Hopkinsville Community College

Associate Degree Nursing Program

Fall 2013
Student Handbook

Name:_____

Instructors:_____

Clinical Day:_____

Campus Lab Day:_____

Lecture Day:_____

Other notes: _____

Hopkinsville Community College | HIGHER EDUCATION BEGINS HERE

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

Revised June 2013

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INTRODUCTION

Welcome to the Hopkinsville Community College Associate Degree Nursing Program. This handbook is designed to guide you through your learning experiences and to outline expectations for your conduct. As a nursing student you are expected to perform independently within established guidelines. The handbook provides those guidelines for you. You will be held responsible for the information in the handbook and will be expected to act accordingly.

Hopkinsville Community College does not discriminate on the basis of race, color, national origin, sex, disability or age. Inquiries concerning Hopkinsville Community College's compliance with Title VI, Title IX, Sections 504, ADA, and the Age Discrimination Act should be directed to Dr. Jason Warren, Dean of Student Affairs, Hopkinsville Community College, P.O. Box 2100, Administration Building Room 115, Hopkinsville, KY 42241; (270) 707-3801.

Hopkinsville Community College is accredited by the Commission on Colleges of Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Hopkinsville Community College

Hopkinsville Community College Associate Degree Nursing Program is accredited by the Accreditation Commission for Education in Nursing. www.acenursing.org (ACEN, 3343Peachtree Road NE, Suite 850, Atlanta, Georgia 30326)

All applicants meeting the appropriate academic requirements and technical standards shall be considered equally for admission to a community college or any academic program thereof regardless of race, color, religion, sex, marital status, national origin, age, or disability.

KCTCS Mission Statement
The mission of KCTCS is to improve the employability and quality of life of Kentucky citizens as the primary provider of:

- College and Workforce Readiness.
- Transfer Education.
- Workforce Education and Training.

Hopkinsville Community College Mission Statement
Hopkinsville Community College is an inclusive, student-centered educational institution that provides accessible, innovative, and comprehensive learning opportunities within a supportive community that encourages academic excellence. The college sustains strong educational, community, military, and economic partnerships to improve quality of life in the southern Pennyrile region and Fort Campbell.

Hopkinsville Community College promotes excellence in teaching and learning by offering:

- Degree, diploma, and certificate programs and courses that enable students to transfer to four-year institutions, and acquire the knowledge and skills for new or continued employment;
- Developmental, academic and support services that promote student success;
- Customized business and industry training;
- Continuing education and community outreach; and
- Adult education

Associate Degree Nursing Program Mission Statement

To provide continuing/workforce education for nurses in the service area. To prepare graduates who can:

- provide and manage patient care in a variety of clinical settings.
- become members within the discipline of nursing.
- successfully write the National Council Licensure Examination for Registered Nurses.
- meet HCC general education requirements.

KCTCS Associate Degree Nursing Program Description

The Associate Degree Nursing program prepares graduates to use their skill and knowledge to fulfill the role of the nurse: enhance human flourishing, demonstrate sound nursing judgment, continually develop professional identity, and possess a spirit of inquiry to improve the quality of patient care. Encompassed within these roles are the core components of context and environment, knowledge and science, personal/professional development, quality and safety, relationship-centered care, and teamwork. These core components are introduced, developed and built upon through the curriculum. Graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The Associate Degree Nursing program curriculum is organized around a clearly defined conceptual framework and combines general education and nursing courses. The nursing courses correlate classroom and clinical instruction in a variety of community agencies.

Acceptance into the Associate Degree Nursing program is based on a selective admissions process. In order to be considered for admission, applicants must comply with college and program admission requirements.

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM
ASSOCIATE DEGREE NURSING PHILOSOPHY

The philosophy of the Associate Degree Nursing program is congruent with the Kentucky Community and Technical College System (KCTCS) mission statement and is supported by the works of Marjory Gordon and the National League for Nursing. The faculty believes that:

Each individual is a unique, holistic being with bio-psychosocial, cultural and spiritual dimensions in constant interaction with the environment. All human beings have in common certain functional patterns that contribute to their health, quality of life, and achievement of human potential;

The dynamic process of mastering core competencies is essential to the practice of contemporary and futuristic nursing. This process illustrates the personal, progressive, and lifelong professional development of the nurse through the accumulation, analysis, and synthesis of knowledge, scientific findings and human experience. The components of this ADN conceptual model include: core values, integrating concepts, program outcomes and nursing practice;

Learning is an individual and lifelong process evidenced by changed behavior resulting from the acquisition of knowledge, practice and ethical comportment. Knowledge encompasses the realms of science and theory. Practice includes the ability to engage in a thoughtful, deliberate, and informed way. Ethical comportment involves the individual's formation within a set of recognized responsibilities; it includes the notions of "good practice" and "boundaries of practice". Learning in an educational setting is enhanced by a teacher/student relationship in which the teacher's responsibility is to structure and facilitate optimal conditions for critical thinking and learning through clearly defined student learning outcomes. The student brings to this relationship the willingness to learn and is accountable for his/her education. Recognizing that both the rate and style of learning differ with individuals, various strategies are utilized to facilitate the achievement of student learning outcomes, attainment of maximum potential, and promotion of continued learning;

The A.D.N graduate, having achieved the graduate outcomes, is prepared to practice in a variety of settings within the parameters of individual knowledge and experience according to the standards of practice. The role of the A.D.N. graduate includes human flourishing, nursing judgment, professional identity, and spirit of inquiry. Encompassed within these roles are the core components of context and environment, knowledge and science, personal/professional development, quality and safety, relationship-centered-care, and teamwork.

References:

National League for Nursing. (2010). *Outcomes and Competencies for Graduates of Practical/Vocations, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate and Research Doctorate Programs in Nursing.* New York, NY: National League for Nursing.

Gordon, M. (1986). *Nursing diagnosis: Process and application.* 3rd edition, St. Louis: Mosby.

HOPKINSVILLE COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
PHILOSOPHY

In addition to the KCTCS Associate Degree Nursing Philosophy, the Hopkinsville Community College Nursing Faculty ascribe to the Boyer's definition of scholarship. Boyer (1997) describes the four elements of scholarship as teaching, integration, application, and discovery. The faculty believes teaching is the central element of scholarship and is the primary focus as a faculty member. The nursing faculty strives to maintain best practice and competency in teaching by participating in professional development activities on the local, regional and state levels as well as attendance to national conferences in order to maintain currency in methods and practices in education. Integration is another element identified by Boyer that focuses on making connections across disciplines. The faculty continues to develop relationships with other faculty outside the nursing department to encourage collaboration and to improve the preparation of the nursing students for the nursing program. The element of application is using the research and innovations in the service of the field of nursing to benefit organizations and professional associations. The faculty is involved in various organizations and activities outside HCC to contribute the individual's nursing expertise to the community and the profession. Discovery is the element that is related to research. The faculty continues to research and apply best practices from current literature about nursing practice and the practice of nursing education.

THE CODE OF ETHICS FOR NURSES

American Nurses Association (2010)

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

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

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

American Nurses Association. (2010). *Code of Ethics for Nurses with Interpretive Statements.* Silver Spring, Maryland: American Nurses Association.

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM
ASSOCIATE DEGREE NURSING
Conceptual Framework

The conceptual framework for the Associate Degree Nursing Program as developed and valued by the faculty is based upon constructs of the nursing paradigm and related concepts.

The framework relates the philosophy to the curriculum and provides focus for the program. It organizes and explains the relationships and defines nursing practice, explaining the relationships between the concepts of the philosophy and depicting the seven core values with their six integrated concepts and eleven functional health patterns.

The faculty members believe that nursing practice includes human flourishing, nursing judgment, professional identity, and spirit of inquiry that are based on the National League for Nursing educational program outcomes for A.D.N. graduates and Marjory Gordon's functional health pattern framework.

Fundamental to the framework are the seven core values of caring, diversity, ethics, excellence, holism, integrity, and patient centeredness. The six integrating concepts of nursing practice are: context and environment, knowledge and science, personal/professional development, quality and safety, relationship-centered care, and teamwork. The core values and integrating concepts are introduced, developed, and built upon throughout the curriculum.

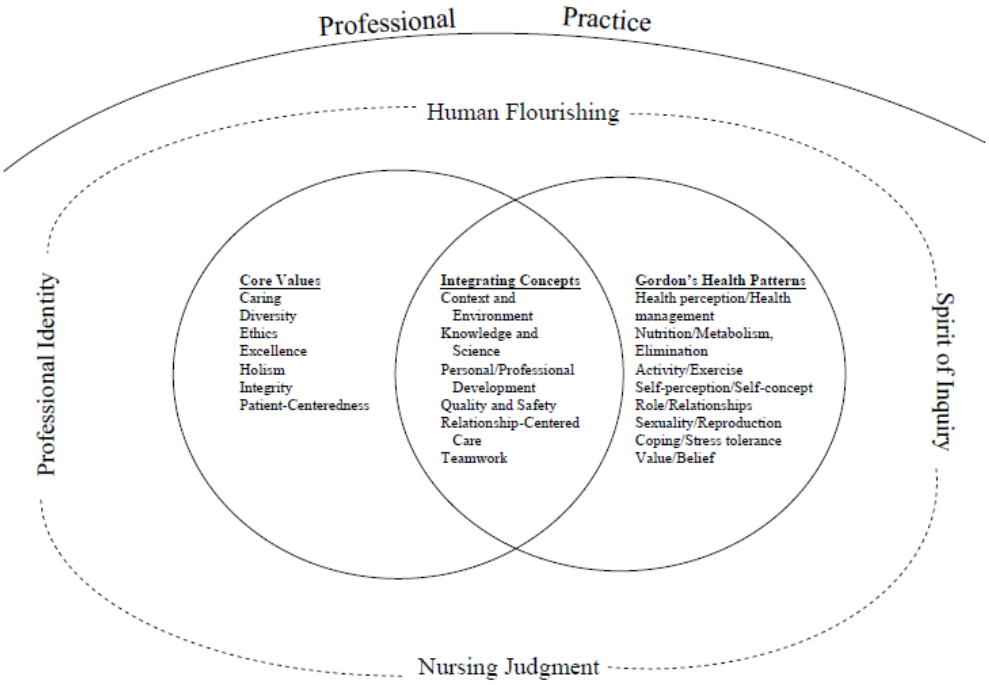
The patient's functional health patterns are: health perception/health management, nutrition/metabolism, elimination, activity/exercise, sleep/rest, cognitive/perceptual, self-perception/self-concept, role/relationships, sexuality/reproduction, coping/stress tolerance, and value/belief. These patterns are influenced by the patient's culture, age/development, and state of health/illness and serve as a unifying structure for the organization of the curriculum.

