



**Portland  
Community  
College**



**PCC NURSING PROGRAM**

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# *STUDENT HANDBOOK*

*2022-2023*

# PORTLAND COMMUNITY COLLEGE

## NURSING PROGRAM

### 2022-2023 STUDENT HANDBOOK

Each student is provided a copy of the Portland Community College (PCC) Nursing Student Handbook, which they are expected to read. This Handbook is designed as a guide for PCC nursing students and includes related college policies and procedures to select, but not all, PCC Nursing Program situations.

This Handbook does not constitute a contract between you as a student and PCC. The student is to clarify anything that is unclear and sign the agreement pages at the end of the Student Handbook.

PCC reserves the right to revise and interpret the language of handbooks and policies when deemed appropriate. Everything in this Handbook is subject to change or deletion at the college's discretion.

Changes will be communicated via your PCC email, Desire2Learn (D2L) Brightspace and/or by distributing copies of any changes that occur during the academic year.

*\*The impacts of COVID-19, including the shift to remote teaching and learning, have changed some aspects of how we operate as a program at the date of this publication.*

*When possible, grey textboxes have been added to indicate information needed to clarify or expand existing policies and procedures due to the impacts of COVID-19.*

*Additional changes or clarifications may be needed as we progress through the academic year. These will be communicated as indicated above.*

*Students should also seek to clarify any information that they are unclear how to apply in the current circumstances.*

PCC Nursing Program  
Health Technology Building, Sylvania Campus

**2022-2023**

***WELCOME!***

Dear Nursing Student,

The PCC nursing faculty and staff would like to welcome you to the PCC Nursing Program! We look forward to getting to know you and helping you reach your goal of becoming a registered nurse.

The Nursing Program at PCC has a rich and varied history. From its earliest years as a Practical Nursing Program in the early 1950's, to establishing Oregon's first Associate Degree in Nursing (A.D.N.) Program in 1967, PCC's nursing graduates have been successful on the national licensing examination and are respected in the community. The PCC Nursing Program also maintains national accreditation by the Accreditation Commission for Education in Nursing (ACEN).

We recognize that the nursing education experience you are undertaking is challenging, and we are here to help you successfully enter the nursing profession. We encourage you to take advantage of the many resources that are available to you at PCC including: nurse mentors, instructors, student success program, Director, and most importantly, one another.

Nursing is a rewarding career and each one of you brings special talents and strengths that will enhance the profession. If there is anything that we can do to facilitate your educational experience, please let us know.

We welcome you and look forward to your success.

Sincerely,

Director, Faculty, and Staff of the PCC Nursing Program

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# 1. PCC Nursing Program Information

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## 1.1. MISSION, PHILOSOPHY AND VALUE STATEMENTS

### 1.1.1. Mission Statement

The Portland Community College Nursing Program provides high quality nursing education in order to transform individuals into caring professional nurses to meet the evolving health needs of our community.

The PCC Nursing Program values access to a learning community that is evidence-based, student-centered, and culturally sensitive. We promote curiosity and student success for the achievement of academic goals in a caring, safe and respectful environment.

### 1.1.2. PCC Nursing Program Philosophy

The PCC Nursing Program prepares individuals to enter the profession with the foundation of nursing competency and to continue in their education, enabling them to respond to changing health care needs of individuals and communities in various health care settings. The nursing faculty of PCC believes that the Associate of Applied Science in Nursing degree (AAS) graduate is vital to the nursing profession and to a changing health care delivery system.

We believe individuals at all developmental stages are bio-psychosocial beings who interact with their environment. Each person has unique capabilities, value systems and life experiences that influence behaviors. Health is a dynamic process with a goal of optimal functioning within one's capabilities. Individuals and society share rights and responsibilities for health. Health is influenced by one's culture, lifestyle, physical, spiritual, mental, and social factors, as well as one's stage of development.

We believe the professional registered nurse practices a relationship-centered approach and that health is maintained, promoted and restored through partnerships among individuals, families, groups, communities and health care providers.

The role and functions of the nurse demands legal and ethical accountability for patient care, clear effective communication, and safe direction and guidance of other health care providers in the delivery of nursing care activities. The nurse's personal and professional actions are based on a set of shared core nursing values and these values are applied to making sound clinical judgments using the best available evidence in all areas of their nursing practice. The professional registered nurse utilizes, contributes to, and practices in the broader healthcare system, while collaborating with patients and families.

Nursing education is the process that introduces the student to the practice of nursing. It focuses on the application of the sciences, humanities, nursing science and the art of nursing essential to providing and managing patient care. The curriculum is based on current and realistic nursing roles and practice. Students are expected to engage in intentional learning,



develop insight through reflection, self-analysis and self-care and to continue using these skills in their nursing practice.

Central to nursing education is a positive, caring, supportive and respectful student-teaching relationship that promotes growth toward professional and personal development. The faculty recognize and value the uniqueness of each student and implements a variety of innovative teaching strategies to promote self-direction in learning. PCC's Nursing Faculty believe that our PCC Nursing Program fosters an atmosphere that accepts and encourages diversity among faculty, students and those we serve.

We believe PCC's nursing education affords opportunities for the faculty and the students to actively work together in order to achieve program outcomes. We further believe the nursing curriculum provides active learning experiences that stimulate intellectual curiosity, critical thinking, emotional growth, social awareness and respect for diversity among students.

Nursing education, to be relevant and meaningful, continually seeks to evaluate, validate, and revitalize its curricular designs and educational strategies. This level of education is accomplished through a process of on-going dialogue and evaluation with the participation of the community, faculty, graduates, and enrolled students. We are committed to the integrity of our program and to promoting the competence of our graduates. We believe the PCC graduate is prepared to assume responsibility for lifelong learning necessary to maintain safe and effective nursing practice, professional growth, and leadership in nursing and healthcare through participation in activities in the work setting and within professional organizations.

### **1.1.3. Value Statements**

#### **PROFESSIONALISM**

We value the practice of professional nursing that is congruent with the standards related to the licensed registered nurses' responsibilities. These standards identify ethics in practice and include, but are not limited to, professional accountability and competence, accepting individual responsibility for nursing actions, ensuring safe nursing practice, maintaining current knowledge of statutes and regulations that govern nursing, and practicing within those boundaries, while protecting confidential patient information, demonstrating honesty and integrity, as well as, retaining professional accountability to the practice of nursing.

#### **CARING**

We strive to create an environment that expresses caring, humanness, and respect toward oneself and others.

#### **COLLABORATION**

We share resources, talk with each other openly, and enjoy a sense of humor. We seek cooperative solutions in an atmosphere where risk-taking is permissible, and opportunities

for change are welcomed and seen as futuristic. Cooperation is the mainframe for stimulating intellectual and emotional connectedness.

## **INNOVATION**

We are creative and timely in all aspects of our work. We empower members of our group to be proactive and remove barriers that may impede student success. We encourage innovation and remain open to new ideas, new solutions, and new paradigms.

## **COHESIVENESS**

We work together in an environment where expectations are communicated clearly and where we participate as active listeners. We are accountable to ourselves and to the group in the decision-making process. We adhere to decisions that the group has made, and are united and consistent in enforcing these decisions.

### **1.2. NURSING PROGRAM APPROVAL AND ACCREDITATION**

#### **1.2.1. Oregon State Board of Nursing (OSBN)**

The PCC Nursing Program is approved by the Oregon State Board of Nursing.

17938 SW Upper Boones Ferry Rd

Portland, OR 97224

Phone: (971) 673-0685

Web: [www.oregon.gov/OSBN/](http://www.oregon.gov/OSBN/)

#### **1.2.2. Accreditation Commission for Education in Nursing (ACEN)**

The PCC Nursing Program is accredited by:

Accreditation Commission for Education in Nursing, Inc. (ACEN).

3343 Peachtree Road NE, Suite 850

Atlanta, Georgia 30326

Phone: (404) 975-5000

Fax: (404) 975-5020

Web: [www.acenursing.org](http://www.acenursing.org)

### **1.3. PCC NURSING PROGRAM ADVISORY COMMITTEE**

The advisory committee for PCC's Nursing Program includes representatives from the nursing department, local health care facilities, employers and others in the healthcare industry, the community, PCC Nursing Program alumni, and nursing student representatives.

Recently, PCC's Advisory Committee has expanded to include the other two Portland area Oregon Consortium for Nursing Education (OCNE) partner community colleges – Mt. Hood Community College and Clackamas Community College – as well as representatives from the Portland OHSU Undergraduate program, as the University consortium partner.

The primary responsibilities of the advisory committee are to provide information about current nursing or health care trends and issues, serve as a liaison between the program and community, and make suggestions for program improvement. There will be, at a minimum, two meetings each academic year. Nursing student representatives and faculty are self-selected to encourage leadership and professional skill development. (See organizational chart).

#### 1.4. STUDENT TRANSITION TO OHSU

Students are co-admitted to OHSU when they enter the PCC Nursing Program. Nursing students will have access, through PCC, to basic information about OHSU Bachelor's of Nursing program. However, all students interested in transferring to OHSU, after completion of their AAS degree at PCC, must contact OHSU for specific admission requirements (including background check and drug screen), technical and professional standards, financial aid, and transfer deadlines.

CONTACT INFORMATION: OHSU School of Nursing – [proginfo@ohsu.edu](mailto:proginfo@ohsu.edu)

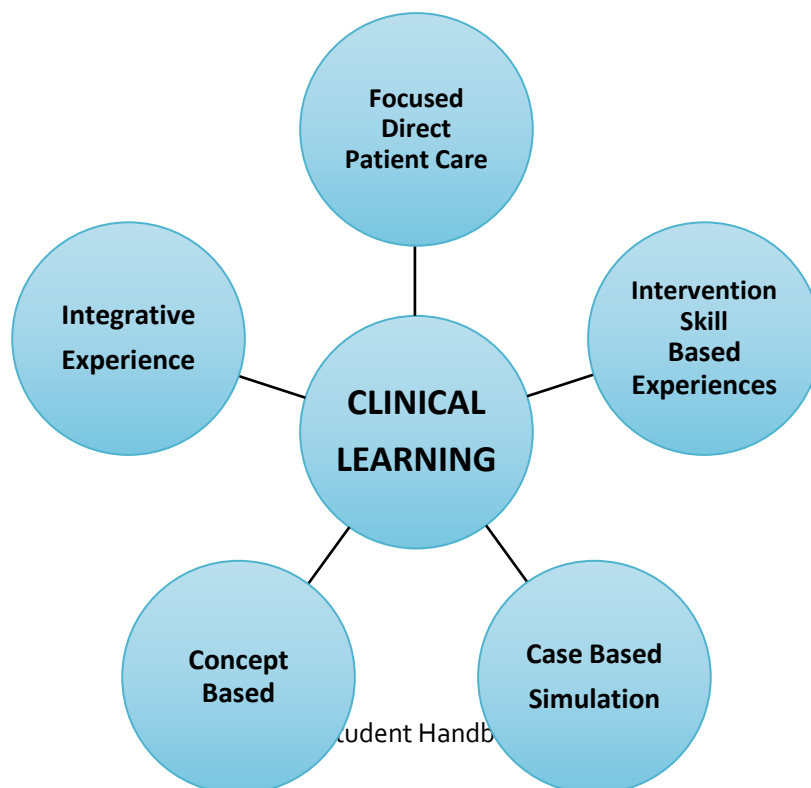
Office of Admissions – 503.494.7725

#### 1.5. OREGON CONSORTIUM FOR NURSING EDUCATION (OCNE)

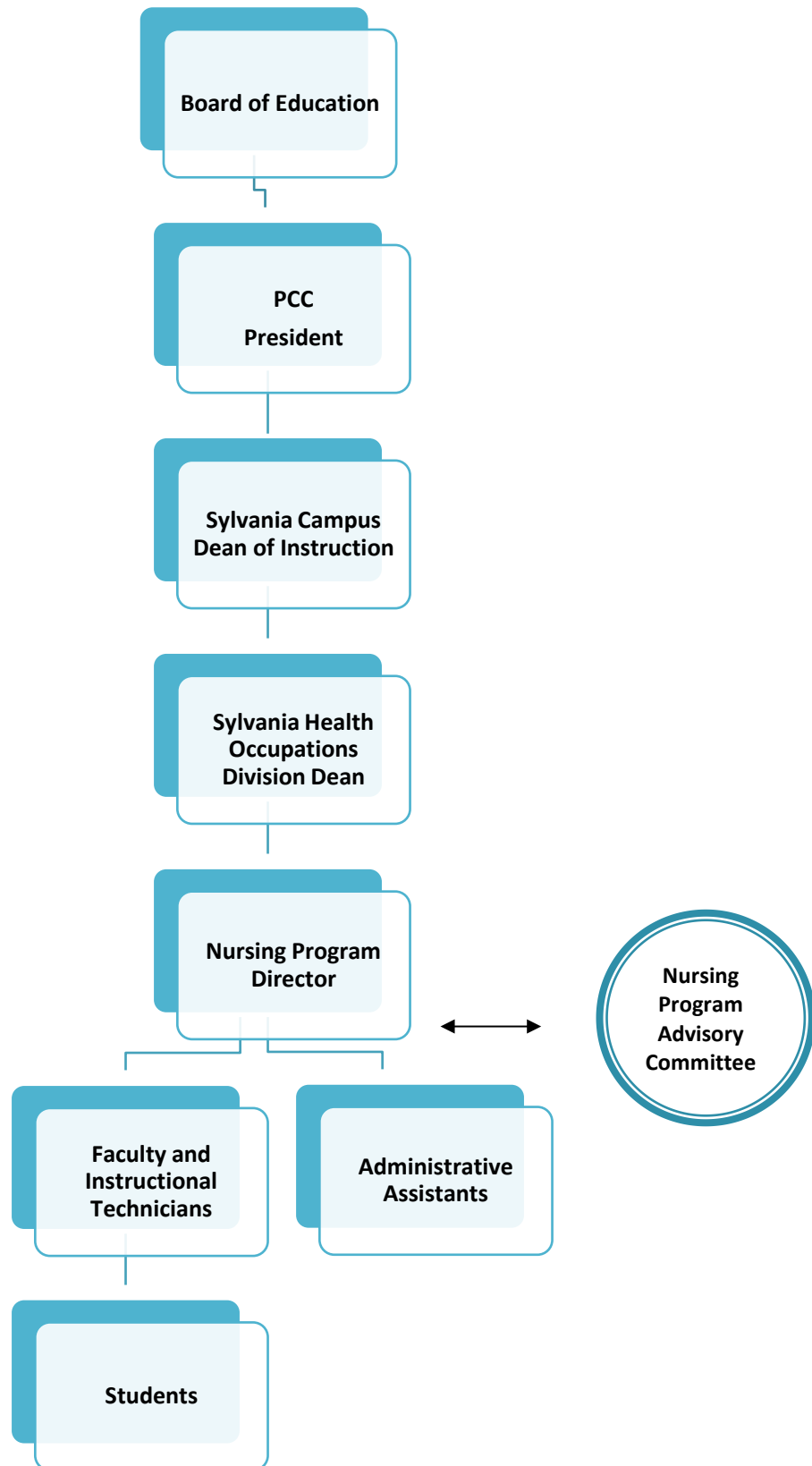
Portland Community College's Nursing Program implemented the OCNE curriculum Fall Term 2010. OCNE is a partnership of Oregon nursing programs designed to educate the nurse of the future, who will meet the healthcare needs of Oregonians. Faculty from eleven community colleges and the Oregon Health & Science University School of Nursing created and share a common curriculum taught on all consortium campuses. For more information about OCNE programs see [www.ocne.org](http://www.ocne.org).

