



Lehigh Carbon
COMMUNITY COLLEGE

ADN STUDENT HANDBOOK

(Associate in Applied Science in Nursing)

2018-2020



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"Nursing is a progressive calling: year by year nurses have learned new and improved methods, as medicine and surgery and hygiene improve . . ."

Florence Nightingale

Welcome to Lehigh Carbon Community College's Associate in Applied Science degree program in nursing. You have chosen an exciting, challenging, and evolving profession. You will discover that education is a lifelong process.

This ADN Student Handbook contains information that applies to students in the ADN program. This is a supplement to the LCCC Student Handbook. Each nursing student should become familiar with the contents of both the LCCC Student Handbook, the ADN Student Handbook, and the LCCC Code of Conduct.

The philosophy of the ADN nursing faculty embraces the education of colleagues, rather than just the instruction of students. We hope you will find this process as exciting, enlightening, and as fulfilling as we do. We look forward to assisting you in meeting your personal and educational goals and objectives.

Policies are subject to change at the discretion of the faculty. New policies will be distributed to students, as they become available.

The ADN Faculty

COMMUNICATION

LCCC Website

www.lccc.edu

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The nursing faculty each have a schedule posted on their office doors. Each faculty member has five (5) office hours per week for student advisement and assistance. The nursing faculty is accessible to assist the student as needed. It is the student's responsibility to seek faculty assistance.

The student must also check his/her college e-mail, the LCCC website, and the course page on WEBSTUDY daily Monday through Friday. The student is responsible for all posted information.

- Students must use mymail account for all email communications with nursing faculty members and Director of Nursing.

ACADEMIC INFORMATION

1. Vision Statement
2. Purpose Statement
3. ADN Program Philosophy and Conceptual Framework
4. Program Objectives, Outcomes and Definitions
5. Curriculum/Course Schedule

LEHIGH CARBON COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM

VISION STATEMENT

To be the recognized leader in preparing the highest quality graduate professional nurses in the greater Lehigh Valley community.

OVERALL STATEMENT OF PURPOSE

The purpose of Lehigh Carbon Community College's Associate in Applied Science degree in nursing is to prepare qualified individuals for entry-level positions as registered nurses in the community working with individuals, families, and groups. The graduate will have the knowledge base, professional integrity, and clinical competence to recognize and resolve health care needs. The graduate will be eligible to sit for the National Council Licensing Examination (NCLEX-RN) upon successful completion of the program.

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PHILOSOPHY

The Competencies for Graduates of Associate Degree programs, as defined by the NLN (National League for Nursing), are the basis for the ADN program Philosophy. **Human Flourishing:** Advocate for patients and families in ways that promote their self-determination, integrity and ongoing growth as human beings. **Nursing Judgment:** Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context. **Professional Identity:** Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context. **Spirit of Inquiry:** Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families and communities.

Human Flourishing

Nursing is an art and an applied science. The goal of nursing is to provide holistic health care to assist humans to achieve and sustain their highest level of wellness. Nursing is an open system interacting and adapting to environmental and societal influences. Nursing practice responds to consumer need within an ever-changing health care delivery system.

Caring is most evident in the nurse-client relationship. Caring involves intervention by the nurse to promote not only physical care but respect for the dignity, rights and uniqueness of clients.

Nursing practice promotes high-level wellness to individuals, families or groups across the life span.

Nursing Judgment

The nursing process is used as the framework for client care decision making, critical thinking and problem solving. We use the nursing process to:

- *synthesize information from nursing, biological, social and behavioral sciences into the delivery of nursing care.*
- *promote, maintain and restore health integrity of assigned clients by utilizing evidence based practice, technology and resources for the achievement of quality patient/client outcomes.*
- *provide safe, cost-effective, quality care to individuals, families and communities across the lifespan.*

Professional Identity

The student is accountable for his/her own learning to facilitate change in behaviors and to grow as a person and a professional. Each student has his/her own learning style, level of intellectual curiosity, rate of behavior change and professional growth. Past learning experiences influence present learning. Students are encouraged to question and express ideas and be creative as participants in the learning process in order to achieve the highest level of individual potential.

As a member of the discipline of nursing, the practice of an associate degree nursing graduate is characterized by a commitment to professional growth, life-long learning and self-development. The nurse with an associate degree practices within the ethical and legal framework of nursing and is responsible for ensuring high standards of nursing practice.

LCCC's program prepares the graduate to practice as an entry-level nurse generalist who provides safe and effective care to individuals, families and groups. Our graduates will:

- *provide interprofessional, evidence-based care that is socially responsible, environmentally sound and culturally/spiritually sensitive to diverse populations within select health care delivery systems.*
- *demonstrate accountability, advocacy and professionalism within the framework of legal and ethical standards of the nursing profession.*

Spirit of Inquiry

Nursing practice delivers holistic health care through promotion, restoration and maintenance of health based upon evidence-based research.

Nursing education is a lifelong continuous process. It is based upon the integration of the sciences, humanities, information literacy and social sciences. The study of nursing should be an integral part of the (community college) institution of higher learning. Nursing education is a process whereby students engage in a variety of learning experiences that support the development of nursing behaviors. Education of the student in the Associate in Applied Science degree with a major in nursing is a dynamic enterprise.

"Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing." NY, NY: National League for Nursing. 2010.

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CONCEPTUAL FRAMEWORK

The conceptual framework represents the organizational guidelines, educational guidelines, and clinical experiences utilized to develop a knowledge of the role of nursing in the delivery of health care and to fulfill the program's educational objectives. The four key concepts are humans, nursing, health, and environment.

Humans are biopsychosocial beings. Humans are holistic and developing beings with the processes and capacity for thinking, feeling, reflecting and choosing. Humans have common biopsychosocial needs which are fulfilled in an individual manner. These needs are derived from physiological, psychological, social, spiritual, and environmental components. Physiological components include: a balance of nutrition, fluid and electrolytes, exercise, rest, oxygen, circulation, elimination, regulation of senses, temperature and endocrine processes. Psychological components involve an integration of self-concept and promotion of self-esteem. Social components include role function, respect for differences, and interdependence. Human behavior has pattern and meaning. Humans respond to and act upon everything that is within and around them. Humans are an open system which interact with and adapt to the internal and external environment throughout the life span. Adaptive behavior is evidence of effective response to stimuli, while ineffective behavior indicates maladaptation.

Nursing is a theoretical system of knowledge which prescribes a process of analysis and action related to the care of humans. Nursing care may be delivered to humans at any point along the health-illness continuum and may be provided to individuals, families, or groups. The goal of nursing is to promote humans' adaptation to health needs. The nursing process model is the basis for problem solving, decision making, and critical thinking used for the delivery of nursing care. The nursing process has been identified as a five-step approach.

1. Assess the client's physiological and psychosocial needs. (Assessment)
2. Identify health care needs, prioritize, and form a nursing diagnosis. (Diagnosis)
3. Establish appropriate goals to assist in adaptation to promote, maintain and/or restore health. (Planning)
4. Select scientific rationale and implement nursing interventions necessary to accomplish goals. (Implementation)
5. Evaluate the outcome and the extent to which goals have been achieved using evaluative criteria. (Evaluation)

The development of the plan of nursing care is a collaborative effort between the client, the nurse, and other members of the health care delivery team.

Health is a dynamic state in the life cycle of humans. Health requires constant adaptation and responses to internal and external environment needs so a higher level wellness may be achieved and maintained. If the adaptation response to the needs is not effective, maladaptation results. The level of health fluctuates on the health-illness continuum throughout the life span. Health care encompasses promotion, restoration, and maintenance for humans to achieve a high level of wellness.

Environment is all the conditions, circumstances, and influences surrounding and affecting humans. The environment is ever changing and impacting upon humans. The internal and external environments are each sources of input into the adaptive system. The environment reflects cultural mores, values, actions, and behavior patterns. Society is an environmental system which provides the network for humans to interact independently or interdependently with individuals, families, and groups. The family is the basic unit of society. Health care needs and accessibility to health care are influenced by society. Evolving health care needs require the nurse to be competent in technical skills, knowledgeable in the changing health needs, and committed to becoming an active participant in assessing, planning, implementing, and evaluating change in the health care delivery system. The health of society and the health of humans reflect a reciprocal relationship. The nurse, as an active participant in society, educates, and delivers health care to assist society to evolve toward a higher level of wellness.

Cultural/spiritual aspects of the care of the client transcends the physical. Students must be aware of and sensitive to the needs of clients in these areas.

The nursing process is integrated throughout the curriculum. It is the model for problem solving, decision making, and critical thinking.

Therapeutic communication is a strategy in which the nurse consciously influences an individual, family, or group through verbal or nonverbal interaction to increase level of wellness.

Teaching-learning provides the student an opportunity to acquire a body of knowledge which includes nursing. The goals of teaching-learning are learning, assimilation of knowledge, and behavior changes. For learning to occur, the learner must be an active participant and identify their own strengths and needs. Learning depends on readiness, motivation, needs, and goals. The learner will develop abilities to think critically, solve problems, synthesize, and apply concepts in a variety of situation. Students are encouraged to develop into diverse, creative, and independent individuals. The faculty function as facilitator of the learning process by providing a theoretical framework, resources, role modeling, and proficiency in clinical skills. The faculty council, guide, and challenge the learner.

Ethical/legal aspects of nursing are developed within the framework of the nursing unit. The practice of nursing is governed by principles and standards regarding proper conduct. Students need to learn principles and accountability of client management within the legal/ethical arena.

Student's success in the profession of nursing is his/her socialization into this new role. The student is assisted in developing a commitment to and an identification with nursing to develop accountability to self and to the nursing profession. As a nurse, the student will be committed to continuing education throughout life to remain cognizant of changes in health care. Students are encouraged to develop into diverse, creative, and independent individuals. Upon completion of the associate degree nursing program, the graduate will be socialized into the roles of provider of care, manager of care, and member of the discipline of nursing.

The curriculum for the nursing program is a balance of general studies and nursing content. There are 33 general study credits and 39 nursing credits. The curriculum is organized for the development of skills, understanding, and attitudes for the practice of an associate degree nurse. The student is exposed to nursing theory presented on a simple to complex learning continuum.

LEHIGH CARBON COMMUNITY COLLEGE
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STUDENT LEARNING OUTCOMES

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

1. Synthesize information from nursing, biological, social and behavioral sciences into the delivery of nursing care.
2. Promote, maintain and restore health integrity of assigned clients by utilizing evidence based practice, technology and resources for the achievement of quality patient/client outcomes.
3. Use the nursing process to provide safe, cost effective, quality care to individuals, families and communities across the lifespan.
4. Communicate therapeutically to ensure safe, quality care to individuals, families and communities.
5. Provide interprofessional, evidence-based care that is socially responsible, environmentally sound, and culturally/spiritually sensitive to diverse populations within select health care delivery systems.
6. Demonstrate accountability, advocacy and professionalism within the framework of legal and ethical standards of the nursing profession.
7. Develop attitudes, values and personal qualities that reflect a commitment to lifelong learning as a professional nurse and member of the health care team.

LEHIGH CARBON COMMUNITY COLLEGE
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PROGRAM OUTCOMES

Graduation Rates/Program Completion

At least 55 percent of the students enrolled at the third week of ADN 150 or ADN 173 will graduate within three years of enrollment.

Program Satisfaction

The results of the collegewide Graduating Student Satisfaction Survey will indicate that graduates of the nursing program have an overall program satisfaction average of 80% or higher.

NCLEX-RN Pass Rate

The NCLEX-RN pass rate on the first attempt by our graduates will meet or exceed state and national mean.

Patterns of Employment

- Ninety percent of those respondents surveyed will be employed in nursing within six months of passing the NCLEX-RN.

LEHIGH CARBON COMMUNITY COLLEGE
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PROGRAM OUTCOMES DEFINITIONS

Program Completion Rate

The number of students present after third week of first semester who go on to complete the program.

Program Satisfaction

Satisfaction of graduates with program of study and ability to practice nursing.

Graduation Rates

Percentage of the cohort of admitted students who after the third week of first semester complete all requirements for graduation in three consecutive years.

NCLEX-RN Pass Rate

Percentage of graduates who pass the NCLEX-RN on their first attempt.

Job Placement Rate

Percentage of graduates seeking employment who find employment within six months of passing the NCLEX-RN exam.

COURSE SCHEDULE*

<u>First Semester</u>	<u>Credits</u>
BIO 163 Anatomy and Physiology I	4
ENG 105 College English I	3
PSY 140 Introduction to Psychology	3
ADN 150 Introduction to Basic Human Needs	<u>9</u>
	19
<u>Second Semester</u>	
BIO 164 Anatomy and Physiology II	4
PSY 145 Human Growth and Development-The Life Span	3
ADN 160 Meeting Adult Health Needs	8
MAT 150 Introduction to Probability and Statistics	
or MAT 121 Math for Allied Health	<u>3</u>
	18
<u>Either Third or Fourth Semester</u>	
{ ADN 205 Meeting the Expanding Family's Needs	5
{ ADN 215 Meeting the Developing Family's Needs	5
{ BIO 220 Introduction to Microbiology	4
{ SOC 150 Introduction to Sociology	
{ or SOC 151 Modern Social Problems	<u>3</u>
	17
<u>Either Third or Fourth Semester</u>	
{ ADN 225 Meeting Human Psychosocial Needs	5
{ ADN 235 Meeting Complex Adult Health Needs	5
{ ADN 245 Meeting the Changing Role in the Evolving Healthcare System	2
{ ENG 106 College English II	3
{ Elective Social Science/Humanities/Speech (ENG 111)	<u>3</u>
	18

Credit Total 72

NOTES:

For continuation in the program, the student must maintain a minimum GPA of 2.20 and earn a "**C+**" or better grade in all nursing courses required for the Associate Degree in Nursing.

