lab session due to extenuating circumstances, the student must email the Lab Coordinator and pre-brief facilitator as soon as possible for notification. The student is then responsible for making up the lab through pre-arrangement with the nursing Lab Coordinator. It is the responsibility of the student to make arrangements within one week for simulation lab make-up. Failure to make up a lab will result in the student receiving an “incomplete” grade in that nursing course. The incomplete work must be completed before the student can progress to the next nursing course.

The “Lab Make-up Documentation” form is the only acceptable evidence that an excused lab session has been made up. Lecture grades will be withheld until the form is received by the appropriate indicated person. If this signed document is not submitted to the appropriate indicated person (Lab Coordinator) by the date indicated on the form, the student will not meet the requirements of the course.

Simulation Lab Dress code

Students will follow the requirements for the clinical uniform and dress code for all scheduled simulation lab sessions.

Simulation Lab Preparation

The required pre-simulation assignments will be posted on the corresponding Brightspace course site. Students must have the pre-simulation assignments completed prior to the start of pre-brief. Students may be dismissed from the simulation lab session if the pre-simulation assignments are not complete. Students are expected to utilize the simulation database to engage in the pre-brief discussion, to reference during the scenario, to reflect on during the debrief, and to submit to the facilitator at the conclusion of the debriefing.

Student Expectations in Simulation Lab

All students are required to review, receive clarification on, sign, and abide by the student expectations in nursing laboratory sessions as detailed in the Nursing Laboratory Policies and Procedures at the start of each course simulation lab session. As described in these documents, students are held accountable to the general guidelines, equipment care and maintenance, dress code, confidentiality, and code of conduct for each sim lab session. Failure to comply with the policies and procedures will result in the inability to participate in required simulation labs and therefore, the inability to meet the course requirements.

Simulation Lab Evaluation

Each student will be evaluated following each scheduled simulation lab session utilizing the Creighton Competency Evaluation Instrument (CCEI). The session facilitator will complete the CCEI evaluation and email it to the student within 48 hours following the simulation lab debrief. Simulation lab evaluation is a component of the overall clinical grade, as in the clinical section of this handbook.

For RN Simulation Lab (NUR 231A, 231B, 232):

At mid-term and at the conclusion of all clinical requirements for a course, the average of the total CCEI scores for each clinical and simulation lab will be determined by the Clinical and Simulation Coordinator. If the average falls below 69.5% at mid-term, an ASP will be initiated for the student by the Clinical and Simulation Coordinator. If the average falls above 69.5% at the conclusion of all clinical and simulation lab requirements for a course, the student receives a satisfactory grade for clinical. If the average falls below 69.5%, an ASP will be initiated for the student by the Clinical and Simulation Coordinator. Once the ASP outcomes are met, the student will receive a satisfactory grade for clinical. If the ASP

outcomes are not met by the end of the term and the student has passed all other components of the course, the student will receive an incomplete grade for the course. If the outcomes of the ASP are not met within 90 days of the incomplete and the student has passed all other components of the course, the student may not progress in the program and will receive an overall grade of D in the course.

For PN Certificate Simulation Lab (NUR 100, 101, 112):

At mid-term and at the conclusion of all clinical requirements for a course, the average of the total CCEI scores for each clinical and simulation lab will be determined by the Clinical and Simulation Coordinator. If the average falls below 69.5% at mid-term, an ASP will be initiated for the student by the Clinical and Simulation Coordinator. At the conclusion of all clinical and simulation lab requirements for a course, the average of the total CCEI scores for each clinical and simulation lab will be determined.

All students will be notified of their averaged clinical and simulation lab evaluation grades in the course LMS gradebook at mid-term and at the conclusion of the course. Students will be informed of their weekly CCEI grades via email from their clinical instructor and simulation lab facilitator as mentioned above and in the Clinical section of this handbook.

Students will complete an anonymous evaluation at the conclusion of each debrief and submit it in the Nursing Department drop box following completion. These evaluations will be used for quality improvement only.

Remediation- Simulation Lab

The CNSC and the Nursing Department have resources available to assist with remediation of students related to the simulation lab learning experience. Students may require remediation based on academic performance or due to conduct/behavior. Academic remediation related to simulation lab, begins with a referral for an ASP by the facilitator or self-referral by the student. The Nursing Success Coach will follow up with the student in accordance with the ASP policy.

Students may be dismissed from simulation lab due to unpreparedness and/or poor conduct that affects the learning experience. Remediation related to dismissal, conduct, or behavior in simulation lab begins with the initiation or continuation of the Nursing Department remediation process. The facilitator will also initiate a referral for an ASP. The Nursing Success Coach will follow up with the student in accordance with the ASP policy. Additionally, the student will coordinate with the Lab Coordinator to schedule a make-up simulation lab.

Clinical

Clinical Placement Policies

Clinical hours, as scheduled, are required to meet course and degree requirements.

Clinical assignments are based on course objectives and agency requirements.

The use of electronic devices including tape recorders, smartphones/watches, cameras, and other recording equipment for capturing identifiable patient information is strictly prohibited in the clinical setting. Recording devices are also not permitted during preconference, post-conference, or any patient care meetings.

Access to patient records is granted to students only as directed by clinical faculty. While engaged in clinical activities, students are required to utilize only their student ID/credentials. Students who are concurrently employed at the clinical facility must refrain from using their employee credentials for accessing restricted areas, computer systems, or patient records; failure to comply may result in immediate dismissal from the program. Any unauthorized use as specified above constitutes a violation and may lead to disciplinary action, including dismissal.

Students are expected to practice within their defined scope, corresponding to their current level of knowledge and skills in the program and under the direct supervision of a clinical instructor or registered nurse (RN). Patient confidentiality must be maintained at all times. All nursing procedures and medication administrations require direct oversight by either a clinical instructor or assigned RN. Breaches of basic medication administration principles, such as omitting identification or allergy verifications and neglecting to observe the rights of medication administration, may warrant immediate removal from the clinical setting and further disciplinary action.

Student Expectations in Clinical (Clinical Behavior Requirements)

The student will:

1. Ensure continuity of care through responsible preparation, implementation, and documentation of nursing care provided to patients.
2. Demonstrate respect toward all individuals, including patients, their families, health team members, and themselves, in accordance with the Patient's Bill of Rights, American Nurses Association (ANA) Standards of Care, standards of nursing performance, and the ANA Code of Ethics for Nurses.
3. Exhibit professionalism consistently.

