

Pierce College Puyallup

Associate Degree in Nursing Program

Student Handbook

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Table of Contents

|  |  |
| --- | --- |
| **Welcome and Accreditation Information** | 4 |
| **Mission, Vision, End-of-Program Outcomes**  Philosophy, Mission & Vision Statement  Graduate Outcomes  **Nursing Program Conceptual Framework, Curriculum Design and Pierce College Policies**  Pierce College Student Handbook  Non-Discrimination and Harassment Policy  Special Needs Policy  Emergency/Weather Policy  Student Grievance Procedure | 5  6-8 |
| **Nursing Program Information and Policies** |  |
| Textbooks  Student Uniform and Dress Code  Communication  Student Voice and Participation in a Committee  Student Concern Regarding a Course  Advising  Letters of Recommendation and Reference Requests  Student Employment  Student Evaluations of Faculty and Program | 9  9  10  10  10  11  11  11  12 |
| **Professional and Ethical Behavior Expectations**  American Nurses’ Association Code of Ethics  Student Accountability  Student Legal and Ethical Responsibility  Student Nurse Physical and Psychological Expectations | 12-13  14-15  15  15 |
| **Student Behavior Policies**  Professional Behaviors  Unacceptable Classroom and/or Clinical Site Behaviors | 15-16  16-17 |
| **Nursing Program Progression**  Registration  Student Grading Policy  Academic Warning  Grading Scale  Grade Appeal Procedure  Extra Credit | 17  17  17  18  18  18 |
| **Testing Policies**  Standardized Testing  Testing Guidelines | 18  19 |
| **Graduation** | 20 |
| **Withdrawal and Readmission**  Personal/Voluntary Withdrawal  Course Failure  Program Dismissal  Grievances  General  Program Dismissal | 20  20  20  21  21 |
| **Clinical Documentation Requirements**  7 hour HIV/AIDS  CPR  Immunizations  Background Check  Release of Information | 22  22  22  22  22 |
| **Clinical Guidelines**  Medication Administration  Reporting Clinical Errors, Near Misses, and Just Culture | 23  24 |
| **Program Policies**  Policy #1 – Dress Code  Policy #2 – Social Media  Policy #3 – Student Nurse Physical and Psychological Requirements  Policy #4 – Progressive Guidance  Policy #5 – Pregnancy  Policy #6 – Attendance and Tardiness  Policy #7 – Testing  Policy #8 – Clinical Error and Near Miss Reporting  Policy #9 – Drugs and Alcohol  Policy #10 – Medical Release | 25-26  27-28  29-30  31-32  33-34  35-36  37  38  39  40 |
| **Appendices**   1. Notice of Warning (NOW- Progressive Guidance Step 1) 2. Letter of Warning (Progressive Guidance Step 2) 3. Student Behavioral Contract (Progressive Guidance Step 3) 4. Student Learning Contract – Academic or Readmission 5. Sample Letter for Reference Request 6. Nursing Simulation & Skills Lab Agreement and Consent to Video 7. Consent for Release of Information 8. Handbook Attestation 9. Social Media Attestation 10. Clinical Incident Analysis Form 11. Clinical Incident Tool for Evaluation 12. Clinical Incident Support Plan 13. Declaration of Pregnancy 14. Pregnancy Counseling Form 15. Medical Release/Return to Class Form | 41-42  43-44  45-47  48-50  51  52  53  54  54  55-56  57-58  59  60  61  62-63 |

# Pierce College Associate Degree in Nursing Student Handbook

Welcome to the Pierce College Nursing Program! This handbook is a supplement to the college catalog and the general Pierce College Puyallup student handbook. The purpose of this handbook is to provide you with information that is specific to the Pierce College Nursing Program and provide you as a student with information on specific rights and responsibilities while attending the program. It is important that you **keep and refer to this handbook** throughout your program of study.

## Program and/ or Policy Changes

Policies, procedures, and guidelines are communicated to students by means of the Pierce College Associate Degree in Nursing Program Student Handbook. The handbook is revised regularly to provide current and accurate information. **A student signature is required attesting to the fact the student has received and accepts the policies and guidelines contained in this Student Handbook. The statement also attests that the student is responsible for any changes and updates to the policies.**

Changes in policies, procedures, and guidelines will be announced to each class by the faculty or Program Director and copies of the revised policy will be provided to enrolled nursing students. Faculty or the Program Director will answer student questions regarding stated changes.

If you have questions regarding a specific class, please see the faculty member. Our primary goal is your success, both during nursing school and eventually as a member of the nursing profession.

### Accreditation

Pierce College is accredited by the Northwest Commission on Colleges and Universities, an institutional body recognized by the Council for Higher Education Accreditation and the United States Department of Education.

### Washington State Nursing Care Quality Assurance Commission

The Pierce College Nursing Program has been approved by the Washington State Department of Health Nursing Care Quality Assurance Commission.

### National Accreditation

This Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN). 404.975.5000 [www.acenursing.org](http://www.acenursing.org). 3343 Peachtree Rd NE, Suite 850, Atlanta Georgia 30326 (formerly NLNAC).

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| Mission, Vision and End-of-Program Student Learning Outcomes |

## Mission Statement

The Pierce College Associate Degree Nursing program forms a community of learners committed to the discipline of nursing. Our specialized community is built on a foundation of respect and openness to change. Together, we strive to meet the needs of our diverse community for qualified registered nurses and develop each nursing student’s abilities in nursing. Our commitment to quality nursing education and teaching excellence prepares learners to live and work successfully as registered nurses in an ever-changing health care environment.

## Vision Statement

Our vision is to promote a multicultural, humanistic nursing program that provides excellence in nursing education through the scholarship of teaching and learning.

## End-of-Program Student Learning Outcomes

Based on Quality and Safety Education for Nursing (QSEN) Competencies

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| 1. PATIENT-CENTERED CARE (PCC) |
| Definition: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs. |
| 1. TEAMWORK AND COLLABORATION (TC) |
| Definition: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. |
| 1. EVIDENCE-BASED PRACTICE (EBP) |
| Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. |
| 1. QUALITY IMPROVEMENT (QI) |
| Definition: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. |
| 1. SAFETY (S) |
| Definition: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance. |
| 1. INFORMATICS (I) |
| Definition: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making. |

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| Nursing Program Conceptual Framework, Curriculum Design and Pierce College Policies |

## Conceptual Framework

The conceptual framework organizes the program by providing a clear guideline in which faculty can teach and students can learn nursing in an educational milieu that is supportive of the developing entry-level nurse. The theoretical framework operationalizes the Pierce College Core Abilities, the Nursing Program Mission and Vision Statements, as well as the Nursing Program Outcomes.

Quality and Safety Education for Nursing: The Pierce College Nursing Program has adopted the QSEN competencies as a framework to design nursing curriculum. A move to high quality, inter-professional educational opportunities for both academic and clinical learning situations was recommended by the Institute of Medicine. Thus, as the program prepares new nurses to take on the task of safe, quality patient care, it is important that all students understand how the [QSEN](http://qsen.org/) competencies influence patient outcomes.

## Curriculum Design

The Pierce College Associate Degree Nursing Program consists of three tracks:

**The Traditional Program**, six (6) quarters in length, for the beginning student

Or

**The LPN Transition Program**, three (3) quarters in length, for the student who has an unencumbered Washington State LPN license.

Or

**The part-time LPN Transition Program, five (5) quarters in length, for the student who has an unencumbered Washington State LPN license.**

The nursing courses are organized into three (3) distinct areas: nursing theory, skills laboratory, and clinical rotations/Simulation. The theoretical portion of the nursing curriculum presents concepts and knowledge essential to the practice of nursing. The skills laboratory portion of the curriculum allows the development of manual skills required for nursing practice. The clinical rotation and simulation portion of the curriculum provide the opportunity to apply both theoretical knowledge and skills in the direct care of clients and includes a service-learning project.

The six-quarter sequence of courses provides for progressive development of knowledge and skills. During the first three quarters, students learn basic nursing science and practice basic technical and interpersonal skills in providing care to 1-2 clients whose health/illness problems are stable and predictable. The last three quarters focus on the assessment and intervention processes for clients experiencing either stable or unstable and unpredictable illness states, with health care needs of increasing acuity. The emphasis is on problem solving and managing the care of groups of clients.

Implementation of the nursing curriculum is based on the following principles:

1. Courses and topics of study are designed so that the student moves from the simple/basic aspects to the complex/more difficult aspects.
2. The sequence of topics among nursing courses and between nursing and related science courses is planned to correlate as much as possible.
3. Courses are structured to provide didactic instruction, skills laboratory and simulation exercises, small group discussions, and direct clinical practice at the high level of correlation.
4. Learning expectations are structured by program design and consistent use of theory and laboratory objectives.

## General Pierce College Policies and Guidelines

#### Pierce College Student Handbook

The nursing program at Pierce College adheres to and complies with all the policies and guidelines set forth in the Pierce College Student Handbook which can be found online at https://www.pierce.ctc.edu/publicationsand is available in Student Services. It is important for all nursing students to know and understand the following policies:

##### Non-Discrimination and Harassment Policy

* Pierce College Puyallup does not discriminate on the basis of race, color, national origin, sex, sexual orientation, handicap (or disability) or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. This nondiscrimination policy covers admission and access to treatment and employment in the college’s programs and activities.

##### Access and Disability Services

* Students with disabilities who believe they may need accommodation to fully participate in course activities or meet course requirements (including exams) must register with the Access and Disability Services (ADS) Office, Room 106 in the Administration Building in order to process a request for accommodation. You may call the ADS Office to make an appointment to meet with the ADS Coordinator at (253) 840-6468 to request accommodation.
* Once a student is approved for accommodations, the information is emailed to the instructor.