Students who have failed or withdrawn are readmitted upon review by the Nursing Admissions Committee. A student may repeat only ONE nursing course (prefix ADN) in which a failing grade has been earned. Upon readmission to the nursing program, the student must fulfill the requirements of the curriculum currently in effect.

ADN 173 LPN →RN

Student Progression

<u>Summer</u>		<u>Credits</u>
ADN 173	Advanced Transition into Associate Degree Nursing	5
<u>Fall/Spring</u>		
{	ADN 205 Meeting the Expanding Family Needs	5
	ADN 215 Meeting the Developing Family Needs	5
Plus outstanding general education/support courses as needed.		
<u>Spring/Fall</u>		
{	ADN 225 Meeting Human Psychosocial Needs	5
	ADN 235 Meeting Complex Adult Health Needs	5
	ADN 245 Meeting the Changing Role in an Evolving Healthcare System	2

Plus remainder of required general education courses.

*ADN 173 - Transition Into Associate Degree Nursing is required for LPNs seeking the ADN degree. Limited enrollment; offered summer session only for 5 credits.

GENERAL INFORMATION

ACADEMIC HONESTY

LCCC expects that work produced by the student will represent his/her personal effort. College policies will be followed. See the LCCC policy "Academic Honesty" on the website.

CAMPUS LABORATORY

Nursing courses incorporate the skills laboratory to increase knowledge base and practice skills.

A nursing laboratory is located at both the Schnecksville and Tamaqua locations. The open laboratory hours are posted on the door. Arrangements must be made with nursing faculty if any unscheduled time is desired. Resource material and laboratory equipment may not be removed from the lab.

HEALTH SERVICES

The college does not provide physical health care services on campus. Health records for students are managed by "Castle Branch."

The cost of health care is the responsibility of the student. It is required that each student have health care insurance coverage. A student health care insurance plan is available through the Student Life Office, or the student may elect to enroll in the insurance offered through the ACA.

Campus health emergencies are handled by the Security Office (610-799-1169)

NONDISCRIMINATION POLICY

The College will not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of gender, gender identity, gender expression, sex, race, ethnicity, color, national origin, religion, age, disability, veteran or military status, genetic information, family or marital status, sexual orientation, or any other protected class under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process on campus or within the Equal Employment Opportunity Commission or other human rights agencies. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training. Inquiries about this policy and procedure may be made internally to the Director of Human Resources/Title IX/Equity Coordinator, Office of Human Resources, 4525 Education Park Drive, Schnecksville, PA 18078, 610-799-1107.

SERVICES FOR STUDENTS WITH DISABILITIES

The Disability Support Services Office coordinates appropriate accommodations in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The mission of this office is to provide students with disabilities an equal opportunity to participate in the college's programs and services.

This office provides access and academic accommodations for students with disabilities who qualify, based on the following criteria:

1. It is the responsibility of the individual to make their needs known to the Disability Support Services Office.

2. Students requesting accommodations must present appropriate documentation of the disability from a qualified physician or psychologist indicating the nature and extent of the disability and recommendations for accommodations. Requests will be reviewed based upon the documentation.
3. The student must be able to meet the Technical Standards and Required Skills for clinical, lab and classroom.
4. Accommodations requested by the student must be "reasonable." An accommodation cannot lower the standards or change the objectives of the program or course.

Students are encouraged to discuss accommodation requests with the Disability Support Services staff in SH 150 or to call 610-799-1190 or 610-799-1154.

PROFESSIONAL EXPECTATIONS

Students are expected to adhere to a standard of behavior and conduct consistent with the high standards of the healing and scientific profession. **All students are expected to:**

1. Respect the right of their fellow students to pursue their studies in a professional environment conducive to study.
2. Maintain professional interpersonal relationships by demonstrating civility and respect for each other.
3. Uphold the highest standard of academic honesty and integrity.
4. Show respect for the diversity, which exists among students, faculty and patients in regard to disability, social background, age, gender, religious beliefs, race, sexual orientation, and disease process.
5. Fulfill their responsibilities to their peers and patients in group work, including clinical experiences and community-based assignments.
6. Adhere to all of the policies of LCCC, including those prohibiting discrimination or harassment. The student shall refer to the LCCC Code of Conduct and the ADN Student Handbook.
7. Comply with all guidelines and requirements outlined in the ADN Student Handbook.
8. Refrain from negative and/or unprofessional social media posts.

Initiated: September 2016

REQUIRED SKILLS

Observation and Sensory Skills: Students must have sufficient vision to be able to observe demonstrations, experiments and laboratory exercises. They must be able to observe a patient accurately at a distance and close at hand for proper evaluation and treatment integration.

Communication Skills: Students should be able to speak, hear and observe patients in order to elicit information, examine, describe changes in mood, activity and posture, and perceive non-verbal communications. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. They must also be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

Motor Skills: Students should have sufficient motor function and strength and mobility to execute movements required to provide general care to patients. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision. Upright posture with sufficient body strength is required.

Conceptual, Integrative and Quantitative Skills: These skills include measurement, calculation, reasoning, analysis and synthesis. Problem solving and clinical reasoning requires all of these intellectual abilities. In addition, students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Skills: Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities and the development of mature, sensitive and effective relationships with patients. Students must be able to tolerate physically taxing workloads and to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in clinical problems. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the educational processes.

NURSING PROGRAM POLICIES

ADMISSION AND PROGRESSION

Admission to Lehigh Carbon Community College is through the Admissions Office. Prospective students must submit an online application on the college website www.lccc.edu.

ADN ADMISSION REQUIREMENTS

- a. High school diploma or GED and successful completion of appropriate high school or postsecondary courses.
- b. Completion of a high school program or the equivalent, which includes:
 - 4 units English
 - 3 units social studies
 - 2 units mathematics (one of which is algebra, with a “C” or better grade).
 - 2 units of science with a related laboratory or equivalent.If these were not successfully completed in high school, they may be taken at LCCC or another accredited college. These requirements must be completed before enrolling in any nursing course.
- c. Acceptable scores (as set by the college) on LCCC assessment testing.
- d. Completion of the ATI - Test of Essential Academic Skills. Student is responsible for the cost of this exam (www.atitesting.com).
- e. Completion of an online Application for Admission to the college.
- f. Submission of all official transcripts from previous education (high school, trade, technical, college) to LCCC Office of Registration/Student Records is required.
- g. Any student who has successfully completed, with a “C” or better, Anatomy and Physiology I and II (BIO 163 and 164) or Microbiology (BIO 220), or equivalent more than seven years before admission (or readmission) will be required to repeat the courses.
- h. The health care agencies for clinical experiences have specific health requirements that must be met by each student before attending.
- i. To participate in required clinical experiences a “no record” status must be reported on the PA Child Abuse History Clearance. The PA State Police Criminal Record Check and FBI fingerprinting background check results must fall within the guidelines of the law, as set forth by the Commonwealth of Pennsylvania. Admission to the program may be revoked based on these results. (See Prohibited Offenses policy on website.)
- j. The deadline for submission of the Application for Admission to the Nursing program, completion of the Test of Essential Academic Skills, and receipt of all required documents by **February 1st**, for fall admission to nursing.
- k. ADN 173 is offered every summer. Licensed Practical Nurses (LPNs) who wish to enter the ADN program with advanced standing must meet the LCCC admissions criteria, complete the regular admissions process, and submit proof of a current, unencumbered Practical/Vocational Nursing license.

ADN HEALTH REQUIREMENTS

Specific health requirements must be completed by before the start of classes in each semester: for Fall Semester (ADN 150), December 1st for Spring Semester (ADN 160) and May 1st for Summer Semester (ADN 173). Entry into the program can be denied if all of the requirements are not met. If at any time the student's health requirements are out of compliance, the Nursing Department will reserve the right to withdraw the student from clinical and ultimately the course.

Health Requirements:

The nursing program health requirements are determined by the Nursing Department, affiliating clinical agencies, the College and by the Pennsylvania State Board of Nursing. Students are responsible for fulfilling **ALL** health requirements **annually** as outlined below. The health requirements for the nursing program are as follows:

- a) A complete history and physical is required within 1 year of admission to the program.
- b) Diagnostic test results need to be attached to the health form.
Required:
 - Two-step Tuberculin Skin Test –
 - Fall entry: done after April 1
 - Spring entry: done after October 1
 - Summer entry: done after February 1
 - Prior to the start of the second term, all students will need to have a repeat PPD or Quantiferon Gold or Chest X-ray to rule out Tuberculosis.
 - Urine Drug Screen.
 - Prior to the start of the second term, you may be asked to repeat your drug screen depending on your clinical assignments' requirements.
- c) Immunizations results and progress need to be attached to the health form
 - MMR (Measles, Mumps and Rubella) – 2 doses are required if born after 1957.
 - DPT (Tetanus and Diphtheria) – last dose must be within 10 years.
 - Hepatitis C
 - Varicella – 2 doses are needed (if received after age 13) or documented history of Chickenpox disease.
 - Flu Vaccine: All HCP require an annual vaccination against influenza.
 - Hepatitis B – series of 3 immunizations followed by titers.
 - If titer is negative, **antibody is required**.
 - A titer showing non-immunity following the primary vaccine series will require 1 to 3 repeat doses of Hepatitis B vaccine and a repeat titer 1 to 2 months following the last dose of vaccine.
 - Hepatitis B vaccine series requires a minimum of 4 months to complete with intervals of:
 - 1 month between dose 1 and 2;
 - 4 months between dose 1 and 3,
 - 1 month after 3rd dose a titer must be repeated.

CDC Guidelines:

- a) **Hepatitis B – If previously unvaccinated**, give a 2-dose (Heplisav-B) or 3-dose (Engerix-B or Recombivax HB) series. Give intramuscularly (IM). For HCP who perform tasks that may involve exposure to blood or body fluids, obtain anti-HBs serologic testing 1–2 months after dose #2 (for Heplisav-B) or dose #3 (for Engerix-B or Recombivax HB).

- b) **Hepatitis B Unvaccinated** healthcare personnel (HCP) and/or those who cannot document previous vaccination should receive either a 2-dose series of Heplisav-B at 0 and 1 month or a 3-dose series of either Engerix-B or Recombivax HB at 0, 1, and 6 months.
- c) **HCP who perform tasks that may involve exposure to blood or body fluids** should be tested for hepatitis B surface antibody (anti-HBs) 1–2 months after dose #2 of Heplisav-B or dose #3 of Engerix-B or Recombivax HB to document immunity.
- If anti-HBs is at least 10 mIU/mL (positive), the vaccine is immune. No further serologic testing or vaccination is recommended.
 - If anti-HBs is less than 10 mIU/mL (negative), the vaccine is not protected from hepatitis B virus (HBV) infection, and should receive another 2-dose or 3-dose series of Hep B vaccine on the routine schedule, followed by anti-HBs testing 1-2 months later. A vaccine whose anti-HBs remains less than 10 mIU/mL after 2 complete series is considered a “non-responder.”
 - For non-responders: HCP who are non-responders should be considered susceptible to HBV and should be counseled regarding precautions to prevent HBV infection and the need to obtain HBIG prophylaxis for any known or probable parenteral exposure to hepatitis B surface antigen (HBsAg)-positive blood or blood with unknown HBsAg status. It is also possible that non-responders are people who are HBsAg positive. HBsAg testing is recommended. HCP found

NO student will be permitted to report to a clinical agency without all health requirements completed.

OTHER REQUIREMENTS

The nursing student, prior to beginning clinical experiences, is required to:

1. Complete health requirements prior to entering clinical site; which may include drug testing at an additional cost.
2. Purchase uniform, shoes, scissors, stethoscope, lab coat, nurse pac, and watch with sweep second hand.
3. Maintain current certification in CPR for Healthcare Professionals (American Heart Association or American Red Cross) throughout their nursing studies. It is the student's responsibility to keep updated certification on file in the nursing office. Students without current certification will not be permitted to attend clinical and will be withdrawn from the program.
4. Assume special program costs which includes health examinations, supplies, uniforms, and standardized examinations.
5. Purchase and maintain student nurse malpractice liability insurance.
6. Be responsible for transportation to clinical agencies, and observational experiences.
7. Obtain clearances from the Pennsylvania State Police, Pennsylvania Child Abuse History, and FBI Background Check.
8. Provide proof of current health insurance while enrolled in nursing courses.
9. Pass Standard Precaution Quiz (in ADN 150 or ADN 173) with an 80%.
10. Pass Student Handbook Quiz with an 80% prior to attending clinical in ADN 150 or ADN 173.
11. Complete required orientation / onboarding process for clinical sites. Fee associated. Failure to complete will jeopardize progression.
12. Select current clinical agencies may require a urine drug screen. Student incurs the full cost if required.
13. Obtain a current LCCC student photo ID, as well as a clinical ID.

ESSENTIAL FUNCTIONS AND TECHNICAL STANDARDS FOR THE ASSOCIATE DEGREE NURSING STUDENT

- Physical and mental proficiency and energy to fulfill job description.
- Adequate vision (with correction if necessary).
- Hearing (with assistive device if necessary).
- Sense of touch adequate to feel pulses, temperature, assessments.
- Manual dexterity sufficient to perform required functions.
- Strength to push, pull or lift at least 50 pounds.
- Ability to lift, carry, push, pull, stoop, and bend, depending on assigned unit.
- Ability to squat and crouch.
- Ability to kneel, crawl, and climb.
- Ability to reach above shoulder level.
- Ability to stand and walk for long periods of time.
- Ability to organize, and effectively manage time to meet deadlines.
- Ability to perform neat, accurate work.
- Ability to respond to increasing pressure, emergencies and workloads.
- Ability to set priorities.
- Ability to apply hospital policies and procedures.
- Ability to communicate effectively and understandably with all health care providers and consumers using both verbal and non-verbal skills.
- Ability to communicate with acute and chronically ill patients and their significant others.
- Ability to document completely and legibly, using acceptable, professional terminology.
- Ability to use computer systems such as EHR.
- Ability to deal with varied working days and hours.
- Ability to follow directives with attention to detail.

