KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING

STUDENT POLICY HANDBOOK

2026-2027

This Associate of Science Degree in Nursing (ADN) Student Handbook and its policies therein will be applicable to the nursing student cohorts accepted in the Fall 2026 and thereafter. Nursing students accepted in semesters prior to Fall 2026 will follow the ADN Student Handbook in effect at the time of their admission into the nursing program. However, policy and procedural changes as impacted by the nursing curriculum as well as industry and federal regulations will be applied retroactively to all nursing students regardless of the student handbook revision date.

The Nursing Student Handbook Committee has made every reasonable effort to determine that the information in this handbook is current. However, the Nursing Department may make changes without notice based on college decisions that directly affect the department's policies and procedures. Students will be notified in the program if changes are made.

Updated August 2026

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Kaua`i Community College Website……..http://kauai.hawaii.edu/

The Associate of Science Degree in Nursing Career Ladder Nursing Program at University of Hawaii- Kauai Community College located in Lihue, Hawaii is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Degree nursing program is Continuing Accreditation.
View the public information disclosed by the ACEN regarding this program

Hawaii State Board of Nursing
335 Merchant St # 301, Honolulu, HI 96813
Phone: (808) 586-2695
http://cca.hawaii.gov/pvl/boards/nursing/

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KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM
STATEMENT OF MISSION, PHILOSOPHY

Mission Statement

The Kaua`i Community College Career Ladder Nursing Program provides access for the people of Kaua`i to quality nursing education within a caring environment. Our goal is to prepare nurses who, with **clinical judgment**, can successfully practice in a 21st Century health care environment, and are prepared to progress upward through the career ladder.

Philosophy Statement

The philosophy of the Nursing Program of Kaua`i Community College (Kaua`i CC Nursing Program) is consistent with the philosophy of the College. The Nursing Program shares in the responsibility of the education and development of individuals as contributing and responsible members of society.

Kaua`i is located in the Hawaiian Islands chain in the Pacific Basin. It is a multicultural society with diverse cultures having a range of health-care values, practices, and needs. These variations influence the practice of nursing in that they require the practitioner to have an awareness and understanding of one's own health value system and an appreciation of cultural diversity regarding healthcare values. We believe in providing educational access to people from all ethnic backgrounds.

A. People

We believe that people are by nature holistic—including body, mind, and spirit, living within an ethnic cultural context—and that they move through predictable developmental stages throughout life. What affects any aspect of one's being affects the whole. The human being is a dynamic individual with capabilities for responding positively to a changing environment. People are members of social groups having needs for interaction, which influence their state of health. Social groups can range from familial to global.

We believe in the dignity of humanity—that people have an intrinsic value and as such are worthy of respect. They have a basic right to be given information, which allows them to make informed decisions about their health care. We believe people have an innate ability and need for self-care.

B. Nursing

We believe that nursing is a caring profession with the ultimate goal of providing safe, competent, evidenced-based health care while promoting self-care during states of health and health deviation. Nursing is committed to improving the quality of life and supporting optimal wellness. Nursing incorporates principles from the sciences and humanities to be used as a basis for providing

evidence-based care with the promotion of self-care and adaptation within a dynamic environment.

Health - Illness
Health is a state of being able to function optimally within a social and cultural context. Illness is a state of health deviation which is identified as a change within the biological, psychological, sociological, cultural, and/or spiritual aspects of a person resulting in a less than optimal level of functioning.

Nursing Practice
The practice of nursing is based on the nursing process, which includes assessment, analysis/nursing diagnosis, planning, intervention, and evaluation. The nursing process is administered through three interrelated roles of practice: provider of care, manager of care, and member within the discipline of nursing. There are specific competencies within the practice of nursing that should be addressed at the Associate Degree level. These include assessment, clinical judgment, nursing interventions, managing care, communication, teaching-learning, collaboration and professional behaviors.