The conceptual model is a visual representation of the relationships among the concepts of the philosophy and depicts all components inherent in nursing practice and the eleven functional patterns inherent in the patient.

References:

National League for Nursing. (2010). *Outcome and competencies for Graduates of Practical/Vocations, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing.* New York, NY: National League for Nursing.

Gordon, M. (1986). *Nursing Diagnosis: Process and Application.* 3rd edition, St. Louis: Mosby.



Core Values are those elements of Associate Degree Nursing that are essential to entry level registered nursing practice and are inherent in the four roles of nursing practice: human flourishing, human judgment, professional identity, and spirit of inquiry. The core values include caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness and are defined as:

- Caring: "promoting health, healing and hope in response to the human condition" (NLN, 2010, p.11) 'A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable.' (NLN, 2007).

- Diversity: recognizing differences among "Persons, ideas, values, and ethnicities," while affirming the uniqueness of each (NLN, 2010). "A culture of diversity embraces acceptance and respect. We understand that each individual is unique and recognize individual differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. A culture of diversity is about understanding ourselves and each other and moving beyond simple tolerance to embracing and celebrating the richness of each individual. While diversity can be about individual differences, it also encompasses institutional and system-wide behavior patterns." (NLN 2007).

- Ethics: involves reflective consideration of personal, societal and professional values, principles, and codes that shape nursing practice. Ethical decision-making requires applying an inclusive, holistic, systematic process for identifying and synthesizing moral issues in health care and nursing practice, and for acting as moral agents in caring for patients, families, communities, societies, populations, and organizations. Ethics in nursing integrates knowledge with human caring and compassion, while respecting the dignity, self-determination, and work of all persons. (NLN, 2010, p.13).

- Excellence: "… reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated" (NLN, 2007).

- Holism: the culture of human caring in nursing and health care that affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual's environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs, within the context of a wellness-illness continuum (NLN, 2010, p.14).

- Integrity: "respecting the dignity and moral wholeness of every person without conditions or limitations." Integrity within nursing practice… [recognizes], with humility, the human dignity of each individual patient, fellow nurse, and others whom we encounter in the course of our work. It means accepting accountability for our actions while being fully committed to the betterment of patient care while advocating for patients in a consistently professional and ethical manner (NLN, 2010, p.13).

- Patient-Centeredness: an orientation to care that incorporates and reflects the uniqueness of an individual patient's background, personal preferences, culture, values, traditions, and family. A patient-centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care (NLN, 2010, p.14).

Emerging from core values are six integrating concepts. These concepts are defined as:

- Context and Environment: "…the conditions or social system within which the organization's members act to achieve specific goals. In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement, and effectiveness." (NLN, 2010, p.16)

- Knowledge and Science: "…the foundations that serve as a basis for nursing practice, which, in turn, deepen, extend and help generate new knowledge and new theories that continue to build the science and further the practice. These foundations include (a) understanding and integrating knowledge from a variety of disciplines outside nursing that provide insight into the physical, psychological, social, spiritual, and cultural functioning of human beings; (b) understanding and integrating knowledge from nursing science to design and implement plans of patient-centered care for individuals, families, and communities; (c) understanding how knowledge and science develop; (d) understanding how all members of a discipline have responsibility for contributing to the development of that discipline's evolving science; and (e) understanding the nature of evidence-based practice." (NLN, 2010, p.20)

- Personal/Professional Development: "…a lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession's history, goals, and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care providers; and (c) give nurses the courage needed to continually improve the care of patients, families, and communities and to ensure the profession's ongoing viability." (NLN, 2010, p.23)

- Quality and Safety: "…the degree to which health care services are 1) are provided in a way consistent with current professional knowledge; 2) minimized the risk of harm to individuals, populations, and providers; 3) increase the likelihood of desired health outcomes; and 4) are operationalized from an individual unit and systems perspective." (NLN, 2010, p.25)

- Relationship-Centered Care: "positions (a) caring; (b) therapeutic relationships with patients, families, and communities; and (c) professional relationships with members of the health care team at the core of nursing practice. It integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, the capacity for grace, and empowerment." (NLN, 2010, p.27)

- Teamwork: to function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care." (NLN, 2010, p.30)

Goals of nursing education for entry into nursing practice are defined as:

- Human Flourishing:"…an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. ...Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population." (NLN, 2010, p.33)

- Nursing Judgment: encompassing "…critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation." (NLN, 2010, p.34) This process is driven by Maslow's hierarchy of needs to assist in the prioritization of patient-centered care.

- Professional Identity: "… the internalization of core values and perspectives recognized as integral to the art and science of nursing. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideal of the nursing profession." (NLN, 2010, p.35)

- Spirit of Inquiry: "…a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems." (NLN, 2010, p.36)

Functional Health Patterns are *ways of living* that include a configuration of behaviors that occur across time. The patterns are interrelated, interactive and independent. Functional and dysfunctional patterns determine patient strengths and/or nursing diagnoses. There are eleven (11) functional health patterns that include: health perception/health management, nutrition/metabolism, elimination, activity/exercise, self-perception/self-concept, role/relationships, sexuality/reproduction, coping/stress/tolerance, and value/belief and are defined as:

- Health Perception-Health Management: the patient's perceived pattern of health and well-being and how health is managed. It includes the patient's perception of his/her own health status, the general level of health care behaviors, and adherence to health practices.

- Nutritional-Metabolic: the patient's pattern of food and fluid consumption relative to metabolic need and pattern indicators of nutrient supply. It includes skin integrity, nutritional intake, nutrient supply to tissues, and metabolic needs.

- Elimination: patterns of excretory function (bowel, bladder, and skin). It includes the patient's perceived excretory functions, changes or disturbances in function, devices used to control excretion, and family/community disposal patterns.

- Activity-Exercise: patterns of exercise, activity, leisure, and recreation. It includes activities of daily living requiring energy expenditure, type and quality of exercise, and factors that interfere with the expected pattern (neuromuscular deficits, musculoskeletal abnormalities, and cardio-pulmonary insufficiencies).

- Sleep-Rest: patterns of sleep, rest, and relaxation. It includes the perception of quality and quantity of sleep, rest-relaxation, and energy levels.

- Cognitive-Perceptual: patterns of sensory-perceptual and cognitive patterns. It includes adequacy of vision, hearing, taste, touch, smell, language, memory, judgment, and decision-making.

- Self-Perception-Self-Concept: the patient's self-concept pattern and perception of self (self-conception/worth, body image It includes attitudes of self, perception of abilities (cognitive, affective, or physical) image, identity, worth, and emotional patterns.

- Role-Relationship: the patient's pattern of role engagements and relationships. It includes the patient's perception of his/her major roles, responsibilities, and relationships in current life situations.

- Sexuality-Reproductive: the patient's patterns of satisfaction and dissatisfaction with sexuality pattern. It includes reproductive patterns, satisfaction with sexual relationships and sexuality patterns.

- Coping-Stress-Intolerance: the patient's general coping pattern and effectiveness of the pattern in terms of stress tolerance. It includes the capacity to resist challenges to self-integrity, modes of handling stress, support systems, and ability to control or manage situations.

- Value-Belief: patterns of values, beliefs (including spiritual) and goals that guide the patient's choice of decisions. It includes perceptions of what is important in life, and conflicts in values, beliefs or expectations that are health related.

References:

National League for Nursing. (2010). Outcomes *and Competencies for Graduates of Practical/Vocations, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing.* New York, NY: National League for Nursing.

Gordon, M. (1986). *Nursing diagnosis: Process and application*. 3rd edition, St. Louis: Mosby.