The curriculum is an innovative design based on a set of core competencies educating a nurse who can provide care to individuals, families, and communities in health promotion, acute or chronic illness, and at the end of life.

There are five identified types of clinical learning experiences (see below) throughout the OCNE curriculum. The graduate from an OCNE program is skilled in clinical judgment, culturally appropriate & relationship-centered care, systems thinking & leadership, and evidence-based practice.



## 1.6. PCC NURSING PROGRAM ORGANIZATIONAL CHART



### 1.7. PCC NURSING PROGRAM OUTCOMES

The PCC Nursing Program outcomes are based on the **ten OCNE competencies**. In the Associates of Applied Science Completion Level, the nurse is able to integrate the competencies, as they are relevant to the situation, into his or her practice consistently, and through thoughtful self-reflection the nurse corrects their practice.

A competent nurse:

1. Bases personal and professional action on a set of shared core nursing values.
2. Uses reflection, self-analysis, and self-care to develop insight.
3. Engages in intentional learning.
4. Demonstrates leadership in nursing and health care.
5. Collaborates as part of a health care team.
6. Is able to practice within, utilize, and contribute to all health care systems.
7. Practices a relationship-centered approach.
8. Communicates effectively.
9. Makes sound clinical judgments.
10. Locates, evaluates, and uses the best available evidence.

### 1.8. PCC NURSING PROGRAM ADMISSION PREREQUISITES

#### Minimum Application Requirements:

- At least 30 of the 45 credits of prerequisites must be completed by the end of fall term prior to the application deadline
  - BI 231 must be completed by the end of fall term prior to the application deadline.
  - Math competency course or placement test (see below) must be completed by the end of fall term prior to the application deadline
- The remaining prerequisites must be completed by the end of spring term prior to admission.

Grade requirements:

- Cumulative GPA of prerequisite courses must be at least a 3.0.
- Individual prerequisite courses must be taken for a letter grade and must be completed with a grade of "C" or higher.

#### Prerequisite Courses With a 7-Year Expiration:

**BI 231, 232 & 233 Anatomy and Physiology I, II & III, 12 Credits:** BI 231 must be completed by the end of fall term prior to the application deadline. BI 232 & 233 must be completed by the end of spring term prior to admission. The full sequence of human anatomy and physiology with laboratory, inclusive of all body systems is required. Chemistry or Biology may be required prior to the A&P sequence at some institutions. PCC requires BI 112 prior to taking the BI 231-233 sequence.

**BI 234 Microbiology, 4-5 credits:** Must be completed with a C or better by the end of spring term prior to admission. Lecture and laboratory need to cover bacterial identification, morphology, metabolism and genetics; bacterial, viral, and parasitic relationships with human health and disease; and basic immunology. PCC requires BI 112 prior to taking BI 234.

**FN 225 Nutrition, 4 Credits:** Class should cover biological functions, dietary sources of essential nutrients and the relationship of diet to health. PCC requires that BI231, WR121 and MTH60 be complete prior to registering for FN 225.

**PSY 215 Human Development, 4 Credits:** Class should cover the developmental process of human life through the full life span, from birth to death.

**Math 95 Intermediate Algebra, or higher: 3-5 credits,** or placement test. Students must demonstrate math competency by the end of fall term prior to the application deadline:

- Passing MTH 95, or higher with a grade of "C" or better (must be completed within 7 years of application)
- Placing into MTH 105/111 (College Algebra) as determined by PCC equivalent placement scores for COMPASS, ASSET ACUPLACER, or ALEKS placement tests. (Must be completed within 7 years of application-No credit awarded for placement testing).

Students will need to complete or substitute additional general education electives to fulfill the 45 course credits required for admission to the program. Applicants to the PCC Nursing Program may use a placement test to meet admissions requirements; however, students completing an Associates of Applied Science Degree (AAS) in Nursing are responsible for meeting mathematics graduation requirements (MTH 65 or higher)

#### **Courses With No Expiration Date:**

**WR 121 & WR 122 English Composition, 6-8 Credits:** Remedial English such as sentence structure and punctuation will not be accepted as sufficient to meet the prerequisite. These courses are preparation for scientific or technical writing which will be required later in the PCC Nursing Program.

Requirement is waived with completion of previous U.S. Bachelor's degree or higher from a U.S. regionally accredited institution. Students who have completed a U.S. Bachelor's degree (waived the WR 121 & 122 requirement) will need to complete or substitute additional general education electives to fulfill the 45 credits required for admission to the program.

**Prerequisite Elective Credits:** Prerequisite elective credits may come from any general education subject area as listed in the PCC catalog at <http://catalog.pcc.edu> under the General Education heading. At least 6 of the elective credits must come from the Social Science area (excluding PSY 215).

**Basic Computer Competency:** The PCC Nursing Program does not require a computer science prerequisite course. However, success in the PCC Nursing Program requires that students be computer literate, including word processing, data entry, use of spreadsheets and internet research. Students with no computer experience should discuss with an advisor how to achieve competency prior to entering the PCC Nursing Program.

For complete Nursing Admission information, see the PCC website:

<https://www.pcc.edu/programs/nursing/admission/>

### 1.9. PCC NURSING PROGRAM REQUIREMENTS

To earn an Associates in Applied Sciences degree from the PCC Nursing Program, students must complete the required nursing courses in the order outlined in the nursing curriculum. All required courses during the term of study must be completed with a "C" or above in order to progress to the next term. The course [Content and Outcome Guides](#) (CCOGs) detail for each nursing course in the CCOG "Course Description" the particular prerequisite and co-requisites. Each course has a published syllabus which describes the assessment components of the course.

The PCC Nursing Program has adopted the use of Assessment Technologies Institute (ATI) as a program requirement. Many nursing courses require the use of ATI products including assessments and learning modules. ATI is used to evaluate, monitor, prepare, and predict student success in taking the state registered nurse licensure exam (NCLEX-RN).





## 2. Professional Standards & Critical Elements

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Professional registered nurses have the privilege of interacting with a diverse group of people. During the course of your professional education, you will develop and/or strengthen your personal communication skills to improve your effectiveness with people. Communication involves interactions between students, patients, faculty, staff, and guests located on campus or at off-campus learning sites (agencies, clinical facilities or other settings). Respect for individual differences in opinions, beliefs, gender, lifestyle practices, religious, racial, cultural, or social backgrounds should be demonstrated by effective listening and communication skills as well as respect for physical space and privacy issues. Professional conduct standards for nursing students at PCC are based on the American Nurses Association (ANA) Code of Ethics, the Oregon State Board of Nursing *Nurse Practice Act*, and are in accordance with the PCC Code of Conduct. Therefore, professional communication and behavior are expected in all interactions and in all settings. **Unethical or unprofessional conduct may result in expulsion from the program.**

### 2.1. PROFESSIONAL ORGANIZATIONS

Professional persons have a responsibility to be active in organizations that enhance their professions through membership and participation. The nursing faculty represents several professional organizations and encourages student nurses to explore professional activities through organizations such as the National Organization for Associate Degree Nursing (NOADN), the Oregon Student Nurses Association (OSNA) and PCC's Student Nurse Association (SNA), which is a chapter of the National Student Nurses Association (NSNA).

Membership in a professional nursing organization can also provide additional resources and support for student nurses. There are many other organizations students may want to explore such as the American Association for Men in Nursing, Sigma Theta Tau, National Association of Hispanic Nurses, National Black Nurses Association, Oncology Nursing Society, and many more. These organizations often offer discounted student memberships. Students are encouraged to explore the many national and state nursing organizations available at <https://nurse.org/orgs.shtml>.

### 2.2. ENTERING A REGULATED PROFESSION

Graduates from any nursing program are expected to perform in a manner that reflects the standards defined by the Oregon State Board of Nursing and by the nursing profession as a whole. Nursing students must learn to function in accordance with the accepted standards of practice mandated by the profession. For this reason, the expected conduct, outlined as follows, should be viewed as necessary preparation for the ultimate role that the student will assume when entering the profession.

### 2.3. PROVISIONS OF THE CODE OF ETHICS FOR NURSES – American Nurses Association (ANA)

- Provision 1 The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
- Provision 2 The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
- Provision 3 The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
- Provision 4 The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
- Provision 5 The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
- Provision 6 The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
- Provision 7 The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards developments, and the generation of both nursing and health policy.
- Provision 8 The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
- Provision 9 The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/>

#### 2.4. CRITICAL ELEMENTS POLICY: SAFETY, INTEGRITY, AND ACCOUNTABILITY

The faculty members of the PCC Nursing Program have a professional responsibility to ensure that all graduates possess the knowledge, skills, and moral dispositions that are essential to nursing (ANA Code of Ethics, Provision 7). The professional standards of **Safety, Integrity, and Accountability** are considered essential to nursing education and practice. These standards are considered Critical Elements of the PCC Nursing Program and must be adhered to by students.

Students are expected to be in compliance with the PCC Code of Conduct and all other applicable PCC policies. Conduct inconsistent with these standards may result in disciplinary action, up to and including dismissal from the PCC Nursing Program.

*Failure to adhere to the professional standards of Safety, Integrity and Accountability will be considered to be a violation of the **Critical Elements**. This can result in an F*

*grade for the course and the student will not be allowed to re-enter the PCC Nursing Program.*

**2.4.1. The following are Critical Elements:**

- 1. SAFETY (actual and potential):** The student will act in a safe manner.

**The following indicate that the Critical Element of Safety has NOT been met:**

- A. Any act or omission that actually and/or potentially endangers the patient, others, and/or self.
- B. A failure to conform to the essential standards of acceptable and prevailing nursing practices. Actual injury need not be established (OSBN Div.45).
- C. Implements actions or decisions that the student is inadequately prepared to take or make or is outside their scope of practice.

**Examples of unsafe behaviors include, but are not limited to:**

- Violating or threatening the physical, psychological, microbiological, chemical, thermal, or other safety of the patient, peers, or staff.
- Carrying out a procedure in clinical that the student has not passed in the on-campus Clinical Skills Lab.
- Failing to follow instructions or directions in clinical or lab settings.

**Examples of meeting the Critical Element of Safety include, but are not limited to:**

- Following infection control protocols, such as washing hands before and after caring for a patient and wearing proper personal protective equipment.
- Administering medications using the five rights.
- Accurately verbalizing to the clinical instructor the classification, use, and nursing considerations before giving a medication.
- Correctly transferring a patient.
- Obtaining instructor help before carrying out any invasive procedure or any procedure for the first time.

- 2. INTEGRITY:** The student will display behavior of integrity and honesty.

Honesty is a professional characteristic that is vital to the practice of safe nursing, and is expected of all students. Dishonesty places the public at risk and therefore indicates a violation of this critical element. Students are to work independently to accomplish learning outcomes. If there are study groups to enhance understanding, the study groups do not replace the individual work required.

**The following indicate that the Critical Element of Integrity has NOT been met:**

- A. Demonstrated incidents of dishonesty, misrepresentation, or fraud.
- B. Any act or omission that violates the ethical standards of nursing practice.

**Examples of failing to demonstrate Integrity include but are not limited to:**

- Plagiarizing – Examples include submitting the work of another as one's own, or purposefully not citing words or ideas borrowed from another source.
- Cheating – Examples include using unauthorized notes during an examination, taking an exam for another student, copying answers from another student's exam, or providing information from exams to other students by any means, including posting on electronic media, which includes social media sites.
- Violating patient/family/student/program confidentiality.
- Discussion or posting on social media networks of learning experiences including but not limited to the following:
  - Classroom activities, exams (written or D2L), skills lab, SIM lab, and clinical
- Stating completion of requirements (labs, math tests, etc.) that have not been completed.
- Entering inaccurate, incomplete, falsified or altered documentation into a health record or agency records.
- Providing dishonest accounts of personal and/or professional actions.

**Examples of meeting the Critical Element of Integrity include, but are not limited to:**

- Adhering to the PCC Academic Integrity policy.
- Adhering to facility HIPAA protocol.
- Providing accurate, complete and honest documentation of personal and professional actions.
- Admitting that paperwork left in the faculty's box was after the time it was due.

- 3. ACCOUNTABILITY:** The student will demonstrate accountability by accepting responsibility for individual actions and maintaining clinical competency.

To be accountable, nurses follow a code of ethical conduct that included moral principles such as fidelity, loyalty, veracity, beneficence, and respect for the dignity, worth, and self-determination of patients, as well as adhering to the scope and standards of nursing practice. (ANA Code of Ethics, Provision 4).

**The following indicate that the Critical Element of Accountability has NOT been met:**

- A. Failure to demonstrate accountability and responsibility for behaviors and/or omissions.
- B. Demonstration of irresponsible behavior.

**Examples of failing to demonstrate Accountability include but are not limited to:**

- Failure to report classroom, skills lab, SIM and/or clinical errors or omissions.
- Failure to take responsibility for personal and professional actions.
- Failure to notify faculty of inability to attend required learning activities.

**Examples of meeting the Critical Element of Accountability include but are not limited to:**

- Being thorough in preparing for clinical by looking up unfamiliar terms, patient diagnoses and medications, and reviewing skills that may be performed.
- Meeting established deadlines.
- Consistently arriving to scheduled classes, labs, clinical on time.
- Identifying and acknowledging when behavior falls outside of established standards and identifying self-corrective actions.

#### **2.4.2. Process For Violation Of A Critical Element**

\* All students subject to the Nursing Critical Elements Policy are likewise subject to the Nursing Program's academic code and applicable standards and procedures.

1. The faculty member identifies and documents information that may violate a component or components of the Critical Elements (Safety, Integrity and/or Accountability). If the concern arises in a clinical setting, the faculty member may, if the faculty member's judgment determines it is appropriate, remove the student from the clinical setting immediately.
2. The faculty member notifies the Nursing Program Director of the concern.
3. In collaboration with the Nursing Program Director, the faculty member gathers information as needed from appropriate sources such as: clinical or lab setting, other instructors, witnesses, campus resources, the student, etc.
4. The faculty member creates a written report detailing the incident and shares it with the Nursing Program Director.
5. The faculty member and the Nursing Program Director meet with the student to discuss the concern(s). The student is provided with information that has been gathered about the concern and given the opportunity to explain his or her point of view. The student may have a support person present. The support person is not permitted to present information, but may advise the student.