Provider of Care: Provides safe nursing care through therapeutic nursing interventions to individual clients during states of health deviation in various health care settings. This care is characterized by critical thinking and problem-solving skills, clinical competence, accountability, effective communication skills, an emphasis on health education, and a commitment to the value of caring. The nurse is committed to facilitating client adaptation and self-care and views the client within the context of the family and environment. The nurse is competent in using technology to provide evidence-based contemporary nursing care.

***Manager of Care*:** Assesses and establishes priority of care for a group of clients, delegates appropriate aspects of nursing care to licensed and unlicensed personnel and directs their activities. The manager of care collaborates with other members of the health care team, including organizational and community resources, using effective oral and written communication skills. The manager of care recognizes roles and responsibilities within the levels of the career ladder.

***Member Within the Discipline of Nursing*:** Demonstrates accountability, advocacy, legal and ethical behavior, and responsibility for one's own professional growth, behavior, and formal/informal education. The nurse participates in self-evaluation and makes changes to improve nursing.

C. Teaching/Learning
We believe that education is a dynamic teaching/learning process in which the individual's cognitive, psychomotor, and affective behaviors are modified. Optimum learning takes place in a non-threatening, supportive environment where feedback is given. Learning involves active participation of the student and facilitation by the instructor. The content is sequenced from simple to complex

with emphasis placed on developing critical decision-making and clinical judgment.

D. Nursing Education

We believe that nursing education is a process of lifelong learning and should ensure students' access to educational and career mobility. Students are accountable to be self-directed learners in order to meet program objectives. Each level of nursing education and practice has value and builds on previously learned principles and skills.

We believe that the best method to implement these concepts is through an academic career ladder, which prepares a student at the completion of the first year, with a Certificate of Achievement and qualification to take the Practical Nurse Licensure exam (NCLEX-PN); and at the completion of the second year an Associate of Science Degree in Nursing (ADN) prepared and qualified to take the Registered Nurse Licensure exam (NCLEX-RN). Concepts from the sciences and the humanities are presented throughout the career ladder curriculum to provide rationale for basic nursing practice. The second level builds upon the basic core presented at the first level and provides ease of entry into baccalaureate or graduate nursing curricula. This structure should provide for lateral and upward mobility within a system of community college and university schools of nursing.

We also believe that nursing career awareness and educational opportunities must begin through partnerships with the community. These partnerships should reach into the high schools with the purpose of arousing students' interest in nursing as a career opportunity and academic preparation to enter nursing. Educational partnerships should also extend into the community of licensed nurses to provide opportunities for upgrading clinical skills and knowledge.

The Kaua`i CC Nursing Program coursework builds on basic liberal arts, behavioral and natural sciences, and it includes bioethical issues, application of technology, cultural awareness, and evidence-based practice. As a member of the Hawai`i Statewide Nursing Consortium (HSNC), the career ladder program supports students to achieve a Certificate of Achievement and eligibility for LPN licensure (if desired) at the end of the first year; an Associate of Science Degree in Nursing degree (ADN) and RN licensure at the end of the second year, and, if the student chooses, to continue on for a Bachelor of Science Degree in Nursing (BSN) from the University of Hawaii at Manoa Nancy Atmospera-Walch School of Nursing (UHMNAWSON) with the addition of a third year. Kaua`i CC nursing graduates are expected to abide by the laws of the state in which they practice, the American Nurses Association (ANA) Standards of Practice, and the American Nurses Association Code of Ethics.

E. Practice of Graduates

The graduate of the first level will assume a beginning practical nurse position, in various health care settings under the supervision of a provider or a registered nurse. The graduate will be able to perform safe direct nursing care consistent with the National League for Nursing (NLN) “Entry-Level Competencies of Graduates of Educational Programs in Practical Nursing".

The graduate of the second level will be able to assume the role of a beginner staff nurse in various settings. The graduate will be able to perform safe direct nursing care consistent with the 2010 NLN “Outcomes and Competencies for Graduates of Associate Degree Programs in Nursing”. The graduate must use their skills and knowledge to enhance *human flourishing* for their patients, their communities, and themselves. They should show sound *nursing judgment*, and should continually develop their *professional identity*. Finally, nurses must approach all issues and problems in a *spirit of inquiry*. (NLN, 2010).