Adopted: Fall 2012

KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM
ASSOCIATE DEGREE NURSING
GRADUATE OUTCOMES

Upon completion of this program, the Associate Degree Nursing graduate can:

1. Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings (human flourishing);
   a. Develop, implement and evaluate individualized plans of care focusing on services and activities that promote independence, maintain or restore health, or support a peaceful death;
   b. Advocate for the access to and quality of care for patients;
   c. Use teaching/learning processes to facilitate the patients in informed decision-making to achieve positive outcomes and support the patient's functional patterns;
   d. Provide culturally competent care that demonstrates respect for diverse patients;
2. Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality-care and promote the health of patients within a family and community context (nursing judgment);
   a. Utilize the nursing process while incorporating Gordon's functional health patterns as a basis for clinical judgment to optimize outcomes of care for the patient, family, and community;
   b. Perform essential nursing skills as identified by the critical criteria;
   c. Collaborate with the patient, family, significant others and members of the health care team in the management of care;
   d. Establish and maintain effective/therapeutic communication with patients, families, significant others, and members of the health care team;
   e. Manage the direct provision of nursing care through effective organizational skills, appropriate delegation, and supervision within the scope of practice;
   f. Employ principles of quality and safety, healthcare policy, and cost effectiveness to improve healthcare outcomes;
3. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practice and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context (professional identity);
   a. Recognize situations beyond one's knowledge and experience, and seek consultation from appropriate resources in changing healthcare environment;
   b. Integrate caring behaviors in managing care;
   c. Exhibit professional behaviors/practice as defined by the ethical, legal, and regulatory frameworks of nursing;
   d. Use information and technology to communicate, manage knowledge, mitigate error and support decision making;
4. Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (spirit of inquiry);
   a. Recognize and examine evidence-based literature/research for use in nursing practice;
   b. Value continuous learning within the nursing profession;
5. Communicate effectively;
   a. Read and listen with comprehension;
   b. Speak and write clearly using standard English;
   c. Interact cooperatively with others using both verbal and non-verbal means;
   d. Demonstrate information processing through basic computer skills;
6. Think critically;
   a. Make connections in learning across the disciplines and draw logical conclusions;
   b. Demonstrate problem solving through interpreting, analyzing, summarizing, and/or integrating a variety of materials;
   c. Use mathematics to organize, analyze, and synthesize data to solve a problem;
7. Learn independently;
   a. Use appropriate search strategies and resources to find, evaluate, and use information;
   b. Make choices based upon awareness of ethics and differing perspectives/ideas;
   c. Apply learning in academic, personal and public situations;
   d. Think creatively to develop new ideas, processes, or products;
8. Examine relationships in divers and complex environments;
   a. Recognize the relationship of the individual to human heritage and culture;
   b. Demonstrate an awareness of the relationship of the individual to the biological and physical environment;
   c. Develop and awareness of self as an individual member of a multicultural global community.

Nursing – Associate in Applied Science Degree

Description:

The Associate Degree Nursing program prepares graduates to use their skill and knowledge to fulfill the role of the nurse: enhance human flourishing, demonstrate sound nursing judgment, continually develop professional identity, and possess a spirit of inquiry to improve the quality of patient care. Encompassed within these roles are the core components of context and environment, knowledge and science, personal/professional development, quality and safety, relationship-centered care, and teamwork. These core components are introduced, developed and built upon through the curriculum. Graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The Associate Degree Nursing curriculum is organized around a clearly defined conceptual framework and combines general education and nursing courses. The nursing courses correlate classroom and clinical instruction in a variety of community agencies. *

Acceptance into the Associate Degree Nursing program is based on a selective admissions process. In order to be considered for admission, applicants must comply with college and program admission requirements.

Progression in the Associate Degree Nursing program is contingent upon achievement of a grade of "C" or better in each biological science, nursing and mathematics course and maintenance of a 2.0 cumulative grade point average or better (on a 4.0 scale).

CPR requirements must be successfully completed prior to enrolling in the first nursing course and must be kept current throughout the program. Active status on a state nurse aide registry and documentation of digital literacy as defined by KCTCS is required prior to enrolling in the first nursing course.

*Transportation to the community agencies is the responsibility of each student.

Note: The Kentucky Board of Nursing may deny a nursing graduate admission to the NCLEX-RN Exam if an individual has been convicted of a misdemeanor or felony which involves acts that bear directly on the qualifications of the graduate to practice nursing.

The following Associate Degree Nursing programs are accredited by the Accreditation Commission for Education in Nursing, 3343 Peachtree Rd. NE, Suite 500, Atlanta, GA 30326, www.acenuring.org, telephone: (404) 975-5000:
Ashland Community and Technical College, Elizabethtown Community and Technical College, Henderson Community College, Hopkinsville Community College, Jefferson Community and Technical College, Madisonville Community College, Somerset Community College, West Kentucky Community and Technical College.

Implementation: Fall 2012

Competencies:
Nursing – Associate Degree

Upon completion of this program, the graduate can:

General Education Competencies:

Students should prepare for twenty-first century challenges by gaining:

A. Knowledge of human cultures and the physical and natural worlds through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.

B. Intellectual and practical skills, including
- inquiry and analysis
- critical and creative thinking
- written and oral communication
- quantitative literacy
- information literacy
- teamwork and problem solving

C. Personal and social responsibility, including
- civic knowledge and engagement (local and global)
- intercultural knowledge and competence
- ethical reasoning and action
- foundations and skills for lifelong learning

D. Integrative and applied learning, including synthesis and advanced accomplishment across general and specialized skills.

Technical Competencies:

9. Advocate for patients and families in ways that promote their self-determination, integrity and ongoing growth as human beings (human flourishing).
   a. develop, implement and evaluate individualized plans of care focusing on services and activities that promote independence, maintain or restore health, or support a peaceful death;
   b. advocate for the access to and quality of care for patients;
   c. use teaching/learning processes to facilitate the patients in informed decision-making to achieve positive outcomes and support the patient's functional patterns;
   d. provide culturally competent care that demonstrates respect for diverse patients**.**
10. Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality-care and promote the health of patients within a family and community context (nursing judgment).
   a. utilize the nursing process while incorporating Gordon's functional health patterns as a basis for clinical judgment to optimize outcomes of care for the patient, family and community;
   b. perform essential nursing skills as identified by the critical criteria;
   c. collaborate with the patient, family, significant others and members of the health care team in the management of care;
   d. establish and maintain effective/therapeutic communication with patients, families, significant others and members of the health care team;
   e. manage the direct provision of nursing care through effective organizational skills, appropriate delegation and supervision within the scope of practice;
   f. employ principles of quality and safety, healthcare policy and cost effectiveness to improve healthcare outcomes.
11. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practice and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context (professional identity).
   a. recognize situations beyond one's knowledge and experience and seek consultation from appropriate resources in a changing healthcare environment;
   b. integrate caring behaviors in managing care;
   c. exhibit professional behaviors/practice as defined by the ethical, legal, and regulatory frameworks of nursing;
   d. use information and technology to communicate, manage knowledge, mitigate error and support decision making.
12. Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions and offer new insights to improve the quality of care for patients, families, and communities (spirit of inquiry).
   a. recognize and examine evidence-based literature/research for use in nursing practice;
   b. value continuous learning within the nursing profession.

Outlines:

Program Title: AAS in Nursing

Course Prefix	Course Number	Course Title	Credit Hours
General	**Course**		
BIO	137	Human Anatomy & Physiology I	4
BIO	139	Human Anatomy & Physiology II	4
BIO	225	Medical Microbiology	4
PSY	110	General Psychology	3
PSY	223	Developmental Psychology	3
		Written Communication or Oral Communication Course	3
		MAT 150 College Algebra	3
		Heritage/Humanities Course	3
		Active status on a state nurse aide registry or by completing NAA 100 Nursing Assistant I and state nurse aide exam.	
		Digital literacy competency exam or CIT 105 Introduction to Computers	
		Subtotal	**33**
Technical	**Courses:**		
NSG	101	***Nursing Practice I	9
NSG	210	Medical/Surgical Nursing I	6
NSG	211	Maternal Newborn Nursing	3
NSG	212	Behavioral Health Nursing	3
NSG	213	Pediatric Nursing	3
NSG	215	Pharmacology I	1
NSG	220	Medical/Surgical Nursing II	6
NSG	225	Pharmacology II	1
NSG	230	Medical/Surgical Nursing III	6
		Subtotal	**38**
		TOTAL CREDITS	**71**

***Credit may be awarded to Licensed Practical Nurses who meet specific program requirements.

Kentucky Community & Technical College System
Hopkinsville Community College
Associate Degree Nursing

Course Descriptions

NSG101 – Nursing Practice I
Covers nursing practice using functional health patterns within the context of the contemporary health care delivery system. Emphasizes foundation knowledge of nursing practice, skills acquisition, and the care of patients with health perception-health management, value-belief, and rest-sleep dysfunctional health patterns. Pre-requisite: Admission to the Associate Degree Nursing program. (BIO 137 and MAT 110 or (MAT 150 or higher) with a grade of "C" or better), PSY 110 and Computer Literacy. Pre- or Co-requisite: BIO 139 with a grade of "C" or better and PSY 223. Components: Lecture: 5 credit hours (75 contact hours). Laboratory: 4 credit hours (180 contact hours).

NSG210 – Medical/Surgical Nursing I
Focuses on the application of the core components of nursing to adult patients experiencing dysfunctional health patterns. Emphasizes the care of patients with nutritional-metabolic and elimination dysfunctional health patterns. Pre-requisite: (NSG 101 and BIO 139) with a grade of "C" or better and PSY 223. Pre- or Co-requisite: (NSG 212 and NSG 215) with a grade of "C" or better, ENG 101 and Oral Communications. Components: Lecture: 3 credit hours (45 contact hours). Lab/Clinical: 3 credits (135 contact hours).