4. Adhere to the prescribed dress code, presenting professional attire and demeanor during clinical sessions and when obtaining assignments.
5. Refrain from smoking while in uniform; smoking is strictly forbidden on or near clinical agency premises.
6. Maintain punctuality in reporting to and leaving the clinical site and promptly notify the clinical instructor regarding any lateness or absence due to extenuating circumstances.
7. Observe designated lunch and break periods and report to faculty and appropriate personnel when leaving for breaks or upon concluding the clinical day.
8. Abstain from chewing gum while on clinical units.
9. Avoid congregating at desks or in hallways.
10. Park vehicles in designated areas at the clinical agency ONLY.
11. Do not carry cell phones, smart watches, or electronic recording devices while on clinical units.
12. Report any changes in health status to the Nursing Success Coach and communicate with clinical instructor before the next scheduled session.
13. Apply the clinical judgment measurement model for assigned patients, aligning with clinical agency requirements, unit protocols, and established nursing guidelines.
14. Demonstrate care and concern for patient well-being.
15. Support a quiet and therapeutic environment.
16. Adapt effectively to changes within the clinical setting.
17. Deliver safe and effective nursing care:
 - a. Review and implement updated orders throughout the day.
 - b. Organize and complete patient care efficiently and punctually.
 - c. Monitor patient safety and comfort needs continuously.
 - d. Address situations where nursing principles may be compromised.
18. Perform procedures and treatments safely and effectively:
 - a. Practice and review all procedures prior to clinical engagements.
 - b. Identify and fulfill basic care needs without prompting (e.g., turning, intake & output, range of motion, vital signs, skin care).
 - c. Follow all clinical agencies and departmental policies; provide care within program and agency requirements.
 - d. Display confidence and composure during procedures and treatments.
 - e. Respect patient privacy at all times.
19. Administer medications in strict accordance with the JCC Medication Administration Procedure.
20. Arrive at the clinical setting fully prepared with all necessary supplies (e.g., stethoscope).

21. Document all information accurately, concisely, completely, legibly, and promptly:
 - a. Complete documentation on appropriate forms without reminders.
 - b. Consult faculty when recording abnormal assessment findings.
 - c. Maintain neatness and organization in charting, employing correct terminology and spelling.
 - d. Comply with agency documentation requirements, both written and electronic and correct errors per established protocols.
22. Employ effective communication skills that uphold human dignity with peers, faculty, and health team members:
 - a. Demonstrate appropriate verbal and non-verbal interactions with patients and families.
 - b. Avoid behaviors or statements that may cause unnecessary anxiety.
 - c. Collaborate with other healthcare providers in planning and implementing care.
 - d. Immediately inform faculty and staff nurses of any patient condition changes or encountered issues.
 - e. Maintain courteous and therapeutic communication throughout all interactions.
23. Engage in self-evaluation:
 - a. Objectively assesses personal performance.
 - b. Set and pursue individual goals and objectives.
 - c. Recognize personal strengths and areas for improvement.
 - d. Promptly acknowledge and report mistakes, taking corrective action with instructor guidance.
 - e. Accept constructive feedback professionally and without excuses.
 - f. Assume responsibility for personal actions, recognizing limitations and seeking guidance as needed.
24. Respond appropriately to emergency signals in compliance with each clinical agency's protocols.
25. Maintain up-to-date CPR certification, immunizations, and TB testing as required by the Nursing Department, and perform CPR competently when necessary.
26. Practice within the legal and ethical framework of nursing, remaining accountable for all aspects of practice.
27. Protect patient confidentiality in accordance with HIPAA regulations and the ANA Code of Ethics.
28. Operate within the boundaries established by the Nurse Practice Act (State of New York), specific course competencies, program requirements, Jefferson Community College guidelines, and clinical agency procedures.

Compliance with these Clinical Behavior Requirements is mandatory throughout the entirety of enrollment in the Nursing program. Noncompliance will result in disciplinary action, up to and including dismissal from the program.

The nursing program reserves the right to dismiss any student whose clinical performance is deemed unsafe, characterized by dangerous, inappropriate, irresponsible, or unethical behavior, which places, or could place, the student, patient's family, or health team members at risk.

Travel Requirements

Students are responsible for their own transportation to and from clinical facilities. Travel includes, but is not limited to: Watertown, Carthage, Lowville, Syracuse, Ogdensburg, Gouverneur, and Cape Vincent. Car-pooling among students is strongly encouraged. The College does not provide transportation to clinical sites.

Professional Conduct

The nursing faculty believes that standards of professional conduct are an inherent part of professional socialization and expects students enrolled in the Nursing program to always adhere to the standards. Students will practice within the boundaries of the Nursing Student Handbook and the policies and regulations of the assigned clinical healthcare agency.

There will be **ZERO TOLERANCE** for inappropriate and unprofessional behavior including but not limited to, outbursts of anger, use of vulgar or obscene language in any educational setting or menacing/ threatening behavior will result in disciplinary action up to and including dismissal from the program.

Such behavior is inconsistent with professional standards and inappropriate for students aspiring to a career in nursing. In the event of unprofessional conduct/ behavior, an ASP will be initiated to address the behavior and document the actions to be taken.

Clinical Observation Experiences

Students assigned to clinical observation experiences may not provide any direct patient care without the supervision of an assigned nurse. Objectives and guidelines for each experience will be shared with students and staff in the clinical setting.

Each student will have a nurse assigned at the site for the observation experience. The assigned nurse will:

1. Provide students with direction and guidance, and an orientation to the environment.
2. Act as a facilitator to assist students to meet objectives for the experience.
3. Serve as a resource for student questions.
4. Supervise patient care, medication administration, and nursing skills.

Specialty Clinical Scheduling

If applicable to the course, specialty clinical schedules will be made available to students as soon as possible. Please be aware that rotations are assigned to accommodate the required number of clinical hours. The student's personal convenience cannot always be accommodated, and schedules are subject to change at any time and with little notice. It may be possible that clinical agencies cancel a clinical shift and/or rotation. If this occurs, every effort will be made to schedule a similar number of hours and clinical experience.

Background Check Requirement

Jefferson Community College is obligated to comply with requirements set forth by agencies for on-site clinical training by those respective clinical agencies. Background checks will be completed by the agency utilizing the appropriate Statewide Central Register Database Check Form. The course faculty will initiate this.

Health and Safety Requirements

Students must maintain health clearance requirements, immunizations, TB screening, CPR certification, and background checks.

Physical Examination

The New York State Department of Health, Regulation 405.3, requires a physical examination that includes their medical history and either a skin test or an IGRA blood test for tuberculosis (TB) with annual reassessment for all people who have patient contact. All nursing students are required to have their physical examinations completed and on file by the designated time assigned. ALL students MUST be fully cleared by the Nursing Success Coach before the start of clinical rotations.

Professional Rescuer CPR Basic Life Support (BLS) Competency

All students enrolled in the Nursing program are required to successfully complete a basic life support course prior to beginning the Nursing program and renew it annually. The Professional Rescuer CPR (BLS) course according to the criteria of the American Heart Association meets this competency. Students are responsible for providing a copy of their current card to the Nursing Success Coach by the assigned deadline. The second-year student may take a renewal course to meet the annual requirement.

Immunization Requirements

New York State law requires healthcare students to show immunity to rubella (regardless of age), measles, mumps, and seasonal flu. Students must also meet CDC guidelines and any facility-specific requirements for immunity to pertussis, Hepatitis B, and Varicella. Students who cannot provide proof of these immunizations must get vaccinated and submit documentation appropriately.

- MMR immunity can be verified by two measles shots, one mumps shot, and one rubella shot, or by blood tests showing adequate antibodies.
- Hepatitis B immunity is demonstrated by completing all three doses of the vaccine, a lab test confirming immunity, or signing a declination.
- Varicella immunity is shown by having two varicella vaccinations, or a lab test.
- Pertussis immunity requires a Tdap vaccination within the last ten years.
- Official documentation is required by New York State. Acceptable records may include military records, school health records, doctor or clinic documents, immunization registry printouts, and similar sources.

Role Identification

Students are permitted in the clinical setting in the role of “Student Nurse” only during the designated clinical rotation times. When not in the role of “Student Nurse”, students assume the role of visitor and abide by hospital regulations. Uniforms, lab coats, or name tags should not be worn while the student is in the role of visitor.