The above list of technical standards was compiled in accordance with clinical facilities used by the ADN program, and is not all inclusive and may differ according to institutional policies.

FAMILY RELATIONSHIP POLICY

For the purpose of this policy, the term immediate family applies to individuals who are related by blood, marriage, or adoption, and is defined to include the following relatives of a student: his/her spouse, fiancée, grandfather, grandmother, grandson, granddaughter, father, mother, step-father, step-mother, son, daughter, first cousin, father-in-law, mother-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law, and spouses of the student's immediate family. Immediate family also includes a person who is in a spouse-like relationship to the student.

The Nursing program reserves the right to refuse appointment of students related by blood, marriage, or adoption to the same clinical rotation or assignment. Assigning relatives to the same clinical unit has the potential for creating an adverse impact on supervision, safety, security, morale and/or may involve a potential conflict of interest. Student must notify clinical instructor if they are assigned to a family member.

It is the student's responsibility to notify their instructor whenever a professional conflict of interest arises regarding their clinical placement. Examples include, but are not limited to, situations such as a family member is employed and working on the same floor as the clinical assignment or a family member is a patient on the same floor as the clinical assignment.

RISK FOR HEALTH CARE STUDENTS

When performing essential functions, depending upon assigned area, potential risks include but are not limited to:

- Confined small space
- Cuts and punctures
- Slippery surfaces
- Radiation
- Extreme heat/cold
- Extreme and/or constant noise
- Exposure to biological hazards
- Burns
- Electrical, chemical hazards
- Assault/battery
- Operating machinery

(See Appendix C "Procedure Following Exposure Incident")

POLICY FOR THE PROTECTION OF PREGNANT, NURSING AND PARENTING STUDENTS

Any student who is, or becomes, pregnant is responsible for notifying the Director of Nursing Programs in writing when the pregnancy is confirmed. Clearance from the OB/GYN healthcare provider stating the student is physically able to complete the course requirements and perform all Essential Functions is required. The Director of Nursing must be notified in writing if there are any problems/changes in health status during the pregnancy. (See *LCCC Student Handbook* or *LCCC Policies & Procedures Manual* relating to Pregnant Students)

STUDENT ASSIGNMENT TO CLIENTS WITH COMMUNICABLE DISEASES

The student may be assigned to clients with known communicable diseases. The clinical instructor will make assignments and supervise the student based on the student's knowledge and competency for protecting self and others. It is the student's responsibility to notify appropriate faculty of any health issues that may impact their ability to care for clients and/or protect self. The student will take precautions to protect him/herself from communicable diseases at all times practicing appropriate universal precautions.

ALLERGY POLICY

Allergies can result in potentially serious health problems for sensitive individuals. Any student with a known sensitivity or allergy must provide documentation to the Director of Nursing, so that appropriate accommodations can be facilitated.

PROGRESSION

1. For continuation in the program, the student must earn a "**C+**" or better in all nursing courses, and maintain a cumulative grade point average of 2.2 or better.
2. All pre and corequisite courses should be taken in sequence.
3. A student may repeat only ONE nursing course (prefix ADN) in which a failing grade has been earned.
4. The student who has withdrawn from the program or who has failed a nursing course will be readmitted to the nursing program upon review of the Nursing Admissions Committee.
5. Required standardized tests will be administered throughout the program. The student is required to assume responsibility for testing fees. A grade of "Incomplete" will be given to any student who does not successfully complete ATI testing with a Level II proficiency rating or higher.

6. Students must obtain an I (independent) or S (supervised) clinical evaluation for all nursing courses.
7. ADN 173 students must successfully complete the class and meet all pre- and co-requisite requirements to progress to 200 level courses.

ATTENDANCE POLICY

Student absence from scheduled nursing classes, laboratories or clinical are strongly discouraged. Attendance is recorded for each class. Should the student miss 9 or more consecutive hours of class, laboratory or clinical, the student must schedule a meeting with the appropriate faculty and/or the Director of Nursing before returning to class, laboratory or clinical.

Absence on a scheduled class, clinical or skills experience day of a scheduled examination is strongly discouraged. Such an absence may require documentation form from a healthcare provider for readmission to class or clinical.

Any absence from the clinical area **may require** written documentation from a physician or other acceptable authority to be presented upon return to the college. The student must meet with the appropriate faculty to develop a plan to meet the learning objectives not achieved due to absence. The student is required to notify the clinical agency prior to the start of clinical if they will be absent that day.

Tardiness is unprofessional and unacceptable behavior and disruptive to the teaching/learning process. Repeat offenses may negatively impact your grade.

Students must be prepared for each client assignment. Students who are not prepared for the clinical day will be dismissed by the clinical faculty for the day. Dismissal for lack of preparation is clinical absence. This can result in required withdrawal.

Students who will be absent from class or clinical laboratory due to observance of a religious holiday should inform the faculty at least one week in advance in order to plan for an agreed-upon make-up clinical day.

STUDENT ADVISING

Advising is an integral part of the Associate Degree Nursing Program. Advising is utilized for the following purposes:

1. To keep the student informed of individual progress.
2. To assist the student to become self-directed.
3. To provide an opportunity for professional growth.
4. To encourage the student to self-evaluate.
5. To assist the student to increase self-esteem and actual potential.

The nursing faculty will be available during office hours and/or by appointment to each student to serve in an academic advising capacity. The student is encouraged to discuss any problems affecting academic or clinical performance. The nursing faculty may request that a student discuss academic or clinical performance. Confidentiality will be maintained in accordance with the Student Bill of Rights. Referrals may be made to other sources for assistance, should the student and nursing faculty feel a specialized approach is necessary.

STUDENT ATTIRE AND BEHAVIOR

The student is expected to be at the clinical site on time. Clinical experiences may be assigned within the limits of 0630 and 2230. It is the students' responsibility to be available during those times.

Clinical learning experiences are planned and implemented by the faculty. Faculty have the right to refuse to permit the student to care for patients in clinical agencies if the student demonstrates lack of preparation for the experience or unsafe practices. Faculty have the right to determine whether the student has met the stated level objectives. Students are not permitted to perform any procedures with which they are not familiar or have not been approved to do, unless supervised by the clinical instructor. Students are not permitted to perform any invasive procedure without the direct supervision of the clinical instructor.

Violation of student attire and behavior policy may result in dismissal from the clinical area at the discretion of the faculty. This dismissal is a clinical absence.

Student Attire

- The student is required to wear the LCCC ADN uniform, clinical I.D., and/or facility I.D. as applicable. The uniform and shoes must be clean and in good condition.
- Male students are required to wear undershirts under jackets. Male students are permitted to wear groomed beards and mustaches. Males without beards must appear cleanly shaved at all times.
- Undergarments must be plain single color, preferably "nude" or "beige." No colors other than these and "white" are permitted under uniforms.
- Hair should be short or pulled back and arranged to be off the face and collar. **NO** large barrettes, hair ornaments, or headbands are permitted.
- One pair of small post-type earrings may be worn in the ear (one earring per lobe).
- Rings, other than wedding bands, are not permitted.
- No other jewelry except a watch with a second hand is permitted.
- Piercings including but not limited to eyebrow, lip, tongue, and nose are prohibited.
- Visible tattoos must be covered.
- Cosmetics should be used with moderation.
- Perfume or cologne may **not** be worn.
- Nails should be trimmed to a length that is reasonable for providing safe care to patients. **Artificial nails, nail polish, and nail glitter/jewelry is prohibited.**
- A lab coat/jacket may be worn with the student uniform. Lab coats/jackets/ sweaters are not to be worn when providing direct patient care or at the bedside nurses' leather sneakers are required. *Clogs with a heel strap are not generally permitted.* Shoes must be kept clean and in good condition. Clinical facilities may dictate shoe wear.
- Nurses' shoes or leather sneakers are required. *Clogs with a heel strap are not generally permitted.* Shoes must be kept clean and in good condition. Clinical facilities may dictate shoe wear.

Appropriate dress requirements for agency visits where uniforms are **not** required, or for psychiatric units where uniforms are **not** permitted:

- The student should wear street clothing that is both practical and professional. Skirts and blouses, slacks and shirts, dresses, blazers, loose sweaters and cardigans are considered professional wear. Hose must be worn with skirts and dresses.
- Jeans of any color or variety are not permitted.
- Shorts of any variety are not permitted.
- T-shirts and sweatshirts are not permitted.
- The student should not wear tight or revealing clothing.
- Shoes should be low heeled and practical; closed toe shoes required at all clinical sites. Plain athletic shoes are permitted, if clean, at the discretion of the instructor.
- Jewelry should be limited to small post earrings with pull away backs, watch and wedding ring. No necklaces are permitted.

Violation of dress code may result in dismissal from the clinical area at the discretion of the faculty. This dismissal is a clinical absence.

Student Behavior

- Chewing gum is not permissible in the clinical setting.
- Food and beverages are permitted in dining areas only.
- Articles of clothing, book bags, and purses may not be kept in the patient's room.
- Neither the LCCC nursing faculty nor the clinical agency is responsible for lost or stolen money or belongings. The student should refrain from carrying valuables.
- While providing patient care, students will follow LCCC and agency policies regarding use of eye protection, gloving and other standard precautions. (Appendix D)
- Students may not leave the clinical site without permission of the clinical faculty.
- Clinical laboratory is concluded with a post-conference. Students are then expected to leave the clinical site. Students are not permitted to contact assigned clients outside of the scheduled clinical laboratory experiences.
- Smoking is not permitted on hospital/healthcare agency grounds. Smoking is not permitted on any LCCC campus.
- Use of cellular phones or pagers is **NOT** permitted in the classroom or on the clinical unit.

Misconduct/Incivility*

LCCC Code of Student Conduct (<http://www.lccc.edu/current-students/student-policies-procedures/lccc-code-student-conduct>), approved by the LCCC Board of Trustees is available online. Nursing students are responsible for reading this document online.

STUDENT RESPONSIBILITY

Student nurses are responsible for their own acts of negligence if they result in patient injury. Students are held to the same standard of care that would be used to evaluate the actions of a student nurse with similar education and experience.

Legal responsibilities for student nurses include:

1. Careful preparation for each new clinical experience.
2. A duty to notify their clinical instructor if they feel in any way unprepared to execute a nursing procedure. Under no circumstances should a student attempt a clinical procedure if unsure of the correct steps involved in its application.
3. Students are NOT permitted to perform any invasive procedure without the direct supervision of the clinical instructor.

It is the responsibility of nursing students to be aware of institutional policies regarding the performance of nursing procedures in the clinical areas.

ETHICAL CONDUCT

The student assumes the role of the professional nurse from the first semester of preparation. Ethical behavior within the parameters of the professional role is expected. A major issue of ethical decision making is confidentiality within the nurse/client relationship. Personal information about the client is not to be shared with anyone who is a non-staff member or who is not part of the student clinical group. In addition, each clinical agency has specific policies regarding patient privacy in accordance with federal law. (Health Information Portability and Accountability Act of 1996: HIPAA) Violation of patient confidentiality may result in dismissal from the nursing program and possible legal charges. Any question(s) about confidentiality issues should be discussed with the clinical instructor and/or the Director of Nursing.

STUDENT RECORDS

The student will maintain his/her own assignment logs of clinical experiences. This will assist the student to effectively self-evaluate in the clinical area. Anecdotal records will be kept by faculty for exceptional/unusual occurrences and student advising.

Permanent records of grades are kept in a locked file. Health records are maintained by a data management system (Castle Branch) for five years following completion of the program. Grades and records are protected from public accessibility under the Family Education Right and Privacy Act, Buckley Amendment (FERPA).

Students may inspect their personal file by scheduling an appointment with the faculty and/or DON. The student must examine the file with the faculty in attendance. The student may not alter or remove anything from the file.

ELECTRONIC RECORDING

Permission for electronic recording may/may not be granted at the discretion of faculty excluding an ADA accommodation. No electronic recording devices are permitted in clinical agencies.

INCLEMENT WEATHER

Appropriate information will be given when there is inclement weather for clinical experience. Students are encouraged to sign up for LCCC alerts via phone (cell and land line) E-2 campus. Courses at LCCC remain in session unless announced otherwise by radio, television, or via the LCCC website (www.lccc.edu). Faculty members will review Inclement Weather Guidelines with students. **(For class cancellations due to inclement weather, go online to <http://www.lccc.edu> or listen to the local news or radio stations.) Students should check with their didactic faculty about any questions they have about a "compressed schedule."**

WITHDRAWAL FROM THE PROGRAM

A student wishing to withdraw from the program is requested to have a conference with the Director of Nursing and sign the necessary forms. An exit interview with an academic counselor or advisor is requested. The grade given will depend on the time in the semester the withdrawal takes place. See the LCCC credit catalog currently in effect for additional information.

STUDENT EMPLOYMENT

The nursing faculty feels the nursing curriculum is both challenging and rewarding; outside employment while in the program may be difficult. **The student must set priorities.** The work schedule **must not** interfere with class or clinical schedule. Outside responsibilities such as employment are not considered acceptable excuses for a student's inability to meet curriculum requirements.

The student may not wear the student uniform for outside employment.

MEDICATION ADMINISTRATION AND MATH PROFICIENCY POLICY

Client safety is vital in the clinical area. To reinforce the importance of competency and proficiency in math, pharmacological calculations, and knowledge of drug administration, an examination is given at the beginning of each semester (except for the first semester). The student is required to pass the examination with an eighty percent (80%) grade the second semester, a ninety percent (90%) grade the third semester, and one hundred percent (100%) grade the fourth semester. The examination may be repeated two times as scheduled with the instructor. This examination must be completed with the appropriate score during the FIRST TWO WEEKS of the semester. **ONLY** a four function calculator may be used for the examination. Programmable calculators and "smart phones" are not permitted. Students are not permitted to share calculators during tests. The student must have successfully passed the examination prior to administering medications to clients. Inability to pass the examination may result in an inability to meet course objectives.