##### Emergency Procedures and Inclement Weather

* Emergency evacuation procedures, inclement weather absences, and other related issues are to be followed per Pierce College Puyallup’s Policy and Procedures: <https://www.pierce.ctc.edu/safety-emergency-response>

##### Student Grievance Procedure

* All students should be free of unfair or improper action by any member of the college community. Any student who believes they have been subjected to unjust action by a staff member or administrator may initiate a grievance action. A copy of the college’s grievance procedure can be found at <https://www.pierce.ctc.edu/file-complaint>. The nursing program adheres to the college-wide policy and procedure regarding the student’s right to due process.

*Note:* *If an incident occurs at a clinical site between a student and employees of that site, the student****MUST*** *adhere to the grievance procedure of the college****first****, before any action is taken at the clinical site.*

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| Associate Degree in NursingProgram Information |

## Nursing Program Expenses and Uniform

The following program expenses are guidelines only, and program expenses may change. The anticipated cost of the Pierce College Puyallup six-quarter nursing program is approximately $11,900-13,200; the three-quarter and five-quarter LPN-ADN Transition Programs are approximately $6200-6800. This includes items such as tuition, testing, fees, books, supplies, student uniforms and accessories, and student health fees. The majority of the fees and textbook purchases occurs at the beginning of the first quarter. All costs are the responsibility of the student. Financial assistance information is available through the college’s Financial Aid office at <https://www.pierce.ctc.edu/financial-aid>.

##### Textbooks

##### Health care information changes rapidly. Students are expected to purchase the current edition for class. If a student chooses to use an older edition of the textbook, the student is held responsible for any discrepancies in testing, research, or papers related to the use of the older edition. The term “held responsible” means the student may lose points on a test or paper due to using information from the older edition rather than purchasing the edition used in the course.

##### Student Uniform

Uniforms chosen will be WonderWink/WonderWork Scrubs in wine. Style numbers are below. It is the expectation of the program that you purchase the correct style and color of uniform from the bookstore or an outside seller. If a student encounters issues, please contact the Nursing Program Director. Additional uniform requirements are listed below.

-WonderWork Unisex Scrub Top - #100

-WonderWork Women’s Cargo Scrub Pant - #504

-WonderWork Men’s Cargo Scrub Pant - #503- Gray or white long sleeve shirt (optional). Some clinical locations can be cooler.

Just make sure that it's gray or white and long sleeved. Turtlenecks are OK.

- White, gray or black leather shoe with closed toe, non-mesh, and non-marking heel

- White or gray socks

- Stethoscope

- Bandage scissors

- Watch with sweep second hand

- Penlight

- Student ID

See [Dress Code Policy](#Policy1) for details about dress code and policies regarding when and how to where the uniform.

## Communication

Students are responsible for notifying the Nursing Program Coordinator of any change in name, address, personal email address, or telephone number within ten business days. Students are responsible for all communications sent to their mailing address or Pierce College email address. The purpose of a personal email address is to maintain contact with graduates as required by accrediting agencies. The nursing program will not send emails to personal student email addresses while the student is enrolled in the program.

Interaction with office personnel and personnel at Pierce College or clinical facilities is an expectation of professional behavior. Requests for appointments may be made by telephone or email. Please be aware that faculty may be off campus teaching in a clinical facility, therefore, it is suggested that students be aware of each faculty’s posted office hours. Faculty office appointments are also available by prior arrangement with that faculty.

Students are expected to keep scheduled appointments as a part of professionalism. In the event of an emergency, students should notify the faculty or the Nursing Program Coordinator if the appointment needs to be cancelled.

##### Chain of Command

All students are expected to address issues in writing regarding exams, homework assignments, grades, clinical, lab, or simulation with the assigned faculty member. If this does not resolve the issue, then the student is expected to address the issue with the director of the nursing program. All issues must be addressed in person and require an email requesting a meeting. Failure to follow the chain of command may result in disciplinary action in the form of a notice of warning (NOW) or letter of warning (LOW).

##### E-mail

All currently enrolled students are expected to use only official Pierce College email with any communication to Pierce College faculty, staff or administrators. Students are expected to respond to emails within ***48 business*** ***hours.*** Additionally, it is expected that students periodically check their emails during summer for important information.

##### Canvas

Nursing faculty use Canvas to post syllabi, assignments, and course materials. Students are responsible for regularly checking this web resource.

##### Student Voice and Participation in the Nursing Program

The nursing faculty, staff and administrator welcomes student participation in the regularly scheduled team meetings. The purpose of the meetings are to discuss program issues, student issues, and maintain open communication. One student from each cohort will be expected to attend these meetings. The student will be chosen by their peers. .

##### Letters of Recommendation and References

Students are often in need of a letter of recommendation or a reference from faculty for scholarships, educational advancement, or employment opportunities. Students should first

obtain consent from the faculty member and are then required to submit a “Letter of Recommendation Request” (see example in Appendix C) along with an updated/current resume and information on how/to whom the letter should be addressed. Students must allow a minimum of 14 days for preparation of the recommendation.

##### Student Concern Regarding a Course

The following is the process to be used if the student has a concern about a class:

* If a student has a concern about a class, he/she should make an appointment with the classroom instructor to discuss the issue.
* If the student is not satisfied with the meeting with the instructor, then they should make an appointment to see the Nursing Program Director about the issue. Prior to the appointment, the student must submit a written explanation of the issue, and steps taken to resolve the issue.

The student should not breach this chain of communication. If the student goes first to the Dean, Director or other faculty member without first discussing the issue with the classroom instructor, this is considered unprofessional behavior. See the [Progressive Guidance Policy.](#Policy4)

## Advising

Faculty in the Pierce College Nursing Program perform advising of students continually throughout the program. Advising takes place in the classroom and clinical environments through structured conversations about career advancement and industry expectations, as well as during faculty office hours. Students are encouraged to meet with a faculty member as needed throughout the program to discuss personal matters affecting their performance in the program, or address concerns or questions about job placement or advancing their education. Faculty are advocates for student success and it is important that the student use this important resource. Students MAY NOT meet with or discuss concerns related to a course not taught by that faculty member. Students MUST meet with the faculty member teaching the course that is of concern. If a student continues to have concerns not addressed by faculty, he/she may request a meeting with the Nursing Program Director.

## Student Employment

Students are advised to carefully weigh employment, as the nursing program has a very demanding curriculum. It is highly recommended that students limit their outside jobs to 20 hours per week during the school year and are responsible for ensuring that the job does not interfere with their student responsibilities. Students who plan to work part-time are encouraged to work in a health care setting for added experience. PLEASE NOTE: Clinical hours may include evening, night, and occasional weekend shifts, and no exceptions to the clinical rotation schedule will be made for students who are employed.

Students will not be allowed to work a night shift prior to clinical due to alertness and safety issues. The final quarter is the practicum experience where the student works the same days and times as the preceptor. The student must be able to work any date and time as assigned during this final quarter. Students must understand the nursing program does not control clinical experience dates and times, and the student must agree that clinical and practicum hours cannot be flexed around a student’s personal schedule.

Clinical dates and times may be subject to change while in the program, and all students need to make family arrangements to be able to attend evening or night shift clinical when required.

## Student Evaluations

##### Student Evaluation of Faculty

Students have the opportunity to evaluate teaching and clinical faculty at the end of each quarter. Faculty will see statements made by students, but students are not explicitly identified. These evaluations are important to the tenure process for faculty working towards this status and are taken very seriously by the Board of Trustees of Pierce College. Adjunct and other faculty evaluations provide important feedback for program and curriculum improvements.

##### Course Effectiveness Surveys

Students have the opportunity to evaluate program curriculum at the end of each quarter. A course effectiveness survey, for every course taught in a quarter, will be distributed to students. These surveys will enable to nursing program to make real-time changes and improvements to curriculum and courses as students progress in the program.

##### Student Evaluation of the Program

Students will have three opportunities to evaluate the program. Students completing their first year of the program will complete an “end of year” survey. Just prior to graduation, an exit survey will be given to graduating students. Graduates of the program are contacted by Pierce College Office of Institutional Research approximately 6-9 months after completion of the program for the second opportunity to provide program evaluation. It is important that all graduates provide this survey information as it is necessary for program accreditation, and this survey is the primary reason for requesting that the Nursing Program Coordinator be kept informed of changes in the primary email address.

## Professional and Ethical Behaviors

**Ethics:** The nursing program abides by the American Nurses’ Association Code of Ethics.

## American Nurses’ Association Code of Ethics

The development of a code of ethics is an essential characteristic of a profession and provides one means whereby professional standards may be established, maintained, and improved. A code indicates a profession’s acceptance of the responsibility and trust with which it has been invested. Each practitioner, upon entering the profession, inherits a measure of that responsibility and trust and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession.

##### Provisions of the Code of Ethics for Nurses

The Code of Ethics is based upon belief about the nature of individuals, nursing, health, and society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities and whose values and circumstances command respect at all times. Nursing encompasses the promotion and restoration of health, the prevention of illness, and the alleviation of suffering. The statements of the code and their interpretations

provide guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care.

* 1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
  2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.
  3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
  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.
  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.
  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.
  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.
  8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
  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.

*Reference: American Nurses’ Association Code of Ethics, 2015*

##### Student Accountability

The Washington State Nurse Practice Act requires its practitioners to be fully accountable for their clinical decisions and actions. Each nursing student is legally accountable to the level of her/his preparation and *does not function under the licensure of another nurse*. Accountability is the quality or state of being responsible and answerable for one’s decisions, actions, and behaviors. Nurses committed to interpersonal caring hold themselves accountable for the well-being of clients entrusted to their care and are accountable to their patients and their colleagues. They are legally and ethically responsible for any failure to act in a safe and prudent manner.

The Washington Nurse Practice Act gives nurses and student nurses the right to perform a broad range of dependent and independent functions. Enjoying this privilege means that they also assume legal and ethical responsibility for safe and effective performance at all times.

Standards of practice have been developed by professional organizations, which serve as guidelines in maintaining quality practice.

For the Pierce College Puyallup nursing student, accountability means that she/he will be, at all times, willing to learn and practice nursing with commitment and with personal integrity. It means being attentive and responsive to the needs of individual clients and colleagues. As the student acquires nursing knowledge and skills, she/he will assume professional responsibilities and develop competencies which will shape her/his attitude of caring. This attitude of caring and being accountable develops as the student becomes sensitive to the ethical and legal implications of nursing practice. In nursing, we all share a common goal of providing the highest quality of care to all individuals entrusted to our care.