6. The student will submit a written statement and any additional information regarding the incident to the Nursing Program Director **within 5 business days** of the initial meeting.
  - If the Critical Element concern occurred in a clinical setting, the student's ability to return to the clinical setting before consideration of the issues has ended will be determined by the Nursing Program Director, in consultation with the faculty member. If the student is permitted to continue in the program, the Nursing Program Director will work with the student to address missed clinical days.
  - Permission for a student's continued attendance in concurrent Nursing courses during the process will be determined on a case-by-case basis by the Nursing Program Director.
7. The faculty member and Nursing Program Director will review the student's written statement and all information.
  - A. If the Faculty and Nursing Program Director determine that the concerns **MAY warrant a failing grade for the course and/or removal from the Nursing program**, the process will skip step 7.1 and 7.2 and proceed to step 8.
  - B. If the faculty member and Nursing Program Director determine that the concern or concerns **DO NOT warrant a failing grade for the course and/or removal from the Nursing program**, they can determine one of the following outcomes:
    1. End the evaluation and notify the student that the concern did not warrant other action.
    2. Impose appropriate sanction(s) as described below:
      - a) Failing grade or a zero grade on assignment, exam, or an unexcused absence for clinical/lab
      - b) Warning – may include Behavior/Performance Contract
      - c) Probation and Behavior/Performance Contract

Typically, behavior or performance contracts include expectations related to Critical Element(s) of concern and have expectations a student must meet within a specified timeframe. If these expectations are not met or are violated, the Nursing Program Director, in consultation with the Dean, may immediately remove the student from the Program, with no possibility for re-entry.

The student will meet with the faculty member and Nursing Program Director and will be notified of the sanctions in writing.

If the student wishes to contest the decision **AND** has new information to present, they may request to proceed to step 8.

8. The Nursing Program Director, the faculty member, and one additional PCC Nursing faculty member will:
  - Review faculty written report, student written statement, and all information.
  - Meet with the student. At the meeting, the student may review their written statement, present any additional information and explain their interpretation of the circumstances about which there is concern. The student may have a support person present. The support person is not permitted to present information, but may advise the student.
  - Discuss and recommend outcome and possible sanctions.
9. The Nursing Program Director will determine appropriate sanction(s):
  1. End the evaluation and notify the student that the concern did not warrant other action.
  2. Impose appropriate sanction(s) as described below:
    - a. Failing grade or a zero grade on assignment, exam, or an unexcused absence for clinical/lab
    - b. Warning – may include Behavior/Performance Contract
    - c. Probation and Behavior/Performance Contract

Typically, behavior or performance contracts include expectations related to Critical Element(s) of concern and have expectations a student must meet within a specified timeframe. If these expectations are not met or are violated, the Nursing Program Director, in consultation with the Dean, may immediately remove the student from the Program, with no possibility for re-entry.
    - d. Failing grade for the course, to be enacted immediately.
      - Students who receive an F grade for the course, due to unsatisfactory performance in any of the Critical Elements, will not be eligible for re-entry to the PCC Nursing Program.
      - Permission for a student's continued enrollment in concurrent Nursing courses will be determined on a case-by-case basis by the Nursing Program Director.
    - e. Immediate removal from the PCC Nursing program with no possibility of re-entry.
10. The student will meet with the Nursing Program Director and will be notified of sanctions in writing and be given information about next steps.
11. Appeal Decision to the Division Dean of Health Professions.



The student may appeal the decision of the Faculty and Nursing Program Director only on the grounds that (1) the procedures outlined in this policy were not followed; or (2) relevant information concerning the violation of the Critical Element(s) becomes available that was not previously available to the Faculty member or student and Nursing Program Director.

1. An appeal must be made within 10 calendar days of receipt of the Nursing Program Director's written decision.
2. The student must submit written justification for further review and provide evidence that there are grounds for the appeal to the Division Dean.
3. The Division Dean will evaluate how the Critical Element Violation process was conducted and/or consider relevant information that was not available, make a final decision on the appeal, and communicate it in writing to the student, with a copy to the Dean of Student Development. The decision may be to uphold the determination, reverse the determination, or request re-evaluation of the situation by the Nursing Program Director and faculty.
4. The Division Dean's decision is final.

#### **2.4-3. Nursing Program Exit Process For Critical Element Violation**

1. The student is encouraged to meet with the Nursing Program Director for an exit interview.
2. The student is referred to other services within the college and greater community to assist with their learning needs as well as personal and professional goals.
3. The Nursing Program decision does not affect the student's ability to enroll in other non-nursing PCC courses.
4. Students who receive a failing grade due to a violation of a Critical Element will not be eligible for re-entry to the PCC Nursing Program.

#### **2.5. TECHNICAL STANDARDS**

*Compilation/adaptation by Oregon Council of Associate Degree and Practical Nursing Programs – OCAP: (Updated and approved April 24, 2015)*

PCC's Nursing Program provides the following technical standards, with examples of learning activities, to inform prospective and enrolled students of the skills required in completing their chosen profession's curriculum and in the provision of health care services. These technical standards reflect the performance abilities and characteristics that are necessary to complete the requirements of clinical based health care programs. These standards are not a requirement of admission into the program.

Students admitted to the PCC Nursing Program are expected to be able to complete curriculum requirements, which include physical, cognitive, and behavioral core competencies that are essential to the functions of the entry-level professional nurse. These core competencies are considered the minimum and essential skills necessary to protect the public. These abilities are encountered in unique combinations in the provision of safe and effective nursing care.

<https://www.pcc.edu/programs/nursing/technical-standards.html>

The PCC Nursing Program and [Disability Services](#) will provide reasonable accommodations to qualified students with disabilities, which may include auxiliary aids and or program modifications. Contact the Nursing Department 971-722-4466 regarding any concerns about these requirements.

#### **Technical Standards Include:**

##### **2.5.1. Cognitive:**

1. Recall, collect, analyze, synthesize, and integrate information from a variety of sources.
2. Measure, calculate, reason, analyze and synthesize data.
3. Problem-solve and think critically in order to apply knowledge and skill.
4. Communicate verbally, and through reading and writing, with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.
5. Relay information in oral and written form effectively, accurately, reliably, and intelligibly to individuals and groups, using the English language.
6. Utilize computers and other technical equipment found in the educational and clinical setting.

#### ***Examples of learning activities found in the nursing curriculum and related to industry standards:***

- Process information thoroughly and quickly to prioritize and implement nursing care.
- Sequence or cluster data to determine patient needs.
- Develop and implement a nursing plan of care for patients in acute, long term and community settings.
- Discriminate fine/subtle differences in medical word endings.
- Report verbally and in writing patient data to members of the healthcare team.
- Read and comprehend medical orders and patient information found in the medical record.
- Perform math computations for medication dosage calculations both with and without a calculator.

- Apply knowledge/skills gained through completion of program prerequisites, including requirement for computer proficiency.

### **2.5.2. Physical:**

#### **Motor:**

1. Coordinate fine and gross motor movements.
2. Coordinate hand/eye movements.
3. Maintain balance from any position.
4. Negotiate level surfaces, ramps and stairs.
5. Function with both hands free for performing psychomotor tasks.
6. Maneuver in small areas.
7. Attend to cognitive and psychomotor tasks for up to 7-12 hours.

#### ***Examples of learning activities found in the nursing curriculum and related to industry standards:***

- Transfer patients in and out of bed, stretchers and wheelchairs.
- Control a fall by slowly lowering patient to the floor.
- Perform cardiopulmonary resuscitation (CPR)
- Lift or move (turn, position) patients or objects, pull or push objects weighing up to 35 pounds, and maintain a “medium activity level” as defined by the State of Oregon Department of Insurance Index of occupational characteristics.
- Reach to shoulder or higher level to place or access equipment such as intravenous fluid bags, bend or squat to access equipment below bed level.
- Carry equipment and supplies to the patient bedside.
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications.
- Dispose of needles in sharps container.
- Complete assigned periods of clinical practice (7–12-hour shifts, days, evenings, nights, holidays, weekdays and weekends).
- Complete skills tests within assigned time limit.

#### **Sensory:**

1. Acquire information from demonstrations and experiences, including but not limited to information conveyed through online coursework, lecture, small group activities, demonstrations, and application experiences.

2. Collect information through observation, listening, touching, and smelling.
3. Use and interpret information from diagnostic maneuvers.

***Examples of learning activities found in the nursing curriculum and related to industry standards:***

- Detect changes in skin color (pale, ashen, grey, or bluish) or condition.
- Detect a fire in the patient care environment.
- Draw up a prescribed quantity of medication into a syringe.
- Observe patients in a room from a distance of 20 feet away.
- Detect sounds related to bodily functions using a stethoscope.
- Detect audible alarms generated by mechanical systems such as those that monitor bodily functions, fire alarms, call bells.
- Observe and collect data from recording equipment and measurement devices used in patient care.
- Communicate with patient and members of the healthcare team in person and over the phone in a variety of settings, including isolation and the operating room where health team members are wearing masks and there is background noise.
- Detect foul odors of bodily fluids or spoiled foods.
- Detect smoke from burning materials.
- Detect changes in skin temperature.
- Detect unsafe temperature levels in heat-producing devices used in patient care.
- Detect anatomical abnormalities, such as subcutaneous crepitus, edema, or infiltrated intravenous fluids.
- Feel vibrations such as an arterial pulse.

**2.5.3. Behavioral:**

1. Demonstrate emotional stability to function effectively under stress and adapt to changing environments.
2. Maintain effective, mature, and sensitive relationships with others.
3. Examine and modify one's own behavior when it interferes with others or the learning environment.
4. Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance.

5. Accept responsibility for own actions and communicate in a courteous, assertive, non-aggressive, non-defensive manner with instructors, peers, staff, and healthcare team members.
6. Integrate feedback into own performance.

***Examples of learning activities found in the nursing curriculum and related to industry standards:***

- Exercise judgment, meet acceptable timeframes for patient care delivery (acceptable timeframes are reflected by ability to carry out the usual patient care assignment for a particular point in the program within the allotted clinical time), work effectively under stress, and adapt to rapidly changing patient care environments.
- Accept accountability for actions that resulted in patient care errors.
- Deal effectively with interpersonal conflict if it arises; maintain effective and harmonious relationships with members of the healthcare team.

Progression in the program may be denied if a student is unable to demonstrate the technical standards with or without reasonable accommodations. Refer to the Disability Services information (below).

## 2.6. COMMUNICATION IN THE PCC NURSING PROGRAM:

### 2.6.1. Email & D2L Brightspace

The main mode of communication in the PCC Nursing Program is through **MY PCC email**. The PCC email assigned to each student will be the email address used for program communication.

Other than the PCC email address students are assigned, communication and announcements will also occur through D2L Brightspace which is the learning platform used for each course in the PCC Nursing Program. See **Use of Social Media in PCC's Nursing Program** in section 3.4 below

*NOTE: Any change of address or phone number must be promptly provided to a Nursing Department Administrative Assistant via PCC email.*

### 2.6.2. Chain of Communication

**To use the appropriate chain of communication:**

1. Individual students should first refer to the course syllabus for questions and concerns related to course requirements.
2. Questions and concerns related to clinical experiences should be addressed with the assigned clinical instructor. Likewise, questions and concerns related to the nursing skills or simulation lab should be addressed with the lab coordinator.
3. Questions and concerns related to specific theory content should be addressed with the faculty who will or did present the specific content material.
4. Students having difficulties or concerns with individual faculty should try first to resolve the issues with that faculty.
5. Students may use their nurse mentor as a resource for problem-solving.
6. If the proceeding steps have been followed without questions or concerns being adequately addressed, the student may next contact the course lead faculty.
7. Individual questions, concerns, and comments about the PCC Nursing Program can be discussed with the PCC Nursing Program Director after the student has attempted to problem solve using the steps above. Appointments can be made through an administrative assistant.
8. Opportunities for students to provide feedback about nursing courses are provided throughout the year through course evaluations and student representation on committees.

### **2.6.3. Faculty Office Hours**

Each full time Nursing Instructor is available for five office hours per week. These hours are posted each term in the Nursing Department Office or can be obtained through the administrative assistants. Appointments should be made through the Instructor or the administrative assistant. Students may make appointments at times other than office hours if the need arises. Full-time Instructors will be available to respond to student emails (sent only to the Instructor's pcc.edu address) or phone messages during business hours (typically three days per week when Instructors are not in clinical) during the school term. Part-time Instructors can be contacted via pcc.edu email throughout the term.

Instructors are off duty on weekends unless otherwise specified (e.g. weekend call availability during the final clinical course). Students who need to communicate with an Instructor outside of class, clinical or office hours should use the Instructor's pcc.edu email unless specifically directed otherwise by the Instructor.

### **2.6.4. Student Representative Committee**

The Student Representative Committee:

1. Provides a forum for faculty and student collaboration in order to:
  - a. Include students in the process of continuous quality improvement
  - b. Engage students in processes designed to meet their learning needs and goals
  - c. Foster a culture of collaborative learning
2. Promotes professional communication/interaction and continuous improvements by:
  - a. Exploring, implementing, and evaluating changes to improve student and faculty experience.

Student Representative Committee is open to all interested students. Students who wish to participate should plan on attending all scheduled meetings throughout the year.

Student Representative Committee does not replace other methods for problem-solving such as the Chain of Communication or the evaluation/feedback process that is formally provided each student at the end of any given term.

## 2.7. REQUIREMENTS FOR CLINICAL FACILITIES

During clinical education in PCC's Nursing Program, students care for patients in hospitals and other healthcare settings. Therefore, PCC students are required to have healthcare documentation indicating that they have immunity to conditions that would endanger the health and well-being of patients. All required immunizations, Basic Life Support (BLS), admission drug screen and background check must be current for the academic year, and the PCC Nursing Program must have access to current and correct documentation prior to the start of Fall term.

Entering nursing students are required to upload all required documentation to CastleBranch. Failure to have complete and accurate clinical requirements on-line with an individual Castle Branch account by the established deadline will result in revocation of program acceptance. In preparation for clinical rotation assignments at any of the clinical healthcare settings, all students must be compliant in uploading all clinical requirements onto ACEMAPP (see section 2.7.5).

*Non-compliance with CastleBranch or ACEMAPP will make you ineligible for a clinical rotation placement at any clinical setting and will result in a No Pass (NP) for clinical. A "NP" in clinical results in an F grade for the course.*

### 2.7.1. Background Check

Hospitals and agencies require background checks for students to ensure patient safety while students provide care in their facilities. The PCC Nursing Program reserves the right to deny entrance into the program to any person whose background poses a threat to the college, the nursing profession, and/or the health care community.

All nursing students must pass a background check prior to the Fall term when a student enters into the program. Whenever any student steps away from the program either due to academic or non-academic reasons, that student must pass another background check and drug screen prior to re-entry into the program. **If either the background check or drug screen is not completed and acceptable, the student may not re-enter the program.**

Students are responsible for all costs associated with the background check. Students are responsible to self-disclose any outstanding warrants, arrests, charges, and convictions prior to initiation of the Criminal Background Check. Students are also required to self-disclose any warrants, arrests, charges, and/or convictions that arise while they are a PCC nursing student.

#### **Background Check Process:**

- A. Background Checks are initiated during the final admission process during Summer Term and prior to the first day of Fall Term.



- B. The Nursing Department will receive notification of the results of the background check. If a student is “denied” on the background check, that student **will not** be admitted into the PCC Nursing Program.

PCC uses the Oregon DHS list of crimes for exclusion criteria. To obtain the list:

1. Go to this site: <https://www.oregon.gov/DHS/BUSINESS-SERVICES/CHC/>
2. In the upper right search box, type: Potentially disqualifying crime list
3. Click on: [Background Check Potentially Disqualifying Crimes and Conditions](#)
4. Open Excel document

Also, information from the Oregon State Board of Nursing for licensure exclusion criteria can be found at: [www.oregon.gov/osbn](http://www.oregon.gov/osbn) .