Medication administration is a critical element of nursing practice. Should a medication error occur, student advisement and counseling is done by the appropriate faculty. Focus shall be placed on: (1) violation of the rights of medication administration*; (2) legal, ethical, safety, aspects of medication administration; (3) Nurse Practice Act; (4) hospital policy; (5) individual accountability; and (6) implications for active/potential impact on the patient.

All instances of medication error must be reported per facility procedure and to the Director of Nursing.

* Institute for Safe Medication Practices (www.ismp.org) and required pharmacology text.

THE STUDENT <i>IS NOT</i> PERMITTED TO ADMINISTER ANY MEDICATION WITHOUT FACULTY SUPERVISION.
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STUDENT EVALUATIONS AND GRADING POLICY

Student grades will be determined by a variety of components including objective tests, written assignments, and class participation. Objective tests are constructed to measure the student's ability to assimilate knowledge to provide safe nursing care in the practice setting. Tests will measure achievement of course objectives with reasonable reliability and validity. Written assignments integrate theory and clinical practice. Class participation encourages reinforcement of information, problem solving, critical thinking, decision making, and leadership ability. Clinical performance will be evaluated based on integration of theoretical knowledge and behavioral objectives. Clinical performance is graded by a pass/fail. Difficulties in learning include: inability to apply knowledge, perform skills, and/or develop a nursing process plan of care using the nursing process; and the student's activity or lack of activity which jeopardizes the patient's physiological and/or psychosocial safety or violates principles of medical asepsis. The student must demonstrate both theoretical knowledge and independent or supervised clinical practice to receive a passing grade in the course.

All the nursing courses clearly describe the criteria for evaluation. When course outlines are distributed, the student is made aware of the grading policy. The student is aware, at the inception of each course, of the material to be included in each examination and of the dates of the examinations. At that time expectations and due dates for assignments are discussed.

The evaluation tool evaluates ability to use knowledge of past courses, recognizing the interdependency of the physiological, psychosocial, spiritual needs of man; the nursing process; interpretation of behaviors; clinical safety; communication skills; teaching-learning strategies; professional accountability, and self-appraisal.

The clinical evaluation tool for each of the nursing courses is based upon student's clinical performance as it relates to the course objectives. Each criterion in the evaluation relates to the student's level in the program and the clinical expectations of progression from general to complex care. Faculty complete the student evaluation tool and the student completes the same tool as a self-evaluation. In all four semesters, formative evaluations are completed at mid-semester and summative evaluation at the end of the semester. Faculty supervising the student in the clinical area discuss and agree on the grading of each criterion of the clinical evaluation. An individual faculty/student conference is held to discuss the student's clinical performance. Areas of strengths and weaknesses are documented as independent/proficient, supervised, assisted, provisional, or dependent (modified Bondy Scale)

Faculty identifies the student who needs extra support to achieve satisfactory clinical performance early in each clinical laboratory experience. Individual advising and assistance is given to assist the student to improve and integrate classroom content and clinical application, taking into consideration differences in students' learning abilities.

Nursing process plans of care and/or concept maps are required in clinical courses. These tools reflect the student's ability to implement the nursing process using a sound scientific knowledge base. Nursing process plans of care must be submitted by the date determined by the instructor. (See Appendices)

A letter grade is used by the college. Grades shall be given a letter value and quality points as follows:

A	=	93-100	4.0	
A-	=	90 - 92	3.7	
B+	=	88 - 89	3.3	
B	=	85 - 87	3.0	
B-	=	82 - 84	2.7	
C+	=	78 - 81	2.3	
<hr/>				
C	=	74 - 77	2.0	unacceptable grades for progression
C-	=	70 - 73	1.7	
D	=	65 - 69	1.0	
F	=	0 - 64	0.0	

*Grading scale in effect beginning with the 2016-2017 academic year.

GRIEVANCE POLICY

LCCC grievance procedure is in the LCCC Student Handbook available on the college website. The nursing faculty believes that it is advisable to provide an additional means for concerns to be heard by those knowledgeable about issues involving expertise in nursing. This is a supplement to the LCCC procedure. In order that problems may be solved constructively, it is important that the student understand and follow the chain of command.

The ADN Nursing Program Grievance Policy has been formulated to:

1. Provide the student with recourse within the nursing program.
2. Afford the student the right to due process without affecting the institution's right to administer an organized program of instruction.
3. Protect faculty rights to freedom of instruction.
4. Provide data for court review if the student pursues the grievance outside the institution.
5. Remediate potential faculty abuse of power in academic evaluation by looking at the process of instruction versus the outcomes of instruction.
6. Protect the rights of students, faculty and institution.
7. Provide a mechanism to problem solve within the nursing program.
8. Achieve an equitable resolution of the problems as rapidly as possible.

The policy deals with academic matters such as activities or decisions related to the process of instruction, research, and those affecting academic freedom. It does not concern discipline matters.

When a student encounters a problem with studies or the nursing program, the student has recourse with the instructor. The problem should be openly and frankly discussed with the instructor within five working days of the problem occurrence. Experience shows that most problems can be solved at this level to the student's satisfaction.

If the problem is not solved with the instructor, the student may request an informal hearing with the Director of Nursing for resolution of the grievance by the seventh working day from the onset of the grievance.

If the problem is not resolved, the Director of Nursing will serve as an impartial mediator for an informal hearing between the instructor against whom the grievance is lodged and the student filing the grievance. This is completed within ten working days from the onset of the grievance.

The student, faculty, and Director of Nursing must document in writing what has transpired. If either the instructor or the student does not wish to submit written documentation, they are requested to submit a statement to this effect. This is to be completed within twelve working days from the onset of the grievance.

If resolution is not obtained, the student is referred to the LCCC Student Handbook.

LEHIGH CARBON COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
FACULTY RECOMMENDATION REQUEST FORM

RE:

Date:

Student Signature _____

My signature confirms my request for this confidential recommendation.

To Whom It May Concern:

ADN150 ADN 160 ADN 173 ADN 205 ADN 215 ADN 225 ADN 235

The following is a summary of my clinical evaluation of this nursing student.

Quality	Exceeds Peer Group	Above Average to Peer Group	Average to Peer Group	Below Average to Peer Group	Unacceptable
Nursing Knowledge					
Performance of Clinical Skills/Procedures					
Clinical Judgment					
Organizational/Time Management Skills					
Communication Skills					
Interpersonal Relationships					
Professionalism					
Accountability					
Attendance					
Punctuality					

Additional Comments:

You may contact me for further information via:

Phone:

E-mail:

Date

Faculty Signature

STUDENT CONCERNS

Student concerns or issues about the nursing program including but not limited to class and clinical may be addressed with the following:

1. Clinical Instructor (when applicable).
2. Classroom Instructor (when applicable).
3. Director of Nursing.
4. College Ombudsman www.lccc.edu/students/current/ombudsman

READMISSION POLICY

Students who have completed an ADN course will be considered for readmission to the Associate in Applied Science Degree in Nursing program according to the following criteria. No more than three years and three months can elapse between successful completion (with a "C+" or better) of the last ADN course readmission.

0-18 months

- Readmission is based upon nurse administrator decision.

18 months to 3 years and 3 months

- Retake with a 78% or higher all final examinations in each ADN course previously completed.

More than 3 years and 3 months

- Reapply for admission to ADN 150.

INCIDENTS

Safety practices at clinical sites and at Lehigh Carbon Community College are the responsibility of instructors and students. All incidents or unusual occurrences must be reported immediately to the appropriate person. Students at the clinical sites will follow the institution protocol. Also, a Lehigh Carbon Community College Accident/Emergency Illness Report form must be filed with the Lehigh Carbon Community College Department of Campus Safety.

GIFT GIVING POLICY

Students are asked to refrain from the act of gift giving to individual faculty members. Gifts presented by the students for the nursing program or the college are acceptable.

CONCENTRATION AGREEMENT

The Nursing Concentration Agreement outlines the expectations, responsibilities, and role of the LCCC ADN student. The student is responsible for his/her own learning and should read and understand thoroughly what is contained in the agreement before signing. The agreement is included in the LCCC ADN Student Handbook as an Appendix.

STUDENT ORGANIZATION AND ACTIVITIES

Lehigh Carbon Community College provides an opportunity for all nursing students to develop high professional standards and responsible citizenship, increase self-direction and self-awareness, develop leadership qualities and fellowship, foster cooperative spirit, promote, maintain, and elevate the morale of the nursing student, and promote insight into ethical issues. In an effort to maximize student participation in all aspects of the nursing program, the faculty invites student membership on faculty committees. Student representation is defined in the student organization by-laws. In addition, students are members of SNAP/NSNA (Pennsylvania Student Nursing Association and National Student Nurses Association). As a result of this experience, it is hoped that the student will continue his/her interest in and contribution to the changing health care scene through membership in national, state, and district nursing organizations. (See Appendix)

In addition to the SNAP, LCCC offers many opportunities for student involvement in activities of cultural, social, and religious groups on campus. The student is encouraged to take an active role in LCCC activities to broaden the educational experience. Refer to LCCC Student Handbook for further information.

GRADUATION

Student must make formal application for graduation on the form provided by the college prior to the date stipulated on the college calendar.

GRADUATE FOLLOW-UP

The Career Development Center and the Nursing program should be informed of changes in: name, address, place of employment. Nursing programs are required by the Pennsylvania State Board of Nursing, the National League for Nursing, and the ACEN to gather data at intervals following graduation. It is important these forms be completed and returned to the Nursing program. This provides ongoing information for quality improvement and curriculum analysis.

Reviewed/revised: Fall 2014

Reviewed: September 2015

Revised: August 2017

APPENDICES

APPENDIX A

GLOSSARY OF TERMS

The following terms have been defined to clarify their specific meanings when used by the nursing faculty at Lehigh Carbon Community College.

Adaptation - An act of adjusting by alteration in structure or function. A response to environment including survival, growth, reproduction, and self-actualization.

Boundary - A barrier which limits or keeps a system from its environment.

Caring - A belief or action inherent in all nursing practice which includes knowing, being with, doing for, enabling, and maintaining belief.

Client - Term used interchangeably, with patient to mean a person who is the recipient of a professional service.

Communication - A process of sending messages and receiving feedback, an exchange of energy.

Concept - An abstract notion or phenomenon.

Conceptual Framework - A group of interrelated concepts plus propositions that spell out relationships between them.

Culture - Sum total of learning, thoughts, speech, action, art, facts, past-present, transmitted from one generation to another.

Creativity - A process with knowledge of formulating ideas to test, modify, communicate, and take action in a unique way to solve problems or needs.

Dependence - Reliance on others to meet needs.

Environment - External and internal conditions and influences that affect life and development of living things.

Family - A traditional family unit or a clustering of significant but unrelated individuals.

Group - A community.

Health - A dynamic state of the life cycle during which man continues to adapt to stress. It is the purposeful, physical, mental, emotional, social, adaptive response to internal and external stimuli to promote, maintain, and/or restore health.

Health Maintenance - Health care which continues, preserves, returns, and supports use of adaptive mechanisms in moving toward state of wellness.

Health Promotion - Health care which educates humans to assume responsibility and develop resources to foster and maintain a higher level of wellness.

Health Restoration - Nursing care to bring back to a previous state of health. This state is unique for each individual, family, and group.

High Level of Wellness - Highest level of well-being and human functions attainable in relation to capabilities and potential. Optimum level of function as mutually defined by nurse and patient.

Holism - A view or a concept of humans as a unique, physical, mental, and spiritual beings, influenced by culture and society.

Holistic - A concept that views humans as physiological, psychosocial, and spiritual beings. Nursing care using holistic concepts in the delivery of nursing care incorporating physiological, psychosocial, and spiritual concepts.

Homeostasis - A state of physiological equilibrium produced by a balance of functions and chemical composition of an organism.

Human(s) - Term used for biopsychosocial beings. Human may be used in the singular or plural, as in individual, family, or group. A human is a unique being who interacts constantly with the environment. Humans have the ability to adapt to stress and move toward self-understanding, growth, self-actualization. The words human, person, people, client, patient may be used interchangeably.

Human Development - Maturational and situational human development across life cycle.

Human Flourishing - Advocate for patients and families in ways that promote their self-determination, integrity and ongoing growth as human beings.

Human Needs - Basic needs necessary for life. Once essential needs are met, movement is toward a higher level of needs. Lower level needs always remain. Meeting essential needs improves the sense of well-being.

Illness - A maladaptive response to internal or external stimuli resulting in disequilibrium, a state of altered health.

Independence - Lack of requirement of or reliance on another for physical existence or emotional needs.

Interaction - Action or behavior of one person reacting to the behavior of another person. This satisfies the human need to identify self in relation to others.

Interdependence - Balance between dependence and independence in relationship with others.

Learner - A person using internal and external environment to gain information. The learner must be ready to learn, motivated, and self-directed in order to change behaviors.

Learning - Acquiring knowledge or a skill and changing behavior. Learning cannot be separated from teaching.

Nursing - An art and science concerned with the diagnosis and treatment of human responses to actual and potential health and illness needs. Assists to meet basic human needs from conception to death and during all phases of the health-illness continuum.

Nursing Judgment - Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.

Nursing Process - A problem-solving approach to the identification of human needs and the utilization of nursing interventions designed to promote, maintain, and/or restore, health status. The major components of the process are assessment, diagnosis, planning, implementation, and evaluation. The nurse works with the recipient of health care in each stage of the nursing process.