Students are further expected to be able to carry out the job duties of the registered nurse in a safe manner. Please refer to the [Student Nurse Physical and Psychological Policy](#Policy3)

## Student Nurse Responsibilities and Behaviors

Student Legal and Ethical Responsibility

The nursing student will abide by the following legal and ethical requirements:

1. Be prepared for clinical assignments.
2. Consider all information obtained regarding the patient’s status as strictly confidential, in accordance with HIPAA (Health Insurance Portability and Accountability Act) policy.
3. This information is not to be discussed with anyone except instructors, peers, and significant hospital personnel. Learning experiences in the clinical area are to be shared during pre and post conferences and other related professional sessions. (Also, see [Social Media Policy](#Policy2).) [*http://aspe.hhs.gov/admnsimp/pl104191.htm*](http://aspe.hhs.gov/admnsimp/pl104191.htm)
4. Submit reports of patients to instructors using patient initials only; never the patient’s full name.
5. Remove the name of the patient if any information is obtained from the patient’s chart and used away from the nursing unit.
6. Consult with the instructor if the student feels that circumstances regarding the patient will hamper him/her from giving effective care (e.g., friend, family).
7. Channel any criticism of an agency, an individual, or an instructor through the Nursing Program Director. In order to engender confidence and trust in our program, students should refrain from critical discussion outside the school or with other students. This includes any comments made on any social media outlet. See the [Social Media Policy](#Policy2) for details.
8. Be honest at all times. A student who would cheat on a test ultimately is cheating patients. A student who is less than completely honest in the clinical area jeopardizes patient safety and is subject to termination from the nursing program. The student will be held accountable to the Pierce College Plagiarism and Academic Integrity policy. This policy is available on the College web site.
9. Be responsible for his/her own learning and help promote an atmosphere that facilitates maximum learning for his/her classmates. A student will not obstruct the learning process of others by causing undue anxiety for any reason, including monopolizing instructor’s time.
10. Conduct himself/herself at all times in a professional manner.
11. Seek necessary patient referral (with instructor approval) to help solve patient’s social problems.
12. Be responsible for reading and familiarizing self with printed college and nursing department policies and procedures.

##### Professional Behaviors

The Pierce College Associate Degree nursing student is expected to conduct himself/herself in a professional manner at all times while in uniform and/or while representing the school. The following standards of professionalism are mandatory for all nursing students:

1. Be well prepared for both lecture and clinical withall assignments completed on time.
2. Maintain professional, effective verbal and non-verbal communication including emailcommunications.
3. Maintain proper communication by checking email daily.
4. Demonstrate professional behaviors and attitudes at all times.
5. Demonstrate effective teamwork and cooperation.
6. Be able to accept and benefit from constructive criticism.
7. Recognize the impact of one’s behavior on others, especially patients; modify inappropriate behavior.
8. Maintain accountability for legal and ethical responsibilities.
9. Maintain professional boundaries at all times.
10. Maintain professional appearance in the clinical setting. See [Dress Code Policy](#Policy1).

##### Unacceptable Classroom and/or Clinical Site Behavior:

Areas that constitute unacceptable behavior include but are not limited to:

1. Interfering with the learning of others.
2. Repeated tardiness or absences. See [Attendance Policy](#Policy6).
3. Late assignment submissions. Assignments, including clinical care plans, must be completed and submitted in accordance with the instructor’s course syllabus by the given due date, whether written or verbal. Students are responsible to keep track of due dates and their own work. Late assignment submissions may result in point reduction or no credit, as determined by the course instructor as outlined in the course syllabus.
4. Talking in class. If there are comments pertinent to the topic of discussion, they should be shared with the entire class. An undercurrent of side conversations or non-class related activities are disturbing to the learning atmosphere and are considered unprofessional behavior. Repeat offenders may be asked to leave the classroom.
5. Intimidation of students or faculty.
6. Inappropriate dress in the clinical setting (i.e., sunglasses, hats, caps, shorts, flip-flops, high heels, and or jeans.
7. Cell phones may be used only to contact your Pierce College instructor duringclinical rotations from designated non-patient care areas. Students should refrain from personal use except during breaks. Otherwise, cell phones should be placed on vibrate.
8. Dishonesty of any kind, including but not limited to: plagiarizing assignments (care plans, papers, case studies, etc.), submitting work as your own completed by someone else, falsifying data or records, cheating on an exam, and not reporting new/pending legal charges.
9. Bringing food and drinks into the lab setting. This environment is designed to approximate a patient care environment and contains items that could be damaged by spills. Students must follow lab instructor guidelines for where drinks or personal items may be kept during lab classes.
10. Failure to consult each instructor’s syllabus for further information on classroom/clinical/lab behavior.
11. Suspected of being under the influence of alcohol or any other controlled substance in the clinical or classroom setting.
12. Violation of any Pierce College Nursing Program Policies as outlined in this handbook.
13. Failure to report or covering up an error in the clinical setting. Students must inform the clinical site instructor immediately in the event of a clinical error, including those involving medication administration. Errors in the clinical setting must be reviewed for cause and outcome and have mandatory reporting periods to the Washington State Department of Health. A clinical error does not necessarily result in failure of the course or dismissal from the program, however failure to report the error will result in a Letter of Warning (Appendix A) and possible dismissal from the program. See [Clinical Error and Near Miss Reporting Policy.](#Policy8)
14. Not following the chain of command, as discussed in the Communication section of this handbook.

If a student is found to violate any of the professional behaviors listed above OR conducts himself or herself in such a manner that is unacceptable in the classroom or clinical setting, then the student will be disciplined according to the nursing program’s [Progressive Guidance Policy.](#Policy4)

## Nursing Program Progression

##### Registration

The Pierce College Associate Degree Nursing (ADN) program is a limited enrollment program. The nursing department controls the registration and reserves places in each class for all nursing students throughout the entire program. It is the responsibility of the student to acquire a registration access code each quarter using the standard Pierce College Puyallup registration process. Only registered students will be allowed to attend nursing classes, including clinical classes.

##### Student Grading Policy

Students will receive a numerical grade for all courses in the nursing program. Any student who receives less than a grade point value of 2.7 (80%) will fail the course.

In addition, students must achieve a minimum average of 75% on course exams including the final to progress in the program for the following courses: NURS 141, NURS 151, NURS 161, NURS 241, NURS 244, NURS 251, and NURS 256.

##### Academic Warning Procedure

If a student is not passing after the first 2 exams, or at the midpoint of any course, the instructor will notify the student in writing of current points achieved to date, and points needed to be achieved by the end of the quarter in order to pass the course. The student is required to meet with the instructor where an Academic Warning letter will be issued and signed by the student. A copy of the Academic Warning letter will be kept in the student file in the nursing offices. It is possible to fail at the end of the quarter without being notified during the term, if the student was passing until just prior to the completion of the final exam. Students who fail to achieve the 80% passing requirement for the course at the end of the quarter will be dismissed from the program (see Withdrawal and Readmission).

If a student receives two Academic Warning letters during a single quarter, the student must complete a Learning Contract to address his/her plan for improvement of performance. This will occur in a meeting with the instructor and director. A violation of the terms of the Learning Contract may result in dismissal from the program and ineligibility to request readmission.

All courses in the nursing program utilize the following table for computation of course grades:

|  |  |  |  |
| --- | --- | --- | --- |
| 96-100% = 4.0 | 89% = 3.6 | 85% = 3.2 | 81% = 2.8 |
| 94-95% = 3.9 | 88% = 3.5 | 84% = 3.1 | 80% = 2.7 |
| 92-93% = 3.8 | 87% = 3.4 | 83% = 3.0 | 79% = 2.6\*\* |
| 90-91% = 3.7 | 86% = 3.3 | 82% = 2.9 | 78% = 2.5\*\* |

\*\*Note: A minimum passing grade in the nursing program is 80%. Grades below 78% are assigned per the Pierce College Grading System Policy. Grade percentages are not rounded up!

Pierce College posts numeric values on the transcript instead of letter grades. The conversion can be found at: <http://www.pierce.ctc.edu/about/policy/grading>

##### Grade Appeal Procedure

The nursing program complies with the grade appeal process of Pierce College, which can be found at https://www.pierce.ctc.edu/policy-grade-appeal.

**Extra Credit**

**Extra credit will be allowed at the discretion of individual faculty. Extra credit will NOT be applied to the test average or final class score before the student has met the required 75% for tests and 80% for courses. Extra credit will also NOT equate to the same number of points as an entire exam in the course.**

#### Testing Procedures and Expectations

##### Classroom Testing

Each classroom test will have a designated period for completion (1.5 minutes per test item). If a student is tardy, total time granted for completion of the test will be given at the instructor’s discretion.If a student is unable to take a scheduled exam, it is the student’s responsibility to notify the instructor via email and schedule another date to take the exam. If absence is anticipated on a planned exam day, then student must schedule the exam 2-3 days prior to the scheduled exam date. If absence is emergent or unexpected, then the exam needs to be taken within 7 days after the originally scheduled exam date. See [Testing Policy.](#Policy7) If a student establishes a pattern of missing or rescheduling exams, then the instructor may request physician or other proper documentation before rescheduling is allowed. Refusal to provide such documentation will result in a NOW form (see Progressive Guidance).

##### Testing Guidelines

To assure an equitable testing atmosphere the following guidelines are followed:

* Quizzes, tests and exams are assessments of individual knowledge. Collaborating, unless authorized by the instructor, is considered cheating and will be dealt with according to Pierce College policy.
* All student possessions must be left at the front or sides of the room including backpacks, handbags, and cellphones. The nursing program will supply scratch paper or white boards and calculators, if needed.
* The student may not access any educational, test preparation or study materials at any time during the exam.
* The student may not disclose information about the items or answers seen in the examination (this includes posting or discussing questions on the internet or social media websites.)
* The student may not tamper with the computer or use it for any function other than taking the examination.
* The student may not seek help from another party in answering items (in person, text or by email) during your examinations (including any breaks given)
* The student may not engage in any disruptive behavior at any time while testing.