Core Clinical Competency Assessment (CCCA) Policy

The Core Clinical Competency Assessment (CCCA) process is required for most nursing courses that include a clinical component. It was formally referred to as “critical element testing”.

The CCCA process is a high-stakes formal evaluation process used to assess a student's ability to safely, accurately, and independently perform essential clinical skills. CCCA evaluation requires students to demonstrate competency according to best practices in a simulated environment. Students are expected to perform designated skills using evidence-based practice, clinical judgment, therapeutic communication, infection prevention practices, and adherence to safety protocols.

This high-stakes assessment determines whether the student has developed the foundational knowledge, skills, and professional behaviors necessary to meet course learning outcomes and progress in clinical practice.

Required Competencies:

Competencies required for CCCA evaluation will be determined by the Nursing Department. The specific competencies to be evaluated for each nursing course will be identified and communicated on the course Brightspace page. Students are expected to validate and practice required competencies during laboratory instruction and clinical experiences prior to and after formal CCCA testing.

A competency may include a concept that has multiple accompanying skills that could be evaluated. For those competencies, the student will blindly “draw” the skill to be tested at the scheduled evaluation time. For example, one competency to be assessed is the concept of asepsis, and the skills to be evaluated include one of the following: establishing a sterile field, sterile gloving, insertion of foley catheter, or sterile dressing change.

CCCA Evaluation Process:

CCCA evaluation will be conducted in a recorded, simulated clinical environment on campus. Students will be assigned a scheduled testing date and time and are responsible for arriving prepared and on time. Evaluation will be completed by the assigned clinical instructor or designated nursing faculty evaluator.

Student performance will be evaluated using the Skills Checklist (serving as rubric) for the designated competency. Students are responsible for reviewing the rubric and competency expectations prior to testing. CCCA evaluation utilizes a three-point scoring scale as follows:

- 3 = Competent to function at the designated course level- assembled equipment, explained the procedure and performed the skill safely and efficiently
- 2 = Needs improvement (further education and practice)- required assistance from evaluator, was unsure of the steps of the procedure, and/or performed the skill with error
- 1 = Unsatisfactory, hazard to patient and others- unable to assemble proper equipment, could not explain the procedure, and/or could not perform the skill safely

Students are permitted a maximum of three attempts to successfully achieve a score of 3 for each required CCCA. For CCCA's that include a "draw" for the assigned test, students will re-draw for second and third attempts.

If a student is unsuccessful on the first or second attempt, faculty may require remediation activities prior to the next testing opportunity. Failure to achieve a satisfactory score of 3 after three attempts will result in unsuccessful completion of the required competency and therefore unsatisfactory completion of the required clinical component of the course. The student will not be able to progress in the nursing program.

Failure to attend a scheduled CCCA test without appropriate notification of an extenuating circumstance may be considered an unsuccessful attempt at the discretion of the evaluator. Students arriving late to their scheduled testing time may not be permitted to test and therefore forfeit that testing opportunity.

Clinical Evaluation

Each student will be evaluated following each clinical day utilizing the Creighton Competency Evaluation Instrument (CCEI). The clinical instructor will complete the CCEI evaluation and email it to the student within 48 hours following the clinical. In addition, students will complete a self-evaluation at mid-term and at the conclusion of the clinical rotation. Simulation lab evaluation is a component of the overall clinical grade, as described below.

At the mid-term and final points of the clinical rotation for each clinical course, each student will complete the Clinical Self-Evaluation form. Clinical instructors will coordinate private meetings with each individual student to review the Clinical Self-Evaluation form and provide feedback on their clinical progress. The clinical instructor will provide comments on the Clinical Self-Evaluation form and the form will be signed by both the clinical instructor and the student. The signed form will be placed in the student's file in the nursing department.

For RN Clinical (NUR 231A, 231B, 232):

At mid-term and at the conclusion of all clinical requirements for a course, the average of the total CCEI scores for each clinical and simulation lab will be determined by the Clinical and Simulation Coordinator. If the average falls below 69.5% at mid-term, an ASP will be initiated for the student by the Clinical and Simulation Coordinator. If the average falls above 69.5% at the conclusion of all clinical requirements for a course, the student receives a satisfactory grade for clinical. If the average falls below 69.5%, an ASP will be initiated for the student by the Clinical and Simulation Coordinator. Once the ASP outcomes are met, the student will receive a satisfactory grade for clinical. If the ASP outcomes are not met by the end of the term and the student has passed all other components of the course, the student will receive an incomplete grade for the course. If the outcomes of the ASP are not met within 90 days of the incomplete and the student has passed all other components of the course, the student may not progress in the program and will receive an overall grade of D in the course.

For PN Certificate Clinical (NUR 100, 101, 112):

At mid-term and at the conclusion of all clinical requirements for a course, the average of the total CCEI scores for each clinical and simulation lab will be determined by the Clinical and Simulation Coordinator. If the average falls below 69.5% at mid-term, an ASP will be initiated for the student by the Clinical and Simulation Coordinator. At the conclusion of all clinical requirements for a course, the average of the total CCEI scores for each clinical and simulation lab will be determined.

Students will be notified of their averaged clinical and simulation lab evaluation grades in the course LMS gradebook at mid-term and at the conclusion of the course. Students will be informed of their weekly CCEI grades via email from their clinical instructor and simulation lab facilitator as mentioned above and in the Simulation Lab section of this handbook.

Remediation- Clinical

The CNSC and the Nursing Department have resources available to assist with remediation of students related to the clinical learning experience. Students may require remediation based on academic performance or due to conduct/behavior.

Academic remediation related to clinical, begins with a referral for an ASP by the facilitator or self-referral by the student. The Nursing Success Coach will follow up with the student in accordance with the ASP policy.

Clinical Attendance

Attendance for each scheduled clinical day is mandatory. Students are to report to the designated meeting space at the clinical facility on time, as scheduled.

If a student is tardy or absent from a clinical due to extenuating circumstances, the student must email the clinical instructor and the Clinical and Simulation Lab Coordinator as soon as possible for notification. The student is then responsible for making up the clinical through pre-arrangement with the Clinical and Simulation Lab Coordinator. It is the responsibility of the student to initiate communication. Failure to make up a clinical will result in the student receiving an “incomplete” grade in that nursing course. The incomplete work must be completed before the student can progress to the next nursing course.

The “Clinical Make-up Documentation” form is the only acceptable evidence that an excused clinical has been made up. Lecture grades will be withheld until the form is received by the appropriate indicated person. If this document is not submitted to the appropriate indicated person (Clinical and Simulation Lab Coordinator) by the date indicated on the form, the student will not meet the requirements of the course.

Clinical Dress Code

Clinical uniform requirements and participation as a Student Representative are as follows. Failure to comply with the above uniform requirements will result in the initiation of the nursing department’s remediation policy.

1. JCC nursing clinical scrubs with JCC Student Nurse patch on the left sleeve. The clinical uniform is to be laundered, clean, and pressed.
2. Scrub pants must be hemmed 1 inch from the floor.
3. Students may wear an all-white short sleeved or long-sleeved V-neck or crew neck undershirt, and a white lab coat with JCC Student Nurse patch on left sleeve.