Open System - A system that exchanges energy and information with the environment. An open system is necessary for humans to be useful and creative.

Patient - Term used interchangeably with client to mean a person who is the recipient of a professional service.

Professional Identity - Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context.

Role - Positions held and the behaviors in which humans engage throughout the life cycle.

Self-Concept - Individual perception of physical, emotional, spiritual, and social self. How a person perceives and defines self.

Self-Directed Study - A means of learning in which the student assumes responsibility for learning. Guidelines and instruction regarding content and concepts are provided.

Self-Health Care - Continuous or episodic, voluntary, or intentional activities assumed to make necessary adaptations of lifestyle and assume responsibility for health.

Spirit of Inquiry - Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families and communities.

Stimuli - Physical or environmental object, event, or condition, including one's own behavior and behavior of others, that does and can influence.

Stress - A factor that may be physical, developmental, emotional, environmental, social, cognitive, or spiritual, which requires a response on change.

Teaching - Interpersonal influence by an individual to change the way another individual can or will behave.

APPENDIX B

LEHIGH CARBON COMMUNITY COLLEGE

SNAP: Chapter of Student Nurses' Association of Pennsylvania, Southeast Region

Constitution

PREAMBLE

We, the student body of Lehigh Carbon Community College Associate in Applied Science degree with a major in nursing, in order to:

- Maintain highest professional standards and responsible citizenship;
- Increase self-direction and self-awareness;
- Develop leadership qualities and fellowship;
- Foster cooperative spirit;
- Promote, maintain, and elevate the morale of nursing students;
- Promote insight to ethical issues;

do ordain and establish this constitution.

CONSTITUTION

ARTICLE I - NAME OF ORGANIZATION

Section 1. The name of this organization shall be the LCCC SNAP Chapter of the National Student Nurses Association.

ARTICLE II – PURPOSE AND FUNCTION

Section 1. Purpose

- A. To assume responsibility for contributing to nursing education in order to provide for the highest quality of health care.
- B. To provide programs representative of fundamental interests and concerns to nursing students.
- C. To aid in the development of the whole person, including his/her professional role, his/her responsibility for health care of people in all walks of life.

Section 2. Function

- A. To have direct input into standards of nursing education and influence the education process.
- B. To influence health care, nursing education and practice through legislative activities as appropriate.
- C. To promote and encourage participation in community affairs and activities towards health care and the resolution of related social issues.

- D. To represent nursing students to the consumer, to institutions, and other organizations.
- E. To promote and encourage students' participation in interdisciplinary activities.
- F. To promote and encourage recruitment efforts, participation in student activities, and educational opportunities regardless of a person's race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability or economic status.
- G. To promote and encourage collaborative relationships with nursing and health related organizations.

ARTICLE III - MEMBERS

Section 1. School Constituent

- A. School constituent membership is composed of active or associate members who are members of the NSNA and the state association when one exists.
- B. (School association) shall be composed of at least 10 members from (school) or the total school enrollment if less than 10. There shall be only one chapter on this school campus.
- C. For yearly recognition as a constituent, an officer of the (school association) shall submit annually the Official Application for NSNA Constituency Status which shall include the following areas of conformity: purpose and functions, membership, dues, and representation.
- D. A constituent association that fails to comply with the bylaws and policies of NSNA shall have its status as a constituent revoked by a 2/3 vote of the Board of Directors, provided that written notice of the proposed revocation has been given at least two months prior to the vote and the constituent association is given an opportunity to be heard.
- E. (School association) is an entity separate and apart from NSNA and its administration of activities, with NSNA and (state association) exercising no supervision or control over these immediate daily and regular activities. NSNA and (state) have no liability for any loss, damages, or injuries sustained by third parties as a result of the negligence or acts of (school association) or the members thereof. In the event any legal proceedings are brought against NSNA and (state association), (school association) will indemnify and hold harmless the NSNA and (state association) from any liability.

Section 2. Categories of Constituent Membership

Members of the constituent associations shall be:

- A. Active members:
 1. Students enrolled in state approved programs leading to licensure as a registered nurse.
 2. Registered nurses enrolled in programs leading a baccalaureate degree with a major in nursing.
 3. Active members shall have all the privileges of membership.

- B. Associate members:
1. Pre-nursing students, including registered nurses, enrolled in college or university programs designed as preparation for entrance into a program leading to an associate degree, diploma or baccalaureate degree in nursing.

Associate members shall have all of the privileges of membership except the right to hold office as president or vice president at state and national levels.

- C. Individual members:
- Individual membership shall be open at the national level to any eligible student when membership in a constituent association is not available. Individual members shall have the privileges of membership as prescribed in NSNA bylaws.

- D. Active and associate membership shall be renewable annually.

Section 3.

Active and associate NSNA membership may be extended six months beyond graduation from a student's program in nursing, providing membership was renewed while the student was enrolled in a nursing program.

ARTICLE IV - DUES

Section 1.

- A. The annual NSNA dues for active and associate members shall be \$ 40.00 per member, plus \$ 0 state and \$ 0 school dues, payable for the appropriate dues year. The dues year for membership shall be a period of twelve consecutive months.
- B. The NSNA dues for active and associate members joining for two years shall be \$70 per member, plus \$ 0 state and \$ 0 school dues, payable for the appropriate dues years. The dues years for these members shall be a period of twenty-four consecutive months.
- C. The LCCC SNAP Chapter board of directors shall have the authority to change membership dues, providing such dues do not exceed the amounts set in these bylaws.
- D. National and state dues shall be payable directly to NSNA. NSNA shall remit to each state constituent the dues received on behalf of the constituent. NSNA shall not collect nor remit school chapter dues.
- E. Any member who fails to pay current dues shall forfeit all privileges of membership.

(If there are school chapter dues, add under this section. NSNA does not collect school chapter dues; this is the responsibility of the school chapter.)

ARTICLE V. - Board of Directors

Section 1. Composition

- A. The Board of Directors will consist of: President, 1st and 2nd Year Vice President, Secretary, Treasurer, Fundraising Chairperson, News-letter and Web Page Editor, Events Chairperson, and 1st and 2nd year class representatives.

Section 2. Responsibilities

- A. The Board of Directors shall be responsible for:
 - 1. Transacting business of the association between membership meetings and shall report such transactions at the next regularly scheduled membership meeting.
 - 2. Filling vacancies in any office by two-thirds majority vote of Board of Directors except the office of President.
 - 3. Reviewing monetary disbursements, acquisitions and fund raising activities and shall be responsible for procuring persons for audit of all accounts on an annual basis.

Section 3. Quorum. A quorum for the board meetings shall be the president, one vice president, three other board members and the faculty advisor.

Section 4. Duties of the Board of Directors shall consist of:

- A. President
 - 1. Shall preside at all meetings of this association, appoint special committee as needed, perform all other duties pertaining to the office and represent this association in all matters to the local state nurses association, the local league for nursing, state nursing student association, National Student Nurses' Association, and other professional and student organizations.
 - 2. Shall serve as chairperson of the Board of Directors.
 - 3. Exercise general supervision over all activities and interests of the SNAP chapter.
 - 4. Directly confers with the faculty advisor.
 - 5. Represents students as a member of the LCCC ADN Faculty Organization
- B. 2nd Year Vice President
 - 1. Shall assume responsibility of the office of President in the event of the vacancy occurring in the office until the next regular election.
 - 2. Shall preside at meetings in the absence of the President.
 - 3. Shall assist the President as delegated and act as advisor to the President.
 - 4. Provide assistance and coordination to the nursing pinning committee.
- C. 1st Year Vice-President:
 - 1. Shall work with all officers to achieve chapter goals.
 - 2. Shall attend all officer and chapter meetings.
 - 3. Shall shadow President and attend state and national conventions if eligible.
 - 4. Serves as resource person to first year students.
- D. Secretary
 - 1. Shall record and distribute the minutes of all meetings of this association as directed by the President.
 - 2. Shall keep on file as a permanent record all reports, papers and documents submitted to the Secretary.
 - 3. Refer to duly appointed committees the necessary records for the completion of business.
 - 4. Forward minutes to the state nursing student association board as well as the names and addresses of all officers and committee chairpersons after their election or appointment.
 - 5. Deliver to the newly elected Secretary all association papers.

- E. Treasurer
 - 1. Shall serve as chairperson of the budget/finance committee.
 - 2. Submit financial reports to the membership as directed by President.
 - 3. Prepare financial reports submitted at the monthly Board of Directors Meeting.
 - 4. Keep a permanent record of all dues received from members and any other income and expenses.
 - 5. Remit payment for approved debits according to the following:
 - a. Disbursement of Funds
 - (1) Requests for disbursement of funds shall be made in writing to the Board of Directors.
 - (2) Upon approval the treasurer will issue checks for those requests approved.
 - (3) No funds will be disbursed without prior approval.
- F. Fundraising Chairperson
 - 1. Serves as chairperson of Fundraising committee.
 - 2. Attend student activities council meetings.
 - 3. Be accountable to the membership for notification of pending student activities.
- G. Newsletter and Web Site Editor
 - 1. Submit articles to (state newsletter title).
 - 2. Submit articles to Imprint "Happenings" column according to publication deadline.
 - 3. Submit association activities to school yearbook.
 - 4. Keep bulletin board up-to-date.
 - 5. Prepare a school newsletter and maintain web site as directed by the Board of Directors.
- H. Events Coordinator
 - 1. Coordinator professional speaker events
 - 2. Work with fundraising chairperson to facilitate fundraising events.
 - 3. Organize professional events for chapter, with input from chapter and advisor.

Section 5. Absences

- A. Members of the Board of Directors who have missed more than two regularly scheduled meetings of any current term year without prior notification to the Board of Directors and who offer no valid reason for such absences may be removed from office by a plurality vote of the current membership present at the next scheduled meeting. The officer in question will be notified in advance of the meeting.
- B. An officer may also be removed from office by a plurality vote of the members of the Board of Directors present at a meeting called for that purpose if that officer is deemed negligent in the functions of that office as stated in these bylaws.
- C. Prior notification of two weeks shall be given to the individual in question and a special Board of Directors meeting shall be held to review the circumstances.

ARTICLE VI - ELECTIONS

Section 1. Election of Board of Directors

- A. Elections shall be held in April/May for following academic year.
- B. All elections shall be by secret ballot.
- C. A plurality vote of the members present and entitled to vote and voting shall constitute an official election.
- D. In the event of a tie, a revote shall be held.
- E. All nominations shall be made in writing and sent to faculty advisor. Faculty advisor will create ballot.

ARTICLE VII - MEETINGS

Section 1. Membership Meetings

- A. Meeting dates shall be set by Board of Directors (officers) and faculty advisor during 1st summer board meeting.
- B. Meeting location and time will be voted on /approved by a plurality vote of members present.
- C. The President shall have the authority to convene a special meeting as such time as is deemed necessary and shall notify the general membership of such meeting, location, and time.

ARTICLE VIII - COMMITTEES

Section 1. Appointments

- A. Committee chair appointments shall be made by the Board of Directors and shall be deemed standing committees unless otherwise stated at time of appointment.
- B. Committee members shall be appointed by the committee chairperson or selected by the Board of Directors from a group of volunteers.

Section 2. Responsibility

- A. All committees shall be responsible to the Board of Directors for reporting committee activities on a regular basis and shall, upon direction of the Board of Directors, report same to the general membership.

ARTICLE IX - DELEGATES

Section 1. Purpose and Function

- A. To serve as spokesperson for this association at the annual state and national conventions.
- B. Present to the state and national organizations all proposed resolutions or amendments to bylaws or policies proposed by this association.

- C. Keep informed as to all current and proposed resolutions at the state and national levels and report information to this association's membership at regularly scheduled membership meetings.
- D. Make available to members updates, explanations, and copies of current and proposed state and national resolutions.

Section 2. Qualification and Appointment

- A. Any officer or active member maintaining a grade level of C or above, who is academically eligible to attend conference, who is active in (school association) projects and is nominated by current membership at a regularly scheduled meeting is eligible to hold the position of delegate.
- B. Appointment shall be for one (1) year and shall be made by nomination of those members eligible and voted on by the current membership eligible to vote and voting. The nominee receiving the majority of votes cast shall be awarded the position.

Section 3. Delegate Representation

- A. School constituents:
(School association), when recognized as an official NSNA constituent, shall be entitled to one voting delegate and alternate at the NSNA House of Delegates, and in addition, shall be entitled to one voting delegate and alternate for every 50 members. The (school association) delegate(s) and alternate shall be a member(s) in good standing in the chapter and shall be selected and/or elected by members of the school chapter at a proper meeting according to chapter bylaws. The school association may designate an alternate delegate for each delegate by one of the following two mechanisms:
 1. Selection and/or election by members of the school chapter according to chapter bylaws; or
 2. Written authorization to the State Board of Directors requesting them to appoint a member of the State Board to act as a state-appointed alternate for their school chapter.

School chapters shall approve the appointment.
The State Board of Directors shall verify that any state appointed alternate is a member in good standing of the NSNA and the state association.
A school chapter must have a selected and/or elected delegate present at the NSNA Convention in order to have a state-appointed alternate seated in the House of Delegates.
All alternates, whether school selected or state-appointed, shall have the same privileges as an elected delegate when seated in the House.
- B. The school association shall be entitled to delegates according to the number of members in good standing in NSNA. Delegates shall be computed on the basis of the number of members in each constituent as evidenced by the annual dues received by NSNA on a date eight weeks prior to the annual meeting.
- C. Students must remain academically eligible to serve as a delegate. Students must complete the LCCC ADN academic eligibility form prior to conference. Student attendance at conference is dependent upon classroom and clinical eligibility.

ARTICLE X- STANDARDS OF BEHAVIOR FOR LCCC SNAP CHAPTER OFFICERS

Leadership is essential in the development of professional behavior.