NSG212 – Behavioral Health Nursing
Focuses on the application of the nursing care to patients experiencing a dysfunctional health pattern. Emphasizes the care of patients with Coping-Stress-Tolerance and Altered Role-Relationship health patterns. Pre-requisite: (NSG 101 and BIO 139) with a grade of "C" or higher and PSY 223. Pre- or Co-requisite: (NSG 210 and NSG 215) with a grade of "C" or higher, ENG 101 and Oral Communications. Components: Lecture: 2 credit hours (30 contact hours). Laboratory: 1 credit hour (45 contact hours).

NSG215 – Pharmacology I
Focuses on common drugs, their classification and effects on functional and dysfunctional health patterns (value/belief, rest/sleep, health perception/health management, nutritional/metabolic and elimination health patterns). Emphasizes nursing responsibility, accountability, and application of the nursing process regarding drug therapy. Pre-requisite: (NSG 101 and BIO 139) with a grade of "C" or higher and PSY 223. Pre- or Co-requisite: (NSG 210 and NSG 212) with a grade of "C" or higher, ENG 101 and Oral Communication. Components: Lecture: 1 credit hour (15 contact hours).

NSG220 – Medical/Surgical II
Focuses on the application of the core components of nursing to adult patients experiencing dysfunctional health patterns. Emphasizes the care of patients with activity-exercise dysfunctional health patterns (cardiac, respiratory and musculoskeletal). Pre-requisite: (NSG 210, NSG 215 and NSG 212) with a grade of "C" or higher and ENG 101 and Oral Communications. Pre – or Co-requisite: (NSG 211 and BIO 225) with a grade of "C" or higher and ENG 102. Components: Lecture: 3 credit hours (45 contact hours). Lab/Clinical: 3 credit hours (135 contact hours).

NSG211 – Maternal Newborn Nursing
Focuses on the application of the core components of nursing to the care of childbearing families experiencing functional and dysfunctional health patterns. Pre-requisite: (NSG 210, NSG 212 and NSG 215), with a grade of "C" or higher, ENG 101 and Oral Communications. Pre- or Co-requisite: NSG 220 with a grade of "C" or higher, ENG 102, and BIO 225. Components: Lecture: 2 credit hours (30 contact hours). Lab/Clinical: 1 credit hour (45 contact hours).

NSG230 – Medical Surgical III
Focuses on the application of the core components of nursing to adult patients experiencing dysfunctional health patterns. Emphasizes the care of patients with cognitive/perceptual, altered self perception/self concept, management of patients with dysfunctional health patterns: neurological, eyes/ears, immune/cancer, multiple systems organ failure, and disaster planning. Role transition is addressed and emphasizes leadership, management of care, skill development and professionalism. NSG 230 is the capstone course and must be successfully completed in the final semester of the associate degree nursing program enrollment. (201 KAR 20: 320). Pre-requisite: (NSG 220 and NSG 211 and BIO 225) with a grade of "C" or higher and ENG 102. Pre- or Co-requisite: NSG 213, NSG 225, Heritage/Humanities/Foreign Language. Components: Lecture: 3 credit hours (45 contact hours). Lab/Clinical: 3 credit hours (135 contact hours).

NSG213 – Pediatrics Nursing
Focuses on the application of the core components of nursing to the care of the child and family experiencing functional and dysfunctional health patterns. (Unsuccessful completion of NSG 213 will require mandatory withdrawal from NSG 230; 201 KAR 20:320) Pre-requisite: (NSG 220 and NSG 211 and BIO 225) with a grade of "C" or better, ENG 102. Co-requisite: NSG 230 or

Consent of Instructor. Pre- or Co-requisite: NSG 225 with a grade of "C" or better, and Heritage/Humanities.
Components: Lecture: 2 credit hours (30 contact hours). Lab/Clinical: 1 credit hour (45 contact hours).

NSG225 – Pharmacology II
Focuses on common drugs, their classification and effects on functional and dysfunctional health patterns (activity-exercise, coping/stress/tolerance, role/relationship, altered self-perception/self-concept, and cognitive perceptual). Emphasizes nursing responsibility, accountability and application of the nursing process regarding drug therapy. (Unsuccessful completion of NSG 225 will require mandatory withdrawal from NSG 230; 201 KAR 20:320). Pre-requisite: (NSG 220 and NSG 211 and BIO 225) with a grade of "C" or higher and ENG 102. Co-requisite: NSG 230 or Consent of Instructor. Pre- or Co-requisites: Heritage/Humanities/Foreign Language and NSG 213. Components: Lecture: 1 credit hour (15 contact hours).

STUDENT LEARNING EXPERIENCES

Lecture/Small Group Experiences

Experiences are formal classroom presentations, group discussions, and individual learning activities designed to introduce and clarify the theoretical basis for nursing practice. Examinations are given at intervals to assess student progress. Case studies and student-led activities are important active learning modalities and are supported by educational research. These activities may include games, e-Instruction, Nursing Central, collaborative presentations, Screencast-o-matic, guest speakers, and simulations.

CAMPUS LABORATORY EXPERIENCES

The campus laboratory provides simulations for both the practice of nursing skills and application of the nursing process. The lab is designed to facilitate learning with appropriate supervision. Essential skills are identified by the KCTCS Associate Degree Nursing Program as minimum requirements for successful progress and completion of the clinical component of the nursing program. Skills must be satisfactorily performed within two (2) weeks of the initial campus lab in which the skill was presented unless otherwise scheduled. The campus lab experience utilizes group instruction to facilitate learning. Students are responsible to prepare and successfully perform essential skills in the campus lab before performing these skills in the healthcare setting.

CLINICAL LABORATORY EXPERIENCES

The clinical laboratory provides practical application of nursing theory in the patient setting. The clinical experience is divided into pre conference, patient care activities, and post conference.

Pre Conference
The pre conference is a discussion and planning session immediately preceding an assigned clinical experience. The goals are to:
- provide direction for learning.
- establish the ground work for analysis of patient care activities.
- recognize the scope and limitations of the student nurse's role.
- promote critical thinking.
- discuss National Patient Safety Goals (NPSG), Quality and Safety Education in Nursing (QSEN), and Evidence-Based Practice (EBP).

Patient Care Activities
Patient care activities are planned interactions involving patients and other members of the health care team. The goals are to:
- apply theoretical knowledge.
- practice skills.
- implement the nursing process incorporating critical thinking, NPSG, QSEN, and EBP.

Post Conference
Post-conference is the discussion following assigned patient care activities. The goals are to:
- analyze the clinical experience.
- identify the relationships between theory and practice.
- clarify both thinking and feeling.
- focus on patients as individuals.
- develop personalized guidelines for future nursing care.
- evaluate the use of the nursing process and implementation of NPSG, QSEN, and EBP.

Math Assessments

Math assessments will be administered periodically throughout each semester. Students who score below 80% on assessment will be assigned to math remediation. Students will not be allowed to administer medications in the clinical facility until the math remediation is completed.

Helpful Hints and Rounding Rules:

When to Round

Round your answer at the end of the problem except when you are converting weight.
***Always convert weight and round to the nearest tenth and then complete the problem*.**

Rounding to the nearest tenth or hundredth

1. If the answer is less than 1 mL then round to the nearest hundredth.
   Ex: 0.376 = 0.38mL
2. If the answer is greater than 1 mL then round to the nearest tenth.
   Ex: 1.57 = 1.6 mL

Basic Rounding Rules

1. In rounding off numbers, the last figure kept should be **unchanged** if the first figure dropped is **less than 5.**
   Ex: If rounded to tenths place, then 6.422 becomes 6.4
   Ex: If rounded to hundredths place, then 0.533 becomes 0.53

2. In rounding off numbers, the last figure kept should be **increased by 1** if the first figure dropped is **greater than or equal to 5.**
   Ex: If rounded to tenths place, then 6.897 becomes 6.9
   Ex: If rounded to hundredths place, then 0.436 becomes 0.44

Tablets/Capsules Whole or Half

1. Tablets, as a rule, can only be given whole or broken in half.
   Round to the nearest half (0.5)
   a. Ex: 1.45 = 1.5 tablets or 1.2 = 1 tablet
2. **Express Capsules as a WHOLE number only**.

Weight Conversions

Round to the nearest tenth and round **at the point you convert**.
Ex: 120 pounds = 54.54 = 54.5 kg
Ex: 43.3 kg = 95.26 = 95.3 lbs

Zero Rules

You **must lead with a zero before the decimal point when the answer is less than 1**.
Example: 0.8mL
You **must not use a zero after the decimal point when the answer is a whole number**
Example: your answer is 2.0 drop the decimal point and zero and your final answer is 2 mL.

IV Rounding Rules

All calculations for IV drops per min (gtt/min) and milliliters per hour (mL/hr) should be rounded to the nearest WHOLE number.

Summary of Rounding Rules that you must memorize:
Rule 1: Round the answers for tablets and suppositories scored in half to the nearest half.
Rule 2: Round the answers for capsules and enteric coated tablets (these cannot be broken or crushed) to the nearest whole.
Rule 3: Round the answers for oral liquid medications and injections of greater than 1 mL to the nearest tenth.
Rule 4: Round the answers for oral liquid medications and injections of less than 1 mL to the nearest hundredth.
Rule 5: When converting weight from pounds to kilogram round to the nearest tenth.