##### Graduation

Once students have successfully completed the program outcomes, as documented in the Pierce College Nursing Program curriculum, they are eligible to graduate from the program. Graduates are strongly encouraged to participate in the Pinning Ceremony and in the general college graduation ceremony. Students MUST submit a “Degree and Diploma Application” by the deadline set by Pierce College in order for their degree to post to their transcripts prior to

being eligible for WA State RN licensure. Information on this process is given to students in the 5th quarter of the program. The nursing program WILL NOT submit this application for students.

##### Academic Withdrawal and Readmission

The student who has been academically unsuccessful during the program, resulting in failure, may reapply one time for readmission. A separate application, essay, and learning contract will be required. An interview with a nursing program panel may occur and the same panel will decide if readmission is approved.

* Students who withdraw in quarters 1-3 are required to return to quarter 1.
* Students who withdraw in quarters 4-6 are required to return to the quarter in which they failed.

##### Personal/Voluntary Withdrawal and Readmission

The student who has been successful during the program but must withdraw from the program for personal reasons (i.e. illness, family emergency) may request to return to the nursing program with the next available cohort. Students may be asked to complete any new admissions criteria required for the incoming cohort, including but not limited to entrance exam minimum scores, updated entrance essay, and/or submission of updated transcripts.

* Students who withdraw in quarters 1-3 are required to return to quarter 1.
* Students who withdraw in quarters 4-6 are required to return to the next quarter that they would have entered prior to withdrawal. .

Students would be required to attend the orientation prior to the start of the program. Any student exiting for medical reasons must submit a letter from his or her medical provider clearing him or her to return to the program.

##### Program Dismissal

Students who have been dismissed from the program for unprofessional or egregious behavior, or failure to follow a plan of progressive guidance or their Behavioral Contract for performance improvement (See [Progressive Guidance Policy](#Policy4)) are not eligible to request readmission or reapply to the program.

##### Grievances

On occasion, students may have concerns about a variety of issues. Following the guidelines listed below will help expedite a resolution:

###### Instructional Concerns

1. A direct discussion with a faculty or staff member with whom the student has a concern is the first step.
2. If a resolution cannot be reached, then discussion with the program director will occur.
3. If a resolution cannot be reached, a meeting can be requested with the Dean of Health & Technology.

###### Non-Instructional Concerns

1. Direct discussion with a faculty or staff member with whom the student has a grievance.
2. If a resolution cannot be reached, then a discussion with the program director will occur.
3. If a resolution cannot be reached, a meeting can be requested with the Dean of Health & Technology.
4. If a resolution cannot be reached, a meeting with Dean of Student Success may be requested.

**Note: The student may request the services of the College Ombudsman during any of these steps.**

Puyallup Ombudsperson

[Joseph Cates-Carney](mailto:jcarney@pierce.ctc.edu)  
Faculty  
253-864-3399

###### Grievance Appeal Process for Program Dismissal:

If a student feels their dismissal is due to a lack of the program’s policies and procedures being conducted equitably, the student may appeal their dismissal to the Nursing Program Director and Dean of Health & Technology in writing within five days of the receipt of the dismissal letter. The Program Director and the Dean of Health & Technology will review if the dismissal was in accordance with program policies and guidelines. The student must include the following information in their appeal:

1. The factors on which the dismissal was based (Why student was dismissed; what behaviors did you fail to do or meet to result in a dismissal from the program).
2. The factors on which the student is making their appeal (Why the student believes they should be re-instated; what policies and procedures the student believes were not followed).

The student will be notified in writing of the outcome of their appeal. The decision rendered by the Dean of Health & Technology in collaboration with the Nursing Program Director and applicable nursing faculty will be considered the final decision.

If the dismissal, or the appealed dismissal, is upheld, it is the student’s responsibility to withdraw from all classes as soon as possible.

Additional information about Pierce college complaint processes can be found at <https://www.pierce.ctc.edu/complaint-process>.

##### Clinical Documentation Requirements

Upon entry to the program, students are required to submit proof of the following

1. A valid **American Heart Association BLS card for Healthcare Provider**.
   * If you need more information about where classes are offered, please contact the nursing program coordinator.
   * This must be renewed every two years.
2. Current immunizations
   * Each student nurse will be given a list of required immunizations during the orientation session prior to beginning the program.
   * Proof of compliance is required before students are eligible to begin the program.
   * A complete immunization record is required for the student clinical passport. Students should keep a personal copy of all immunization records and not request copies from the nursing program office during the program or after graduation.
   * Updated proof of current immunizations is required yearly.
3. Background Check
   * All students are required to complete a background check annually. At the discretion of the Nursing Program Director a current background check may be requested at any time. Any student with new ‘pending charges’ must disclose this information to the Director within five business days. Depending of the severity of the finding, outcomes of background checks may exclude a student from clinical placement and dismissal from the program.
4. Release of Information
   * Students must complete a **Consent for Release of Information** (Appendix G) to allow the program to submit required clinical onboarding documents and information to the clinical partners for the purpose of health screening and security clearance. Information that will be released includes, but is not limited to: immunization status, background check results, personal demographic and contact information, and proof of training completion compliance (i.e. CPR).

*NOTE: Any “Passport” item that expires during a quarter, must be renewed prior to the start of the quarter to be eligible to attend clinical. This includes CPR, TB skin testing, background checks and flu vaccinations.*

###### Clinical Documentation Submission Process

1. Students will be given a deadline for submission of requirements. Failure to turn in required documents by the deadline will result in a Notice of Warning on the student’s file, potentially the inability to register for classes and a delay or denial of access to a clinical site. Students who are unable to access a clinical site will be unable to meet clinical course objectives and, therefore, place their academic success in jeopardy.
2. Pierce College Nursing Program will be utilizing an outside vendor for tracking of clinical compliance documents.
3. The Pierce College Nursing Program belongs to the Clinical Placements Northwest (CPNW) Nursing Consortium, an organizing body in the Pacific Northwest for clinical placement assignments for all colleges and hospitals in the area. Students will be required to initiate and access an account on the CPNW website to complete several required learning modules prior to entry into the program and as needed/updated throughout the program. Detailed information on creating and accessing this account will be available on the Nursing Student Workspace.
4. Clinical health requirements and documentation may change at any time based upon new requirements from the clinical partners and agencies. Students will be notified of the changes and given a deadline for submission of the new requirement. Failure to complete the new requirement by the deadline will result in a Notice of Warning and possible removal from the clinical site rotation.

## Clinical Guidelines

**Medication Administration:** The administration of medications in a patient care setting is a fundamental role of the Registered Nurse. The Pierce College Nursing Program is committed to the education of its students to safely and properly administer medications in the clinical practice setting.

Students are instructed throughout the program on the following principles of medication administration:

1. Correct methods for patient identification
2. “5 rights of medication administration”
   1. Right patient
   2. Right medication
   3. Right dose
   4. Right route
   5. Right time
3. Awareness of contraindications for the medication
4. Verification of allergies
5. Monitoring for response to medication, including side-effects
6. Proper procedure for administration and wasting of controlled substances
7. Interpretation and proper use of abbreviations used in medication orders
8. Safe use of Automated Drug Distribution Devices (ADDDs)
   1. Prior to the first medication pass in the clinical environment, students will complete an online tutorial for use of the Pyxis ADDD (ADDD located in our skills lab and common product in the clinical environment).
   2. Under supervision by a lab instructor, students will practice accessing Pyxis utilizing standard procedures, including entering a passcode, use of fingerprint ID, and correct removal of medication following standard double checks.
   3. In the clinical setting, students who have been provided access for use of an ADDD by the agency will be instructed to follow agency policies and procedures during orientation.
   4. Access to an ADDD in the clinical setting will occur only under supervision of an agency nurse or clinical instructor.
9. In the event of a medication error, a near miss involving medication administration, or an alleged drug diversion by a student nurse, the policy on “Reporting Clinical Errors, Near Misses, and Just Culture” will be followed. See [Clinical Error and Near Miss Reporting Policy](#Policy8).

**Reporting Clinical Errors, Near Misses, and Just Culture:** The Pierce College Nursing Program is committed to safe patient care. Students in the clinical setting are required to report any errors in care or omission of care that result in patient harm, an undue risk of harm, or diversion of substances as described in WAC-246-840-513. Faculty must report such events to the nursing program director for completion of required reporting to the WA Nursing Care Quality Assurance Commission with 48 hours of the event.

In addition, any event deemed a “near miss” should be reported to the nursing program director for required tracking of instances where patient harm was avoided, but had potential for occurring. This type of situation is considered one where faculty or other parties reviewed the circumstance and intervened before any impact was made on patient care. See [Clinical Error and Near Miss Reporting Policy.](#Policy8)

### Policy #1 - Dress Code

##### Policy Purpose:

This policy ensures proper communication about the uniform, expectations for the presentation of the uniform and to inform students that the uniform must be worn during the skills lab, in clinical areas, including Simulation, or for special events as designated by the Director, and/or faculty.