4. Shoes must be clean and plain white work-type shoes. No colored trim is allowed on footwear. Ankle-height white stockings or crew-type socks are to be worn at all times with footwear.
5. Name pin and current JCC student photo ID worn on the left side of scrub top. Name pin: white background with black letters. First line: student name (first name, last initial). Second line: JCC Nursing Student. JCC student photo ID card worn below name badge. Embellishments to name tag are not permitted.
6. An analog wristwatch with a second hand, bandage scissors, a stethoscope, penlight, black pens, and a sharpie. NO smart watches permitted.
7. Bathing and use of unscented deodorant is required. Strong odors such as perfume or scented lotion are not permitted.
8. Cell phone use is strictly prohibited in the clinical setting except in private areas designated by the facility.
9. Jewelry is limited to a single flat wedding ring. All other visible jewelry from piercings (ears, tongue, nose, eyebrow, etc.) must be removed while in the clinical setting and during professional sponsored activities.
10. Hair must be clean, neatly confined (not a free-flowing ponytail), out of face, and up off the shoulders and uniform without ornaments. Only natural hair color permitted.
11. Beards and mustaches must be clean and neatly trimmed, no longer than 2 inches.
12. Moderate makeup is acceptable.
13. Nails must be kept clean and short. Nail polish, including clear polish and artificial nails is not permitted.
14. Students must abide by the clinical agency's requirement regarding body tattoos.

St. Lawrence Psychiatric Center (SLPC) Dress Code

When assigned to SLPC for clinical, students are required to wear street clothes that are appropriately comfortable and professional. No jeans, tight pants, or suggestive blouses are allowed. Clinical name tag and JCC student photo ID is required.

Operating room Dress Code

When assigned to the operating room for clinical, students are required to wear the JCC clinical uniform to the hospital and then change into hospital attire (scrubs) as required by the clinical agency. Clinical name tag and JCC student photo ID is required.

Infection Control

Students are expected to incorporate appropriate safety precautions while caring for all patients, some of whom may have infectious diseases. Students will be taught standard precautions and how to protect themselves and their patients from transmissible diseases and bloodborne pathogens. Bloodborne pathogen information, instruction about standard precautions, and Occupational Safety and Health Administration Standards are reinforced throughout all semesters.

Assessment Technologies Institute (ATI)

ATI is an all-in-one resource designed to help students grasp and use complex information needed for safe and effective nursing care. ATI supports students with various tools and activities, such as indicators for academic achievement, measures of critical thinking, and learning style assessments. The platform also offers online tutorials, numerous practice and proctored assessments, and covers key areas in nursing content. Together with nursing program coursework, these resources help students prepare more effectively, increasing their confidence and mastery of nursing topics.

ATI's specialized tutorials teach nursing students essential skills, how to approach nursing situations, conduct patient assessments, and make sound clinical judgments. With this system, they can take preset quizzes, design personalized quizzes in chosen areas, or check their understanding through adaptive tests focused on specific categories. Students can access ATI Review Modules and eBooks, featuring both written and video content that target major subject areas. These modules will be assigned for pre-work preparation before arriving to class, as a part of active learning during class, or as remediation after assessments. ATI assignments may also be required for completion of an ASP. Students also have access to both practice and standardized proctored exams, which may be assigned and administered during classes. These exams are useful for pinpointing strengths and identifying areas that need improvement.

Each semester, all nursing students enrolled at Jefferson Community College must purchase the nursing department's custom ATI bundle. This bundle contains all required course materials for the nursing program, except for program supplies.

Integrated Assessment Policy

Each course will include both practice and proctored assessments delivered through the ATI platform.

Practice Assessments

ATI Practice Assessments will be open and are assigned at the beginning of the course (8-hour lockout in between attempts). Students must complete the assigned Practice Assessment(s) and focused review by the date indicated by the instructor for all students in the course. This date is to be at least one week prior to the Scheduled ATI Proctored Assessment. Submission of the grade report for the Focused Review Post Assessment is the ticket into the ATI Proctored Assessment.

Therefore, the ATI Practice Assessment(s) and focused review are to be completed prior to sitting for the scheduled ATI Proctored Assessment. Rationales for the Practice Assessment(s) will be turned off prior to the completion deadline. Rationales will be turned on one week prior to the scheduled Proctored Assessment date. A minimum of one hour of focused review is required after completion of each Practice Assessment(s). The focused review materials are created based upon the questions answered incorrectly.

Remediation

As a mandatory requirement following the completion of all assigned Practice Assessments, students are required to:

- Complete a minimum of one hour of focused review.
- Complete the Focused Review Post Assessment
- The Focused Review Post Assessment grade report must be submitted by the deadline indicated by the lecture instructor in order to be permitted to take the Proctored Assessment.

Proctored Assessments

ATI Proctored Assessments will be scheduled during lecture time, after at least 90% of the lecture material has been covered. Students must utilize their own compatible electronic device to complete the assessment. This assessment follows the same requirements as unit exams and final exams, explained above under “examination requirements”.

ATI provides a proficiency level based on performance on the Proctored Assessment. The proficiency levels are defined as:

- Level 3: Indicates strong mastery of content and readiness that exceeds expected standards. Students at this level should continue engaged review to maintain and build upon existing knowledge.
- Level 2: Indicates solid understanding and good readiness in the content area. Additional review is encouraged to deepen comprehension and prepare for advanced coursework.
- Level 1: Indicates minimal expected understanding of the tested content. Students at this level should complete additional focused review and remediation to strengthen foundational knowledge.
- Below Level 1: Indicates sub-minimal expected understanding of the tested content. Students at this level should complete additional focused review and remediation.

Proctored Assessments for each course will be evaluated based on a 10-point scale, as follows:

- Level 3= 10/10 points, 100%
- Level 2= 8.5/10 points, 85%
- Level 1= 7/10 points, 70%
- Below Level 1= 5.5/10 points, 55%

Technology and Devices

Laptop and Technology Requirements

Students entering this program are required to purchase or lease a computer laptop for in-classroom and home use. Computers are an integral part of all course instruction within the Nursing program. Please review the College's recommendations for computer purchases or check with the Helpdesk to ensure you purchase a computer that will be able to run any specialized software or textbook add-ons. Class materials are offered in multiple formats: Microsoft Word, PowerPoint, and Excel. Google Chrome is the recommended browser for ATI Learning System.

Note: Chromebooks, iPads, and tablets are good for Internet access or to access cloud applications and storage but are not able to run specialized software required for classes, some textbook add-ons, and will not meet the needs of a nursing student. Both a camera and a microphone (internal or external) are required.

Learning Management System (Brightspace)

All courses will use the College's Learning Management Portal. Courses that each student is registered for will be populated in Brightspace at the beginning of the semester. You will be required to log into the computerized course management system from the SUNY Jefferson Website (www.sunyjefferson.edu – Brightspace Learn) with your Cannoneer user code and personal password to view course requirements, access announcements, access learning materials, submit assignments and evaluations, and view your grades. You can access the computerized course management system from anywhere as long as you have a computer and Internet connection that meets the technical requirements. If you do not have a personal computer at home, you can use one of the free access computer labs at SUNY Jefferson. All students are responsible for information posted on the computerized course management system and should review announcements, assignments, and email on a regular basis.