The LCCC SNAP Chapter officer shall:

1. Maintain a grade point average of 2.2 or above
2. Maintain a clinical grade of passing
3. Assume assigned duties
4. If an officer does not comply with these guidelines, the following actions will be taken:
 - a. A meeting will be scheduled with officers, faculty advisor and Director of Nursing.
 - b. If the officer refuses the request for resignation, a special LCCC ADN Faculty Organization meeting will be called to resolve the problem.

ARTICLE XI - AMENDMENTS

Amendments to the Bylaws may be made with a 2/3 vote of those present and voting at a membership meeting provided that notice of proposed amendments has been sent to members at least four weeks prior to the meeting. Only proper amendments submitted in writing and carrying the proponent's signature will be considered.

ARTICLE XII - PARLIAMENTARY AUTHORITY

All meetings of this association shall be conducted according to the parliamentary law as set forth in *Robert's Rules of Order Newly Revised* where the rules apply and are not in conflict with these bylaws.

APPENDIX C

LEHIGH CARBON COMMUNITY COLLEGE

ASSOCIATE DEGREE NURSING PROGRAM

PROCEDURE FOLLOWING EXPOSURE INCIDENT

1. Thoroughly cleanse site of injury or contamination with soap and water following the policy of the agency where incident occurred.
2. The clinical instructor is to complete an "Injury/Accident Report" with Security and report the incident to the LCCC Director of Nursing and the infection control person at agency. The incident should also be reported to the student's primary healthcare provider.
3. Follow procedure of agency where incident occurred or the following (whichever is more thorough):
 - a. If the patient's hepatitis B or HIV status is unknown, it is recommended that the student should reduce the potential risk of spreading any virus by practicing safe sex, and abstain from giving blood, getting pregnant, or breast feeding until testing is complete and the incubation period has passed.
 - b. The student must be evaluated immediately by a physician to determine if this was a significant exposure. Per OSHA definition, if incident is not certified as a "significant exposure," no further steps should be taken.
 - c. It is recommended that the student get a baseline HIV test as soon as possible, repeat in six weeks, twelve weeks, and six months. This is recommended regardless of the patient's HIV status, or if the patient refuses to be tested, or if it is impossible to trace the needle or other exposure to a particular patient.
 - d. The student should report to his/her primary care provider and the Director of Nursing any febrile illness within twelve weeks following the needle-stick injury or other significant exposure to potentially infectious blood/body fluids.

PREVENT EXPOSURE INCIDENTS

DO NOT RECAP NEEDLES

Always follow UNIVERSAL PRECAUTIONS for your protection!

Policy on Regulated Medical Waste and Exposure Control Plan will be followed in the skills and simulation labs.

Reviewed for ADN students: September 2015

Revised: September 2016; September 2017

APPENDIX D

LEHIGH CARBON COMMUNITY COLLEGE

EYE SAFETY POLICY

Act 116, enacted by the Pennsylvania General Assembly on July 19, 1965, requires the use of industrial quality eye protective devices by every person in any shop or laboratory in colleges where the following activities create hazards:

1. The use of hot liquids, solids or gases, or caustic or explosive materials
2. The milling, sawing, turning, shaping, cutting, grinding or stamping of solid materials
3. The tempering, heat treatment or kiln firing of metals and other materials
4. Gas or electric welding
5. Repairing or servicing of vehicles

Section 4 of the act states that for the purpose of this act, "industrial quality eye protective devices" means devices meeting the standards of the American National Standards Safety Code for Eye Protection, 22.1--1959, promulgated by the American National Standards Institute.

These provisions of Act 116 shall be incorporated in the eye safety policy of the college. The college bookstore shall stock the approved industrial quality eye protective devices meeting the standards of the American National Standards Safety Code for Eye Protection. The basic type of eye protective devices to be stocked are:

1. GOGGLES, Flexible Fitting, Hooded Ventilation
2. SPECTACLES, Eyecup Type Sideshields

Shop/Class/Lab: Each person working in a hazardous environment must have his/her own protective eyewear. Protective eyewear devices are not to be shared from person to person.

Health Care Sciences: Refer to Universal Precautions for applicable protective eyewear requirements.

IMPORTANT: Contact lenses must not be worn in situations where people are exposed to chemical fumes, vapors, or splashes, and in situations in which there are exposures to intense heat, molten metals, or atmospheres with high dust levels. In less hazardous situations, contact lenses must be worn only in conjunction with approved safety eyewear.

Persons whose vision requires the use of corrective lenses in spectacles, and who are required to wear eye protection, shall wear goggles or spectacles of one of the following types:

1. Spectacles whose protective lenses provide optical correction
2. Goggles that can be worn over corrective spectacles
3. Goggles that incorporate corrective lenses mounted behind the protective lenses

Instruction in eye safety shall be conducted at the beginning of a semester or session and the type of approved industrial quality eye protective device needed shall be contained in the course information sheet. Faculty members will submit to the office of Dean of Faculty procedures for conducting hazard identification and accident prevention instruction.

The instructor shall determine when an eye hazard would exist and the type of eye protection to be used.

The following shops, classes or laboratories shall require the use of protective eyewear at any time a hazard exists:

SHOP/CLASS/LAB	HAZARD (See Below)	APPROVED PROTECTIVE EYEWEAR
Associate Degree Nursing	Body fluid splash	Goggles, Face Shields, Gown
Automotive Technology	Chemicals, grinders, power tools, flying particles	Goggles, Spectacles, Face Shields (Adjunct With Spectacles)
Biological Science (labs)	Chemical splash, flying particles	Spectacles, Goggles
Chemistry (labs)	Chemical splash, glass breakage, fumes, burns	Goggles, Spectacles, Face Shields (Adjunct With Spectacles)
Construction Tech. (labs)	Wood, metal, plastic chips, flying particles (sanding, sawing, drilling, etc.)	Spectacles
Electronics Technology/Robotics	Wire hazard, flying particles	Spectacles
Indoor Environmental Tech.	Wire injuries, flying particles	Spectacles
Mechanical Technology (Machine Shop)	Grinding, flying particles, sparks	Goggles, Spectacles, Face Shields (Adjunct With Spectacles)
Medical Assistant	Body fluid splash	Goggles, Face Shield
Occupational Therapy Assistant	Body fluid splash	Goggles, Face Shield
Occupational Therapy Assistant	Flying particles (from drilling, sawing, sanding, wood projects)	Goggles
Physical Therapist Assistant	Ultraviolet exposure/use	Goggles
Physics (appropriate labs)	Burns, projectiles	Goggles, Spectacles
Practical Nursing	Body fluid splash	Goggles, Face Shield
Vet Tech: Parasitology A&P	Infectious agents, preservative fluids	Goggles or Spectacles

HEALTH CARE SCIENCES

Persons will follow the policy of the clinical agency.

Enforcement: Persons violating the provisions of the eye safety policy will be expelled from the area of violation. The college is not responsible for make-up time for students who violate the provisions of the eye safety policy.

The overall administration of this policy shall fall within the office of the Vice President and/or the Dean of Faculty. Individual faculty members shall be responsible for enforcing this policy within their shop, class, or laboratory.

Approved by the Executive Staff, August 17, 1981; effective same date.

Revised and Approved April 23, 1992, by the Environmental Health and Safety Committee.

Approved by President's Council, May 29, 1991.

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Revised 2/2002

APPENDIX E

LEHIGH CARBON COMMUNITY COLLEGE ASSOCIATE DEGREE NURSING

CLINICAL EVALUATION: EXPLANATION OF RATING SCALE

The faculty of the Associate Degree Nursing program at Lehigh Carbon Community College believes that a valid and reliable rating scale fulfills an awareness of a need for an objective means of evaluating clinical competence.

The scale used in the LCCC ADN program is a modified version of the Bondy Scale.* Students are evaluated in an ongoing process throughout the semester in three major clusters of criteria. These are:

1. The performance of the behavior according to accepted procedures and established standards. The overall intent of this cluster is to evaluate:
 - a. knowledge base.
 - b. therapeutic and interpersonal skills.
 - c. values and attitudes of the profession.
 - d. safe behavior.
 - e. philosophy of program.
2. The qualitative aspect of the performance. In this cluster, evaluation is based on:
 - a. degree of skill development.
 - b. use of time, space, and equipment.
 - c. use or expenditure of energy.
3. The type and amount of assistance needed. In this cluster, evaluation is based on:
 - a. supportive/encouraging assistance.
 - b. directive assistance, verbal or physical cues, telling student what to do, and correcting behaviors.

Instructors will evaluate all three areas simultaneously.

The Bondy Scale is a five-level descriptor scale, the highest standard being "independent" or "proficient" and the lowest being "dependent."

* Bondy, KN (1983) "Criterion – referenced definitions for rating scales in clinical evaluation . . . clinical competence of nursing students." *Journal of Nursing Education*, Nov. 22(9), 376-82.

Independent/Proficient

A student judged to be "independent" or "proficient" must be safe and accurate at all times, must be comfortable with professional vocabulary and use it accurately, must be professional in manner and behavior, and must achieve the expected outcome for the behavior.

The student must also be unusually efficient, exceptionally deft, must use subtle perceptual cues, and must display exceptional coordination and integration.

The student should perform clinical behaviors without supportive or encouraging cues from instructor.

Supervised

A student judged to be "supervised" on the rating scale must be safe and accurate at all times, must be comfortable with professional vocabulary, must display professional behavior, and must achieve the expected outcome with only small amounts of supervision.

The student is efficient and coordinated but expends more energy on the client than is necessary in skill achievement. The student focuses on the client but can be distracted. The student is confident and finishes the behavior within a reasonable time frame. The student may appear flustered at times.

The student requires some or occasional supportive cues.

Assisted

A student judged to be "assisted" on the rating scale is safe and accurate most of the time.

The student manages to complete assigned tasks sometimes but is inefficient and uncoordinated. The student may use an inappropriate number and type of supplies. The student is anxious and worried and flusters easily. The student is often late accomplishing task. The student focuses on task, skill, and activity, not on the client.

The student requires frequent verbal and occasional directive cues in addition to supportive cues.

Provisional

The student judged to be "provisional" on the rating scale may be safe but not alone or on own. The student may be unable to describe the behavior to perform. Occasionally, the student may achieve the behavior.

The student focuses on the procedure or on self. The student is unskilled and uses excess energy. The student is inefficient. The student displays little forethought toward the sequence of the procedure to perform. The student displays anxiety. The student uses excessive time to complete the procedure. The student may forget or omit other assigned activities.

The student performs in such a way that verbal cues are continuous with frequent physical cues.

Dependent

The student judged to be "dependent" is unsafe. The student cannot demonstrate the required behavior.

The student may attempt to perform the procedure but is unsuccessful. The student uses unreasonable amounts of energy. The student may be anxious to the extent of being paralyzed into immobility.

The student performs in such a way that verbal and physical cues are so directive and continuous that the instructor performs the behavior.

It should be noted that the lowest level of a student's performance is the level the student is considered to have achieved. For example, a procedure performed in part at the independent level, in part at the supervised level, and in part at the assisted level will result in the rating of assisted for the procedure.

The student will achieve at least the "assisted" level in all objectives by the midterm.

By the end of each course, in order to pass the course, the student will achieve supervised or above on all clinical objectives.

APPENDIX F

LEHIGH CARBON COMMUNITY COLLEGE

NURSING STUDENT'S BILL OF RIGHTS

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.

14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

From: National Student Nurses Association, 2006.

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APPENDIX G

CODE OF ACADEMIC AND CLINICAL CONDUCT

Preamble

Students of nursing have a responsibility to society in learning the academic theory and skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities in actively practicing that care while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment, but can assist in the holistic development of the person.

A Code for Nursing Students

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients and others.
4. Provide care for the client in a timely, compassionate, and professional manner.
5. Communicate client care in a truthful, timely, and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and personal development.
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
9. Cooperate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

APPENDIX H
AMERICAN NURSES' ASSOCIATION
SCOPE AND STANDARDS OF PRACTICE

Standards of Nursing Practice

A. Standards of Practice

1. Assessment

The registered nurse collects comprehensive data pertinent to the patient's health or the situation.

2. Diagnosis

The registered nurse analyzes the assessment data to determine the diagnosis or issue.

3. Outcome Identification

The registered nurse identifies expected outcomes for a plan individualized to the patient or the situation.

4. Planning

The registered nurse develops a plan of care that prescribes strategies and alternatives to attain expected outcomes.

5. Implementation

The registered nurse implements the identified plan.

6. Evaluation

The registered nurse evaluates progress toward attainment of outcomes.

B. Standards of Professional Performance

1. Quality of Practice

The registered nurse systematically enhances the quality and effectiveness of nursing practice.

2. Education

The registered nurse attains knowledge and competency that reflects current nursing practice.

3. Professional Practice Evaluation

The registered nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

4. Collegiality

The registered nurse interacts with and contributes to the professional development of peers and colleagues.

5. Collaboration

The registered nurse's collaborates with patient, family, and others in the conduct of nursing practice.

6. Ethics

The registered nurse integrates ethical provisions in all areas of practice.

7. Research

The registered nurse integrates research findings into practice.

8. Resource Utilization

The registered nurse considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of nursing services.

9. Leadership

The registered nurse provides leadership in the professional practice setting and the profession.

Reprinted with permission from American Nurses Association, Nursing: Scope and Standards of Practice (Washington, DC: ANA, 2004).

APPENDIX I

LEHIGH CARBON COMMUNITY COLLEGE ADN PROGRAM

PROVISIONS OF THE CODE OF ETHICS FOR NURSES WITH INTERPRETIVE STATEMENTS

- 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 development, 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.

American Nurses Association (2015), Code of Ethics for Nurses with Interpretive Statements (Silver Springs, MD: ANA).