***The PCC Nursing Program reserves the right to require additional background checks and drug screens for cause or for an approved interruption in the course of study.***

**FOR ALL OREGON CONSORTIUM FOR NURSING EDUCATION (OCNE) PARTNER SCHOOLS:**

*Although students are co-admitted to the Oregon Health Sciences University (OHSU) School of Nursing, those who choose to transition after graduation from Portland Community College to OHSU will undergo a background check for OHSU at the time of transition and the ability to enroll in OHSU courses may be negatively impacted by any criminal history in their background (further information on OHSU's background checks can be provided by OHSU staff).*

**2.7.2. Drug Screening**

Prior to admission, all students must undergo a 10-panel drug screen. Drug screen results must be negative for admission into the program. If the drug test is positive for a drug prescribed by a health care provider for the student, the student will need to meet with the PCC Nursing Program Director to verify that the prescribed medication does not interfere with safe student performance in the clinical learning environment. Documentation from a health care provider is required for all positive results related to a prescribed medication. Testing is provided by a testing resource given by the PCC Nursing Department. Students are responsible for all costs associated with the drug screening.

Whenever any student steps away from the program either due to academic or non-academic reasons, that student must pass another background check and drug screen prior to re-entry into the program. **If either the background check or drug screen is not completed and acceptable, the student may not re-enter the program.**

**2.7.3. Immunizations**

All students must obtain immunizations or proof of immunity (as evidenced by a titer level) before program entry as specified in the acceptance letter (measles, mumps, rubella,

tetanus, diphtheria, pertussis, and varicella) and complete the hepatitis B series and titer within the expected time period.

Influenza vaccine is required in clinical facilities and therefore, it is a clinical requirement. Because this is an annual vaccine, students will provide documentation that they have received the vaccine at the beginning of each fall term.

Students entering the PCC Nursing Program must complete either a 2-step PPD skin test or a blood test (IGRA) for TB prior to admission. Returning 2<sup>nd</sup> year students will need a single PPD skin test or a repeat blood test prior to the start of courses in the fall term. Students who have a history of a positive PPD skin test are required to provide documentation of a clear chest X-ray and to self-report physical signs and symptoms annually on the form provided by the PCC Nursing Program.

Students who decline immunizations must sign a form acknowledging understanding of the risks involved, including exclusion from clinical. No clinical experience in OB/Maternal Child is allowed if a student does not have evidence of MMR and Varicella immunization or immunity. A student cannot practice in the clinical setting without current immunizations (or proof of immunity) or TB testing.

NOTE: For all exemptions, the student must meet with the PCC Nursing Program Director to review the implications related to the possible impact on clinical education.

#### **2.7.4. BLS Requirement**

BLS – American Heart Association (AHA) Healthcare Provider – Must include: Adult, Child, Infant and AED. **NOTE:** AHA Healthcare Provider BLS is renewed every 2 years. Therefore, it is highly recommended that students schedule their BLS certification or re-certification during the summer prior to admission into the program, so the BLS requirement will be effective for the 2 years of the program.

#### **2.7.5. ACEMAPP Clearance**

ACEMAPP is the program used to assign students and faculty to clinical placements. Without being approved within this program, you cannot be assigned to any of the medical centers in the Portland area. Therefore, it is important that you upload all the clinical requirements and maintain their currency throughout the time you are in the PCC Nursing Program.

You will be getting an email from ACEMAPP with a link inside it. Please open the link (copy and paste into your browser). Be sure to check your spam box for this email as they are sometimes diverted there.

1. Change your password and agree to the FERPA and Honesty Pledge. If you fail to do these steps, you will not be allowed to progress.
2. Complete your student profile.

- Elements that are required to be completely accurate include: your name, address, phone number, email address and emergency contact.
  - Elements that are strongly suggested that you complete accurately are: Vehicle make and model, and license plate number.
  - Elements that are not suggested or required but that require something be filled in the blank with numbers or letters include: birth city, home country, US citizenship, last 4 of your SSN and driver's license number.
3. There are 3 required courses you must view and pass the corresponding assessments. They include HIPPA, OSHA and Blood borne pathogens. You have 3 attempts to pass each assessment. A passing score is 80% (16 correct answers of 20 questions). If you do not pass in three attempts, notify the Nursing Program Director. These are annual requirements and must be repeated prior to entering Fall term of second year.
  4. Upload all required documents from an original source. Put in the date that you received the immunization, not the date you are uploading it. These include: immunizations, BLS card, background check and drug screen. Your flu shot will need to be uploaded in the fall after you receive it. You may leave blank: Health insurance, WA state patrol background check and OR RN license.
  5. Your profile will show 3 green checks when all required components are completed, and you are ready to be assigned to a clinical site.
  6. Once you are assigned to a clinical rotation, you will need to complete any site-specific requirements in ACEMAPP. Your account must be fully compliant prior to starting the clinical rotation.

Once you have completed your new account, you can also view the demo video.

#### **2.7.6. Providence Clearance**

Providence Health Systems is one of our principle clinical partners. They require students and faculty to submit documentation of clinical requirements to ProvSecure, their specific clearance process system, in order to attend clinical at any Providence site. Students will receive an email with details regarding ProvSecure during the summer prior to, or the fall term of, the first year of the program. This process is separate from ACEMAPP and CastleBranch. Students must be cleared in ProvSecure in order to attend clinical at any Providence site. Clearance in ProvSecure is not determined by the PCC Nursing Program. Students who are denied clearance must meet with the PCC Nursing Program Director to review the implications related to the possible impact on clinical education.

#### **2.7.7. Clinical Assignments**

During a clinical experience, faculty and students are guests in the facility, and therefore, must conform to the rules, regulations, and policies of the facility. Facility policies related to admission clinical requirements, facility orientation, patient record-keeping, nursing procedures, dress code, parking or other requirements must be followed.

### 2.7.8. Clinical Nursing Passport

Students are responsible for keeping a current record of clinical lab skills completed and compliance with program/clinical requirements in a Clinical Nursing Passport issued by the PCC Nursing Program. This record will be available for review by faculty or facility staff in all clinical and clinical skills lab learning environments.

#### Procedures:

1. Upon entering the PCC Nursing program, the student will be issued a Clinical Nursing Passport.
2. The student will have the passport available in the Clinical Skills Lab to be initialed by faculty and updated as skills are passed and/or completed.

*\*If Clinical Skills Lab is taught remotely, the passport will be initialed upon return to on-campus learning, or may be initialed by the clinical faculty if students are participating in in-person clinical after confirmation of successful completion by the lab faculty and the student.*

3. The student will carry their passport to all clinical skills labs and clinical experiences.
4. Students may not be allowed in clinical without a current passport that documents completion of program and course requirements.
5. The student will be charged a \$10.00 fee for any replacement beyond the initial issued copy.



## 3. General Policies and Procedures

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### 3.1. ATTENDANCE/ABSENCE/LATE ARRIVAL/ CLINICAL MAKE-UP

1. There is a high correlation between attendance and successful completion of course requirements. Therefore, students are expected to attend all of the following: required nurse mentor meetings, classes, Clinical Skills Labs, Clinical Simulation labs and clinical days at the regularly scheduled times. Additionally, it is expected that students will arrive on time to these events.
2. The faculty determines if an absence is excused or unexcused. Unexcused absences are determined by the faculty team and in consultation with the Nursing Program Director as needed.
3. In the event of an absence from class, the student is responsible for obtaining content of any classes missed. This includes all theory classroom content
4. If a student is going to be absent or late to a clinical setting, the student must notify the clinical instructor prior to the start of the clinical shift. See instructions from your clinical instructor for specific information regarding communication of absences/tardiness in the clinical setting (See below for make-up policy).
5. If a student is going to be absent or late to the clinical skills lab setting, the student must notify the skills lab instructor prior to the start of their scheduled lab. See the course syllabus for more specific information.
6. Documentation from the students' health care provider must be provided for two or more absences related to health. More than two absences from clinical or lab without documentation may result in an F grade for the course.
7. Unexcused absences from clinical and labs that are only offered one time (Simulation, assessment labs, etc.) and/or established patterns of absences from other required learning without documentation may result in an F grade for the course.
8. All clinical and required lab (simulation and assessment) excused absences (as determined by the faculty team) will be made up by the end of the term. Passing the nursing course will be based on the satisfactory achievement of the course outcomes.
9. Clinical make-up will occur in the clinical setting, if possible. If necessary, learning outcomes for the course will guide the instructor in assigning a make-up experience which could include any or all of the following:
  - Alternate clinical site
  - Simulation lab
  - Case studies

10. With the exception of clinical missed as a result of school closure, the student is responsible for attending make-up time for excused absences. In-clinical arrangements will be made with the clinical faculty. In-simulation lab arrangements will be made with the simulation lab coordinator.
11. Exam schedules announced at the beginning of each term will be strictly adhered to. Students are expected to arrive early or on time for all exams. Absence from the exam will result in an exam score of zero, except on an individual emergent basis. Please refer to testing policies later in this handbook and in each course syllabus.
12. The PCC Nursing Program is not obligated to make schedule changes to accommodate students' work schedules, transportation, or personal needs.

**Note on transportation:**

Students are responsible for their own transportation to and from school and clinical facilities. Some clinical facilities may require 45-minutes or more travel time and may not be serviced by Tri-Met at times convenient for use. Car-pooling is encouraged among students, as parking may also be a challenge at some facilities.

**3.2. INCLEMENT WEATHER - <https://www.pcc.edu/about/announcements/closure-information.html>**

Weather, infrastructure failures, or college or area emergencies may necessitate delayed opening or closure of one or more college sites. These situations have proven to be difficult to predict in advance, and difficult to communicate accurately. Identifying the scope of PCC facilities impacted or possibly impacted has been difficult. PCC has also experienced that media at times have inaccurately reported the scope of planned closures, causing confusion among students, staff and the public despite clear directions from the college.

Be sure to sign up for emergency **Alerts Messages** using the link above. Also check the PCC website.

Given the uncertainties, no single approach to all possible situations can be identified. However, we can state what is valued as these decisions are made:

**What we value:**

- We value that students receive their educational experience as predictably as possible;
- We value that students, staff and the public have a safe physical environment when at PCC, and in traveling to/from PCC.

**Given these values, the PCC Nursing Program will approach inclement weather issues in two ways.**

1. Campus based activities (i.e. lecture, lab, simulation)
2. Practice-site based activities (i.e. clinical)

### **Campus Based Activities:**

Typically the decision to close campus will be made by 5 a.m. for upcoming “start of day”, and by 3 p.m. for late afternoon/evening classes. Closure of a site or of the college means that all site or college facilities, as the case may be, are locked, and no programs or classes will be held. If there is a delayed (late) opening, college-based activities will be held after the announced opening time. Information resources are available that may provide closure information.

**PCC Main Switchboard:** 971-722-6111. There will be a pre-recorded message indicating if PCC will be closed, will open late, or will be open as usual.

### **Internet:**

- [www.pcc.edu](http://www.pcc.edu)
- [www.katu.com](http://www.katu.com)
- [www.k103.com](http://www.k103.com)
- [www.kgw.com](http://www.kgw.com)
- [www.1190kex.com](http://www.1190kex.com)
- [www.koin.com](http://www.koin.com)

### **Television:**

- KATU (Channel 2)
- KOIN (Channel 6)
- KGW (Channel 8)
- KPTV (Channel 12)

### **Practice-Site Based Activities:**

The PCC Nursing Program recognizes the special circumstances that clinical experiences bring to inclement weather situations. We know most clinical start times are earlier than the typical campus-based class. Therefore, it will be the clinical instructor’s responsibilities to assess the weather situation and determine if clinical can safely be attended by instructor and students. Much of the decision-making will be made on an individual clinical site basis and notification of the decision will be communicated to the PCC Nursing Program Director. Each clinical instructor will notify their individual students if the decision is made to cancel clinical due to hazardous weather conditions.

***It is the expectation that students will use good judgment in making a decision of whether or not to attend clinical, lab or discussion groups. In the event the weather is bad in your area and you choose not to attend clinical, you will need to follow the policy/procedure for absences (section 3.1).***

## **3.3. STUDENT HEALTH**

### **3.3.1. Medical Release for Student Illness/Injury/Surgery/Pregnancy**

For any condition (e.g. an illness, injury, prescription medications or surgery) that could impact the student’s ability to safely perform patient care while maintaining their own safety and that of the patient, a statement from a physician/licensed primary health care provider is required to return to clinical/class/lab. This statement must include that the student is medically cleared to perform patient care responsibilities as identified in the program’s

Technical Standards. If the physician documents that restrictions are required, faculty will review the medical release form information provided by the physician/licensed health care provider and determine if the student can continue in clinical experiences. The student must share a copy of the program's "Technical Standards" document with the physician/licensed primary health care provider when requesting the medical release, and must provide the PCC Nursing Program Director and faculty with a copy of the medical release by the time frame specified by the faculty.

### **3.3.2. Pregnancy**

A student who is pregnant must notify both the Nursing Program Director and clinical instructor of the pregnancy due to the risks inherent in nursing clinical settings. They must understand that they are expected to perform at the same level that is expected of any other student. The student should share a copy of the program's "Technical Standards" document with their health care provider and discuss with the provider any associated risks of the clinical environment. The student must notify (via medical release form) the PCC Nursing Program Director if the physician/provider places any restrictions on performance of the technical standards.

The Program Director will review the medical release form or other information provided by the physician/licensed health care provider and determine if the student needs to consult with the Disability Services office and the PCC Nursing Program Accommodation Liaison (PAL) to continue in clinical or with other learning experiences. The PCC Nursing PAL will consult with the course team, as well as the PCC Nursing Program Director, regarding any request for accommodation.

### **3.3.3. Substance Abuse**

1. The following are strictly prohibited on College-owned and College-controlled property or while representing the College in any capacity, including during clinical practicum:
  - a. Being under the influence of alcohol or other drugs, other than in accordance with a licensed healthcare provider's order. (Also see clinical/lab below.)
  - b. Illegal use, possession, distribution, manufacture, or sale of alcohol or other drugs.

Students engaging in the above conduct are subject to disciplinary action including but not limited to probation or dismissal from the program.

2. Nursing students receive their academic experiences in a number of settings. On the PCC campus these include the classrooms, clinical skills lab, and simulation labs. Students on campus are held to the same standard as is presented in the PCC's drug and alcohol policy in the college student handbook. Anyone participating in on-campus learning settings who demonstrate behavior that is consistent with drug or alcohol misuse will be referred to PCC campus public safety officers. See PCC College Catalog and Student Handbook.



3. In the off-campus (i.e. clinical) setting students participate in learning activities that are directly related to patient care. Therefore, students must be able to perform these activities safely and responsibly. Safety and responsibility include accuracy, reliability, and accountability. There is zero tolerance for the use of alcohol and mood-altering drugs in the clinical setting. Clinical sites have the right to exclude students who exhibit unsafe or irresponsible behavior. Such removal would mean that a student would not meet course outcomes and therefore would receive a NP in clinical, which is an F grade for the course.
4. Students have a responsibility to notify their instructor if they are taking any medication that may have an adverse effect upon their clinical performance. The instructor will then determine if they student's clinical performance is safe.
5. Students have a legal and ethical responsibility to report peers who they suspect are substance users.
6. If there is any question of the student's ability to function safely and responsibly, the student would be immediately dismissed from the off-campus (i.e. clinical) setting. In addition, the student will be required to undergo a drug screen, at the student's expense. The student would be responsible for arranging safe transportation from the clinical site. The Nursing Program Director will be notified by the faculty member.
7. Concerns regarding a student's ability to function safely and responsibly in the clinical setting, and/or a positive drug screen test, will be reviewed using the Critical Elements policy.
8. If the test shows use of drugs and/or alcohol, the student will be referred to a qualified drug and/or alcohol abuse counselor and must pay for any testing and counseling expenses. Evidence of evaluation and recommendations would be submitted to the PCC Nursing Program Director.