Accordingly, the Hawai`i Statewide Nursing Consortium (HSNC**)** developed the curriculum with principles from Benner, Sutphen, Leonard, and Day (2010):

1. Replacing decontextualized knowledge with concepts
2. Integrating clinical and classroom teaching
3. Emphasizing clinical reasoning and multiple ways of thinking
4. Guiding the formation of identity and self-understanding to a professional nurse.

Clinical instruction in the Kaua`i CC Nursing Program is provided recognizing the conclusions drawn by Tanner (2006), that: clinical judgment is unique to the patient context, clinical reasoning occurs in many ways, and reflection is essential for improving clinical reasoning. In promoting the standards set forth by the Quality and Safety Education in Nursing (QSEN) Institute (2014) the Kaua`i CC Nursing Program faculty emphasize the six competencies of knowledge, skills, and attitudes for the pre-licensure nurse which are:

- Patient-Centered Care
- Teamwork and Collaboration
- Evidence-based Practice (EBP)
- Quality Improvement (QI)
- Safety
- Informatics

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

PROGRAM OUTCOMES AND ORGANIZING FRAMEWORK

HSNC Competencies, Program Student Learning Outcomes

1. A competent nurse's professional actions are based on core nursing values, professional standards of practice, and the law.
2. A competent nurse develops insight through reflective practice, self-analysis, and self-care.
3. A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research.
4. A competent nurse demonstrates leadership in nursing and health care.
5. A competent nurse collaborates as part of a healthcare team.
6. A competent nurse practices within, utilizes, and contributes to the broader health care system (including the Global Community).
7. A competent nurse practices client-centered care.
8. A competent nurse communicates and uses communication technology effectively.
9. A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety.

Level Benchmarks

The Career Ladder Nursing Program is designed to prepare nurses to function at a foundational beginning level upon completion of the first level of the program. Successful completion of the first level enables the student to be eligible to take the National Council for Nursing Licensure Examination for Practical Nurses (NCLEX-PN). Those students who meet established criteria will be able to continue into the second year of the Career Ladder Nursing Program.

Progress toward level benchmarks is expected in each course of the curriculum. In their clinical practice, students are expected to:

1. Provide safe care.
2. Practice within the legal scope of practice, and in accordance with the American Nurses Association (ANA) Code of Ethics.
3. Be an active, engaged learner, seeking out new opportunities, and reflecting on their own performance.
4. Be aware of the evidence available to support nursing practices.
5. Provide care that is culturally and age/developmentally appropriate; provides for diversity, equity and inclusiveness.
6. Practice family and relationship-centered care.
7. Recognize the role as a leader, an advocate for individuals, families and communities, and an agent for access and high quality health care.

8. Incorporate core nursing values into their nursing practice.

Competency #1
Professional & Ethical Practice

A competent nurse's professional actions are based on core nursing values, professional standards of practice and the law.

Level I Benchmarks

By the end of the first year of the nursing curriculum (NURS 230), it is expected that the student will meet the following performance benchmarks:

1. Articulates the provisions in the ANA Code of Ethics and Standards of Practice and the Hawaii Nurse Practice Act and assesses their own performance in relation to each provision.
2. Recognizes biases that may be introduced into clinical reasoning as a result of personal values. Seeks assistance from colleagues or instructors to monitor influence of own biases and values and their influence.
3. Recognizes when one's own values are in opposition with values of client and/or family. Recognizes and remains nonjudgmental when own values are in opposition with values of client and/or family.
4. Reevaluates own values and biases through reflection, and seeks to identify their impact on future clinical situations. Reflects and acknowledges the impact of values and bias on future clinical situations.
5. Identifies obvious ethical dilemmas in which there are two or more viable options. Can articulate inherent ethical principles though application in particular context may be limited.
6. Observes institutional policy and ethical standards applied to information management and patient care technology. Topics include data security, regulatory requirements, confidentiality, and patient right to privacy.