Cell Phone and Electronic Devices Policy

The purpose of the Cell Phone and Electronic Devices Policy is to establish guidelines for the use of cell phones and other electronic devices by students enrolled in the Nursing program while in class, lab, and clinical agencies. Tape recorders, smart phones, cameras, and other recording devices are not to be used in the clinical setting for recording identifiable patient data. Additionally, recording devices are not permitted in preconference, post conference, or other patient care conferences. Violation of the cell phone and electric devices policy will result in disciplinary action by faculty, up to, and including, dismissal from the program.

Recording of classes, labs, and simulations are NOT permitted without receiving permission from each individual instructor. If permitted, these recordings can only be for personal use and cannot be shared or placed on the internet or any social network, etc. Failure to follow this policy may lead to dismissal from the program.

All cell phones and smart watches utilized by students must be turned off during lecture and lab sessions. Students may use cell phones during their breaks, in designated areas, as directed by faculty/staff, and in compliance set forth by each clinical agency.

Cell phones or any electronic device that allows communication between students and others will not be used or visible during quizzes or exams in classroom and lab settings. Use of a cell phone or any device that allows communication between students and others during exams or quizzes will be handled in accordance with the Jefferson Community College and Nursing program Academic Honesty Policy

Failure to adhere to appropriate cell phone and electronic devices use will result in disciplinary action in accordance with stated policies of the Nursing program and Jefferson Community College.

Parking

The following Campus parking rules apply:

1. Students should not park in those areas reserved for staff and visitors at any time. It is of particular importance that the visitors' parking area be kept clear of vehicles.
2. There shall be no parking in those areas designated as service and freight entrances.
3. All traffic signs and markings located on the campus are to be followed.
4. All vehicles will be parked within the marked spaces.

Clinical Site Parking

1. Students must park in designated parking spaces assigned by the clinical site for students.
2. Some clinical sites do not have designated parking; students may have to park in visitor parking; students may have to pay a fee for parking.

Safety and Security

The Campus Safety and Security is comprised of officers who are trained and licensed security professionals. Security officers are responsible for assisting with first aid, personal safety, CPR, AED, fire & traffic safety, crime prevention, emergency notification, lectures on assorted topics, and documenting incidents that occur on campus. Campus Safety and Security is available 24 hours a day at 315-786-2222.

JCC security officers and college officials have the authority to ask people for identification and to determine whether individuals have lawful business on campus. Additionally, they have the authority to issue parking tickets, which are payable to Jefferson Community College Financial Services. Criminal incidents are referred to the police agencies that have authority on campus:

New York State Police: (315) 782-2112

Jefferson County Sheriff's Department: (315) 786-2700 or 9-1-1

Watertown Police Department: (315) 786-2601 or 9-1-1

Nursing Success Coach

The Nursing Department is dedicated to enhancing the lives of nursing students by providing compassionate guidance from a dedicated team of nursing professionals, helping students overcome barriers to program completion.

The Nursing Department offers comprehensive supportive services through the Nursing Success Coach (NSC) to promote academic and professional success among nursing students. The NSC serves as a crucial resource by providing tailored academic and professional support to nursing students, guiding them through the complexities of a demanding curriculum.

Students are encouraged to consult with the NSC regarding a wide range of matters, such as strategies for managing stress, refining study habits and organizational skills, addressing food or life insecurity, enhancing communication abilities, developing laboratory or clinical competencies, mastering test-taking approaches, improving academic performance, managing late assignments, and strengthening nursing-specific skills, among other concerns.

Referral Process

Self-Referral Procedures for Students: Students are encouraged to proactively seek assistance from the NSC through self-referral. Support may be requested by contacting the NSC directly via email or by attending scheduled office hours.

Faculty Referral Procedures: Faculty members serve an essential role in recognizing students who could benefit from NSC support. When an at-risk student is identified, faculty will arrange a meeting with the student to clarify the purpose and advantages of the referral and complete the referral form.

Afterward, the student is expected to contact the NSC within one week to arrange a meeting. If the NSC does not receive correspondence from the student within this timeframe, the NSC will inform the faculty member accordingly.

Documenting, Reporting, and Confidentiality

All interactions and interventions are thoroughly documented in accordance with strict confidentiality standards. Records are maintained to track progress, monitor interventions, and collect data for program improvement. The NSC ensures secure storage of these records, restricting access to authorized personnel only.

When a student self-refers to the NSC, their consent is required before information is shared with faculty members. If a faculty member initiates the referral, the NSC will provide relevant reports to the referring faculty member as part of the support process.

The NSC reserves the right to break confidentiality if there is reasonable belief that a student poses a risk to themselves or others. Under such circumstances, the NSC will respond appropriately by contacting the student's emergency contact, designated JCC personnel, or external resources as needed.

Nursing Academic Success Plan (ASP) Policy

The purpose of an Academic Success Plan (ASP) is to provide a structured framework to support nursing students who are experiencing academic challenges or at risk for such. The ASP aims to identify at-risk students early, provide targeted interventions, and promote academic achievement and progression in the nursing program.

Definitions

Academic Success Plan (ASP): A personalized plan developed collaboratively between the student, the Nursing Success Coach (NSC), and faculty/staff to address academic challenges and promote success.

At-risk Student: A student who has demonstrated academic difficulty in a course (i.e. course average, recognition of difficulty by the student, unsatisfactory performance, etc.), on an individual assessment(s) (i.e. exam, proctored assessment, etc.), and/or identified by an instructor as at-risk for successful completion of a course.

Students may be identified as at-risk through:

- Proctored Assessment Proficiency Level at or below a Level 1
- Exam grade at or below 70
- Faculty/staff referral based on performance or behavior in lecture, lab (skills and/or simulation), or clinical
- Student self-referral
- Unsatisfactory performance in clinical or lab (skills and/or simulation)
- Course grade average at 75 or below—required by lecture faculty to review at mid-term
- Course failure or withdrawal
- Cumulative GPA below “C” (69.5)

Development of the Academic Success Plan (ASP)

Faculty, staff, and/or Nursing Success Coach will complete a referral for ASP to the Nursing Success Coach. Once identified, the student will:

- Meet with the Nursing Success Coach within one week of identification.
- Collaboratively develop an ASP that includes:
 - Academic goals
 - Specific strategies for improvement (i.e. tutoring, time management, deliverable/assignment, open lab referral, completion of the following through ATI: study skills module, active learning templates, dynamic quizzing assignment, dosage calculation tutorial, Achieve modules, focused review, etc.)
 - Required resources (i.e. counseling services, accommodations consultation, wrap around tutoring [non-nursing], etc.)
 - Timeline for progress evaluation
 - Follow-up meeting(s) with NSC

To ensure comprehensive support in the ASP, students will be referred to one or more of the following services based on their individual needs:

- Academic Tutoring :
 - One-on-one or group tutoring sessions in nursing-specific subjects (i.e. pharmacology, pathophysiology).
 - Peer tutoring and other wrap-around course Programs (biology, math, English, etc.).
 - Study skills and time management
- Workshops or individual coaching on:
 - Effective study techniques
 - Test-taking strategies (including NCLEX-style questions)
 - Time management and prioritization
 - Use of planners, digital tools, and apps to organize coursework and clinical schedules

- Mental Health and Wellness Services
 - Counseling services for stress, anxiety, burnout, or personal issues.
 - Crisis intervention and support groups for nursing students.
 - Community Programs with ability to help address personal financial matters.
- Academic Advising
- Regular meetings with the Nursing Success Coach to monitor progress and evaluate effectiveness.
- Simulation and Skills Labs
 - Additional practice time in simulation labs to reinforce clinical skills.
 - Faculty-led remediation sessions for students needing extra support in clinical competencies.
- Accessibility and Disability Services
 - Coordination with Jefferson Community College Accommodations Office for academic accommodations (i.e. extended test time, note-taking support).
 - Assistive technology and learning tools.
- Financial Aid and Scholarship Guidance
 - Support in identifying and applying for scholarships, grants, or emergency funding.
 - Financial literacy workshops to reduce stress related to tuition and living expenses.
- Peer Mentoring Programs
 - Pairing with upper-level nursing students for guidance, encouragement, and accountability.
- Faculty Office Hours and Open Labs
 - Encouragement to attend faculty office hours for clarification and support.
 - Scheduled open lab times for hands-on practice and review.