##### Policy:

1. Uniforms are to be clean, pressed, and in good repair at all times. Pant legs must not touch the floor in accordance with infection control standards.
2. Uniforms should not be worn outside the lab or clinical area (i.e. to a place of employment, to the grocery store, while shopping, etc.).
3. Students will be provided a program patch that will be placed on the upper third of the right sleeve of the uniform top. The patch may be placed on the front or right upper sleeve of a lab coat.
4. Shoes are to be white, gray, or black leather with non-marking heels. No open-heeled clogs, “Crocs”, canvas tennis shoes, high tops, boots, or shoes with open toes or heels are permitted. Shoes and laces must be clean and in good repair at all times.
5. A wristwatch with a sweep second hand and a stethoscope are all required parts of your uniform.
6. The Pierce College Puyallup-issued I.D. badge must be worn and visible at all times while the student is in uniform.
7. Undergarments should be conservative and non-revealing in anticipation of changing clothes in a public dressing room in the clinical setting. Furthermore, undergarments should not be visible when bending, squatting, sitting, etc. while performing patient care.
8. Hair longer than shoulder length must be tied back away from the face in lab and clinical settings.
9. Tattoos should be covered unless doing so interferes with infection control standards.
10. Facial piercings must be removed (other than single ear piercings) for the clinical setting.
11. Earrings must be non-dangling in lab and clinical settings.
12. Students should maintain personal hygiene according to industry standards including keeping beards/mustaches trimmed conventionally and clean; use of proper body deodorant; no use of perfumes or strong smelling lotions or hairspray.
13. Hair color should be kept natural and haircut styles should be conventional/professional in nature (i.e. no “mohawks”, shaved designs, etc…)
14. Fingernails should be kept trimmed (1/4 inch beyond fingertip) and clean. Acrylic/false nails are not permitted in the clinical setting. Nail polish is not permitted, other than clear in the clinical setting.
15. Students who smoke should not do so while in uniform as the odor clings to fabric and may cause some patients ill effects.
16. **Dress Code for Western State Hospital and New Hope**: Business casual or casual-no tight or low-cut tops-no T-shirts. NO JEANS!! Maintain professional appearance.

***Violations of this policy will result in the student being sent home, with the opportunity to return to clinical with the appropriate uniform and a NOW form as outlined in the progressive guidance policy.***

### Policy #2 - Social Media

##### Policy Purpose:

In accordance with industry and profession standards, the Pierce College Nursing Program recognizes the need to adopt policy in regards to student use of social media and social networking. This policy covers social media internet sites (Facebook, Twitter, TikTok, Instagram, LinkedIn, YouTube, blogs, and any other similar sites active now or in the future) as well as the use of personal electronic devices (smartphones, iPads, tablets, etc.). The following policy and contract was created in accordance with the National Council of State Boards of Nursing (NCSBN) guidelines for the use of social media for nurses (National Council of State Boards of Nursing [NCSBN], 2012).

* To assist students and faculty to have a mutual understanding of the proper use of social media as a professional nurse by providing guidelines, established standards and expectations of behavior.
* To protect the privacy of all patients cared for by Pierce College Nursing students.
* To protect the integrity and respect of fellow students, nursing faculty, and Pierce College.
* This policy is not intended to interfere with the individual rights of a student or faculty member as protected by law.

##### Policy

* Pierce College Nursing Program students will be required to sign a **Contract for the Use of Social Media** (Appendix H) upon admission to the program.
* Terms of the contract include:
  + Acknowledgement of training and introduction to patient privacy/HIPAA.
  + Agreement to comply with local agency, state, and federal requirements concerning patient confidentiality and privacy per HIPAA rules when communicating to peers, friends, family, or the public via social media outlets.
  + Understanding a violation of such rules will result in being prohibited from returning to clinical sites, and will impact the ability to complete degree requirements.
  + Understanding the use of personal mobile devices to take photographs of patients or any part of their medical record, with or without patient identifiers, is a violation of patient privacy.
  + Taking and posting photographs of anyone without their permission is prohibited.
* As potential future nurses, students acknowledge agreement with the following guidelines for nurses using social media as recommended by the NCSBN, 2012:
* Students must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
* Students must not transmit, by way of any electronic media, any patient-related information or image that is reasonably anticipated to violate patient rights to confidentiality or privacy or to otherwise degrade or embarrass the patient.
* Students must not share, post, or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.
* Students must not identify patients by name, or post or publish information that may lead to identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
* Students must not refer to patients, patient’s family, other nurses, other students, faculty or healthcare facility in a disparaging manner, even if they are not identified.
* Students must not take photos or videos of patients on personal devices, including mobile devices.
* Students must maintain professional boundaries in the use of electronic media and comply with the healthcare facilities policy regarding electronic devices.
* Students must consult healthcare facility policies or an appropriate leader within the organization for guidance regarding work-related postings.
* Students must promptly report any identified breach of confidentiality or privacy to their instructor.
* Students must be aware of and comply with healthcare facilities policies regarding use of employer-owned computers, cameras, and other electronic devices and use of personal devices in the workplace.
* Students must not make disparaging remarks about employers or coworkers.
  + Understanding that, as students, disparaging remarks regarding fellow students, the nursing program faculty, Pierce College, or any clinical agency will be considered a violation of the social media contract.
* Students understand and agree that inappropriate postings on social media sites will be reported to the nursing program director and/or the instructor. Inappropriate postings include but are not limited to:
  + Electronic files of copyrighted material
  + Photocopies or scanned copyrighted material
  + Photographs posted without permission
  + Attempts to conduct negative conversations or chats regarding courses, faculty, staff or the program.
  + Copying and pasting conversations including emails from a third person without their permission.
  + Posting of or links to instructor quizzes, tests or exams.

If requested, students must allow instructors access to social media sites. It is each student’s responsibility to not only maintain appropriate social media behavior but to help others maintain appropriate social media behavior.

***Failure to uphold this policy will result in a dismissal from the program.***

### Policy #3 - Student Nurse Physical and Psychological Policy

###### **Policy Purpose:**

Students are expected to meet certain physical and psychological standards in order to demonstrate ability to perform the varied duties of a nurse.

###### **Policy:**

All enrolled students in the Pierce College Nursing Program must be capable of meeting the following criteria to ensure graduates can perform safe and effective patient care:

1. Assignment and delivery of direct patient care, including assessment, planning, performing interventions, and teaching patients and families.
2. Effective communication and customer service skills with patience and tactfulness are needed. Other aspects of direct patient care are administering medications safely, performing sterile technique, reviewing a patient’s chart, implementing provider’s orders, responding to emergencies, and addressing psychosocial and spiritual concerns of the patient. The student also assists with patient positioning, transferring, ambulation, and activities of daily living.
3. Equipment Usage: Students must be able to correctly and safely utilize medical supplies and equipment such as, but not limited to stethoscopes, blood pressure cuffs, IV tubing and pumps, portable monitoring devices, needles, clamps, scissors, syringes, hospital beds, wheelchairs, and lifts.
4. Physical Abilities: Students must be able to physically stand and/or walk for approximately 80% of a clinical shift; able to support patient weight up to 150 pounds; carry/lift supplies up to 40 pounds; able to reach over shoulders; able to push/pull medical equipment; able to move about the facility freely; manual dexterity to execute detailed procedures; visual acuity for patient assessment and care and required use of computer technology and alarms; auditory acuity for patient assessment and communication and recognize alarms; able to bend, stoop, kneel, squat, and lift to perform patient care; use of speech, reading, and writing for communication with patients, families, faculty, and other health care providers; use of all senses to gather assessment information about a patient.
5. Psychological considerations: Students will encounter very busy and sometimes difficult patient experiences and situations. Students should be able to track and manage multiple activities at one time, while maintaining a level of conscious alertness and engagement to ensure patient safety. Students must be able to demonstrate stability of emotions and flexibility in stressful direct patient care situations and be alert when further assistance is required. Students may interact with persons whose appearance,

beliefs, condition, behaviors, and values are different from their own, and be prepared to provide nursing care services regardless of a patient’s race, age, gender, sexual orientation, ethnicity, or religious preference. Students are not required to participate in a procedure that violates their personal values or beliefs, but are not precluded from caring for a patient before or after such a procedure.

By signing the **Student Handbook Contract Agreement (Appendix I)** prior to entry, students self-attest to their ability to meet the above physical and psychological expectations of the program. If a student develops a physical or psychological condition affecting one of these requirements while in the program, they must self-assess and report this to the Nursing Program Director before continuing in the lab or clinical environment experiences. A lab or clinical instructor who notes a student is not capable of performing the physical or psychological expectations may remove the student from the environment for safety reasons until a determination is made regarding student return. This determination can be provided by:

* A letter from a qualified provider stating the student again meets the physical and psychological expectations and/or details minor accommodations the student should utilize in the clinical environment that do not affect safe patient care or the fundamentals of the student nurse role.
* An assessment by the faculty and/or director that the minor illness/injury is resolved and/or minor/temporary accommodations can be made that do not affect safe patient care or the fundamentals of the student nurse role.

### Policy #4 – Progressive Guidance Policy

##### Policy Purpose:

The purpose of this policy is to fall in line with industry standards around a progressive guidance policy that is outlined and clear with regards to the behaviors that are inappropriate for the professional nurse.

##### Policy:

The following are the steps of progressive guidance for *unprofessional behaviors* as outlined above for students in the nursing program.

###### Step 1:

If an instructor identifies a student who is performing in an unacceptable manner, the instructor will meet with the student to discuss the behavior or deficiency. In addition, a **Notice of Warning (NOW): Step 1 – Progressive Guidance Form** (Appendix A) will be issued, signed by the student and faculty and given to the Nursing Program Director to be placed in the student’s academic file. The intent of the Notice of Warning is to document and address student behaviors that could jeopardize patient safety or are areas where the student has demonstrated lack of professionalism.

###### Step 2:

If the student fails to meet the standard of behavior or performance as outlined in the **NOW:** **Step 1** or receives a **NOW: Step 1** notice for any other behavior or performance standard during the remainder of the program, a **Letter of Warning** (Appendix B) will be issued. The student will meet with the Faculty member issuing the Letter of Warning and the Nursing Program Director. The student may have a person of their choosing attend the meeting.

###### Step 3:

Failure of the student to correct the behavior as outlined in the first Letter of Warning, may result in a second Letter of Warning. If a student receives a second Letter of Warning for any reason throughout the remainder of the program, he/she must complete a **Behavioral Contract** (Appendix C). The student will meet with the Faculty member issuing the Behavioral Contract and the Nursing Program Director. The student may have a person of their choosing attend the meeting.

###### Step 4:

Failure to abide by the Behavioral Contract or repeated violations of professional behavior guidelines may be grounds for **dismissal** from the nursing program, as determined by a vote of the faculty. The student will be asked to attend a meeting with faculty and program director to discuss alleged violation. They may have a person of their choosing attend the meeting. If dismissed from the program for professional behavior reasons, the student is not eligible to apply for readmission to the program.