Behaviors that may indicate substance abuse may include, but are not limited to:

A change in the person's behavior	Bloodshot eyes
Emaciated or unusual weight loss	Tardiness or absence
Tremor, especially early morning	Slurred speech
Diminished work performance	Breath odors
Dilated or constricted pupils	Altered/impaired gait
Inappropriate or bizarre response/laughter	

*For more information about Portland Community College's drug and alcohol policy, please refer to the PCC Policy on Student Conduct:*

<https://www.pcc.edu/student-conduct/conduct/student-code-of-conduct-policy-and-procedures/>

#### **3.3.4. Injury or Exposure**

Nursing students are required to report all injuries or exposures sustained in their assigned clinical facility to the clinical faculty immediately. The clinical faculty will assist the student in obtaining treatment, if required, and in completing the required forms in accordance with PCC and institutional policy. Student injuries in the clinical setting are covered by Worker's Compensation Insurance. Students are expected to give full disclosure of unusual events including personal injury, in clinical, as evidence of integrity and accountability which are critical elements of the PCC Nursing Program.

*\*COVID-19: Students are expected to follow all clinical facility policies and protocols related to COVID-19 including, but not limited to, procedures for screening, self-monitoring, PPE requirements, and exposures.*

*Students are required to report any potential or known COVID exposure sustained in their assigned clinical facility to the clinical faculty immediately. The clinical faculty will notify the Nursing Program Director.*

*If a student has any questions about their ability to safely attend clinical or any other in-person learning they should discuss their concerns with their clinical instructor or the Nursing Program Director.*

*Reducing the spread of COVID-19 at PCC is a shared responsibility among all members of our educational community. As members of the PCC Nursing Program we are part of a larger community that provides care to patients, including those from vulnerable populations. Therefore, it is your professional responsibility to self-report if you suspect or know you are/were infected with COVID-19 while participating in any in-person learning activities. Please report any concerns to the Nursing Program Director immediately.*

### **3.4. USE OF SOCIAL MEDIA IN PCC'S NURSING PROGRAM**

"Social media" are defined as mechanisms for communication designed to be distributed for social interaction, via the Internet. Social media is commonly thought of as a group of Internet-based applications that are built on the web in order to allow the creation and exchange of user-generated content. Examples include but are not limited to electronic mail that may be forwarded, *LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Allnurses.com, Twitter, Facebook, Instagram, YouTube.*

When using social media in the context of PCC's Nursing Program, students will adhere to the following requirements:

Regulations for copyright and fair use will be respected at all times.

1. PCC or Nursing Department identifiers, such as logos and graphics, are not to be used on personal social media sites.
2. Development of a group identified as a PCC Nursing Program related site (i.e. Facebook, Allnurses.com pages) must be pre-approved by the PCC Nursing Program administration.
3. PCC's name should not be used to promote a product, cause, political party or candidate.
4. Use of the PCC Nursing Department marks (logos and graphics) for School sanctioned events must be approved (posters, fliers, postings) by College Administration.
5. It is expected that cell phones or other devices with social media access will be used only as authorized (e.g. to contact clinical faculty for help with a patient care task) and are silenced, and otherwise not used during the learning experience.
6. Use of computers or other devices during class time shall be restricted to note taking and relevant learning activities.
7. No student shall photograph or video record faculty or fellow students for personal or social media use in any situation in which there is a reasonable expectation of privacy without the permission of the faculty or fellow student. Recordings of lectures and presentations may not be used for any reason other than personal educational purposes and may not be shared publicly or on social media sites.
8. HIPAA guidelines must be followed at all times. No posting of patient information (even if there is no specific identifying information) is allowed.
9. Posting of answers for learning activities will not be allowed, unless authorized by faculty, as documented in the Syllabus or PCC Nursing Program course materials.

References to Portland Community College, clinical affiliates, patients, faculty, staff, or students that display (through images, pictures, or statements) disrespect and/or harassment of others, breaches of confidentiality, or inappropriate or illegal activities may result in immediate dismissal from the PCC Nursing Program.

**NOTE: MYPCC and Desire2Learn (D2L) Brightspace are the two on-line sites approved by PCC's Nursing Program for dissemination of program and course information.**

The information provided on these two sites is generated by the PCC Nursing Program and therefore the information provided there will assist students with their academic endeavors in the PCC Nursing Program.

Students using other sites not approved by the PCC Nursing Program are at risk of receiving and using incorrect information, which may negatively impact their academic endeavors in the PCC Nursing Program.

### **3.5. PCC NON-HARASSMENT POLICY**

Nursing is a hands-on profession. During the course of your professional education you will learn about professional practice and demonstrate a variety of nursing skills. This means that you will

be in physical contact with members of the public and you will be touching and may be touched by other nursing students and/or by members of the faculty in a professional learning context.

The College prohibits unlawful discrimination based on race, color, religion, national origin, sex, marital status, disability, veteran status, age, sexual orientation, or any other status protected by federal, state, or local law in any area, activity or operation of the College. The College also prohibits retaliation against an individual for engaging in activity protected under this policy and interfering with rights or privileges granted under anti-discrimination laws.

If at any time you feel that your safety is threatened or you feel uncomfortable confronting behavior that you think is harassment, please describe your feelings to a faculty member or a trusted individual (such as a counselor). Immediate reporting of concerns is needed so that timely attention can be directed to deal with the issue. Read the "Student Rights and Responsibilities" and "Non-Harassment Policy", for further information.

See the PCC Policy: <https://www.pcc.edu/about/equity-inclusion/nonharassment/>

### **3.6. DRESS CODE FOR ALL CLINICAL AND LAB ASSIGNMENTS**

Professionalism, infection control, and safety are the main considerations for policies regarding dress code/personal appearance. If specific policies at an assigned clinical facility contain dress code components not included in the following information, those policies will also apply to students.

#### **3.6.1. Uniforms**

PCC Nursing Program uniforms consist of navy-blue scrubs, along with a white lab coat and leather (or leather-like) closed shoes that are impermeable to needles and liquids. Generally, you will have up to 2 days per week of clinical and 1 day of lab during most of the term. Therefore, it is recommended to have 3 tops, 3 pants, and 1 lab coat for the program. A PCC Nursing Program patch will go on each uniform top and on the white lab coat (placed 2 inches down on the left sleeve). Specific information will be provided prior to fall term.

#### **3.6.2. Professional Appearance & Grooming**

1. The student must have the required uniform by the first day of class since it may be required in lab and simulation experiences, as well as in clinical.
2. The uniform must be clean and pressed (wrinkle-free).
3. Shoes are to be clean and neatly polished.
4. Clean and professional business casual street clothes and the designated uniform lab jacket, with nametag, must be worn at the clinical setting when collecting the clinical assignment. (The student may elect to wear the entire uniform instead of wearing street clothes.) Jeans, bare feet with sandals, low-rise pants that expose skin or underwear, exposure of midriff or cleavage, and spaghetti-strap shirts are never acceptable attire at the clinical setting.

5. A photo badge nametag must be worn at any time that the student is in a clinical or community setting (including when collecting the clinical assignment).
6. A stethoscope and a watch with a second hand or equivalent are required. (Recommended optional equipment includes bandage scissors and a penlight.)
7. Artificial nails are not allowed by CDC regulation. (The CDC recommends maximum nail length of 1/4".)
8. Cosmetic make-up is to be conservative.
9. Jewelry, if worn, must be modest and discreet (a simple ring, i.e. wedding band, and post earrings). No other visible body jewelry is allowed in the clinical area.
10. Hair must be clean and pulled back or put up to avoid any patient contact with the student nurse's hair and to prevent the spread of nosocomial infection. Only natural types of hair color are acceptable (example of unacceptable: blue, pink, purple).
11. Beards and mustaches are permitted if clean and neatly trimmed.
12. Each day the student is expected to arrive with clean hair, clean body, and the absence of potentially offensive odors (tobacco, perfumes, onions/garlic, etc.). Good grooming includes cleanliness, neatness, and safety for the patient and the nurse. Students who have strong offensive odors will not be able to take care of patients and will be sent home.
13. Student must make every reasonable effort to cover tattoos.
14. Other than minimal earlobe piercing, obvious body piercings are not allowed in the clinical setting. This includes, but is not limited to, tongue, nose, lip, and eyebrow.
15. A shirt (long-sleeved or turtleneck) under the scrubs for warmth is allowed, but must be in good repair and be solid black, white, gray, navy or similar color.
16. Students may wear a navy-blue scrub jacket as part of their PCC Nursing Program uniform. A PCC Nursing Program patch will be placed on the jacket (2 inches down the left sleeve). A navy-blue scrub top must be worn underneath the jacket. The jacket may not be worn over business casual street clothes as a substitute for a white lab jacket.
17. Requirements of each specific clinical facility must also be met.

### **3.7. CONFIDENTIALITY AND USE OF MEDICAL RECORDS**

Patients are entitled to confidentiality of their medical information. Federal legislation, the Health Insurance Portability and Accountability Act (HIPAA) mandates that no personally identifiable patient information be released without the patient's permission. All PCC practicum policies and procedures are in compliance with HIPAA. While students may share non-identifiable information for course and learning purposes, no patient information of any kind should be shared outside confidential settings in the practicum site or classroom.

Absolutely NO reference to a patient, even if de-identified, should ever be shared electronically via email outside of MyPCC email or on social networking sites such as Facebook. The instructor may direct students to share select de-identified patient information via MyPCC email or D2L for course preparation or learning purposes. Additionally, no facility or facility staff information should be shared via personal email, on social networking sites, or by other means outside the learning environment. Pictures of patients must never be taken, whether a patient gives permission or not. If patient pictures are being considered for an educational purpose, the student must check with the instructor who will determine policies at the practicum site.

In some learning environments, students are also considered patients. Any information shared by, or learned about, a fellow student in a learning environment should also be considered confidential.

### **3.8. PCC DISABILITY SERVICES**

Federal laws prevent discrimination of persons with disabilities. PCC is obliged to provide reasonable accommodations to qualified students with disabilities, which may include auxiliary aids and/or program modifications. Accommodations that fundamentally alter the nature of the academic program, could jeopardize the health and safety of others, or cause an undue burden to the program are not considered reasonable accommodations.

The student must contact Disability Services at (971) 722-4319. This office will provide you information about documentation of the disability and requests for accommodation. All information volunteered by students with disabilities will be kept in strict confidence and shared with others (such as the clinical instructor) on a need to know basis.

Information about Disability Services and accommodations is online at:

<http://www.pcc.edu/resources/disability/>

### **3.9. STUDENT COMPLAINTS, APPEALS, FEEDBACK**

Students may file complaints, feedback and appeals regarding their PCC experience. Please direct students to the following PCC website for further information.

<https://www.pcc.edu/about/policy/complaints.html>

#### **3.9.1. Grade Appeal Procedure**

Students have the right to protection from improper academic evaluation. The Grade Appeal Procedure provides the student with a process for appealing a final course grade when they believe that an improper evaluation has occurred. "Improper evaluation" is defined as 1) the evaluation standards and grading criteria contained in the course syllabus were not followed by the instructor or 2) the final grade was imposed in an arbitrary or capricious manner.

### **3.10. PCC STUDENT RIGHTS AND RESPONSIBILITIES**

PCC's Nursing Program follows the college's policy regarding Student Rights and Responsibilities. The complete policies and report forms can be found at:

<http://www.pcc.edu/about/policy/student-rights>

### 3.10.1. Policy on Student Rights

Students at PCC have the right to various freedoms and protections, such as the right to: freedom from harassment and discrimination, freedom of expression, protection from improper evaluation or disclosure, formation of student organizations, participation in creating student policies and fund-raising activities, access their student records, and access college facilities.

<https://www.pcc.edu/about/policy/student-rights/documents/student-rights.pdf>

#### Policy on Student Conduct

The purpose of the Policy on Student Conduct is to communicate the expectations that Portland Community College has of students, and to educate and guide students to understand their responsibility for appropriate behavior and respect for others in the PCC community.

##### ***"Grounds for Disciplinary Action:***

*PCC may impose discipline for violation of, or an attempt to violate, any PCC policies or campus regulations. Violations or attempted violations include, but are not limited to, the types of misconduct described in "Violations" section of the Code of Student Conduct.*

*Conduct may violate this policy but **also may violate academic standards and an academic department or program may impose academic related sanctions separate from, and in addition to, sanctions under this policy.**" (See the Critical Elements section 2.4 of this Handbook)*

<https://www.pcc.edu/student-conduct/conduct/student-code-of-conduct-policy-and-procedures/>

#### 3.10.1.1. Academic Integrity

Students of Portland Community College are expected to behave as responsible members of the college community and to be honest and ethical in their academic work. PCC strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society as educated adults. To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination corrupts the essential process of higher education.

Actions constituting violations of academic integrity include, but are not limited to, the following:

**Plagiarism:** Includes but is not limited to use of someone else's language, ideas, or other original material (not common knowledge) without attribution to the source. This definition applies to all student work, not limited to print materials, online materials, manuscripts, oral

discussion, and the work of other students. Examples include submitting someone else's language, ideas, or materials as one's own; inadequate paraphrasing, copying words and changing them a little, even if you give the source; carelessly or inadequately citing ideas and words borrowed from another source; self-plagiarism, including the unauthorized submission for credit of academic work that has been submitted for credit in another course.

**Cheating:** Includes but is not limited to use of any unauthorized assistance for academic work and use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.

**Fabrication:** Includes but is not limited to falsifying data, information, or citations in completing an academic assignment or other institutional document, and also includes providing false or deceptive information to an instructor concerning the completion of an assignment.

**Collusion:** Includes but is not limited to assisting another to commit an act of academic misconduct, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, unauthorized group work, use of unauthorized electronic devices, or allowing someone to do these things for one's own benefit.

**Note:** Students are to work independently to complete assignments unless otherwise directed by the instructor.

*For nursing students, a violation of Academic Integrity is considered a violation of the PCC Nursing Program's Critical Elements. Therefore any investigation and sanction(s) related to academic integrity will follow the process outlined in section 2.4 of this Handbook.*

<https://www.pcc.edu/student-conduct/conduct/academic-integrity-at-pcc/>

### 3.10.2. Consensual Relationship Statement

The college seeks to maintain professional, fair, and unbiased relationships between faculty/staff and students. This mission is potentially jeopardized when faculty/staff enter into consensual romantic relationships with their students. Questions of fairness, favoritism and coercion may arise. Therefore, faculty/staff should not engage in consensual romantic relationships with their current students

<https://www.pcc.edu/equity/policy/prior-policies/consensual/>

### 3.10.3. Children on PCC Properties

Children are welcome on Portland Community College campuses and properties in appropriate situations and while actively supervised by a parent, guardian, or responsible adult. This policy outlines the College's approach to ensuring that reasonable steps are taken to protect the study and work environment of the College, and the health, safety, and liability issues associated with children on PCC properties.