All information shared during the ASP process will be kept confidential in accordance with Jefferson Community College policies and FERPA regulations. Students may request a review of their ASP or appeal decisions related to academic standing through the College academic appeals process.

Responsibilities of the student: Actively participate in the ASP, attend all scheduled meetings, and utilize recommended resources. Participation in the ASP is collaborative mandatory.

- If a student does complete the collaborative ASP as presented in the indicated timeline without communication with the Nursing Success Coach, the student will receive a Verbal Warning.
 - If the student has already received one or more Verbal Warnings, the student will receive a Coaching Plan in accordance with the Remediation Policy.
 - If, after attempting outreach to the student by the Nursing Success Coach, the student still does attempt to meet the ASP as indicated, the student will receive a Coaching Plan.
 - If the student is already in a Coaching Plan, the student will receive a Performance Improvement Plan in accordance with the Remediation Policy.

Responsibilities of the Nursing Success Coach and/or Nursing Faculty/staff: Guide the student, monitor progress, and adjust the plan as needed. The Nursing Success Coach is also responsible for documenting the ASP and progress in C4S.

Nursing Remediation Policy

Student Remediation: Behavior Improvement Plans

It is the goal of the nursing faculty and staff to work closely with the students throughout the course of study in the Nursing program and to provide ample opportunities to develop adequate levels of safe clinical skills, clinical knowledge, and clinical professionalism.

Occasionally, it is necessary for the nursing faculty and staff to apprise the students of specific areas for improvement which must be addressed and corrected. In these instances, an improvement plan will be initiated. Coaching and improvement plans will remain in effect for the length of the program. The specific plan for improvement will be based on the type of deficiency. Deficiencies in the areas of knowledge, clinical skills, and professional accountability will be remediated as follows:

First and Second occasions—Verbal Warning

This will include a verbal conversation with the faculty/staff and the students regarding the behavior. This will be documented in memo style and placed in the student's file. The student's other direct instructors will also be notified of the behavior and verbal warning.

If the behavior continues after the second verbal warning, a specific improvement plan (coaching plan) will be initiated.

Third occasion—Coaching Plan

If the behavior identified in the verbal warning continues, the faculty/staff in collaboration with the student will initiate a formal plan for improvement via a coaching plan. This plan will focus on improving the behavior. The plan will include: a description of the behavior to be improved and a specific plan for improvement with time sensitive, measurable action items for the student (and faculty, if applicable). A timeframe for evaluation of the plan will also be indicated. Faculty will follow up with the student, according to the plan at the identified time.

Final occasion—Performance Improvement Plan (PIP)

If the student does not meet the criteria indicated in the coaching plan or if the behavior continues after the initiation of the coaching plan, a performance improvement plan (PIP) will be initiated.

Like the coaching plan, the PIP will focus on improving the behavior. The PIP will include: a description of the behavior to be improved and a specific plan for improvement with time sensitive, measurable action items for the student (and faculty, if applicable). A timeframe for evaluation of the plan will also be indicated. Faculty will follow up with the student, according to the plan at the identified time.

If the criteria are not met in accordance with the PIP, the student will meet with the Director of Nursing for conversation about continuance in the program. A student may choose to withdraw only if this occurs before the withdrawal date published in the college catalog.

Deficiency in Safety will be remediated as follows:

Performance Improvement Plan (PIP)

The faculty/staff and students will collaborate to develop a PIP focusing on improving the behavior. The PIP will include: a description of the behavior to be improved and a specific plan for improvement with time sensitive, measurable action items for the student (and faculty, if applicable). A timeframe for evaluation of the plan will also be indicated. Faculty will follow up with the student, according to the plan at the identified time.

If the criteria are not met in accordance with the PIP, the student will meet with the Director of Nursing for conversation and determination regarding continuance in the program. A student may choose to withdraw only if this occurs before the withdrawal date published in the college catalog.

Any nursing team member who has a concern about any of the above areas may initiate remediation. While a plan is in effect, the student will still remain responsible for meeting all of the clinical objectives for the course.

Discontinuation In the Nursing program

Faculty Initiated Student Withdrawal

The faculty and/or clinical agency reserves the rights to recommend the withdrawal, at any time, of a student whose health, conduct, scholastic standing, absenteeism, or lack of aptitude for nursing make it appear inadvisable for the student to remain in the Nursing program.

Nursing program Readmission Policy

Students who fail or withdraw from any nursing course will be dismissed from the Nursing program. Such students may be permitted to apply for readmission and repeat the course only once. Such students must submit a supplemental nursing application, be reviewed by the Nursing Admission Review Committee, and be offered a seat. The student must meet all admission requirements. A seat is not guaranteed for the semester in which the student applies for readmission. A student who fails or withdraws from a course twice will be dismissed from the Nursing program and is not eligible to be readmitted.

Nursing Student Concern/Complaint Policy

The purpose of this policy and its related form is to provide an avenue for students to address concerns/complaints on a programmatic level. The student should fully understand the components of this policy prior to completing and submitting the form. Examples of concerns/complaints that this policy and associated form address include, but are not limited to issues arising related to:

- Exam or assignment grades and/or procedures
- Course/class policies
- Course content
- Teaching methodology
- Academic Alerts (occurrences or referrals)
- Clinical Evaluation

The concept of this process is best fulfilled when the student first approaches the individual with whom they have a concern/complaint and seeks an amicable resolution. If such resolution is not reached to the student's satisfaction, he/she may initiate the Nursing Student Concern/Complaint Form. The student must complete and submit the form within 3 days after the incident on which the complaint is based.

After submitting the completed Nursing Student Concern/Complaint Form, the student should make an appointment with the Director of Nursing, unless the concern/complaint is

against the Director of Nursing, in which case the student should make an appointment to meet with the Associate Vice President (AVP) of the School of STEM and Health Professions. If the concern/complaint is not resolved at this level, then the process is forwarded to a Nursing program Board of Review for action. This Board is composed of 4-5 faculty members and at most two nursing students who are not attending classes with the student lodging the complaint.

If the student's academic complaint is not resolved through this programmatic process, they may then follow the formal college appeal process found in the JCC Student Handbook. These procedures ensure that all student complaints and grievances receive due process.