Name _____
print legibly

L # _____
print legibly

APPENDIX J

LEHIGH CARBON COMMUNITY COLLEGE ADN PROGRAM

CONCENTRATION AGREEMENT

I have read the entire LCCC ADN Student Handbook. I understand the responsibilities, expectations, attendance policy, and the role of an LCCC ADN student. I understand the ADN admission, progression, and graduation requirements. I understand that **ALL** health requirements (including vaccinations) must be completed before I will be allowed to participate in clinical activities.

I am aware of self-responsibility for learning in the classroom, laboratory and clinical sites and will seek my instructor as needed for assistance.

I agree to permit my health and academic record to be reviewed by authorized members of the Pennsylvania State Board of Nursing, ACEN, and clinical agencies. I consent to the release of my health information, proof of health insurance, PA State Criminal Record check, PA Child Abuse History clearance, FBI fingerprinting, and/or drug screen results as requested by clinical agencies.

I understand Pennsylvania law prohibits the State Board of Nursing from issuing a license to anyone who has been convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country, unless: at least ten (10) years have elapsed from the date of conviction; the applicant satisfactorily demonstrates to the Board that he has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create a substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violations; and the applicant otherwise satisfies the qualifications contained in or authorized by this act. (As used in this subsection the term "convicted" shall include a judgment, an admission of guilt, or a plea of nolo contendere.)

If I have any health problems, changes in health status, illnesses or circumstances requiring absence, including pregnancy, continued treatment or use of medications, it is my responsibility to see that the Director of Nursing is notified.

I understand that I am permitted to perform professional student nursing duties only under the direct supervision of the Lehigh Carbon Community College faculty as part of the ADN program.

I understand that I will need to purchase liability insurance to cover the period that I am a student in the Associate Degree Nursing program. I also understand that I must maintain CPR Healthcare Provider certification (American Heart Association or American Red Cross) to participate in clinical practice. I understand that I must provide proof of health insurance while enrolled in a nursing course.

To participate in required clinical experiences, established by the ADN program in concert with clinical affiliation agencies' requirements, a "no record" status must be reported on the PA Child Abuse History Clearance. The PA State Police Criminal Record Check and FBI fingerprinting results must fall within the guidelines established by the ADN program in concert with clinical affiliation agencies' requirements. A negative urine drug screen maybe required. Admission to the program and continued enrollment in the program may be revoked upon receipt of these results.

I understand that any student enrolled in a nursing course who has criminal charges filed against him/her must immediately disclose the information to the Director of Nursing.

My signature indicates that I have read, understood, and agree to comply with the information included in the ADN Student Handbook and this Concentration Agreement.

Print Name _____

Signature of Student _____

Date _____

Revised: September 2016

Reviewed: September 2017

APPENDIX K

LEHIGH CARBON COMMUNITY COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

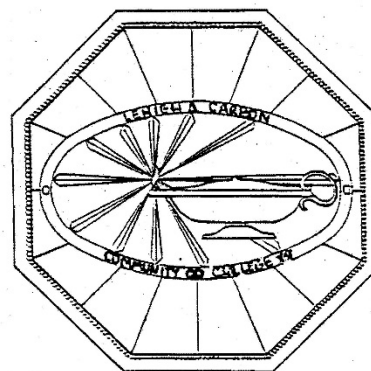
NURSING PIN

Lehigh Carbon Community College Associate Degree Nursing Student Organization (LCCCADNSO) selected a committee chaired by Crystal Thomas Prickler to research pins of other nursing programs. Designs were submitted by students for approval of the Class of 1991 and 1992. The nursing pin designed by Lynette Todd-Lee, a nursing student, was chosen.

The color of the pin, gold and burgundy, are the colors of Lehigh Carbon Community College. The college name is clearly seen.

The octagon shape of the pin represents the conceptual framework of the program. Human, nursing care, health, environment, communication, teaching-learning, ethical/legal responsibility, and professional behavior.

The central oval shape represents the source of life, the beginning.



Symbolized on the pin are:

triangle	holistic health care which includes psychosocial, physical, and spiritual needs of the client.
square	the building blocks and foundation of knowledge.
stars	individuals, groups, community, across the life span who receive care.
mobius	ability to adapt to changing cycles of our life. The nursing process which includes assessment, diagnosis, planning, implementation, and evaluation.
circle	continuity, eternity of life.
lamp	the symbol of nursing, Florence Nightingale was called "The Lady of the Lamp." The lamp is the reservoir or resource for knowledge and energy.
light rays	providing nursing care to all across the life span. delivering nursing care through: using the nursing process. providing holistic nursing care. critical thinking, problem solving and decision making. integrating both past and present knowledge. appreciating the socioeconomic and cultural differences. communicating, both verbally and nonverbally. using teaching-learning concepts to increase knowledge. assuming accountability for own behavior when providing care. practicing within ethical and legal framework. demonstrating personal and professional growth. collaborating with other health care providers. maintaining professional behaviors.

Reviewed & Revised: July 2004

APPENDIX L

LEHIGH CARBON COMMUNITY COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

TRANSFER CREDIT POLICIES SPECIFIC TO THE ADN PROGRAM

- If an ADN applicant has not successfully completed a high school Algebra course, he/she has options: MAT 100 Beginning Algebra at LCCC; MAT 091 Basic Algebra through Nursing ABC (www.nursingabc.com) or the "College Algebra" CLEP test (<http://clep.collegeboard.org/>).
- Successful completion of two semesters of Human Anatomy and Physiology (BIO 163/164) and one semester of Introduction to Microbiology (BIO 220) within 7 years of admission to the ADN program is required. In the event that more than 7 years have passed since successful completion of A&P I, A&P II and/or Microbiology, the student must either repeat the courses at LCCC or through another accredited program. Prior to enrolling in a course, the applicant is strongly encouraged to confirm course transferability. Excelsior College (www.excelsior.edu) offers an online option that is available for A&P I and Microbiology which is accepted only if the student had previously completed the requirements as a lab science, but the course is > 7 years old.
- For state school equivalencies please check with your LCCC advisor or <http://patrac.org/>. If an equivalency is not listed on PaTrac, students can send a course description and syllabus to CreditTransfer@lccc.edu for review.
- Prospective ADN students *may* be awarded advanced placement status based on validation of prior learning. Students seeking to transfer credit from an accredited RN nursing program must contact the Director of Nursing (DON), Tina Van Buren, at tvanburen@lccc.edu to schedule an interview appointment. The college process for "Prior Learning Assessment" will be followed.

APPENDIX M

LEHIGH CARBON COMMUNITY COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

HISTORY OF THE PROGRAM

Healthcare providers, citizens' groups and publicly elected officials had for many years demonstrated an interest in an Associate Degree in Nursing program at Lehigh County Community College (LCCC).

The closing of Sacred Heart Hospital School of Nursing and Allentown Hospital School of Nursing (both diploma schools), the number of Licensed Practical Nurses (LPNs) interested in career mobility, strong public endorsement, and the movement of the profession toward a college degree as preparation provided the impetus to investigate the need for an Associate Degree in Nursing program.

At the same time, there were contrasting U.S. Health and Human Services predictions of the future supply and demand for Registered Nurses in the local area, state, and nation. These projections and the closing of two schools of nursing indicated a local shortage of nurses.

LCCC had for years considered developing an Associate Degree in Nursing program. On June 2, 1987, an ADN strategy session was held with nine representatives from the LCCC Board of Trustees, administration, and faculty. From this meeting, an ADN Advisory Committee was established. Samuel A. Miranda, Jr. has chaired the committee since its inception.

Sixty-five questionnaires were sent to the Pennsylvania Eastern Region of Nursing Executives, extended-care facilities, and facilities in Carbon and Schuylkill Counties to assess present and future need for Registered Nurses. A three-year financial commitment was made by area hospitals to support the development of the program. LCCC received a Title III Grant from the Department of Education for new program development. Part of this grant was for the development of an Associate Degree in Nursing program.

On March 16, 1988, the Criteria for the Appraisal of the Associate in Applied Science Degree, Major in Nursing, a feasibility study, was submitted to the Pennsylvania State Board of Nursing. In July 1988, the LCCC Board of Trustees approved the ADN program. A Director of Nursing, Betty Jane Lee, was appointed on October 6, 1988, to develop the program. The original curriculum plan was for the students to declare a major before admission to the program. ADN and PN students would have instruction together in the first year and separate to ADN and PN courses in the second year. Discussion with the Pennsylvania State Board of Nursing staff, in December 1988, following the submission of the initial proposal, led to the conclusion that the ADN and PN programs should be separate.

The Criteria for the Appraisal of the Associate in Applied Science Degree, Major in Nursing were approved by the Pennsylvania State Board of Nursing on March 15, 1989. On April 5, 1989, an initial approval site visit was made by the Pennsylvania State Board of Nursing representative. Initial approval to seek students and faculty for fall 1989 was granted by the Pennsylvania State Board of Nursing.

In fall 1989, thirty-four students began the program. Two full-time faculty members, Nancy Becker and Juanita Kaness began this semester.

In fall 1991, following review of the program and a site visit, full approval of the program was granted by the Pennsylvania State Board of Nursing. (State Board of Nursing approval is a legal requirement under The Professional Nursing Law.)

Approval was received from the Pennsylvania State Board of Nursing in fall 1991 to offer a two-credit, advanced placement course for Licensed Practical Nurses in the first semester. This course—ADN 153: Transition Into Associate Degree Nursing—would replace the eight-credit course for ten LPNs, who met the established criteria for advanced placement. The advanced placement course was approved by the LCCC Curriculum Committee for the first semester of the program. The two-credit course covers the same content areas as the eight-credit course, with no campus or clinical laboratory.

In 1994, the college changed its name to Lehigh Carbon Community College.

In January 1995, following State Board of Nursing and LCCC Curriculum Committee approval, the second advanced placement course was offered. This three-credit course—ADN 163: Advanced Placement Meeting Adult Health Needs—replaced the eight-credit course for those LPNs who met the criteria for this advanced placement course.

In June 1995, Betty Jane Lee retired. Nancy Becker was appointed to the position of Director of Nursing Programs in July 1995 and to Dean of Allied Health in January 1998. Juanita Kaness became Coordinator in fall 1998 and Director in December 2009. Barbara H. Lupole accepted the position of Director of Nursing and Healthcare Sciences in September 2011; her position was changed July 2013 to Director of Nursing Programs.

In fall 2003, a section of nursing began being offered at the Tamaqua Site.

The National League for Nursing Accrediting Commission (NLNAC) revisited the ADN program in February 2005. The program was reaccredited for eight years. The Accreditation Commission for Education in Nursing (ACEN) conducted a site visit in November 2015.

ACEN has awarded accreditation to Lehigh Carbon Community College Associate Nursing Program "For Achievement of Quality and Excellence in Nursing Education," Spring 2013 to Spring 2021.

In spring 2007, following State Board of Nursing, NLNAC, and LCCC curriculum committee approval, ADN 153 and 163 were combined into ADN 173: Advanced Transition Into Associate Degree Nursing. This course, held during the summer semester, decreases the length for LPN → RN from two years to one calendar year.

In May 2017, the twenty-sixth class of the ADN program graduated. The program's overall average pass rate for the licensing examination (NCLEX-RN) consistently exceeds the state and national average. Graduates are employed in agencies throughout the Lehigh Valley and beyond.

Updated: September 2016

Revised: September 2017

APPENDIX N



PROHIBITIVE OFFENSE PROCEDURE FOR ADN AND PN NURSING PROGRAMS AT LEHIGH CARBON COMMUNITY COLLEGE

I. Purpose

Outline the steps to be taken in all cases of criminal findings. In order to protect the safety of the client and the integrity of the nursing programs, individuals who have been charged with certain criminal activities cannot be placed in the position of caring for older adults or children, and/or work in a health care environment. This procedure applies to both the ADN and PN nursing programs.

II. Definitions

- A. Criminal record: Any history of conviction of a misdemeanor or felony crime.
- B. Pending charges: Any criminal charges as yet unresolved by the courts.
- C. Court documents: Original source documents identifying the outcome of any criminal charge and/or conviction.
- D. Background check: The process required by LCCC for admission into any clinical component of any program, to include PA State Police Criminal Record Check, PA Child Abuse History Clearance and FBI Background check.
- E. Conviction: Being convicted or pleading guilty or entering a plea of nolo contendere, or receiving probation without verdict for any criminal offense.
- F. Prohibitive offense list: List of offenses which indicate a student is not qualified to enter or continue to be enrolled in either nursing program.

III. Procedure

- A. Students must complete this process for all criminal convictions and any pending or new criminal charges upon offer of admission to a nursing program, or enrollment in a NUR or ADN course.
- B. All convictions and pending or new charges must be reported to the nurse administrator immediately. These include all/any felony and misdemeanor arrests.
- C. Students must complete a PA State Police Criminal Record Check, PA Child Abuse History Clearance and FBI Background check once offered admission to the clinical portion of the nursing program, and yearly as requested.
- D. A student with any conviction on the attached list is not eligible for entry or continuation in a clinical experience. Please note: This is not an all-inclusive list. As noted below, LCCC may consider for admission, students with a record of other convictions on a case by case basis.
- E. Falsification of an application or any information related to a conviction will disqualify a student from admission and/or continuation in any nursing program at LCCC.
- F. Failure to disclose a criminal record or charge may result in dismissal from the program.