<https://www.pcc.edu/about/policy/student-rights/documents/children.pdf>

### **3.11. TITLE IX AND SEXUAL MISCONDUCT**

PCC is charged with investigating all reported misconduct and gender-equity concerns; offering support to the people involved; and implementing measures to maximize safety. When we respect, protect and support one another, our community thrives. Faculty are required to report all known incidents.

<https://www.pcc.edu/equity/policy/crr-1-2/>

## 4. Learning Environments

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### LEARNING ENVIRONMENTS OF PCC NURSING PROGRAM

In all the different learning environments of the PCC Nursing Program, professionalism is expected with minimal side conversations and no texting, or use of a cell phone, tablet, or other computer for non-class related activities. All cell phones and other electronic devices not used for class related activities must be turned to the vibrate mode (or turned off) during class or other learning activities. The faculty have both the right and the responsibility to ensure the learning environment attends to the learning needs of the class as a whole.

**NOTE:** Children, visitors, and animals (other than official service animals) will not be allowed in classrooms, campus labs, or nurse mentor group meetings.

#### 4.1. CLASSROOM

The classroom environment focuses on learning experiences designed to facilitate active learning. These learning experiences are organized around the learning outcomes in the course syllabus and can revolve around an identified case study. Any required class preparation activities must be submitted before the start of the scheduled class time.

Case Study: The use of case studies is a teaching strategy that promotes deep learning by students through its emphasis on students' active involvement in solving complex problems found in actual clinical practice. Case teaching, a long honored strategy for professional education, also fosters the integration of knowledge and skills in complex learning situations.

Several Mega Cases have been developed by the OCNE Curriculum Committee for use in the curriculum. Each term there will be identified cases for use in the classroom setting, as well as in other program settings (lab, simulation).

#### 4.2. CLINICAL SKILLS LAB

The PCC Clinical Skills Lab is a learning environment organized around the concept of critical thinking and problem solving. The student must review and sign the student Consent to Participate in Clinical Skills Lab form. This consent form will allow those students who wish to participate in selected clinical procedures to do so in lab. Some nursing lab skills are formally evaluated and others are not. Students are evaluated on application of principles and technical performance of skills. Skills are sequenced in a manner that requires the student to use knowledge from prior skills when learning a new skill.

During lab, students act as the patient as well as the nurse, so that the patient's feelings and insights can be incorporated into each skill.

- Students are expected to come to the PCC Clinical Skills Lab prepared to do the assigned skill(s), and may be asked to leave if they have not completed the required preparation.

- Students must complete all lab requirements by the last scheduled day of the lab for the term or they will receive an F grade for the nursing course and will not be able to progress in the program.
- The student registration system is used to ensure that all students have equal access to the PCC Clinical Skills Lab. Students must follow this system, which considers the needs and schedules of the entire class.

#### **4.3. CLINICAL SIMULATION LAB**

Clinical Simulation Lab provides students an opportunity to practice clinical judgment using simulation scenarios. Simulation scenarios not only mimic physiologic events, they also incorporate key concepts that are critical to safe and effective health care. The methodology is an effective tool for reinforcing not only nursing skills, but also providing an environment for student to practice non-discipline specific concepts such as teamwork, communication, resource management, assessment, judgment, critical thinking, and professionalism within a patient care experience. This practice occurs in a controlled “clinical” environment with a human simulator and/or standardized patient. There may be simulated scenarios in each term of the PCC Nursing Program. Students will receive information about the simulation lab and preparation at the beginning of each term.

Clinical Simulation lab is a learning process and is not graded. However, attendance and participation are required.

#### **4.4. CLINICAL PRACTICUM**

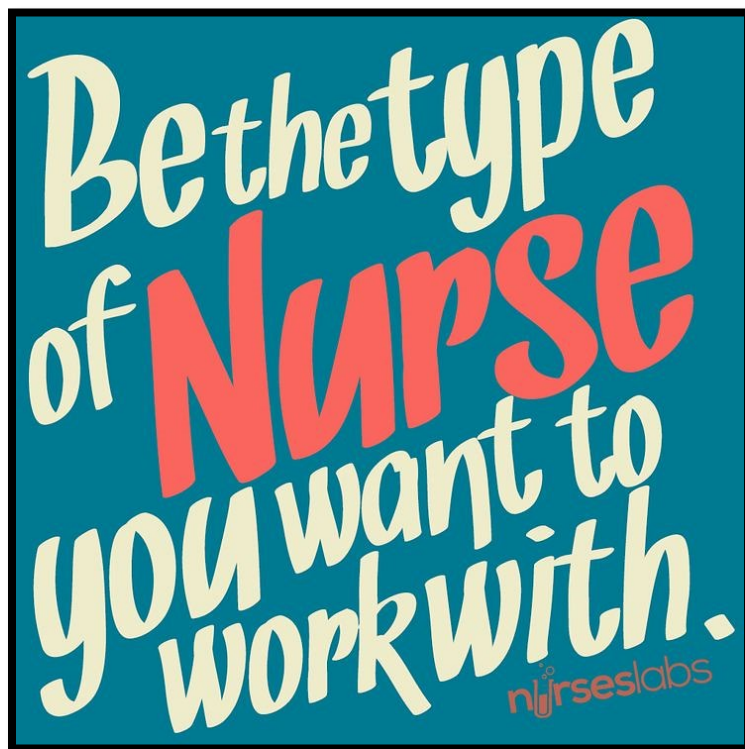
Clinical practicum is designed as a learning experience and takes place in a number of acute, post-acute, and long-term care facilities, as well as community-based settings. Students work under the direction and supervision of a clinical instructor. Students do not practice in the clinical setting “under” any nurse’s license. The OSBN (ORS 678.031) grants students the right to practice up to the scope of practice for which they are being prepared, provided the student is educationally prepared and has demonstrated competency for the assignment they are given. Students with prior certifications or health care licenses are not allowed to practice in the PCC Nursing Program clinical setting under their certified or licensed scope of practice.

In the clinical setting, students care for patients whose health care needs provide the student the opportunity to develop and expand nursing skills and abilities to the level of the student's competency. As the student’s knowledge and nursing skill level increases, so will the complexity of care of their patients.

- Clinical practicum may be offered during day, evening or night shifts, including weekends. Students' clinical rotation schedules will be available at the beginning of each term.
- Clinical experiences are limited. Therefore, students are expected to be active participants in seeking clinical experiences at their assigned setting that best meet their learning needs. While students must assume responsibility for planning and providing care within

their abilities, they must also recognize their limitations and seek assistance from the clinical instructor, as evidenced by adherence to the critical element of safety.

- Because the clinical skills need to be practiced and done safely, students must be prepared for the experience. Preparation includes successfully demonstrating skills in the Clinical Skills Lab prior to performing them in clinical. (Each nursing lab skill is signed off in the student's Clinical Nursing Passport.) Students must bring their Clinical Nursing Passport with them to each clinical day. If they do not have their Clinical Nursing Passport they will not be allowed to do the nursing skill in the clinical setting.
- Sufficient and timely preparation for required nursing skills is expected for a Pass grade on clinical performance indicators.
- For optimal student learning outcomes, it is essential that students consistently attend clinical. Excessive numbers of absences (more than two), established patterns of absences, or patterns of tardiness in the clinical setting will be documented by their clinical faculty and **may** result in a clinical NP, which is an F grade for the nursing course.



## 5. Grading and Evaluation

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### 5.1. PCC NURSING PROGRAM REQUIREMENTS AND PROGRESSION

The required nursing courses are designed to build upon each other and must be completed in the order outlined in the nursing curriculum. All required courses during the term of study must be completed with a "C" or above in order to progress to the next term.

#### Evaluation of Learning

The PCC Nursing Program is based on intentional learning. Students are expected to take responsibility for their own learning and understanding. In order to evaluate student progress, there are a variety of assessment situations. Assessing knowledge of nursing content is done through a variety of methods including but not limited to multiple choice exams, projects, papers, ATI assessments, and class preparation activities. Evaluation of nursing skills is done by student demonstration in the campus lab. Clinical competency assessment incorporates information from a variety of sources (e.g., instructors, preceptors, and student self-evaluation).

The PCC Nursing Program itself is assessed and evaluated through information gathered from students by way of their student representatives; clinical self-evaluations; course evaluations; feedback to nurse mentors and instructors; graduate and employer questionnaires; preceptor evaluation; and exit interviews. In addition, community leaders also participate in an assessment and recommendation process for ongoing program improvement through an advisory board.

### 5.2. PCC NURSING PROGRAM GRADING STANDARD

**Theory Exams/Evaluation:** To pass the theory portion of a nursing course, students must first attain a cumulative score of **75%** (Letter Grade = C) **of all exams**. After the 75% or better is achieved on the exams, students must also achieve a **75% overall**, which may include papers, projects, class preparation activities, or other point-bearing requirements.

For the specific breakdown of points and assignments, students are to refer to the syllabus for each nursing course. **A letter grade of C (representing at least 75%) or better, for the theory courses must be obtained to progress to the next nursing course/term.**

In addition to achieving at least 75% on the theory exams in any nursing course, the student **MUST**:

- Pass clinical, clinical skills lab, and clinical simulation lab. A No Pass (NP) grade will result in a letter grade of F. Refer to individual course syllabus for grading specifics.

There is no rounding up of the final course grade. For example, a final grade of 74.9% is 74% and constitutes a grade of "D" for the course. A student must achieve a "C" in order to pass.

### 5.3. CLASSROOM/THEORY EVALUATION

#### 5.3.1. Exam Administration

- Exams will be given as scheduled. Exam administration times will be strictly adhered to. Students arriving late will turn in their exam when time is called. If a student arrives to take the exam after another student has left the exam, the student must immediately return to the department and find the faculty member or PCC Nursing Department Director as directed by the faculty exam proctor, regarding taking the exam.
- Any scheduling conflicts regarding exam times should be communicated to the Course Lead for resolution PRIOR to the day of the exam.
- If a student is unable to take an exam due to illness or other emergency, the student must notify the course lead PRIOR to the exam.
- After prior notification of absence, the student must contact the course lead within 24 hours of missing the exam for assistance with rescheduling the exam.
- During an exam, students may wear earplugs only. Radios, headphones, CDs, cell phones, smart watches, etc. are not allowed during exam time and should remain in the "Off" position. Calculators will be provided during the exam as necessary. All bags and personal items must be kept in the back of the room during the exam.
- Some exams are scored using Scantron forms provided by the program. The Scantron form is the definitive source for the exam score – not the written test.
- Some exams are administered on a computer. Students are only permitted to have the exam program and testing window open on their device during the exam. Having multiple programs or windows open during an exam may be considered cheating and will fall under the Nursing Program's Critical Elements Policy.
- We expect all students to remain in the exam room until they are finished with the exam and to minimize distractions to their peers. Therefore, personal needs (for food or restroom) should be attended to prior to the exam. If it becomes necessary for a student to temporarily leave for the restroom, only one student will be allowed out of the room at a time.
- Students with a documented disability need to submit documentation that specifies testing time and condition requirements prior to taking exams as prescribed by the Disabilities Services (DS).
- Disability Services require a minimum of two (2) week notice prior to any exam. (Check with DS for current requirements.) The ability of the college to accommodate a student is determined on a space available and a first come—first serve basis.
- Following scoring and faculty review of exam results, exam grades are posted on Desire2Learn.

*\*Exam Procedures during remote operations will be communicated to the students by the course faculty prior to the first exam.*

*Regardless of the procedure for exam administration, the expectations for exam security remain unchanged. **Students are prohibited from copying exam content or questions in any form and for any reason (including, but not limited to, taking screenshots or recording a question in part or in whole for personal use or for distribution). Any known or suspected incidences of copying, photographing, or otherwise recording exam materials will be handled through the Nursing Program's Critical Elements Policy and may also be considered an act of Academic Misconduct according to PCC's Student Code of Conduct Policy and Procedures.***

### 5.3.2. Review of Exams

The PCC Nursing Program's philosophy revolves around the acquisition of knowledge, rather than memorization of content for individual questions. The ultimate goals of exams are to assess your knowledge and to prepare you for safe nursing practice and the NCLEX-RN.

In an effort to provide consistency and clarify student and faculty responsibilities regarding examinations, the following guidelines will be followed for review of exams:

#### Faculty Review

- Each exam is analyzed by the faculty with computer scoring and statistical information. **Total exam points are subject to change based on faculty exam review process** – students will be notified of any change with posting of exam grades on D2L. The faculty review process can be time consuming, therefore exam review dates and times are determined by faculty and may vary throughout the term. The intent is to return exams for review as soon as possible. An exam will not be returned for review until all students have taken it.

#### Student Review

- The purpose of exam review is to clarify content so students may achieve the goals of knowledge acquisition and attainment of course outcomes. Test taking strategies may also be reviewed to assist students in working through a question to select the best answer. "Giving student feedback about test results can be an opportunity to reinforce learning, to correct misinformation, and to solicit their input for improvement of test items" (Oerman & Gaberson, 2017).
- Each student is given one opportunity to review their individual exam after each test, in either a group or individual setting, according to the process outlined for exam review in

the individual course syllabus. Any student with DS accommodations may request an individual exam review in lieu of attending the scheduled exam review for the class.

- Review is done in the presence of faculty, and the exam is returned to the faculty immediately after the review is complete. To preserve the security of any exam, all test security measures used during the administration of an exam are in place during the review of any exam (see “Exam Administration” above).
- Any question regarding specific exam items should be discussed during the review as outlined by the course syllabus/faculty.
- If a student has a specific question about the exam during the review, the student can also request to speak with the course faculty individually.
- On any course exam where a student achieves less than 75% of the exam points, the student is encouraged to make an appointment with their nurse mentor and course faculty, to review study skills and discuss strategies for success prior to the next exam. A pilot program is in place for exam remediation.

#### **5.4. CLINICAL SKILLS LAB EVALUATION**

Students gain proficiency in nursing concepts and skills in the campus skills lab. Before coming to lab, each student must complete required preparation as assigned in D2L for each lab module. Students must submit the required preparation/assignments for the appropriate skill and be prepared to perform the skill within the given time period. Students who are not prepared for lab may be dismissed from their scheduled lab and required to make arrangements for a makeup at the faculty’s discretion. Repeated incidences of incomplete or tardy assignment submission may result in a no pass grade for lab. Please review the syllabus for the individual course for more information.

- Skills must be successfully completed in the clinical skills lab prior to being performed in the clinical setting. Each skill has pass/no pass criteria. Please see lab syllabus for details.
- By the end of the last scheduled Clinical Skills Lab for the term, students must have completed all lab requirements, or they will receive a no pass grade for lab resulting in an F grade for the nursing course and will not be able to progress in the program.

**The criteria for skill demonstrations and evaluation are as follows:**

**Satisfactory/Pass** - Student is prepared for and demonstrates skill correctly according to identified criteria. The student is also able to explain major principles and points of each skill and handles the equipment safely.