If a student does not want to personally or directly contact an instructor or staff member to discuss a complaint or grievance (prior to initiating the Nursing Student Concern/Complaint Form), the student should begin with the next highest level of responsibility, which normally would be the Director of Nursing, unless the concern/complaint is against the Director of Nursing, in which case the student should make an appointment to meet with the Associate Vice President of the School of STEM and Health Professions. The student can also request a confidential appointment to meet with the Director of Nursing/AVP by checking the box labeled "Please keep my identity confidential" on the form. That request will be honored unless there are over-riding reasons to do otherwise. For example, if a student alleges sexual harassment by a faculty or staff member, the Director of Nursing must forward that information and include the identity of the complainant to the Title IX Coordinator.

It is the Nursing program and JCC policies that allow all students, at all times, to have the right to lodge a complaint or grievance which they deem important, without fear of retaliation of any sort or any other adverse consequence as a result of doing so. Concerns/complaints related to student safety should be reported to the Director of Nursing.

Nursing students should be aware that the Director of Nursing cannot require an instructor to change a properly assigned course grade. Issues of disagreement about whether, for example, a given assignment was worth, say, a "B" or an "A" is decided solely by the individual instructor in charge.

Nursing students should follow the chain of command as follows: Faculty/Staff Member > Director of Nursing > AVP of the School of STEM and Health Professions.

This policy is for informal complaints and does not supersede the formal college appeal process located in the JCC Student Handbook.

Chain of Command for Conflict Resolution

Following the chain of command is important for students to learn to use a timely and professional process to resolve concern/conflict in a professional manner. Problems must be addressed promptly at the time the concern becomes evident. Most issues are able to be resolved when two individuals of goodwill sit down to discuss issues. As an issue moves up the Chain of Command, all people involved will be included in the decision-making process.

Steps for Conflict Resolution

Steps	<i>Student to Student</i>	<i>Student to Staff</i>	<i>Student to Faculty</i>
Step 1	Talk to the student	Talk to the staff	Talk to the Faculty
Step 2	Talk to the Course Faculty	Talk to the Director of Nursing	Talk to the Director of Nursing
Step 3	Talk to the Director of Nursing	Talk to the AVP	Talk to the AVP
Step 4	Talk to the AVP		

APPENDIX

ASP Referral Form

Student Name: _____ Student J#: _____

Date of Referral: ____ / ____ / ____ Program Level: ☐ First Year ☐ Second Year

Referred By: ☐ Faculty ☐ Self ☐ Advisor Name of Referrer: _____

Reason for Referral

☐ Course failure or withdrawal

☐ GPA below 69.5

☐ Academic probation

☐ Other (please specify):

Observations or Comments:

☐ Assessment proficiency concerns

☐ Behavioral or performance concerns

☐ Self-identified need for support

Recommendations

☐ Tutoring

☐ Study Skills Coaching

☐ Mental Health Counseling

☐ Academic Advising

☐ Simulation Lab Support

☐ Other:

☐ Accessibility Services

☐ Financial Aid Guidance

☐ Peer Mentoring

☐ Faculty Office Hours

Referrer Signature: _____ Date: ____ / ____ / ____

Student Signature: _____ Date: ____ / ____ / ____
(if self-referred)

Nursing Lab Referral Guidelines

1. The referral form for nursing can be for lab or lecture regarding dosage calculation remediation if a student is having problems during dosage calculation during nursing lab or in lecture, when dosage calculation questions occur on quizzes or exams.
2. The referral form can also be used in clinical if a student is having difficulty with nursing skills.
3. The instructor will fill out the lab referral form with the “**Student Name**” and what the student is being **referred for**: such as dosage calculation, or the name of the nursing skill the student needs to practice.
4. The **instructor** filling out the form will place a **date** that the **student** needs to be in lab to **practice by**: This may be by the next lecture, lab, or clinical date.
5. The **instructor** and the **student** will **sign and date** the form on the day it is filled out.
6. The **student** will then take the form to the lab.
7. After the practice has been completed, the **instructor** in lab will **sign and date** the form.
8. The **student** will then **return** the form to the **instructor** that originally signed the lab referral.

JCC Medication Pass Required Procedure

1. Students will print out the client **Electronic Medication Administration Record (eMAR)** clinical morning. Staple them together as they come out of the printer. Place generic and trade names on paper eMAR.
2. The student will compare the printed **eMAR** with the **Omniceil screen in the medication room**. The medications will be checked in order of the printed eMAR. ***This is the first medication check.**
3. The student will pull the medication from the **Omniceil bin** that opens and compare the medication to the **Omniceil screen**. ***This will be the second medication check.**
4. The instructor will then ask questions such as why the client takes it, medication classification, action, contraindications, interactions, and adverse/therapeutic effects. The student is responsible for knowing the 10 rights to medication administration and may be evaluated on them.
5. **10 rights to Medication Administration:** The right patient, right medication, right time, right dose, right route, right education/advice, rights to refuse, right assessment, right evaluation/response, and documentation.
6. Proceed to the client room.
7. Student will wash hands and provide privacy
8. Instructor will sign on to Meditech and student will bring up their client.
9. Student will identify their client by checking the client's ID band and asking their client to state their name and DOB. The client's ID bracelet will then be scanned. Students will also ask about any allergies.
10. All medications will be scanned. ***This will be the third medication check.**
11. When all medications are scanned, the student will then click on **"SAVE"**.
12. Meds will be taken to the bedside, where student will open each med individually, and explain to the client what the medication is, and why the client takes it.

Nursing Laboratory Policies and Procedures

The policies and procedures discussed herein apply to all nursing laboratory spaces, to include the Skills Lab, Simulation Lab, nursing lab classroom, debriefing rooms, and the Nursing Success Center. These spaces will be referred to as “nursing lab spaces”.

General:

1. Access to all nursing laboratory spaces and nursing lab classroom is restricted to students registered in the course, and instructors/staff. No casual visitors or children are allowed in the nursing laboratories without the permission of the faculty/staff.
2. Simulation and skills laboratory sessions are required clinical learning experiences. Students are expected to abide by all clinical policies: arrive on time, be prepared to participate, and be dressed appropriately. Faculty/staff have the right to dismiss students who are unprepared.
3. Students are expected to practice safe techniques and follow universal precautions while participating in nursing lab sessions and practicing in said spaces.
4. No food, drinks, or gum in the nursing lab spaces.
5. Students are expected to bring only the necessary equipment and supplies into the lab spaces. All student belongings, not required for the lab session will be stored on the dedicated shelf space.
6. Cell phones or smart watches are not permitted in the nursing lab spaces unless specifically instructed by faculty/staff.
7. All students, faculty, staff, and simulation center users must read and agree to abide by the Nursing Department’s Simulation Contract form prior to utilizing the simulation center. For students, this is completed prior to the first simulation lab encounter. These forms will be maintained with the Clinical and Simulation Coordinator.

Safety:

1. Some products used in nursing labs may contain latex. Report any suspected allergy to the Lab Coordinator at the first lab meeting.

Sharps-

2. When breaking ampules for practice, students will protect their fingers by using an ampule breaker and should break the ampule in the opposite direction of their face.
3. Needles provided for practice of injections are used in the nursing laboratories ONLY when nursing faculty/staff are present for assistance.
4. Students must demonstrate safety precautions while utilizing needles during practice as instructed in class. Negligent use of needles will result in disciplinary action.
5. Students are to practice injections ONLY on the manikins or injection pads provided in the nursing labs.
6. Students are never to recap used needles and must discard needles in the sharps disposal container provided in the skills lab. If you must recap (i.e. after preparation of medications to be administered) the one-handed scoop technique must be used.
7. Needles and other sharp objects must be discarded in the appropriately labeled sharps receptacle. Needles and other sharp objects may NOT be discarded in the trash or left out openly in any lab at any time.