**Immediate Program Dismissal:**

Some behaviors are so egregious to warrant immediate dismissal from the classroom or clinical site and may result in dismissal from the program. If dismissed from the program, the student may not reapply for admission. The list of egregious behaviors includes but is not limited to:

1. Failure to maintain safe care.
2. Inappropriate activity between student, staff, faculty, patient or patient family.
3. Theft
4. Patient abuse
5. Student statements and/or actions demonstrating the potential to cause harm to self or others.
6. Unprofessional behaviors.
7. Disrespectful (unprofessional) behavior toward faculty, fellow students, or staff in any industry or academic area.
8. Academic integrity violations
9. Failure to follow the other policies in the Student Handbook for the Nursing Department.

### Policy #5 – Pregnancy Policy

###### **Policy Purpose:**

The intent of the policy is to protect the unborn child, not to prohibit the practice of nursing by the student.

###### **Policy:**

**Pregnancy Disclosure Policy:** A student in the Nursing Program who has reason to believe she may be pregnant has the option of voluntary disclosure using the form in ***Appendix N*** to the Nursing Program Director or designee. Such voluntary information is helpful to limit the occupational hazard exposures to the developing fetus.

Upon voluntary formal notification of pregnancy, the Program Director or designee will advise the student of her option to take a leave of absence or remain in the program with modifications as identified at the time of notification. The student will be asked to sign a statement indicating that she has received counseling and was advised on any necessary precautions required during the course of pregnancy.

Students who have disclosed they are pregnant will not be asked to participate in known occupational hazards for pregnant women. They will be asked to present an “accommodation form” to each clinical instructor. NOTE: not all hazards are known.

**Faculty Guidelines:**

1. Faculty will receive an accommodation form, if necessary, from the student upon entry to into the clinical setting if the student has formally disclosed pregnancy status.
2. If faculty is informally notified by the student, they will refer the student to the Program Director or Designee.
3. Faculty will make accommodations to the pregnant student taking into consideration known hazards listed below. If the faculty has questions about what accommodations to makes, they are to consult with the Director.

**Program Dismissal and Re-entry:** Under Title IX, federal law prohibits students from being dismissed from the nursing program because of a pregnancy related illness. Students that must drop from the program will be allowed reentry the next available cohort as applicable if they desire to return to complete their degree. The student must give proper notice (at least one quarter in advance) in writing to the Program Director of intent to return.

**Known Hazards**

1. Infectious Disease
   1. Strongly advised to get applicable immunizations (Hep B, Influenza, MMR, Varicella)
   2. Consistent adherence to universal precautions
   3. Minimize work to home contaminations (change out of clinical cloths before entering home, laundering and storing clinical and non-clinical clothing separately
   4. May modify clinical setting to reduce exposure depending on immunity or stage of pregnancy
   5. High alert infectious diseases; CMV, Parvovirus B19, influenza
2. Pharmaceutical agents
   1. There are specific drugs that have been identified as impacting the reproductive and fetal development. Pregnant students in the clinical setting will not be required to administer the following agents:
      1. Antineoplastic
      2. Aerosolized agents such as pentamidine and ribavirin
      3. Waste anesthetic gases (in operating rooms, recovery rooms, and post anesthetic care units.
   2. Organic solvents- many are teratogenic and embryotoxic
      1. Examples: acetone, benzene chloroform, ethanol, methanol, formaldehyde, gasoline, and industrial glues
      2. To limit exposure: wear solvents resistant gloves and protective clothing.
3. Ionizing radiation - Radiology, nuclear medicine, positron emission tomography (PET) gamma ray cancer therapy and cardiac catheterization all emit ionizing radiation.
   1. Pregnant students are to be removed from clinical situations that are known to be expose them to ionizing radiation

### Policy #6 – Attendance and Tardy Policy

###### **Policy Purpose:**

The purpose of the absence and tardy policy is to ensure quality education for all students. Because of the large volume of material covered each day and because clinical laboratory experience validates learning objectives, it is extremely important that absences and tardiness be kept at an absolute minimum.

###### **Policy:**

Attendance and punctuality are considered important professional responsibilities both in the classroom and in the clinical laboratory; therefore, 100% attendance is expected for all classes, clinical rotations, simulations and lab sessions. Promptness includes reporting early enough to be ready to begin activities or patient care at the beginning of the class.

Classroom Attendance Expectations

100% attendance is expected in the classroom setting. Absences jeopardize the student’s ability to be successful in the program. If an absence occurs, the student must obtain the missed material from another student. The instructor is not responsible for remediating students due to an absence. Instructors may award points for attendance.

Clinical Attendance Expectations

If a student must miss a clinical shift, they must notify their clinical instructor a minimum of one hour before their shift begins. Make-up clinical days are not available and therefore, any missed clinical day **jeopardizes the ability of the instructor to evaluate the student achievement of clinical outcomes and your ability to get the number of clinical hours needed to graduate with a nursing degree per WAC 246-840-531**. After one clinical absence in a school year, the student will be given a NOW Form as a Step 1 Progressive Guidance. Please see Progressive Guidance Policy for additional details.

Per WAC 246-840-534, simulation can count as a clinical experience. However, a simulation make-up experience would need to be planned ahead of time and may not be available on a regular basis, as it will depend on faculty availability.

Illness

When a student receives an injury or becomes acutely ill in the clinical setting, the instructor or designated responsible party shall be notified. A determination shall be made if the student is in need of urgent care, emergency care, primary care provider appointment, or simply sent home for the remainder of the shift.

Absence due to medical emergency

If a student has missed more than 1 lab or clinical day in a quarter because of serious illness, hospitalization or medical emergency the student will need to present a note from their physician to the Program Director in order to return to lab or clinical. This is to ensure the student is safe to resume lab and clinical attendance.

Children or Visitors in Class:

Under **NO** circumstances are children or visitors to accompany you to class, skills laboratory, clinical, or scheduled conferences with instructors.

### Policy #7 – Testing Policies

##### Policy Purpose:

The purpose of this policy is two-fold:

* 1. To give students the opportunity to spend some time thinking and decompressing after taking the exam
  2. their
  3. To give faculty the opportunity to review the exam and to review statistics.

##### Policy

1. **24-Hour rule following quiz or exam:** Students must refrain from contacting an instructor immediately after an exam or quiz with questions about the exam content, items, or results. Instructors must be given 24 hours following an exam or quiz to review the results and enter scores. Thus, there will be no discussion of exam items between students and faculty on the day the exam.
2. Challenges to the answer on an exam must be presented to the instructor in person or via email no sooner than 24 hours following the exam/quiz. Students will be required to provide documentation from the course materials that supports their chosen answer.

### Policy #8 – Clinical Error and Near Miss Reporting Policy

##### Policy Purpose:

The purpose of this policy and procedure is to offer a climate of “just culture” in the event of errors that assists students and faculty to review all levels of care, determine possible cause, and identify any systematic issues or contributing factors. These are issues which could be addressed to work towards change to reduce or eliminate future patient safety errors.

*Examples of errors or near misses include, but are not limited to: medication errors (i.e. any violation of 7 rights of medication administration), mis-communications (i.e. failure to communicate necessary information, shift reporting errors), documentation errors (i.e. wrong chart, wrong information), and/or treatment errors (i.e. wrong site, wrong treatment applied, wrong patient).*

Policy **In the event of actual patient harm or an error that actually reached the patient, the following steps shall be taken:**

1. Attend to patient’s immediate needs including reporting situation to patient’s primary nurse and medical provider.
2. Complete facility incident report and documentation as required.
3. Report the error to the clinical instructor within 2 hours of the error.
4. Report the error to the nursing program director within 48 hours.
5. Student meets with clinical instructor to review the error and complete the nursing program Clinical Incident Analysis (CIA) form (Appendix J).
6. Faculty determines remediation process as indicated by the Clinical Incident Tool for Evaluation (CITE) (Appendix K).
7. Faculty & student complete the Clinical Incident Support (CIS) form (Appendix L) plan if indicated.

**In the event of a “near miss” event that clinical faculty have determined to be cause for patient safety concern, the following steps shall be taken:**

1. Report the situation to the clinical instructor within 2 hours of the near miss.
2. Report the situation to the nursing program director within 48 hours.
3. Student completes the nursing program Clinical Incident Analysis (CIA) form
4. Faculty completes the Clinical Incident Tool for Evaluation (CITE).
5. Faculty & student complete the Clinical Incident Support (CIS) plan if indicated.

### Policy #9 – Drug and Alcohol Policy

##### Policy Purpose

The purpose of this policy is to ensure the safety of students and patients in every learning setting that Pierce College Nursing Program provides.

##### Policy

1. If an incident occurs and there is probable cause and/or reasonable suspicion to believe that the student is under the influence of alcohol and/or drugs while in the classroom or clinical setting, another drug and/or alcohol screening may be conducted.
   * Refusal to be tested may be grounds for dismissal from the program.
     + The student dismissed from the program for drug or alcohol use, or for refusal to take a for-cause drug or alcohol test may not reapply for admission to the program unless he/she has successfully completed a drug/alcohol rehabilitation program. This admission is subject to placement by a clinical agency.
2. Students with verified positive test results for alcohol, any illegal drug or the abuse of prescribed or over-the-counter medication or mind altering substances will be given reasonable opportunity to challenge or explain the results. Where results are confirmed and no medical justification exists, students will not be allowed to participate in clinical activities, thus they may not meet the clinical objectives required for successful completion of the nursing program.
3. If a student, who has been readmitted into the nursing program after successfully completing a rehabilitation program, fails a subsequent drug or alcohol test, the student will be dropped from the program and will be disqualified for readmission.
4. All information regarding drug and alcohol testing and resulting actions (i.e., rehabilitation, dismissal) will be kept confidential and maintained by the Nursing Program Director.