**Unsatisfactory/No Pass** - Student requires more than one prompt and/or reminders in order to demonstrate identified skill criteria. Depth of understanding for skill performance is unsatisfactory as demonstrated by student’s inability to verbalize appropriate rationale for nursing actions.



- **Note:** If the first testing attempt on a given skill is unsuccessful, the student must practice based upon the feedback given by the instructor. After two failed attempts on a given skill, the student must make an individualized plan with skills lab coordinator prior to the third testing. If the student fails the third testing, they will need to meet with director, and it may result in failing the course.

After receiving a satisfactory evaluation for a skill, students will have met the criteria for successful demonstration of the procedure and are accountable to apply the concepts of this skill accurately in the clinical setting. The student will have their Clinical Nursing Passport available in the Clinical

*\*If Clinical Skills Lab is taught remotely, the lab faculty will be responsible for communicating completion of lab skills to the clinical instructors. Passport will be initialed upon return to on-campus learning, or may be initialed by the clinical faculty if students are participating in in-person clinical after confirmation of successful completion by the lab faculty and the student.*

Skills Lab to be initialed by faculty and updated as skills are passed and/or completed.

**If a student is unable to successfully complete and satisfactorily pass all identified skills for a term, a No Pass for Skills Lab will be given, which will result in an F grade for the course.**

## 5.5. SIMULATION LAB EVALUATION

Clinical Simulation Lab is a required learning activity. Required preparation (including paperwork) and assessment criteria are described in the course syllabus. The equipment, the environment, and the dynamic interaction make up the simulated clinical experience. In its most basic form simulation can be used to teach students skills and tasks. It can also be used to immerse students into a situation, where they genuinely believe they are caring for a patient. In this manner, clinical simulation is an approach to clinical learning. It allows students to develop and practice clinical skills, clinical judgment, and reflective practice in a safe environment.

Debriefing sessions follow the clinical simulation experience and allow students to reflect and assess themselves and their peers. Clinical simulation is a mandatory clinical experience each term that it is offered. Student must meet the requirements as outlined in the SIM expectations provided. **Failure to meet these requirements at satisfactory level will result in a No Pass and an F grade for the course.**

## 5.6. CLINICAL PERFORMANCE EVALUATION

Clinical performance evaluation is based upon meeting expected learning outcomes. The clinical learning outcomes are leveled, cumulative, and include critical elements. All outcomes must be satisfactorily met to progress in the program. Clinical outcomes satisfactorily achieved in prior

course(s) must continue to be satisfactorily met in the current course. Documentation of student achievement of clinical outcomes occurs on the clinical evaluation tool.

During a clinical experience, faculty and students are guests in the facility, and therefore, must conform to the rules, regulations and policies of the facility. Facility policies related to admission clinical requirements, facility orientation, patient record-keeping, nursing procedures, dress code, parking or other requirements must be followed.

The course clinical evaluation tool is provided to the student prior to the start of clinical for each term. It is the student's responsibility to accurately document evidence of meeting learning outcomes on the self-evaluation tool twice during the term: at mid-point and at the end of the clinical experience. The clinical instructor provides students with on-going weekly written or verbal feedback regarding clinical performance. Formal written evaluation will occur at the mid-point and at the end of clinical rotation utilizing the Clinical Evaluation Tool.

Required written assignments, which support the clinical performance must be accurate, complete, and turned in on time. Failure to turn in written assignments on time will result in unsatisfactory grades on the designated clinical indicators. Students are expected to show evidence of preparation to safely care for the patient. If a student is not adequately prepared for the assignment, the student will be dismissed from clinical for the day. Dismissal from clinical may be considered an unexcused absence. Patterns of tardiness, absences, incomplete or unsatisfactory written assignments will be recorded in the student file and may result in a No Pass in the clinical component of a course. **A No Pass on the course clinical evaluation tool will result in a letter grade of F for the course.**

#### **5.7. PROCTORED STANDARDIZED EXAM POLICY/ASSESSMENT TECHNOLOGIES INSTITUTE**

The PCC Nursing Program has adopted the use of Assessment Technologies Institute (ATI) products to evaluate, monitor, prepare, and predict student success in taking the increasingly difficult state registered nurse licensure exam (NCLEX-RN). Nursing course exams cover a variety of learning outcomes designated for courses to prepare students for practice nursing safely and well. In addition, the ATI assessments provide exam items that are content specific for common nursing knowledge areas such as, fundamentals, medical-surgical, pediatrics, maternal-child, pharmacology, critical thinking, and community nursing.

Specific designated ATI assessments must be completed each term for the student to progress to the next term. The student must take the assessments within a designated time period. If a student is unable to take an assessment due to illness or other emergency, the student must notify the course lead prior to the scheduled time and determine the makeup time. If a student's score in the assessment is below the average, that student is encouraged to study the review material provided by ATI and take the non-proctored assessment provided for the specific test area to determine if the student's knowledge has increased.

Students also take the RN Comprehensive Predictor Assessment in the last term of second year. (This exam is comprehensive and specifically designed as a predictor for passing the NCLEX-RN

exam.) If a student's score is low, students will be advised of resources available. The non-proctored assessments will be available to students after graduation for a period of one year.

## 6. Student Success, Progression and Problem-Solving

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### 6.1. STUDENT SUCCESS

- The PCC Nursing Program faculty and staff are committed to student success. Please utilize your PCC student success resources and/or nurse mentor.

First year nursing students can register for CG111B, entitled “Study Skills for College Learning – Nursing”, in the summer term prior to starting the program. This course is led by the Nursing faculty to assist students in the skills needed for the didactic portion of the nursing courses.

### 6.2. NURSE MENTOR

The Nursing Program is committed to the success of each student. We recognize that promoting a sense of safety, value, and belonging for each student contributes to student success. We value the opportunity for students to have ongoing communication with a consistent nurse faculty/staff member to inform, guide, and mentor the individual. The nurse mentor builds a supportive relationship with their mentees through group and individual meetings. Our hope is that you will connect with your mentor in a way that is meaningful to you to help you achieve success.

Each 1<sup>st</sup> and 2<sup>nd</sup> year nursing student will be assigned a nurse mentor. The student will have the same nurse mentor for the first year and may have a different nurse mentor for the second year of the PCC Nursing Program.

A student’s nurse mentor can refer students to program and college resources to assist problem solving an issue. Additionally the nurse mentor will assist with disability services and provide program information geared at student success.

### 6.3. INFORMATION AND PROBLEM-SOLVING RESOURCES

**Whenever there are course questions or concerns, use the appropriate chain of communication as outlined in section 2.6.2.**

Students will learn a variety of professional communication techniques through the nursing program curriculum. Students are expected to use these professional communication techniques in their problem-solving communications with PCC faculty, staff, and fellow students. Faculty and Nurse Mentors are resources to help students organize their problem-solving communication.

#### 6.4. PROCESS FOR STUDENTS AT RISK FOR FAILURE

The PCC Nursing Program recognizes that the nursing curriculum is rigorous and that some students may benefit from additional resources when there is a risk of failure in a nursing course.

The expectation is that students will use the feedback given to them from faculty about their academic standing to access resources available in the nursing department as well as in the larger college community.

Each clinical nursing course contains a theory and clinical component. Each aspect of the course must be passed for the entire course to be passed.

##### 6.4.1. Theory Component

The successful completion of the theory portion of the course is accomplished by the guidelines set forth in the Course Evaluation section of this handbook and in the syllabus for each course and is focused on the criteria needed to pass the NCLEX-style exams for any given course.

On any nursing course exam where a student achieves less than 75% on the exam points, the student is encouraged to make an appointment with the course faculty or nurse mentor to review study skills and discuss strategies for success prior to the next exam.

When a student is at risk of failure in the theory component of a nursing course, students can access testing resources available in the larger PCC system. Student resources for all PCC students can be found at: <http://www.pcc.edu/resources/#student>.

##### 6.4.2. Clinical, Clinical Skills Lab, and Sim Lab Component

Clinical is considered a performance-based evaluation and each nursing course has a clinical evaluation tool that faculty and students use for the evaluation of the clinical performance for each student.

The PCC Nursing Program recognizes that since clinical is performance-based evaluation, some students may benefit from additional resources that are focused on the clinical aspects of a nursing course (see Learning Intervention below).

##### 6.4.3. Next Steps

Students who are not making satisfactory academic progress and who have not violated a Critical Element can access resources to maximize their opportunity to benefit from their learning experience in the PCC Nursing Program.

**This does not apply to unsatisfactory performance in any of the Critical Elements - of safety, integrity, and accountability – which may result in an F grade for the course.**

If student performance has been unsatisfactory and has not resulted in an immediate F grade, the following steps will be implemented:

1. The faculty/instructor provides the student with verbal and written feedback that performance has been unsatisfactory.
2. The faculty and the student discuss areas of concern (such as clinical or Clinical Skills Lab deficiencies or missed deadlines for required paperwork).
3. There may be a written plan that is made by the faculty and the student that contains identified strategies to improve performance. If the improvement needed is related to a more skill-based issue, a Learning Intervention (see the section below) may be offered. The Student Mentor is also a resource for both faculty and students to provide guidance if appropriate.
4. The student returns to the clinical, lab, or classroom setting and has the opportunity to demonstrate satisfactory performance.
5. If the student performance remains unsatisfactory after returning to the setting, the student will receive an F grade for the course.
6. When a student has scored below 75% on any given theory exam, the student is encouraged to make an appointment with the course faculty or nurse mentor to discuss study skills and identify possible strategies for success prior to the next exam.

## **6.5. LEARNING INTERVENTION**

It is the goal of the faculty to create conditions that will allow the student an opportunity to succeed in the clinical area. A learning intervention, typically skill-based, is designed to allow a student experiencing difficulties to address the difficulty in a campus based simulated clinical situation in the lab setting. With this additional instruction, the student is given the opportunity to improve clinical performance outside of the clinical setting. It should be noted that not all clinical issues can be addressed in a simulated clinical situation.

In a circumstance where the instructor determines an individual learning need is best addressed in a simulated clinical situation, the instructor will initiate a learning intervention. The lab or sim coordinator, clinical faculty, course lead, and student participate in creating a learning intervention plan. The Student Mentor is also a resource for both faculty and students to provide guidance if appropriate. The student will be removed from the evaluated clinical setting for this non-graded learning experience and will return to the same clinical setting afterward. If clinical behaviors identified prior to the learning intervention are not performed satisfactorily upon return to the clinical setting, the student will receive an F grade for the nursing course. A student is allowed a maximum of one learning intervention while in the PCC Nursing Program.

## 6.6. PROCESS FOR STUDENTS WHO HAVE RECEIVED A LETTER GRADE OF "D" or "F" IN A NURSING COURSE

1. The student meets with their Nurse Mentor for a final conference\*. During this meeting, the final conference form is completed. The student may also first meet with the course faculty to review course grade as needed.
2. The student meets with the PCC Nursing Program Director for an exit interview.
3. If the student is eligible to return to the program, the student is referred to the Re-entry Procedure.
4. Students who receive an F grade due to unsatisfactory performance in any of the Critical Elements will not be eligible for re-entry.
5. The student is referred to other services within the college and greater community to assist with their learning needs as well as personal and professional goals.
6. The PCC **Grade Appeal Procedure** provides the student with a process for appealing a final course grade when they believe that an improper evaluation has occurred. For further information please see Section 3.10 of this Handbook and the PCC website for further information:

<https://www.pcc.edu/about/policy/student-rights/#grade>

<https://www.pcc.edu/about/policy/student-rights/documents/grade-appeal.pdf>

**\* A support person may be invited by the student and/or the faculty. If there is to be a support person all parties must be notified who will be attending prior to the final conference.**

## 6.7. PCC NURSING PROGRAM RE-ENTRY INFORMATION

*NOTE: For a withdrawal, for any reason (personal or academic), and/or a No Pass for NRS 110, students may re-apply for admission one time to PCC's Nursing Program.*

*For all other courses in the PCC Nursing Program, students who withdraw (for any reason) or No Pass any nursing (NRS) course will have one opportunity to repeat within a year of the NP or withdrawal.*

**Re-entry** applies to students who have successfully completed NRS 110 (which occurs in 1<sup>st</sup> year Fall Term), but who have not passed, or have withdrawn (for any reason) from a subsequent nursing course – including the Pathophysiology and Pharmacology courses. Students are allowed one re-entry opportunity in the PCC Nursing Program, and it must be used within a year from the NP or withdrawn course.

**Independent Study Plan (ISP)** is a required variable credit course. An ISP is required anytime a student has been away from the PCC Nursing Program for any length of time due to a withdrawal

or NP. The course is designed to meet the student's individual learning objectives and is also intended to prepare the student to enter into the clinical setting. It is graded Pass/No Pass.

**Priorities for Re-Entry** are used to determine a ranking order for re-entry students who have successfully completed an Independent Study Plan (ISP).

1. Students who have withdrawn in good standing in didactic clinical and lab performance.

**Good Standing** is defined as leaving due to personal, family, or health reasons and when current performance is satisfactory in completing program requirements.

- a. The student has received a cumulative 75% or more on all exams completed for the current term.
  - b. The student has received evaluative feedback regarding clinical and campus lab performance that reflects satisfactory performance.
  - c. The student has remained current with performance expectations—i.e., met course requirements and deadlines, and is current with nursing lab skills up to the time of withdrawal.
  - d. If, at the time of withdrawal, the student has any specific requirement for improvement that must be met in order for the student to successfully meet the requirements of the program, the student does not qualify for leaving the program in good standing.
2. Students who have failed courses in Pathophysiology or Pharmacology (nonclinical).
  3. Students who have withdrawn and were not in good standing in nursing theory but were satisfactory in clinical and lab performance.
  4. Students who pass clinical, but who receive a D or F grade in nursing theory.
  5. Students who receive an F grade due to unsatisfactory performance in either nursing lab.
  6. Students who receive an F grade due to unsatisfactory clinical performance (not in a critical element).

**Additional Notes:**

- Currently enrolled Nursing students have priority over re-entry students.
- All requests for re-entry are evaluated on the basis of resources available.
- Applicants who have received an F grade for failure to meet one of the critical elements are ineligible for re-entry/admission into the PCC Nursing Program.
- Applicants who receive a letter D or F grade in NRS 110, as well as students who are requesting re-entry after the one-year window for re-entry has elapsed, have **one opportunity** to reapply for admission into PCC's Nursing Program.



## 6.8. RE-ENTRY PROCEDURE

1. All nursing students are required to attend a final conference with their Nurse Mentor when leaving the program for any reason prior to program completion (graduation). The student is responsible to notify the Nurse Mentor within two weeks of withdrawal in order to be eligible to re-enter the Nursing Program. This final conference will provide written documentation of any requirements the student must complete prior to re-entering the program.
2. Additionally, all students are required to attend an exit interview with the PCC Nursing Program Director. During this meeting, the student consults with the Program Director regarding requirements or recommendations necessary for their re-entry. The Nursing Program Director will provide written documentation for the student, summarizing areas of the program that were satisfactorily completed, areas which were not successfully completed, and areas to be repeated upon re-entry. Information about the re-entry process is provided. The Nursing Program Director has the right to establish individual requirements for students requesting re-entry.