Medications-

8. Placebos (candy pieces, commercially prepared practi-med and water) will be used for simulation or oral/topical medications. Old medicine bottles are labeled to use when simulating preparation of an actual medication order.
9. IV fluids and medications with expired dates may be used for practice and demonstration unless obviously contaminated. These fluids are NOT for internal use, but for practice with manikins only.

Electrical safety-

10. Wet materials may not be used around electrical outlets or equipment.
11. Students should report any frayed electrical cords, cracked plugs, missing outlet covers, etc., as well as any problems encountered while using electrical equipment to faculty/staff.
12. Electric beds shall be maintained in the lowest position.

13. Only three-prong plugs that contain a ground wire should be used to power equipment and personal devices (laptops, tablets, etc.) in the nursing lab spaces.
14. Students should report any broken equipment parts immediately to nursing faculty/staff.
15. Any breakage of thermometers resulting in spillage of mercury must be reported to nursing faculty/staff immediately. Such spills will be handled while wearing gloves and by placing the mercury in a closed bottle using a spill kit. Faculty/staff will notify the lab science laboratory technician.
16. Notify nursing faculty/staff of dead batteries. Batteries used in nursing lab equipment will be disposed of through the facilities office.

Physical safety-

17. Students must utilize safe body mechanics when practicing skills involving moving, lifting, and transferring. Appropriate use of assistive devices must also be used when indicated.
18. The wheels of all equipment (wheelchairs, stretchers and beds) are to be locked during practice and return demonstration.
19. In case of a needle stick with possible exposure to blood or bodily fluids, contact faculty/staff immediately.
20. Any incident occurring in the nursing lab space must be reported to nursing faculty/staff immediately. An accident report must be filled out for the injury or incident.
21. In case of an emergency, refer to the Emergency Reference Chart located in every lab.
22. MSDS (Material Safety Data Sheets) are maintained and available upon request to the Director of Nursing.

Lab equipment:

1. No ink is allowed on or near the manikins. This includes IODINE (betadine), felt-tipped markers, ink pens, acetone, photocopied papers, and other staining liquids.
2. The manikin and linens must be kept dry; care should be used when simulation involves fluid. Do not introduce any fluids into the manikin's esophagus or trachea.
3. Simulators and manikin parts, lab equipment, charts or lab reference books are NOT to be removed from the lab space by students at any time for any reason.
4. Simulation lab users should report any damage to equipment or operating problems to the Lab Coordinator as soon as possible.

Simulation:

1. The nursing department provides simulation opportunities to matriculated nursing students and community professionals to enhance their skills and competencies. The roles of patients, family, and the interprofessional team are carried out by faculty, staff, community participants, and/or manikins.
2. Participants are expected to conduct themselves during this experience as if in a real clinical situation and treat everyone involved, including the manikins and standardized patients, in a professional and realistic manner.
3. The simulation lab experience is designed to be a safe and supportive space for learning. While the goal is to create a realistic clinical environment, not all aspects of the experience can perfectly replicate real-world conditions. Equipment may be simplified, responses may be simulated, and some cues may be symbolic. To fully benefit from this experience, participants are expected to:
 - Suspend disbelief and treat the scenario as if it were real.
 - Engage authentically, using clinical judgment and communication skills.
 - Act professionally, just as expected in an actual healthcare setting.
 - Support a respectful and constructive learning environment for yourself and others.
4. The nursing department faculty/staff are committed to fostering a psychologically safe learning environment where:
 - Participants are encouraged to make decisions and learn from the outcomes.
 - Mistakes are viewed as opportunities for growth.
 - Respect, inclusivity, and professionalism are upheld at all times.
5. If a participant is uncertain about what is or isn't simulated, or if something interferes with the learning experience, please speak with the lab session facilitator.

Confidentiality:

1. The content of simulations is to be kept confidential to maintain the integrity of the learning experience for learners. Learners will be witnessing other participants' performances and it is unethical to share information in any format (verbal, written, electronic, social media) regarding participant performance with persons outside the laboratory session.

2. The unauthorized sharing, distribution, or mishandling of confidential information is prohibited, and could result in serious consequences including dismissal from the nursing program. If simulation is used as a means to evaluate performance, evaluation data may be reported to the appropriate personnel.
3. All participants must uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality. This includes the following:
 - The simulation manikins and standardized patients are to be considered live patients and treated professionally and with respect.
 - All patient information, either simulated or real, is confidential, and discussion or disclosure of this information outside of the simulation experience is a violation of Jefferson Community College Nursing Department policy. This may also constitute a violation of HIPAA.
 - Simulation and debriefing sessions may be recorded, and all information remains secure and confidential.
 - Absolutely no observed, written, or electronic information provided as part of the educational experience in simulation center may be removed, released, shared, or discussed.

Recording of nursing lab activities:

1. Simulated scenarios and debriefing activities will be recorded. Recordings will be used for:
 - Providing feedback to participants during debriefing
 - Assessing performance
 - Internal review and quality improvement purposes
 - Evaluation and improvement of teaching and assessment processes
 - Training of nursing faculty/staff
2. Video recordings will be deleted at the end of the academic year, unless retained for one of the above-mentioned reasons.
3. Consent:

By agreeing to these guidelines, I give consent to the recording of simulation experiences. All audio/video recordings will be stored under password protection on a secured server. Any copying, duplication, or other forms of distribution of audio or video footage released by faculty, staff, students, or participants is prohibited.

Violation of this policy may result in disciplinary action and exclusion of participation in future simulation opportunities at Jefferson Community College.

If I chose to decline consent to retain simulation recordings beyond the academic year, there will be no adverse action.

_____ I consent to the retention of simulation video recordings beyond the academic year, if needed, for one or more of the above-mentioned reasons.

_____ I do not consent to the retention of simulation video recordings beyond the academic year, if needed, for one or more of the above-mentioned reasons.

Exam Question Clarification Form

All exam question clarifications must be submitted in writing or by email to the lecture instructor for the course, using this form. Students have up to 72 hours (3 days) to challenge an exam question after exam review has been completed. The student must attend the scheduled exam review. A maximum of 2 questions may be clarified per exam.

Only applies to unit exams/final exam.

Name: _____

Date: _____

Faculty: _____

Course: _____

Exam #: _____

Question(s) Being Clarified and Rationale:

Question # from exam review: _____

Your answer choice(s) on exam:

Explain why you believe your answer to the question is correct or the most accurate. Your explanation must be supported by evidence from the course materials. Reference the specific material location is required (tutorial, title, lesson title, page #, etc.).

Question # from exam review: _____

Your answer choice(s) on exam:

Explain why you believe your answer to the question is correct or the most accurate. Your explanation must be supported by evidence from the course materials. Reference the specific material location is required (tutorial, title, lesson title, page #, etc.).

This form is only intended for specific exam questions to be clarified. Completion of this form invites individual conversation with a student regarding their evidence. This form only represents the individual student completing it, group meetings will not be offered. This form does not guarantee that an exam grade will be changed, and it does not elicit exam grade changes for the whole class. This form is not a substitute for students seeking help following an exam review.

The form will not be accepted if incomplete or duplicated from another student.