### Policy #10 – Medical Release Policy

##### Policy Purpose

The purpose of this policy is to ensure the safety of students and patients in every learning setting that Pierce College Nursing Program provides.

##### Policy

1. While in the program, any student that must undergo a medical procedure, surgery, or childbirth, will be required to obtain a written doctor’s release in order to return to lecture/lab/sim/clinical.
2. The medical release will verify that the student is able to meet requirements for lecture/lab/sim/clinical and list any accommodations or limitations needed.
3. The student must submit the medical release form (see Appendix O) to the nursing program director prior to returning to lecture/lab/sim/clinical. This must be returned no later than 48 hours prior to returning.
4. Failure to submit a medical release form will result in student not being allowed to attend lecture/lab/sim/clinical and may jeopardize their position in the nursing program.

##### Appendix A

### Notice of Warning (NOW form) – Progressive Guidance, Step 1

|  |  |
| --- | --- |
| Student: | Date: |
| Course: | Faculty: |
| Brief Description of the Problem/Situation: | |
| **Nature of the Problem- Specify** | **Supporting Evidence & Handbook Reference** |
| Attendance   * Excessive Tardiness (more than 3 in a class per quarter) * Absent without 1 hour notice * Clinical Absence (after 1st absence in school year) * Other Absenteeism issue |  |
| Unsafe Practice- Clinical, Lab, or Simulation environment   * Unprofessional communication with instructor, nurse, or patient * No evidence of preparation for patient care * Other: |  |
| Other: Such as, but not limited to refusal to meet with faculty regarding midterm warning, failed exam, or professional misconduct |  |
| **OPTIONAL** | |
| **Recommendations for Improvement:**   * Improve academic or clinical preparation * Life style changes * Reduce work hours * Communication skills work (written/verbal/non-verbal) * Other: | |
| **Support Referrals:**   * Campus support/student services * Writing center * Peer support/study group * Disability/access services * Program/course Faculty * Other: | |
| **MANDATORY** | |
| **Mandatory Remediation (as determined by instructor):**   * No further absences or late arrivals * Meet with faculty or director on regular basis until success achieved in course * No further episodes of lack of preparation * Other specific requirements: | |
| What is necessary to progress in the course/program? (skill to be passed, simulation repeat, points needed in course): | |
| **Student is responsible to complete any mandatory remediation items by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date)**  **Failure to do so will result in a Letter of Warning (LOW: Step 2- Progressive Guidance)** | |
| **Student Comments:** | |

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Director Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Outcome:**   * Passed Course * Failed Course * Letter of Warning issued (LOW: Step 2- Progressive Guidance) * Second Letter or Warning issued & Learning Contract Issued (Step 3 – Progressive Guidance) * Withdrew from Course/program |

Appendix B

### Letter of Warning (LOW Form) – Progressive Guidance, Step 2

To facilitate student success, this form documents the student’s lack of demonstration of professional behavior that places the student in jeopardy of not being successful in the Pierce College nursing program.

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nursing Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the situation(s) that led to this warning.

Describe the expected level of achievement and document what must be achieved to successfully demonstrate professional student nurse behavior:

Reference Nursing Student Handbook:

Student Response:

Remediation and Time Frame:

Give one copy of this document to the student, and place a copy in the student’s file.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor/Faculty Signature Student Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Director Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

Appendix C

### Student Behavioral Contract – Progressive Guidance, Step 3

**Student Name:**

**Telephone:** **E-mail:**

**Nursing Instructor:**

**Nursing Course:** **Date**:

**Initial Meeting Attendees:**

**Issue: O** **Professional Behavior**

**Copies: O Student O Director O Instructor O Student File**

**Initial Meeting Issues/Concerns**

**Situation**

|  |
| --- |
|  |

**Contributing Factors**

|  |
| --- |
|  |

**Short-Term Goals (i.e. “within 3 weeks”)**

|  |
| --- |
|  |

**Long-Term Goals (i.e. “by end of current quarter”)**

|  |
| --- |
|  |

**Plan of Action (including follow-up date)**

|  |
| --- |
|  |

**Departmental Supportive Measures**

|  |
| --- |
|  |

**Referrals**

|  |
| --- |
|  |

**\_\_\_\_\_\_\_\_\_I agree to abide by the plan of action outlined on this document and work towards my stated goals. I understand a violation of these terms, or another warning for either unprofessional behavior or academic performance may result in dismissal from the nursing program.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Printed Name Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature**

**Evaluation of Resolution (completed by Nursing Program Director)**

|  |
| --- |
|  |

**Faculty Signature Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Director Signature Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Appendix D

### Student Learning Contract – Academic or Readmission

**Student Name:**

**Telephone:** **E-mail:**

**Nursing Instructor:**

**Nursing Course:** **Date**:

**Initial Meeting Attendees:**

**Copies: O Student O Director O Instructor O Student File**

**Initial Meeting Issues/Concerns**

**Situation**

|  |
| --- |
|  |

**Contributing Factors**

|  |
| --- |
|  |

**Short-Term Goals (i.e. “within 3 weeks”)**

|  |
| --- |
|  |

**Long-Term Goals (i.e. “by end of current quarter”)**

|  |
| --- |
|  |

**Plan of Action (including follow-up date)**

|  |
| --- |
|  |

**Departmental Supportive Measures**

|  |
| --- |
|  |

**Resources or Referrals**

|  |
| --- |
|  |

**\_\_\_\_\_\_\_\_\_I agree to abide by the plan of action outlined on this document and work towards my stated goals. I understand a violation of these terms, or another warning for either unprofessional behavior or academic performance may result in dismissal from the nursing program.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Printed Name Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature**

**Evaluation of Resolution (completed by Nursing Program Director)**

|  |
| --- |
|  |

**Faculty Signature Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Director Signature Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Appendix E

### Sample of Letter for Reference Request

Name/Signature

[Street Address]

[City, ST ZIP Code]

[Date]

[Recipient Name]

[Title]

[School Name]

[Street Address]

[City, ST ZIP Code]

Dear [Recipient Name]:

I have applied for an entry-level position (or for entry into BSN program) as a [job title] at (Company/Hospital/School Name) and am in need of a recommendation. I would be honored if you would write one for me. Your course, [Class Title], was one of my favorite classes in college…why??

I have enclosed copies of my resume and transcripts for your review. You will see that I am graduating with a [grade point average] GPA, and that I have been inducted into a number of honor societies that reward excellence in the areas of [description of areas of excellence]. Along with these honors, I also have experience in [areas of experience] from my summer internship at [Company Name]. (Put information in this paragraph that give an idea of your achievements to date and goals for the future…include WHY you want to go to that school, or work at that facility)

If you feel that you are familiar enough with my education and skills to write a recommendation for me, please contact me by phone at [phone number] or by email at [email address]. I will send you a stamped, self-addressed envelope in which to send your recommendation. (OR- include the form to be completed, along with WHO to address it to, and an envelope addressed to where it should be mailed).

Whatever your decision, please accept my sincere thanks for your time and consideration of my request.

Sincerely,

Name/Signature

Appendix F

### Pierce College Nursing Simulation & Skills Laboratory Confidentiality Agreement and Consent to Video

During your participation in a simulated clinical experiences (SCE) at Pierce College you will be both an active participant and an observer. The objective of the SCE program is to educate pre-licensed practitioners to better assess and improve their performance in evolving health care and crisis situations. The SCE is designed to challenge healthcare professional’s response and judgment in a stressful environment.

You will be discussing the scenarios during debriefing, but we emphasize that events of the simulation are not to be shared with other student groups. In order to maintain optimal experiences for the other learners that will be following you in the simulation center, you are to maintain strict confidentiality regarding the specific scenarios as well as what happened during the simulation experience. A breach of confidentiality may result in a Letter of Warning in accordance with the Student Handbook section on Professional Behaviors of the Pierce College Nursing Program.

By signing this agreement, you agree to maintain strict confidentiality regarding both yours and others performance, whether in real time, on video or otherwise communicated to you. Failure to maintain confidentiality may result in unwarranted and unfair defamation of character of the participants.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I agree to maintain strict confidentiality about the details of the scenarios, participants, and performance of any participants.

I authorize Pierce College staff to use the video recording(s) for purposes including, but not limited to: debriefing, faculty review, educational, research, public relations, advertisement, promotional, and/or fund raising activities.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature

Appendix G

### Consent for Release of Information

As a student in the Pierce College Nursing Program, I acknowledge the need for my personal demographic, training compliance, and health information to be shared with clinical health partners (i.e. hospitals, long term care facilities, volunteer/community organizations, hospice, clinics, or any other organization where I may be assigned to for clinical experiences). Information shared is for the purpose of clinical onboarding, security clearances, badging, and health screening.

Documentation and information shared may include, but is not limited to: demographic and contact information, prior work history, background check results, drug screen results, immunization status, titer results, TB testing results, compliance with required training (HIPAA, CPR, etc…), or any other requirement added to the clinical agencies’ lists of mandatory onboarding materials.

I verify I have had an opportunity to ask questions regarding the process outlined above.

My signature below indicates I have read and understood the Clinical Documentation Requirements of the Pierce College Nursing Program Student Handbook and that the Nursing Program has my explicit permission to submit my personal demographic, training compliance, and health information to clinical health partners for clinical onboarding purposes.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Witness Printed Name Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Witness Signature

Appendix H-I

### Handbook Attestation and Social Media Attestation

Attestation of Having Read, Understand and Agree to Abide by Pierce College Nursing Program Handbook

\_\_\_\_\_\_\_ I have read the Pierce College Associate Degree in Nursing Student Handbook. I understand the policies and have been given an opportunity to ask questions. I understand it is my responsibility to be aware of the policies and understand I am responsible for policy updates. I agree to abide by the policies of the Nursing Department, as well as Pierce College.

\_\_\_\_\_\_\_ I self-attest to meeting the **Student Nurse Physical and Psychological Expectations** as detailed in [policy #3](#Policy3).

\_\_\_\_\_\_\_ I further understand that there may be some clinical assignments on evening and weekend shifts including Friday evenings, Saturdays, and Sundays, and I have made appropriate family and child care arrangements so that I can participate in these activities.

Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Pierce College Nursing Program - Contract for the Use of Social Media**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, a student of the Pierce College Nursing Program of Puyallup, WA, in exchange for the educational opportunities offered to me, acknowledge understanding of the terms and receipt of a copy of the Social Media Policy. I agree to comply by the guidelines for the use of social media as outlined in the policy. I understand that if I choose to participate in social media during my time as a student in the Pierce College Nursing Program, I do so in full recognition of the possible consequences in the event of a violation, whether intentional or unintentional, including but not limited to dismissal from the program. I understand that I may anonymously report any suspected violation of a classmate or faculty member in order to fulfill the expectation of reporting breaches of confidentiality or privacy.

Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix J

### CLINICAL INCIDENT ANALYSIS (CIA) FORM – PIERCE COLLEGE

*The purpose of this form is to provide a method of investigation of an error, undesirable outcome/adverse event, or near miss in the clinical setting. This analysis will assist in identifying details of the situation and contributing factors. Please complete the form to the best of your ability and review with your instructor. The instructor will forward a copy to the Nursing Program Director.*

1. **Information about the event**

|  |  |
| --- | --- |
| **Your Name** |  |
| **Nursing Instructor** |  |
| **Date of Report** |  |
| **Date of Incident** |  |
| **Location of Incident** |  |
| **Did the error or near miss involve a medication?** |  |
| **What are the names of other people who were involved in the incident?** |  |
| **Who did you notify about the incident?** |  |

1. **Description of the Error or Near Miss**

Briefly describe the events surrounding the Error or Near Miss. Provide as much detail as possible without any patient identifiers. Keep to the facts of the situation, including dates and times if known. If the incident is related to a medication, include the name of the medication, ordered dose, time due, and route.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Contributing Factors (cause and effect)**

In the problem statement box below, enter a brief summary of the event or near miss. In the other boxes, identify factors in those categories that you feel contributed to the situation (not all categories may apply).

**Problem Statement**

**Process/Procedure**

**Environment**

**People**

**Other**

**Supplies/Equipment**

**Policy**

Appendix K

### CLINICAL INCIDENT TOOL for EVALUATION (CITE) - PIERCE COLLEGE

To be completed by faculty following a clinical incident or near miss event for determination of necessary action plan.

Instructor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date of event: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 1: Review of student behavior surrounding incident**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Human error/mistake (systems error or lapse in performance)** | **At Risk Behavior**  **(unintentional risk taking, risk was mistakenly justified or not known at the time of behavior)** | | **Reckless/Careless Behavior**  **(intentional, excessive risk taking, conscious choice to disregard known expected behavior)** | **Score** |
| **Criteria** | **1** | **2** | **3** | **4** |  |
| **Prior incidents on file** | No previous incidents or errors on file. No evidence of past reckless behavior. | One prior incident of at risk behavior, not similar to current situation. | Prior counsel for similar at risk behavior or error. | 2 or more previously documented incidents of similar nature |  |
| **Program level expectations** | Practiced to level of education. Had knowledge and ability to perform task. | Practiced beyond current level of skill and knowledge due to pressure or perceived pressure from qualified supervising nurse. | Practiced beyond current level of skill and knowledge without direct supervision of nurse. Not aware of educational boundaries. | Evidence of intentional practice above level of current status in the program, knowledge, and skills training. |  |
| **Adherence to nursing practice standard, policy, or provider order** | Unintentional deviation from policy –OR- no policy/standard/provider order available. | Policy or standard was not followed due to cultural norm, common for staff to deviate from policy, or order was misinterpreted. | Policy, standard, or provider order was in place but student perceived need to deviate for expectations of staff, patient, or faculty. Student failed to clarify expectations or utilize other resources. | Intentionally disregarded known policy, procedure, provider order, or nursing care standard. |  |
| **Decision to act** | Action was accidental, unintentional, or inadvertent | Student was faced with need to take immediate action or make decision in emergent situation. | Non-emergent situation and student decided to pursue action without weighing risk to patient. | Student put own interest before patient need or safety. Egregious behavior that would not be performed by a prudent nurse. |  |
| **Accountability** | Self-disclosed error, displayed honesty and identified plan to prevent repeated error | Admitted to incident readily when questioned. | Admitted to incident reluctantly or much later when confronted with evidence. Made excuses or placed blame on other circumstances to justify situation. | Denied responsibility or took action to conceal incident. Uncooperative with investigation or post-incident procedures. |  |
| **Total Score** | | | | |  |

**Part 2: Mark all that apply**

|  |  |
| --- | --- |
| **MITIGATING FACTORS** | **AGGRAVATING FACTORS** |
| * Communication breakdown (shift report, language barriers, misunderstanding/terminology) | * Student action or behavior demonstrated violence, cruel or heinous act |
| * Missing/unavailable resources or supplies | * Created excessive risk for more than one patient or staff member |
| * Unclear policies, procedures, provider orders | * Threatening, bullying, intimidating behavior |
| * Chaotic environment, frequent emergencies or interruptions | * Prior disciplinary actions or warnings on file |
| * Lack of orientation, training, or education | * Other: |
| * Patient factors- combative, threatening, agitated, confused |  |
| * Unit climate factors- staff conflicts, inadequate staffing |  |
| * Other: |  |

**Score from page 1 Criteria: \_\_\_\_Number of Mitigating factors: \_\_\_ Number of Aggravating factors: \_\_\_**

**Part 3: Plan of Action**

|  |  |
| --- | --- |
| Criteria Score 5-7 **OR** 3 or more mitigating factors **AND** no aggravating factors  **Action: Console** | Provide comfort to student, no blame assigned. Review student action and resultant outcome. Discuss how to avoid error in the future. Identify systems issues that may need to be addressed. |
| Criteria Score 8-10 **AND** 2 or more mitigating factors **AND** no aggravating factors  **Action: Counsel** | Discussion with student regarding any at-risk behaviors. Increased clinical supervision and support in similar situations. |
| Criteria Score 8-15 **AND** no mitigating factors **AND** no aggravating factors  **Action: Remediation & complete Clinical Support Plan** | Completion of Clinical Student Support Plan and review of progress with faculty. Additional supervision during clinical experiences. |
| Criteria Score 16-20 **OR** 1 or more aggravating factors  **Action: Disciplinary** | Completion of Professional Behavior Letter of Warning and refer to Nursing Program Student Handbook regarding professional behavior violations. Student may be dismissed from program. |

**Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Deliver completed form to Nursing Program Director**

Appendix L

### CLINICAL INCIDENT SUPPORT (CIS) PLAN - PIERCE COLLEGE

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructor:** Briefly describe the clinical or lab performance areas that need improvement:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student:**

You have been asked by your clinical or lab instructor to identify areas in need of performance improvement and develop a plan to work towards improved skills and clinical decision making. Please describe what goals you have and how you will achieve them. Be specific! You may also identify some of the ideas listed in the box below:

* Attend open lab to work on skills
* Find opportunities for additional skills practice
* Ask for assistance from a classmate
* Follow textbook or skills resource checklists while practicing
* Watch classmates perform the skills and provide feedback, ask questions
* Review videos on Kaplan, textbook sites, or Instructor vetted YouTube sites

Additional ideas/plans for improvement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After completion of this form and review with faculty, make a copy for student and student’s file and submit to the Nursing Program Director.

Appendix M

### Declaration of Pregnancy

To: Director or Designee:

From: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I declare that I am pregnant. In consultation with my physician, we estimate my delivery date to be: (month/year) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I will review the program policy in regard to pregnancy located in the student handbook.

I understand that pregnancy may require changes in the clinical setting.

If I find out that I am not pregnant or my pregnancy is terminated, I will promptly inform the Director or designee in writing that my pregnancy is ended.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name Printed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Acceptance by Director or Designee**

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix N

### Pregnancy Policy Counseling Form

In signing this form, the declared pregnant student acknowledges that:

* She has read and understands the Pierce College community guidelines for pregnant Nursing students
* She has read and understands the Occupational Hazards for pregnant Nurses- Finding a balance between service and safety (AJN, January 2011, Vol. 111, no. 1.)
* The Director or designee has informed her of proper protection practices to follow during pregnancy.
* The Director or designee provided her an opportunity to ask questions and the questions were satisfactorily answered.

Student Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name Printed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix O

### Medical Release/Return to Class Form

**Medical Release to Return to Lecture/Clinical/Lab/Simulation**

**Pierce College Nursing Program**

|  |  |
| --- | --- |
| Student’s Name: | Date: |

**To be completed by Provider (Physician, Nurse Practitioner, Midwife, or Physician’s Assistant)**

The above named student is a nursing student at Pierce College, enrolled in lecture and clinical/lab/sim courses. Some of these require providing patient care, usually in a hospital, outpatient, or community setting. This care may include (but is not limited to) walking, transferring patients from bed to chair, lifting (without restriction), bending, and may require significant physical activity for up to 12 hours at a time. Based upon your assessment, please complete the release below, sign and date.

**FULL RELEASE**

The above named student has been released by the above named provider to return **to FULL DUTY**

\_\_\_\_\_\_ without restrictions/accommodations

\_\_\_\_\_\_ with the following restrictions/accommodations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Effective Date: \_\_\_\_\_\_\_\_\_\_\_

My signature indicates that I understand the nature of the work required by the student in lecture/clinical/lab/sim courses, and that my findings are based on my medical assessment of this student’s physical capabilities as compared to the essential functions necessary in the lecture/clinical/lab/sim setting.

|  |  |
| --- | --- |
| Provider’s Name: (Please print) |  |
| Provider’s Phone #: |  |
| Provider’s Address: |  |
| Provider’s Signature with credentials: | Date: |

I AGREE THAT: I have made my provider aware of the nature of activity in the lecture/clinical/lab/sim setting and my provider has signed this form. Further, I agree that the Pierce College Nursing Program can verify the signature on this form with the above named provider.

|  |  |
| --- | --- |
| Student’s Signature: | Date: |