Facilities Utilized

Facilities for clinical experiences are:

- Baptist Health, Madisonville, KY/Paducah, KY/Nashville, TN
- Blanchfield Army Community Hospital, Fort Campbell, KY
- Caldwell Medical Center, Princeton, KY
- Child Advocacy, Hopkinsville, KY
- Christian County School System, Hopkinsville
- Christian Care Communities, Hopkinsville
- County Health Departments, Surrounding counties
- Creekwood Place Nursing, Russellville, KY
- Cumberland Hall, Hopkinsville, KY
- Ft. Campbell School System, Ft. Campbell, KY
- Gateway Medical Center, Clarksville, TN
- Grace Health Care, Clarksville, TN
- Healing Advantage, Hopkinsville, KY
- Hearthstone Place, Elkton, KY
- Jennie Stuart Medical Center, Hopkinsville, KY
- Logan Memorial, Russellville, KY
- Signature Healthcare, Clarksville, TN
- Montgomery County Schools, Clarksville, TN
- Northcrest Medical Center, Springfield, TN
- OB/GYN Associates, Hopkinsville, KY
- Pennyroyal Center, Hopkinsville, KY
- Pennyroyal Hospice, Hopkinsville, KY
- Saint Luke Free Clinic, Hopkinsville, KY
- Sanctuary, Inc., Hopkinsville, KY
- Skyline Medical Center, Nashville, TN
- St. Thomas Hospital, Nashville, TN
- Trigg County Hospital, Cadiz, KY
- Trigg County Schools, Cadiz, KY
- Trilogy Center, Hopkinsville, KY
- Vanderbilt Monroe Carell, Jr. Children's Hospital, Nashville, TN
- Vanderbilt University Medical Center, Nashville, TN
- West Kentucky Ambulatory Surgical Center, Hopkinsville, KY
- Western State Extended Care Facility, Hopkinsville, KY
- Western State Hospital, Hopkinsville, KY
- Other facilities as needed

Student Performance Evaluation

The Student Evaluation Tool is utilized to reflect student performance in all program activities.
Preparation for all learning experiences is expected and is an integral part of the learning process. Safe nursing practice is based on satisfactory preparation. Preparation is essential for satisfactory performance.

Evaluation of performance is conducted in theory, clinical labs, and campus labs. Faculty and students jointly evaluate performance. The instructor's evaluation of the student through the weekly/final evaluation form is a legal document and must be on file. It must be on file prior to issuing a semester grade.

Theory Evaluation
The student is expected to be prepared, participate, and maintain professional behavior within the classroom setting.

The final course grade is based on the grade earned in theory and the grade earned in clinical performance. A clinical evaluation grade of satisfactory must be achieved in order to pass the course. If the clinical performance grade is unsatisfactory, the final earned course grade will be an "E", regardless of the theory grade. A letter grade of "C" must be earned in order to continue in the Associate Degree Nursing Program.

In order to determine the course grade, the following formula will be used. The total number of points earned will be divided by the total number of possible points for the course. **Grades will not be rounded up**!

$$\frac{\text{Total \# Points Earned}}{\text{Total \# Possible Points}} = \text{GRADE}$$

A = 92 - 100 B = 84 - 91 C = 75 - 83 D = 65 - 74 E = 0 - 64

Test results will not be returned to students until all students have taken the test (including make-up tests). Because of the privacy act, grades cannot be posted, released over the telephone, or given to another person.

Sixty (60) minutes is allotted per each unit exam with 50 questions. Two hours is allotted for the final exam with 100 questions.

Test Security Policy

1. All students are expected to be on time for unit and final examinations in all nursing courses.
2. All personal items (to include food and drink) will be placed in a designated area during the entire testing time. All electronic devices must be turned off prior to start of exam.
3. Students are to put their names and student ID number on their test booklet and ScanTron sheet.
4. Students are allowed to write in their test booklet.
5. The answer that appears on the ScanTron sheet is the only answer that will be considered in the grading process with the exception of required handwritten response items.
6. When the student has completed his/her test, the test booklet and ScanTron sheet is to be submitted to the instructors prior to the student exiting the classroom.
7. If the student exits the classroom prior to submitting the test booklet and ScanTron sheet, the student will receive a zero (0) for the current exam.
8. After the initial testing period has ended, all students will return to the classroom for the exam review.
9. The test booklets will be returned to each student. No talking or discussion during exam review.
10. The student's test booklet will be collected after the exam review is completed. If all testing items are not returned to the instructor prior to leaving the room, the student will receive a zero (0) for the current exam.
11. Exams will not be available for review after the in-class review period.
12. Any evidence of a student breaching the integrity of an exam will result in a zero for that exam and/or expulsion from the program.

*See Attendance Policy on page 25 for exam make-ups policy.

Student Retention/Remediation

As a retention activity to enhance student success, students are encouraged to complete the learning outcomes as they progress through each nursing course. These learning outcomes are based on the nursing program curriculum.

In order to accomplish this expectation, students must answer each learning outcome of content to be covered, in their own handwriting. This multisensory modality approach has proven to increase student success on test scores, student retention, and comprehension of the content. The learning outcomes are due at the discretion of the instructor, no later than on exam day. Coming to class with the textbook knowledge is the foundation for thinking critically and applying nursing theory in the classroom.

The student should retain a copy of the written work for study purposes as the originals will be kept on file. The student is responsible for making copies.

If the student scores less than 75% on an exam, they will meet with their instructor for exam follow-up and to receive the required retention assignment and due date.

At the end of the course, if the student has a passing theory grade of 75% or greater, the student will be awarded points earned according to the course syllabi.

This policy has been developed to promote your success in the Hopkinsville Community College Nursing Program.

Campus Laboratory Evaluation

- The student will be evaluated in the campus lab according to the Essential Skills components and Student Evaluation Tool.
- The student is expected to prepare for the lab as noted in the campus lab guide prior to the campus lab.
- The skill is presented in a variety of methods.
- Once presented, the student will practice with guidance and supervision.
- The student will be expected to be prepared for the check off prior to presenting to the faculty member.
- Any students not completing the check off during the campus lab session will be responsible for arranging an alternate check off date.
- Unsuccessful completion of the essential skill on the first attempt, the student will be expected to remediate the skill.
- Unsuccessful completion of the essential skill on the second attempt, the student will be given a Needs Improvement (NI) on their Student Evaluation Tool and this will initiate the Three Step Process. (Three Step Process on page 24)
- Documentation of unsatisfactory skill performance will be noted on the Student Evaluation Tool.
- The Student Evaluation Tool constitutes a legal document and is maintained in the student's permanent nursing file.
- Supportive documentation will be maintained in the student's file for any unsuccessful skill performance attempts.
- Satisfactory performance will be documented on the student's skill sheet.

Clinical Evaluation

Evidence of preparation for clinical laboratory experiences must be shown in order to provide patient care activities. When the performance does not illustrate adequate preparation, the student will receive an Unsatisfactory for the clinical day and this will be documented on the Student Evaluation tool. The student may be instructed to leave the clinical facility and a remediation assignment may be scheduled.

HCC Critical Criteria are additional nursing skills/actions identified by the HCC nursing faculty as imperative for safe and efficient delivery of nursing care. The Critical Criteria include the following statements.

1. Standard precautions must be utilized and appropriate asepsis must be maintained.
2. Correct supplies/equipment must be assembled and organized.
3. The nursing process must be used.
4. Patient instruction must be provided.
5. The patient must not be placed in either potential or actual physical jeopardy.
6. The patient must not be placed in emotional jeopardy.
7. Pertinent information must be reported and/or documented using accepted terminology.
8. The students must adhere to HIPAA standards.

The Critical Criteria should be employed in the delivery of high quality nursing care. They are applied to the student's performance on the Student Evaluation Tool.

Clinical performance evaluation is derived from direct patient care, written assignments, and clinical and campus laboratory experiences. Clinical performance is evaluated as Satisfactory, Needs Improvement, or Unsatisfactory on a weekly basis in accordance with established criteria stated in each course.

Definitions of evaluation terms are as follows:

Satisfactory:

- Performs essential skill safely and efficiently incorporating all of the critical component
- Integrates theory with practice utilizing critical thinking skills.

Needs Improvement:

- Performs essential skill safely
- Unable to efficiently incorporate all of the critical components
- Has difficulty integrating theory with practice utilizing critical thinking skills

Unsatisfactory:

- Does not perform essential skill safely and efficiently incorporating all of the critical components
- Unable to integrate theory with practice utilizing critical thinking skills

Not Applicable:

- Does not apply
- Not available

- A student in Nursing 101, 210, 212, and 215 may not receive more than 3 "Unsatisfactory," or 4 "Needs Improvement" competency evaluations per week **or** for the same competency per semester.
- A student in Nursing 220, 211, 230, and 213 may not receive more than 2 "Unsatisfactory" or 3 "Needs Improvement" competency evaluations per week **or** for the same competency per semester.

In the event of unsatisfactory performance in the campus lab or clinical area, the following "Three Step Process" will be implemented:

The Three Step Process

Clinical skill performance will be demonstrated satisfactorily in the campus lab prior to performance in the clinical setting. In the clinical setting, if the student is unable to satisfactorily perform a previously passed skill, the student will be sent to the lab to review and practice the skill in question. The student will not be allowed to perform the skills in the clinical area until the skill is performed satisfactorily in the campus lab. If a skill is not performed satisfactorily in the Clinical setting, **Unsatisfactory** will be assigned and the student will be required to complete the following within two (2) weeks:

First Step

The student will view the appropriate videos and practice the skill according to the Essential Skill components. The instructional specialist will provide the instructor with written documentation of the student's performance for the review period. The student will demonstrate Satisfactory performance of the skill in the presence of two nursing faculty or the instructional specialist and one nursing faculty. If the student is successful in performance of the skill, he/she may return to the clinical area at the next scheduled clinical time. If the student cannot perform the skill satisfactorily, he/she will have the opportunity to practice and then must progress to step two.