- G. A decision by LCCC to admit a student to a nursing (ADN or PN) program despite criminal convictions does not guarantee that if the student completes the program and obtains the appropriate degree or certificate, the student will be eligible for licensure or credentialing by a governmental body or will be eligible to work for a particular employer. Licensure and credentialing authorities and employers apply their own standards for evaluating whether criminal convictions are disqualifying. LCCC accepts no liability in cases where a third party deems criminal convictions sufficiently serious to cause denial of the applicable license or credential, or to refuse employment opportunities.
- H. A decision by LCCC to admit a student to a nursing program, despite criminal convictions, does not guarantee that a student will be able to participate in experiences at every clinical site. Clinical sites apply their own standards for evaluating whether or not students are eligible to undergo a clinical experience at their facility, and LCCC accepts no liability for a student's rejection by a clinical facility.
- I. If a student has or anticipates a criminal charge or conviction, he/she must complete the following steps in the process of evaluating criminal records:
1. Complete the required background clearances. (The PA State Police Criminal Record Check, PA Child Abuse History Clearance and FBI Background check).
 2. Obtain an original copy of the court records showing how the case was disposed by the court system. No decision will be made without court documentation. (Note: Since a decision must be made prior to participating in any clinical experience, the student should complete this process as efficiently as possible).
 3. Meet with the Nurse Administrator of the program bringing the documentation to that meeting.
 4. The Nurse Administrator will review these guidelines and the student's documentation with the student. The conviction will be compared to the LCCC Prohibitive List for participation in a nursing program.
 - a. If the conviction matches one on the prohibited list, the student may not be admitted.
 - b. If the offense is similar, but not worded exactly as it appears on the list, the Nurse Administrator will consult with the VP of Academic Services, who in turn will consult with the college attorney, for an interpretation of the conviction.
 - c. If the conviction or convictions are not on the prohibited offense list or reflective of its intent, LCCC will consider the applicant for admission but may reject the applicant because of the conviction(s) at its discretion. Factors to be considered include the nature of the crime, how recently the crime or crimes occurred, and the number of crimes committed by the applicant, the truthfulness of the applicant and the interests of the College.
 5. In all cases, once the decision has been made, the Nurse Administrator of the requested program will meet with the student to discuss the decision and options for the student. The Nurse Administrator will then:
 - a. document the decision and meeting using the attached notification form
 - b. give one copy to the student
 - c. place one copy in the student's confidential file
 6. Right to due process
 - The nurse administrator will review all documents related to Prohibitive Offense decisions.
 - The petitioning student has the right to appeal the decision to the Dean of Students. The process is outlined in the LCCC Code of Student Conduct.

Prohibitive Offenses

OFFENSE CODE	PROHIBITIVE OFFENSE	TYPE OF CONVICTION
CC2500	Criminal Homicide	Any
CC2502A	Murder I	Any
CC2502B	Murder II	Any
CC2502C	Murder III	Any
CC2503	Voluntary Manslaughter	Any
CC2504	Involuntary Manslaughter	Any
CC2505	Causing or Aiding Suicide	Any
CC2506	Drug Delivery Resulting In Death	Any
CC2702	Aggravated Assault	Any
CC2901	Kidnapping	Any
CC2902	Unlawful Restraint	Any
CC3121	Rape	Any
CC3122.1	Statutory Sexual Assault	Any
CC3123	Involuntary Deviate Sexual Intercourse	Any
CC3124.1	Sexual Assault	Any
CC3125	Aggravated Indecent Assault	Any
CC3126	Indecent Assault	Any
CC3127	Indecent Exposure	Any
CC3301	Arson and Related Offenses	Any
CC3502	Burglary	Any
CC3701	Robbery	Any
CC3901	Theft	1 Felony or 2 Misdemeanors
CC3921	Theft by Unlawful Taking	1 Felony or 2 Misdemeanors
CC3922	Theft by Deception	1 Felony or 2 Misdemeanors
CC3923	Theft by Extortion	1 Felony or 2 Misdemeanors
CC3924	Theft by Property Lost	1 Felony or 2 Misdemeanors
CC3925	Receiving Stolen Property	1 Felony or 2 Misdemeanors
CC3926	Theft of Services	1 Felony or 2 Misdemeanors
CC3927	Theft By Failure to Deposit	1 Felony or 2 Misdemeanors
CC3928	Unauthorized Use of a Motor Vehicle	1 Felony or 2 Misdemeanors
CC3929	Retail Theft	1 Felony or 2 Misdemeanors
CC3929.1	Library Theft	1 Felony or 2 Misdemeanors
CC3929.2	Unlawful Possession of Retail or Library Theft Instruments	2 Misdemeanors
CC3930	Theft of Trade Secrets	1 Felony or 2 Misdemeanors
CC3931	Theft of Unpublished Dramas or Musicals	1 Felony or 2 Misdemeanors
CC3932	Theft of Leased Properties	1 Felony or 2 Misdemeanors
CC3933	Unlawful Use of a computer	1 Felony or 2 Misdemeanors
CC3934	Theft from a Motor Vehicle	1 Felony or 2 Misdemeanors
CC4101	Forgery	Any
CC4114	Securing Execution of Documents by Deception	Any
CC4302	Incest	Any

OFFENSE CODE	PROHIBITIVE OFFENSE	TYPE OF CONVICTION
CC4303	Concealing Death of a Child	Any
CC4304	Endangering Welfare of a Child	Any
CC4305	Dealing in Infant Children	Any
CC4952	Intimidation of Witnesses or Victims	Any
CC4953	Retaliation Against Witness or Victim	Any
CC5902B	Promoting Prostitution	Felony
CC5903C	Obscene and Other Sexual Materials to Minors	Any
CC5903D	Obscene and Other Sexual Materials	Any
CC6301	Corruption of Minors	Any
CC6312	Sexual Abuse of Children	Any
CS13A12	Acquisition of Controlled Substance by Fraud	Felony
CS13A14	Delivery by Practitioner	Felony
CS13A30	Possession with Intent to Deliver	Felony
CS13A35 (i), (ii), (iii)	Illegal Sale of Non-Controlled Substance	Felony
CS13A36, CS13A37	Designer Drugs	Felony
CS13Axx*	*Any Other Felony Drug Conviction Appearing on a PA RAP Sheet	Felony

Pennsylvania Child Abuse History Clearance

Any student with a finding on the Pennsylvania Child Abuse History Clearance and/or FBI Clearance which indicates the student may not work with children will be ineligible for participation in the nursing programs.

Other Offenses Not On the Prohibitive List Which Will Be Considered in Admission Decisions

(Note: Any felony or misdemeanor conviction or equivalent from another jurisdiction will be considered. This is not an inclusive list.)

DUI (conviction within 10 years of admission to the clinical component of the program)	Fraud
Shoplifting	Extortion
Bribery	Stalking
Harassment	Simple Assault
Abuse or neglect in any form	Violation of protection from abuse order
Weapons	Hate Crimes
Terrorism/terroristic threats	Prostitution
Possession and/or distribution of a controlled drug (to include ARD)	Possession of Paraphernalia
Any other felony drug conviction	Falsification of any legal document/record

*The decisions of LCCC are based on the Older Adults Protective Services Act (OAPSA), the Child Protective Services Laws (CPSL), the Pennsylvania Department of Education, and the standards of the clinical sites for the programs.

PERM 6I-yy (AC)



**NOTIFICATION OF DECISION OF ELIGIBILITY FOR ENTERING/CONTINUING
IN A CLINICAL COMPONENT OF A NURSING PROGRAM AT
LCCC BASED ON CRIMINAL BACKGROUND FINDINGS**

The purpose of this document is to provide written documentation for the student with a record of criminal activity.

Name of Student: _____

Healthcare Science Program: ADN _____ PN _____

Date: _____

In attendance at the meeting were: _____

The subject of the meeting was as follows:

- To provide a review of the findings on the criminal background check required by the LCCC health career program.
- To communicate the decision made related to the student's eligibility to participate/continue in the clinical component of a health career program at LCCC.

If it is decided the student is qualified to apply/continue in the health career program, the subject of the meeting was as follows:

- To communicate the possible effect of the convictions on acquisition of licensure/certification following graduation.
- To establish the student's responsibility to contact the licensing/credentialing board and employers to determine the effect of these findings on practice in the health career profession.
- To discuss the licensing/credentialing board requirements in the application process, related to criminal records.

The student was notified of the following decision of regarding application/continuation in the health career program:

- The student is qualified to apply/continue in the clinical program
- The student is not qualified to apply/continue in the clinical program due to the following reason/s:

Comments: _____

Signature of Director: _____ Date: _____

Signature of Student: _____ Date: _____

A copy of this form will be given to the student.
The original will be placed in the student's confidential file.

APPENDIX O

**LCCC – SCHOOL OF HEALTHCARE SCIENCES
STUDENT ALERT NOTICE**

Student Name:

Course:

Semester:

L#:

Date Issued:

CONCERN:

- | | | |
|--|--|---|
| <input type="checkbox"/> Excessive Clinical Absences | <input type="checkbox"/> Suspected Substance Abuse | <input type="checkbox"/> Unprofessional Conduct |
| <input type="checkbox"/> Excessive Classroom Absences | <input type="checkbox"/> Tardiness | <input type="checkbox"/> Violation of HIPAA |
| <input type="checkbox"/> Violation of Safety Rules | <input type="checkbox"/> Substandard Performance | <input type="checkbox"/> Practiced Outside of Scope |
| <input type="checkbox"/> Violation of Academic Honesty | | <input type="checkbox"/> Failure to Comply with School/Program Policy |
- Other (specify) _____

ACTION TAKEN:

- | | |
|--|---|
| <input type="checkbox"/> Verbal Warning | <input type="checkbox"/> Course Failure (Class, Clinical or Overall-Circle One) |
| <input type="checkbox"/> Written Warning | <input type="checkbox"/> Dismissal (effective ___/___/___) |
| | <input type="checkbox"/> Other (specify) _____ |

EXPLANATION OF CONCERN:

CORRECTIVE ACTION REQUIRED/RECOMMENDED:

- | | |
|--|---|
| <input type="checkbox"/> Appointment with Educational Support Services | <input type="checkbox"/> Appointment with college advisor to discuss options |
| <input type="checkbox"/> Submit paperwork by deadline | <input type="checkbox"/> Consistent clinical attendance |
| <input type="checkbox"/> Must come to clinical/lab/FW prepared | <input type="checkbox"/> Must provide safe client care within scope of practice |
| <input type="checkbox"/> Submit original work with appropriate reference citations | <input type="checkbox"/> Must demonstrate medication knowledge |
| <input type="checkbox"/> Must administer medications safely/accurately | <input type="checkbox"/> Consistent compliance with all clinical guidelines |
| | <input type="checkbox"/> Other (specify) _____ |
- Consistent class attendance

STUDENT REMARKS:

I have read the above information, have had an opportunity to ask questions and my questions have been answered. I understand the information stated above. This has been issued to alert me that I am not making satisfactory progress in this course. I understand that this warning will be made a part of my student record. I also understand that a continuation of the behavior identified herein may subject me to further disciplinary action, up to and including dismissal.

Student Signature

Date

Faculty Signature

Date

Distribution List

- | | | |
|--|---|--|
| <input type="checkbox"/> File (Original) | <input type="checkbox"/> Educational Support Services (if applicable) | <input type="checkbox"/> Dean of Student Development |
| <input type="checkbox"/> Student | <input type="checkbox"/> Director of Nursing and HCS | <input type="checkbox"/> Dean of Academic Services |

APPENDIX P

**LEHIGH CARBON COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM**

ACCEPTANCE OF RESPONSIBILITY

Name _____ L # _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____ Cell _____

If an LPN, license number _____

I understand that if I am accepted into the ADN program, I will be responsible for:

1. Caring for clients of all ages, ethnic, socioeconomic and medical backgrounds.
2. Transportation and travel to various clinical sites, some 60 miles in distance from main campus.
3. Devoting up to 6-8 hours per day to my education outside of class.
4. Scheduling time off from work on clinical days, on-campus clinical days and the night before clinical.
5. Maintaining required current immunizations, BLS provider CPR, and health insurance.
6. Understanding clinical attendance is a requirement of the program.
7. Adhering to the ATI requirements as outlined in the ADN handbook.

Failure to meet these requirements could lead to unsuccessful completion of the program or dismissal from the program

Signature _____ Date _____

APPENDIX Q

LEHIGH CARBON COMMUNITY COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

ATI TESTING, REMEDIATION, AND VIRTUAL NCLEX REVIEW POLICY

Assessment Technologies Institute (ATI) offers an Assessment-Driven Review program designed to support mastery of essential nursing content, and increase student pass rates on the nursing licensing exam. LCCC uses ATI throughout the Associate Degree Nursing Program. Used as a comprehensive program, ATI tools can help students prepare more efficiently, as well as increase confidence and familiarity with content. The ATI program includes Nurse Logic, online practice exams, and proctored testing over the major content areas in nursing. In the last semester of the nursing program, students will take the Comprehensive Predictor exam which provides information of how well a student will perform on the NCLEX exam. Students are **required** to participate in Virtual ATI NCLEX REVIEW, an on-line personalized, assessment-driven NCLEX review. This review program will be made available to students two weeks prior to graduation. It is a self-paced online program. Students will be oriented to the program in their last semester of the nursing program. Students **MUST** achieve the "green light" before their paperwork will be submitted to the SBON for NCLEX testing.

ATI Testing and Course Grades

Performance on Content Mastery tests, submission of remedial work and/or completion of ATI assignments may be included in the calculation of course grades and will be outlined in each course syllabus.

The ATI test(s) may be scheduled outside of normally scheduled class or clinical time and the student is required to attend. All proctored testing will be done on-line and administered on campus. The testing schedule will be provided to the student at the beginning of the semester and available on LMS.

Remediation

Students are required to achieve a Level 2 on all ATI practice and proctored content mastery exams. Students will be required to remediate until level 2 is achieved.

FEE

Students will see the ATI fees on their tuition bill. Please see the LCCC credit catalog for details.

I have thoroughly read and understand the above information:

Name (Please Print): _____

Signature: _____

Date: _____