**NOTE: The student is required to write a letter to the PCC Nursing Program Director requesting re-entry into the PCC Nursing Program.** This letter must include a description of a plan that includes how the student will meet the requirements and recommendations as outlined in the final interview. **This letter must be received in the PCC Nursing Program Office within 4 weeks of leaving the PCC Nursing Program.** Students are counseled about this deadline during the exit interview with the Program Director. **If a letter is not received within this time period, the student forfeits the ability to return to the PCC Nursing Program.**

3. An Independent Study Plan (ISP) course must be successfully completed the term before a student returns to the PCC Nursing Program after time away. Prior to the term established for the ISP requirement, the Program Director will provide the student with information about registration and orientation for the ISP course.
4. All requirements and recommendations stipulated in writing by the Nurse Mentor, the ISP faculty, the Nursing Program Director, and the Nursing Student Handbook must be met before the re-entry request will be considered.
5. A committee made up of the ISP faculty, and the Program Director will use the re-entry ranking criteria to determine a ranking order of applicants applying for re-entry. All requests are evaluated on the basis of resources available. If there are more applicants for re-entry than space available, the ranking order will determine admission, from highest ranking to lowest. PCC students take priority over any OCNE transfer student requests.
6. After the ISP is successfully completed, the Program Director will notify the student of his/her status for re-entry.

## 6.9. INDEPENDENT STUDY PLAN

Students who have been away from the PCC Nursing Program for any length of time for any reason, including a withdrawal, D, F or NP, must successfully complete an Independent Study Plan (ISP) course (NRS 298). The course is designed to refresh and solidify students' individual and leveled nursing knowledge. The course outcome is to prepare the student to return to the nursing program, with a focus on application of knowledge and clinical learning. The student is expected to carry forth the knowledge and skills of nursing courses that have been successfully completed.

The ISP course has measurable evaluation criteria with flexibility for individual need. The course is graded as a Pass or Fail based on whether the student completes their individualized learning objectives and course/program requirements. A student is allowed to take the ISP course one time. The faculty of record for this course is the faculty assigned to NRS 298 (ISP).

Students must successfully complete the following NRS 298 requirements:

- Attend and fully participate in the identified Clinical Skills Labs. The ISP faculty and Clinical Skills Lab Coordinator, with input from course faculty, will maintain a current list indicating high risk skills requiring review.
- Take all associated exams, math assignments, and math testing in the NRS course of the term leveled to the student. A passing grade is not required.
- Attend evolving case scenario sessions as assigned by individualized and leveled learning objectives.
- Prepare and participate in a clinical simulation. The ISP faculty, with input from Simulation Lab Coordinator, and course faculty, is responsible to develop, prepare, run and evaluate the SIM. The student will demonstrate the nursing process applied to the care of the simulated patient(s). Clinical simulations will be leveled with the last successfully completed clinical nursing course using the most recent course materials. SIM requirement is met by the student preparation, active participation, and a dialogue between the faculty evaluator and the student about the student's strengths and challenges.
- Complete any additional course criteria identified in the individual ISP by the student and the ISP faculty.

If the student does not complete any part of the ISP, the student is deemed unsuccessful and the student is ineligible to reenter the program. The student will meet with the ISP faculty, and then the Director.

#### 6.10. STUDENT TRANSFERS

OCNE consortium allows for the potential for a student to transfer to another OCNE institution after successful completion of the first year. Students interested in this option should contact the Nursing Department of the receiving institution for details regarding the transfer process.



## 7. College Resources

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*\*Additional resources may be needed as a result of the impacts of COVID 19. Available resources include:*

<https://www.pcc.edu/coronavirus/information-for-students/resources/>

<https://www.pcc.edu/enroll/paying-for-college/emergency-funds.html>

<https://www.pcc.edu/student-conduct/conduct/student-guide-adjusting-to-remote-learning/>

### Department Information

Successful progress of students in our program is very important to us. PCC has a variety of programs to help students do the best that they can. We suggest our students utilize all resources offered to promote success as a nursing student.

The following is a list of some of the resources available within the college:

**ASPCC** - <https://www.pcc.edu/student-leadership/>

Opportunities for student government, clubs, leadership projects, honor society, food pantry and more!

**BOOKSTORE** - <https://www.pcc.edu/resources/bookstore/>

PCC operates bookstores at the Sylvania, Cascade and Rock Creek campuses. The bookstores stock books and general supplies needed for classes.

A list of required and recommended texts will be presented to students each term. The cost is subject to change dependent on publishers' price lists.

**CHILD DEVELOPMENT CENTER/CHILD CARE SERVICES** - <https://www.pcc.edu/child-care/development-center/>

PCC provides child care services on the Sylvania campus. The center is intended primarily as a lab school for the Early Childhood Education Program and enrollment priority is given to PCC students and staff. Students can contact the PCC Child Care Center directly for availability. CDC 102 | 971-722-4424 | [childcare.sy@pcc.edu](mailto:childcare.sy@pcc.edu)

**COMPUTER RESOURCES** - <https://www.pcc.edu/help-desk/?2>

PCC makes computers and software available for students use in order to enhance learning. What is available and where they can be found will be posted on the PCC website and on campus. The following computer centers are open limited hours during the school year.

- Student Computing Center (SCC) located on the first floor of the library.
- Clinical Skills Lab is located in HT 217. Refer to published schedules.
- Multimedia Center (MMC): This computer lab is available for nursing students located in room HT 301. Refer to the policy and schedule as posted.

#### **COUNSELING** - <https://www.pcc.edu/resources/counseling/>

PCC provides, free of charge, a comprehensive program of counseling services in order to assist students in solving problems and developing themselves both academically and personally. Some of the useful services are: variety of learning/study skills, assistance with performance anxiety (including test-taking), assistance with interpersonal communications, and help with family, personal, or social concerns. A new aspect of this program is a family counseling service.

Counselors are available by appointment in the counseling center, (971) 722-4531. The center is also open on a drop-in basis.

The Counseling Department offers the following services for students;

- **Study Skills**
- **Test Anxiety Classes and Counseling**
- **Career Counseling**
- **Improving Interpersonal Skills:** Counselors help students individually and in classes and support groups to increase interpersonal communication skills and develop personal and academic potential.
- **Crisis Intervention:** Counselors intervene in individual, classroom and other crisis situations, being available to provide brief therapy, and, referral to mental health resources when necessary.
- **Values Exploration:** Explore and assess your values system by working one-on-one with a counselor, by taking advantage of personality and values assessment tools in the career center or by taking classes offered by the counseling centers.
- **Overcoming Loneliness or Depression:** Counselors help students with loneliness or depression issues by counseling sessions and referral to on- and off-campus support groups.
- **Help with Family Problems:** Counselors are able and willing to assist students with family problems and concerns that interfere with their success. This may include service for other family members to resolve issues.
- **Anxiety and Tension Reduction:** Counselors give individual attention to help with anxiety and tension-related issues. There is also a class, "Stopping Test Anxiety," which addresses that particular kind of anxiety and teaches relaxation skills to learn to perform realistically on exams.
- **Single Adjustment:** Students can find help adjusting to the single lifestyle by working with counseling staff. They may also be referred to groups, clubs and classes available on campus.
- **Career Development:** Provides opportunities to heighten self-awareness and research possible career "fits" in the world of work.

- **College Survival and Success:** Encourages students to explore and use campus resources to increase potential success in reaching academic and personal goals. Course work offers assessment, study skills and time management as well as an orientation to college and PCC specifically.
- **Study Skills for College Learning:** This course is designed to teach students how to study successfully and maximize long term learning by effective reading, memorization tools, test-taking strategies, note-taking tips and time management kills.
- **Support Groups:** Various groups are formed by counselors and counseling interns to address timely issues. Some groups are short-lived, while others are ongoing.
- **Student Advocacy:** Counselors on each campus are available to act as advocates for students in misunderstanding with administrators, faculty, staff and other students

**D2L and ONLINE LEARNING** - <https://www.pcc.edu/online/students/>

**DISABILITY SERVICES** – <https://www.pcc.edu/disability-services/>

Federal laws prevent discrimination of persons with disabilities. PCC is obliged to provide reasonable accommodations to qualified students with disabilities, which may include auxiliary aids and/or program modifications. Accommodations that fundamentally alter the nature of the academic program, could jeopardize the health and safety of others, or cause an undue burden to the program are not considered reasonable accommodations.

The student must contact Disability Services at (971) 722-4319. This office will provide you information about documentation of the disability and requests for accommodation. All information volunteered by students with disabilities will be kept in strict confidence and shared with others (such as the clinical instructor) on a need to know basis.

Information about Disability Services and accommodations is online at:

<http://www.pcc.edu/resources/disability/>

**FINANCIAL AID** - <https://www.pcc.edu/enroll/paying-for-college/financial-aid/>

The Financial Aid Office at PCC administers a variety of aid programs in the form of scholarships, grants, loans, and part-time employment to eligible students who are in need of money to attend college. For nursing students officially admitted to the PCC Nursing Program, there may be additional dollars available through nursing loan programs. Whether aid is available depends on many factors including the time of application.

Students must first complete a Financial Aid Form (FAFSA) in order to have their eligibility determined. These forms may be obtained from the Financial Aid Office at Cascade, Rock Creek, Southeast, and Sylvania campuses.

- Students should complete the online FAFSA application as soon possible and before the published deadlines for timely consideration of campus-based aid awards. The student is then notified of the financial aid via MyPCC.
- We encourage students to apply for financial aid regardless of a concern about qualifications. Circumstances do change and if data are already in the system then adjustments can more quickly be processed.

**LIBRARY** - <https://www.pcc.edu/library/>

Nursing reference books and media are located in the Sylvania Library. Orientation to the library is available and you will be expected to use it to search for information you need that is not provided in your text or in other learning situations. The library is used for:

1. Viewing and learning from audiovisual and computerized materials.
2. Reading reserved books and periodicals.
3. A place to study.
4. Referral to reference books and materials.

Information about checkout privileges is available per library policy.

**MULTICULTURAL CENTER** - <https://www.pcc.edu/multicultural/>

The mission of the Sylvania Multicultural Center is to support the recruitment, retention, and holistic (academic, leadership, professional) success of students of color and to advance diversity, inclusion, and equity campus and district wide. Offering: tutoring, social justice student leadership programming, Men of Color Leadership program, and other events.

Sylvania Campus, CC 231, 971-722-4112

**OFFICE OF EQUITY AND INCLUSION** - <https://www.pcc.edu/about/equity-inclusion/>

The PCC Nursing Program adheres to PCC's Office of Equity and Inclusion policy that does not discriminate based on race, color, religion, national origin, sex, marital status, disability, veteran status, age, sexual orientation, or any other status protected by federal, state, or local law in any area, activity or operation of the College.

PCC's goal is to provide an atmosphere that encourages people to realize their full potential. All members of our community, including our guests and visitors, deserve to learn and work in a fair and safe environment-and we take our responsibility to provide this space seriously.

PCC is charged with investigating all reported misconduct and gender-equity concerns; offering support to the people involved; and implementing measures to maximize safety. When we respect, protect and support one another, our community thrives.

If you have experienced sexual harassment, sexual assault, domestic or dating violence or any other behavior that has made you feel unsafe or unwelcome-we are here to help.

If you believe you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, veteran status, sex, sexual orientation, gender identity, or disability please contact the Office of Equity and Inclusion at [\(971\) 722-5840](tel:9717225840) or [equity.inclusion@pcc.edu](mailto:equity.inclusion@pcc.edu).

**PARKING** - <https://www.pcc.edu/transportation/>

Parking permits for each quarter may be purchased online through MyPCC during or after registration. Students taking evening classes are encouraged to walk to the parking lot with another student or faculty member. If that is not possible, you may phone Public Safety for an escort on the white courtesy phone in each building, extension number 4902, or call (971)722-4902.

**PUBLIC SAFETY** - <https://www.pcc.edu/public-safety/>

Non-emergency: 971-722-4902 | Emergency: 971-722-4444 or 911 | [pubsafe@pcc.edu](mailto:pubsafe@pcc.edu)

Public Safety offers assistance with crimes in progress, medical emergencies, traffic collisions, vehicle lockout & battery jumps, student altercations, suspicious activities, threats, etc.

**QUEER RESOURCE CENTER** <https://www.pcc.edu/queer/sylvania/>

A welcoming and safer space to hang out and be yourself. We offer free computer use, free coffee and tea, books and magazines to read, queer-related events, supportive peer advocates and staff, safer sex supplies, leadership opportunities, referrals to other campus resources (such as career advising and counseling) and more.

Sylvania campus, CC 228, 971-722-8515

**STUDENT HELP DESK** - <https://www.pcc.edu/help-desk/?2>

The Student Help Desk provides computer software and online service support primarily for PCC online students.

Email: [shd@pcc.edu](mailto:shd@pcc.edu), Phone: 971-722-8222, After hours: 1-877-325-7778 (for D2L support)

**TUTORING** - <https://www.pcc.edu/tutoring/sylvania/>

The [Student Learning Center](#) is an informal, drop-in tutoring and study area. They offer free tutoring in math, English, statistics, accounting, business, speech, and more for PCC students on a first-come, first-served basis. We also have a computer lab (PCs only) and offer English and Math self-paced lab classes. They are staffed by a combination of faculty, professional, work-study, and volunteer tutors.

For assistance in: English, Writing, Reading and Math  
Student Learning Center  
Sylvania Library 140 | 971-722-4540

**VETERANS RESOURCE CENTER** - <https://www.pcc.edu/resources/veterans/>



Offering: A safe space for relaxing between classes and socializing with fellow student veterans, a place to discuss confidential matters without judgment, computer workstations with printing available, Work Study and Volunteer opportunities, connection to resources to help with:

- Classroom accommodations
- Career Counseling and Academic Advising
- Determining Eligibility for VA Educational Benefits
- Enrolling in VA Healthcare
- Filing disability claims with VA

**WOMEN'S RESOURCE CENTER** - <https://www.pcc.edu/women/>

A variety of services are available to assist students: Feminist Majority Leadership Alliance, International and Immigrant Women's Club, MAVEN (Men's Anti-violence Education Network), Student Parent Club, Scholarship information, college advising and info on PCC's educational programs, crisis intervention and problem solving, advocacy, support, and friendship in a caring environment, childcare referrals.



## **PCC NURSING PROGRAM STUDENT AGREEMENT**

Please complete this form and upload it into your Castle Branch Document Manager by  
**September 30, 2022 by 4:00 pm.**

A student will not be allowed to continue in the PCC Nursing Program until this form is completed and uploaded into CastleBranch.

My signature below indicates that I:

- a. Have read the Nursing Student Handbook.
- b. Have asked program faculty and staff to clarify any questions concerning information, procedures and policies found within this Handbook, and therefore, I understand its contents and provisions.
- c. Agree to comply with the Nursing Department policies and procedures as stated in this Student Handbook, including the Critical Elements Policy.
- d. Agree to comply with all Portland Community College policies and procedures, including the PCC Students Rights and Responsibilities which I have accessed on MyPCC at:  
  
<https://www.pcc.edu/about/policy/student-rights/>
- e. I understand that the student handbook is not a contract. I also understand that Portland Community College and the PCC Nursing Program can change the provisions of the Student Handbook at any time, and that I will be notified of those changes.

Date \_\_\_\_\_

Print Name \_\_\_\_\_

Signature \_\_\_\_\_

*Student Signature*