Second Step

In the interest of fairness to the student, the student will be allowed and required to demonstrate Satisfactory performance of the skill in the presence of two different instructors in the lab. If the student is successful in the performance of the skill, he/she can return to the clinical area at the next scheduled clinical time. If the student cannot perform the skill satisfactorily, he/she will receive a second **Unsatisfactory**, and must progress to step three. Documentation of an Unsatisfactory attempt will be documented on the Student Evaluation Tool.

Third Step

This is the last chance that the student has to show proficiency of the skill. He or she will be given this chance to satisfactorily perform the skill in the presence of yet two different instructors. If the student is successful, he/she can return to the clinical area at the next scheduled clinical time. If the student cannot perform the skill satisfactorily, this will constitute the third **Unsatisfactory** and the student will have failed the Associate Degree Nursing Program. After a student has failed the Third Step of the Three Step Process, a student will not be allowed to withdraw from the ADN Program and receive a “W” from the course.

NOTE: It is a significant event anytime a student is sent back to the lab. It is serious that a student cannot perform satisfactorily in the clinical setting. Although this is stressful, it is meant to be a learning experience. The faculty hope that the student will study, practice, and be successful in the attempt to perform the skill satisfactorily. The three-step process is meant to safeguard the student, the faculty, and the patients in the clinical setting.

Safe Clinical Performance

Safe clinical performance will be demonstrated in all areas of the clinical setting. If the student's performance is characterized at any time by dangerous, inappropriate, or irresponsible behavior which actually or potentially places the patient or family in physical or emotional jeopardy, the student will be instructed to leave the clinical setting and will be given an **Unsatisfactory** in clinical evaluation for all criteria jeopardized. The Director and faculty will determine the student’s ability to progress in the program. Any student suspected of arriving or performing activities impaired will be dismissed from the experience. The student will be expected to adhere to the facilities assessment for impairment. Any expenses incurred for the assessment will be at the student’s expense. Any student exhibiting dangerous, inappropriate, or irresponsible behavior may be dismissed from the nursing program.

Performance of Essential Skills

All nursing students should have sufficient:

1. visual acuity, such as is needed in the accurate preparation and administration of medication, and for the observation necessary for patient assessment and nursing care.
2. auditory perception to receive verbal communication from patient and members of the health team and assess health needs of people through the use of monitoring devices such as cardiac monitors, stethoscopes, IV infusion pumps, Doptones, fire alarms, etc.;
3. gross and fine motor coordination to respond promptly and to implement the skills, including the manipulation of equipment, required in meeting health needs;
4. communication skills (speech, reading, writing) to interact with individuals and to communicate their needs promptly and effectively as may be necessary in the individual's interest;
5. intellectual and emotional functions to plan and implement care for individuals;
6. ability to lift and/or move up to 50 pounds and;
7. ability to be up on feet for 8 – 12 hour clinical.

The faculty and coordinator retain the authority to determine the student's status in the nursing program on an individual basis. The faculty and coordinator may request that the student provide a medical release statement before returning to clinical. Please see Americans with Disabilities Act (ADA) Guidelines for assistance.

POLICIES GOVERNING STUDENT BEHAVIOR AND EVALUATION

Attendance

Attendance is essential. Participation in <u>all</u> learning experiences is necessary for success in the Associate Degree Nursing Program. Punctuality is required in all learning activities, and is a form of accountability. Lecture attendance is expected. Attendance will be monitored by completing an attendance roster. Please see the course syllabus for specific Attendance Policy.

Students are expected to take theory tests and final examinations as scheduled.

1. The make-up exam must be taken within two (2) academic days of the originally scheduled test date. All make-up exams will be essay format.
2. If the student can not take the make-up exam within two (2) academic days due to an emergency or catastrophic occurrence, the faculty may reschedule the exam.
3. If a second exam is missed approval must be obtained from <u>all</u> level faculty and the coordinator of the program before a make-up test can be given.

Clinical and Campus Lab Attendance per Course

Clinical and Campus Lab attendance is mandatory. Each student is required to complete 180 hours of campus lab and clinical per semester in NSG101; 135 hours NSG210, NSG220, and NSG230; 45 hours NSG211, NSG212, and NSG213.

In the event of a campus lab absence, the student must:

- notify the instructor of the intended absence a minimum of one (1) hour prior to the beginning of the campus lab.
- complete the appropriate make-up work as determined by the instructor.

In the event of a clinical absence, the student must:

- notify the instructor of the intended absence a minimum of one (1) hour prior to the beginning of the clinical.
- complete the appropriate make-up work as determined by the instructor.

The student who demonstrates habitual tardiness will be subject to disciplinary action up to and including dismissal from the program.

If a student is absent from lab or clinical, the student, instructor, and coordinator will sign the *Student Acknowledgment of Clinical Absence*. The form will be placed in the student's file.

A second absence from lab or clinical is considered excessive and the student may be brought before the coordinator and level faculty.

Professional Conduct/Behaviors
Professional conduct is expected in all activities (clinical lab, campus lab, lecture, observational experiences, etc). Respectful, courteous, considerate, friendly, participatory, and discrete behaviors characterize professional conduct. If at any time a student shows conduct outside this realm, the student will be asked to leave the activity/area. Professional nursing demands honesty and highly ethical behavior.

The faculty and/or staff will document any incident of unprofessional behavior. The faculty and/or staff and student will sign documentation of the behavior. In the event of an occurrence the student will come before the coordinator and faculty. Documentation of behavior and action to be taken will be provided to the student and filed in the student's permanent record in the nursing department. If the behavior occurs, the student may be dismissed from the program. See the Community College Code of Student Conduct, log on to http://www.kctcs.edu/Students/Admissions/Academic_Policies/Code_of_Student_Conduct.aspx.

Students may be financially liable for equipment lost or damaged in the lab/clinical setting.

Disruptive Behavior
Any student who disrupts lecture, campus lab, or clinical will be asked to leave. No children or pets are permitted in the classroom. In order to view the KCTCS Code of Student Conduct, log on to
http://www.kctcs.edu/Students/Admissions/Academic_Policies/Code_of_Student_Conduct.aspx.

All electronic devices should be turned to silent during lecture, testing, and campus lab. Electronic devices may be in the student's possession during clinical only for the use of Nursing Central. The electronic device is not to be used in clinical for any other purpose than research.

Health Insurance Portability and Accountability Act (HIPAA)
Health Insurance Portability and Accountability Act (HIPAA) provides the first comprehensive federal protection for the privacy of health information. All segments of the health care industry have expressed support of enhanced patient privacy in the health care system. HIPAA is carefully balanced to provide strong privacy protections that do not interfere with patient access to, or the quality of, health care delivery. Students are introduced to HIPAA guidelines in lecture content. More specifically, HIPAA is addressed during the clinical orientation(s) in each facility.

Electronic Communication and Social Media in Healthcare
Nursing students need to be aware of the dangers associated with the use of social media in any way that can compromise patient confidentiality and be in violation to HIPAA. The American Nurses Association (ANA), National Council of State Boards of Nursing (NCSBN) and the Kentucky Board of Nursing (KBN) have all released statements concerning the use of social media by nurses.

The ANA President Karen A. Daley, PhD, MPH, RN, FAAN said, "Social Media can be a powerful tool, one with the potential to enhance or undermine not only the individual nurse's career, but also the nursing profession. ANA hopes these principles provide a framework for all nurses to maintain professional standards in a world where communication is ever changing." ANA's e-publication, "ANA's Principles for Social Networking and the Nurse," provides guidance to nurses on using social networking media in a way that protects patients' privacy, confidentiality and inherent dignity. This publication is available as a downloadable, searchable PDF, which is compatible with most e-readers at www.nursesbooks.org

NCSBN's white paper "A Nurse's Guide to the Use of Social Media" can be downloaded free at
https://www.ncsbn.org/Social_Media.pdf. A YouTube video on social media is also available and accessible via www.ncsbn.org free of charge.

Please be sure to review this very important issue to assure your understanding and compliance to these standards.

Program Requirements

Liability Insurance
Each student must purchase liability insurance. Students who enroll in any course requiring patient/patient contact must show evidence they have professional liability insurance. Professional liability insurance is assessed on a per term basis. This charge is non-refundable and is subject to change without notice.

Hopkinsville Kentucky Association of Nursing Students (H-KANS)
In keeping with the HCC mission statement to provide student support programs that enable students to realize personal, educational, and professional goals and responsibilities, the Associate Degree Nursing Program expects all students to become members of the local H-KANS and the National Student Nursing Association (NSNA) chapter.

Transportation
Students are responsible for their own transportation to affiliating agencies and nursing classes regardless of distance, time, or expense involved.

Blood Test Requirements
All beginning students must submit results of rubella, varicella, rubeola, and hepatitis B titer, a tuberculosis skin test, and a Tetanus shot. Students will not be allowed to begin clinicals if documentation is not submitted to the nursing department by the specified and published dates. The meningitis vaccine is recommended but not required. The Hepatitis B recumbent vaccine series must be completed or student must sign the appropriate declination form. The tuberculosis skin test is required annually. If there is a history of a positive TB skin test, a chest x-ray must demonstrate no evidence of active TB. A copy of the chest x-ray results is required. The student is responsible for scheduling the yearly testing as well as submitting the written result to the division assistant.

Background Check, Drug Screen, KY Abuse Registry
All students will be required to complete a Criminal Background Check through Verified Credentials and an annual 9-panel drug screen through Occu Care located at Baptist Health in Hopkinsville, KY. If a facility requires additional criminal background checks it will be the responsibility of the student to obtain the check and have the information sent to the facility. The facility will then notify the college if the student is unable to practice in that facility. Incidents beyond this will be dealt with on a case-by-case basis. Efforts will be made to accommodate the student; however, if the student is unable to participate in clinical experiences he/she will be required to withdraw from the program.

If a facility requires additional screening, it will be the responsibility of the student to obtain the screening and have the information sent to the facility. The facility will then notify the college if the student is unable to practice in that facility. Incidents beyond this will be dealt with on a case-by-case basis. Efforts will be made to accommodate the student; however, if the student is unable to participate in clinical experiences he/she will be required to withdraw from the program.

Kentucky Nurse Aide Abuse Registry verification will be completed on each student by the nursing department staff by the first day of class.

Health Insurance
Each student must provide proof of health insurance. The student must maintain health insurance coverage for each academic semester while in the nursing program.

The National Student Nurses' Association (www.nsna.org) offers injury and sickness insurance for NSNA members and their eligible spouse and dependents. Please visit www.uhcsr.com/NSNA or call 1-800-505-5450 for more information.

The NSNA dues are $30/year or $50 for 2 years and the benefits are numerous with career planning, resumes, portfolios, study resources, convention, and networking information.

Electronic Devices
All students will be required to have an electronic device for use of the Nursing Central program to have access to comprehensive resources in the clinical setting.

Cardio Pulmonary Resuscitation (CPR)
All students must obtain CPR certification for the Professional Rescuers, and a photocopy of the card must be turned in to the nursing office prior to the first day of class. Students will not be allowed to register for nursing classes if a photocopy of CPR certification is not present in the nursing office. American Heart Association or American Red Cross Basic Life Support Provider are the only courses that will be accepted including online re-certification.

Clinical Attire
Students are to purchase appropriate uniforms/scrubs through the Hopkinsville Community College Bookstore. If a student chooses to wear a shirt under the uniform/scrub, it must be white and without markings. Clean, white, solid, closed-toed shoes and white socks are required. A patch with the HCC logo must be worn on the left sleeve of the uniform and lab coat. Lab coats and uniforms are to be clean and pressed.

A full-length white lab coat is required for covering the uniform. A lab coat and name pin is required over street clothes when the student is in the clinical area for the purpose of obtaining assignments. No jackets/coats are to be worn over lab coat when in the clinical facility. Students are not to wear jeans, shorts, t-shirts, halter/tube tops, sandals/open toe shoes. No mid-driff showing.

Decorative jewelry and hair ornaments must not be worn with the uniform. For both male and female students, the hair must be worn in a style away from the face and an appropriate style which cannot fall into the field of patient care. Only natural hair colors are

acceptable. Any accessories used to hold the hair back must match the student's hair color. Hair (including facial hair), body and fingernails must be clean and neat at all times. Fingernails must not be longer than ¼ inch from the tip of the finger and must be without polish. No "fake", acrylic tips or cosmetic fingernails are allowed in any clinical facility (observational activity or a routine clinical day with patient care). If any of the above occurs, the student may be sent home from clinical and assigned an absence which must be made up.

Good oral hygiene must be evident. No perfume should be worn in the clinical area. Any other instructions regarding uniforms will be given prior to clinical in each course. Students exhibiting body odor including the obvious smell of tobacco products will be asked to leave the clinical area and receive an "absence" for the day. No chewing gum is allowed in the clinical area.

A wrist watch with a second hand, a stethoscope, pen light, bandage scissors, and electronic device with the Nursing Central program are required. A pen, pencil, and note paper should be carried in the uniform pockets. Students are required to wear their nursing nametags to all clinical labs. Goggles are required when performing procedures in which body fluids might contact the student's eyes.

Jewelry is limited to a plain wedding band and one pair of small stud earrings. Jewelry in other visible body piercing must be removed or covered. For example, nothing must be in the tongue, lip, nose, or multiple ear piercing. This means that no student may wear more than one pair of earrings. The student will be asked to remove the jewelry from any piercing in order to remain in clinical. Large piercings must be filled with flesh tone spacers.

If body tattoos are visible, they must be covered. No tattoos must be perceptible by the patient.

Pinning Ceremony and Nursing Pins

The Pinning Ceremony is a special event for the nursing department and the graduating nursing class. As a department, the faculty strives to make it a special event of celebration. The tradition at Hopkinsville Community College is the pinning occurs with students dressed in graduation regalia that is also worn during the HCC commencement ceremony. There are several reasons the nursing faculty chose this as the attire for the pinning ceremony. One reason is it represents where nursing education occurs today and that is in an institution of higher education rather than a hospital "school of nursing". It represents the growth of nursing into a profession recognized on the collegiate level. The attire is also gender neutral as more men are entering the profession and nursing caps, etc. have never been worn by male nurses.

Of most significance in the pinning ceremony is the nursing pin. The pin is the only tradition that has remained since the beginning of the nursing profession with Florence Nightingale. Each nursing program has a unique pin that only a person graduating from that program has earned and can wear.

As a graduate of Hopkinsville Community College, you will enter the ranks of other graduates who have proudly worn the HCC Nursing Pin since the inception of the program in 1971.

(The HCC Bookstore is the only approved source for academic regalia and the pin.)

Awards

Awards will be given to graduating students. The following awards will be conferred:

- Nancy King Cost Spirit of Nightingale – Clinical Performance, Leadership Ability, Professional Behavior – Elected by faculty
- Outstanding Academic Student – Nursing courses GPA – Elected by faculty
- HKANS Awards – Officers and members who made a significant contribution to HKANS – Elected by faculty

HCC Graduation Ceremony

Graduation Ceremony is conducted yearly in May the evening of the Pinning Ceremony at 7:00pm. Academic regalia worn for the Pinning Ceremony is the required attire. It is a memorable event that we encourage our nursing graduates to attend.

Anticipated Additional Expenses

First Year

1. Professional Liability Insurance.....$22
2. Uniforms and lab coat.....$150
3. White shoes, hose/socks, watch with second hand, stethoscope, goggles, bandage scissors $150
4. Books (1st semester).....$850
   Books (2nd semester).....$500
5. Travel to school and clinical facilities $200
6. Nursing lab supply kit.....$150
7. Verified Credentials background check $50
8. Drug Screen $50
9. HKANS & NSNA Membership Fees.....$40
10. Blood tests $200
11. CPR Training $50-100
12. Unbound Medicine Program.....$160
13. iPod or smart phone device.....(varies according to vendor)

Second Year

1. Professional Liability Insurance.....$22
2. Books (3rd semester) $250
   Books (4th semester).....$150
3. Travel to school and clinical facilities $200
4. Nursing lab supply kit.....$100
5. Drug Screen $50
6. HKANS & NSNA Membership Fees.....$50
7. Blood Test & CPR.....$75
8. Nursing pin (optional).....$220
9. NCLEX Review Course.....$300
10. NCLEX Exam.....$200
11. Licensure Fee (Varies b/t states).....$100

Tuition for Returning Students

In-State..... $144 per credit hour
Out-of-State Contiguous Counties ..... $288 per credit hour
Out-of-State..... $504 per credit hour

Note: All fees are subject to change without notice.

GENERAL POLICIES

Cheating and Plagiarism Policy
It is expected that each student will do his/her own assigned work in both labs and theory. In the event of cheating or plagiarism, the faculty will follow the KCTCS Code of Student Conduct (http://www.kctcs.edu/Students/Admissions/Academic_Policies/Code_of_Student_Conduct.aspx).

Curriculum
The Associate Degree in Applied Science is awarded upon successful completion of all college requirements. A minimum of 71 hours with a standing of 2.0 out of a possible 4.0 is required for graduation. A minimum grade of "C" must be obtained in all nursing, biological science, and mathematics courses. Graduation from the program qualifies the graduate to write the National Council Licensure Exam (NCLEX) State Board Examination to become a registered nurse. No one will be permitted to take the NCLEX until all course work has been successfully completed. Each student must pre-register and plan his scheduled program with the approval of a nursing advisor. The curriculum description and class schedules can be obtained from the Admission's Office.

Hopkinsville Community College nursing faculty reserve the right to modify course content as needed to enhance student learning.

All nursing students must obtain a MAP (My Academic Plan) and should see their advisor to do so.

Registration
Students are expected to keep themselves informed of pre-registration and registration dates. Dates are in the college bulletin and are widely publicized by the media.

Clinical Group Assignment
Faculty reserve the right to reassign students to groups. Throughout the course of the nursing program, the student will be exposed to a wide variety of experiences. Students will be expected to travel to these experiences.

Dropping Courses
If dropping a class after mid-term through the end of the semester, permission must be given by the instructor in the form of a KCTCS email or as a signed memo on official Hopkinsville Community College letterhead addressed to the Admission/Records Office. This correspondence must reach the Admissions/Records Office within five (5) business days of the instructor's consent. If the drop involves another instructor additional signatures are required. Please see the Admissions/Records Office for the necessary documentation required to complete the request.

Student should consult Student Services (Financial Aid and VA, if applicable) before dropping any classes.

Once a student can no longer numerically pass a nursing course, they will be required to drop the course.

Readmission
When a student withdraws or fails the program by receiving less than a "C" in a nursing, biological science, or math course, the student may reapply to the nursing program. Request for readmission should be submitted prior to May 15 for fall entry, or September 15 for spring entry. Readmission to the nursing program will be dependent upon available resources. Please refer to the Nursing Admission Packet for current criteria regarding readmission. All students must meet current guidelines for admission. Students who have been unsuccessful in a nursing course are eligible to be considered for readmission to that course only. Preference will be given to students who withdrew passing from the nursing course.

A three year lapse since initial entry into the program will necessitate repetition of the entire program. Readmission is limited to one time. The Nursing Admissions Committee may recommend readmission for a second time, only if a student can furnish evidence of unusual circumstances, remedial study, or additional preparation.

Americans with Disabilities Act (ADA)
The mission of the Office of Disability Services at Hopkinsville Community College is to ensure that individuals with documented disabilities have equal access to all educational opportunities under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Every effort will be made to ensure classroom and laboratory accessibility and support services for all students. For maximum assistance, all students requiring classroom accommodations due to a documented disability should contact Dr. Jason Warren, Dean of Student Affairs and Disability Services Coordinator at 270-707-3801, visit the Disability Services Office located in the Administration Building, Room 115, or email Dr. Warren at jason.warren@kctcs.edu. Students requesting classroom accommodations and/or requiring assistance during an emergency evacuation must register with Disability Services at the beginning of each semester.

Sexual Harassment
The sexual harassment of students, faculty and staff is prohibited by KCTCS policy. Sexual harassment may include unwelcome sexual advances, requests for sexual favors, or other verbal or physical actions of a sexual nature. Complaints of sexual harassment will be treated and investigated with full regard to the KCTCS due process requirements.

Solicitation
Hopkinsville Community College nursing students are prohibited from soliciting monetary funds, materials, equipment, and supplies from individuals, agencies, or companies as a representative of the HCC nursing program without prior consent from the Director of Nursing.

Facebook
HCC nursing faculty/staff will not be Facebook friends with nursing students during their enrollment period at HCC. If the HCC nursing faculty/staff choose, they will "friend" the nursing students upon their graduation from the HCC nursing program.

General College Policies Regarding Inclement Weather

When the weather is bad...
Hopkinsville Community College expects to remain open and conduct on- and off-campus classes according to the regular schedule. Even if public schools are closed, HCC will likely remain open. You should plan accordingly. Fort Campbell will follow the same schedule as the Hopkinsville Campus unless the military base is closed to public access by base officials. Classes held at public school sites will follow the closing schedules for those sites. Students, faculty, and staff should take normal precautions regarding their ability to travel safely to their college location.

Where to get information on delays and closings
Weather-related closings and delays are prominently announced on the college's website. Normally, a decision on a closing or delay will be made before 6 am and posted on the site shortly thereafter. If weather conditions are changing, you are encouraged to check back frequently for updates. You can also call HCC's weather hotline at (270) 707-3701, 24-hours a day. If possible, students, faculty, and staff will be notified of delays or closings via email, SNAP text messaging, and faculty Blackboard sites. Information will also be communicated to the following media outlets: WKAG television Hopkinsville, WHOP radio Hopkinsville, WKDZ radio Hopkinsville and WVVR radio Clarksville. *NOTE: HCC announcements via the HCC webpage, weather hotline or SNAP text messages will offer the most concise and up to the minute information available.*
With inclement weather, the following actions may occur

Hold classes as normal
This action is taken when hazardous conditions exist in one section of the service area, but do not affect the entire area. A cancelation of class when some students are able to attend while others cannot is not considered to be fair policy. When hazardous driving conditions do exist in a portion of the service area, students who are unable to attend class because of those conditions will follow the inclement weather/missed work and exams policy stated on their instructor's syllabus. They will have an opportunity to make up any missed exams. The instructor's inclement weather policy will not be punitive and will provide for make-up of work missed where possible, recognizing that some activities such as labs are not easily arranged. If individual faculty are unable to drive to their campus under this action, the faculty member will be responsible for contacting their students via phone or email and faculty Blackboard site to notify their students of course cancelation. *NOTE: If there is no alert on the HCC website, classes are operating on a normal schedule. Check back frequently for updates if conditions worsen.*

Delayed Start
This course of action will be taken after a storm that makes early morning driving conditions hazardous, but when there is an indication that road crews will have conditions under control by mid-morning. Under the delayed start schedule, classes will begin according to the following times:

- **Hopkinsville and Fort Campbell Campuses**
  All classes beginning after 10:45 a.m. will meet.
- **High School Campuses**
  Classes follow public school closings or delays
- **Staff**
  All staff should report at 10 a.m. Any staff member unable to report should turn in vacation paperwork.

Classes Canceled
This action is reserved for hazardous conditions that have developed overnight or continue to develop during the morning, showing no signs of stopping. If the hazardous conditions continue, a decision concerning the cancelation of evening classes will be made by 3 p.m. The cancelation of day classes does not imply the cancelation of evening classes. These are two separate actions. Students should check with their instructor to determine how the missed course material will be covered.

Student Grievance Procedure

Students who feel they have been treated unfairly for any reason or discriminated against or denied an opportunity because of their race, color, national origin, sex, disability, age, religion, or marital status in a vocational program and/or activities have the right to file an informal and/or a formal complaint. The KCTCS Code of Student Conduct can be obtained at http://www.kctcs.edu/Students/Admissions/Academic_Policies/Code_of_Student_Conduct.aspx.

Chief Student Affairs Officer
Dr. Jason Warren
P.O. Box 2100
Hopkinsville, KY 42241-2100
(270) 707-3801

KENTUCKY BOARD OF NURSING GUIDELINES FOR REVIEW OF LICENSURE
APPLICANT CONVICTION RECORD

Students that have been convicted of a felony or misdemeanor must submit documentation to the board of nursing in the state of desired application. Contact the board of nursing at least six months prior to graduation. You may want to contact the board of nursing before beginning the program of nursing. The state board of nursing has the final decision to allow students to take the NCLEX. The state board of nursing also has the right to deny any applicant authorization to sit for the NCLEX. This process should be taken seriously!

Listed below are the actual crime conviction guidelines:

The Kentucky Board of Nursing is authorized by law to deny a license or to issue a license under disciplinary conditions because of an applicant's criminal conviction. KRS 314.091(1) states, in part: "The board [of nursing] shall have power to reprimand, deny, limit, revoke, probate, or suspend any license ... to practice nursing issued by the board or applied for in accordance with this chapter ... upon proof that the person ... (b) has been convicted of any felony or a misdemeanor involving drugs, alcohol, fraud, deceit, falsification of records, a breach of trust, physical harm or endangerment to others, or dishonesty ...."

KRS 314.031(4) requires that all misdemeanor and felony convictions occurring in Kentucky or in any other state, regardless of when they occurred, must be reported to KBN. A person has been convicted if they pled guilty, entered an Alford or *nolo contendre* plea, or was found guilty in any court. All criminal convictions are individually reviewed by KBN. The person must suppply to KBN a certified copy of the conviction record and a letter of explanation. The letter of explanation is a personally written summary of the events that led to the conviction. It gives the person an opportunity to tell what happened and to explain the circumstances that led to the conviction. KBN will take into consideration the nature of the offense and the date of the conviction.

KBN may seek to deny an application because of criminal convictions. It that happens, the applicant may request a formal hearing before a KBN Hearing Panel. The request must be in writing. The applicant will be notified of the date, time, and location of the hearing. The applicant may be represented by an attorney. The Hearing Panel will consider the request for licensure. After hearing the evidence presented, the Panel will make a recommendation to the full Board regarding the approval or denial of the application for licensure.

For more information, please refer to the KBN brochure Mandatory Reporting of Criminal Convictions [PDF Format - 28k]. You may also call the KBN office at 502-429-3300 or toll free at 800-305-2042, ext. 238 or 243, to obtain a hard copy of the brochure

(Updated August 30, 2011)

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FALL 2013 HANDBOOK ACKNOWLEDGEMENTS

_____
Printed, Legible Name

I hereby acknowledge that I have read the Nursing Student's Handbook of the Hopkinsville Community College Associate Degree Nursing Program. I understand the components and requirements of the nursing program. I have been given the opportunity to ask questions and seek clarification.

I understand and agree to abide by the policies and guidelines therein.*

_____ _____
Signature Date

I have been informed and received a copy of the Kentucky Board of Nursing Guidelines for Review of Licensure Applicant Conviction Record.*

_____ _____
Signature Date

ELECTRONIC MAIL (E-MAIL) CONSENT FORM

Your nursing instructor may deliver your unit exam and final exam grades to you by hand (on campus), U.S. Mail (final exam ONLY), or e-mail. Providing an e-mail address means that you have consented to have this type of information sent via e-mail to the address provided unless and until you notify the college in a timely manner that this consent is withdrawn. Please do not provide an e-mail address unless you want to receive your grades via e-mail. Please indicate how you prefer to receive your unit exam grades:

By Hand _____

U.S. Mail Address (Final Exam Grade ONLY) _____

E-Mail Address (KCTCS Student E-Mail Account ONLY) _____

Print Your Name_____

Signature_____

Date_____

VIDEO CONSENT FORM

I, _____, give my permission for Hopkinsville Community College nursing faculty/staff to videotape me during the lecture and campus lab learning experiences.

_____ _____
Signature Date

*These acknowledgements will be filed in the student's folder.