Level II Benchmarks

By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:

1. Consciously incorporates each provision of the ANA Code of Ethics and Standards of Practice and the Hawaii Nurse Practice Act in practice.
2. Identifies when clinical practices and protocols may be at odds with individual patients rights.
3. Identifies dilemmas in which individual rights are in conflict with the greater good.
4. Articulate dilemmas and identify stakeholders with pertinent facts.
5. Applies ethical principles to identify choices and the possible consequences.
6. Engages in reflection about choices, considering ethical frameworks, and the implications for future situations.
7. Advocate for protection of human subjects in the conduct of research.

Competency #2
Reflection on Practice

A competent nurse develops insight through reflective practice, self-analysis, and self care.

Level I Benchmarks

By the end of the first year of the nursing curriculum (NURS 230), it is expected that the student will meet the following performance benchmarks:

1. Seeks external feedback and assistance in the reflective process and sets realistic self goals with consultation.
2. Identifies own established patterns of behavior and thought.
3. Recognizes the value of a structured plan for self reflection and self-renewal.
4. Uses established procedures and forms for self-reflection.

Level II Benchmarks

By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:

1. Interrelates personal and professional behaviors with relevance identified to both self and the profession.
2. Questions personal and professional established patterns of behavior and thought.
3. Practices self-monitoring strategies for uncomplicated professional and personal situations.
4. Acknowledges possible implications for self and practice with occasional assistance.
5. Participates in a personal plan for self renewal in the physical, mental, social, and spiritual dimensions.
6. Consistently prioritizes based on personal and professional values and principles.

Competency #3
Self-directed Learning and Evidence-based Practice

A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research.

Level I Benchmarks

By the end of the first year of the nursing curriculum (NURS 230), it is expected that the student will meet the following performance benchmarks:

1. Increasingly open to new learning opportunities and valid points of view, recognizing own learning needs.
2. Seeks local resources to answer specific questions—e.g., unit procedure manuals, textbooks, and practicing nurses.

3. Conducts broad database search using digital retrieval systems, including the internet.
4. Able to independently find literature in one database.
5. Recognizes needed information sources from other disciplines.
6. Recognizes the difference between data-based publications & opinions.
7. Reads and summarizes integrative reviews and clinical practice guidelines.
8. Looks for supporting evidence for nursing interventions.
9. Identifies potential implications for practice from integrative reviews and clinical practice guidelines.
10. Understands that information continually evolves.

Level II Benchmarks

By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:

1. Seeks information out of interest, beyond the limits of assignments; identifies perplexing questions and seeks answers.
2. Recognizes that information continually evolves.
3. Readily identifies and takes responsibility for own learning needs.
4. Uses assistance effectively to frame questions and to construct and implement effective search strategies.
5. Constructs specific search strategy using appropriate terms and commands for the information retrieval system.
6. Seeks and integrates current knowledge from other disciplines.
7. Evaluates the arguments supporting opinions.
8. Evaluates the overall strength of evidence supporting a practice.
9. Reads and summarizes original research.
10. Explains findings of studies to clients or colleagues.
11. Selects and/or writes plans of care that incorporate evidence from integrative reviews and clinical practice guidelines.
12. Seeks research evidence to refine own nursing practice.

Competency #4
Leadership

A competent nurse demonstrates leadership in nursing and health care.

Level I Benchmarks

By the end of the first year of the nursing curriculum (NURS 230), it is expected that the student will meet the following performance benchmarks:

1. Recognizes leadership issues and responsibilities.
2. Identifies personal leadership abilities.
3. Uses own leadership abilities primarily relying on a basic set of leadership strategies independent of situation or team characteristic.
4. Acknowledges delegation as a needed modality to improve client care.

5. Identifies laws and regulations regarding delegation to various levels and categories of personnel.
6. Consults with experienced personnel regarding delegation needs for client care

Level II Benchmarks

By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:

1. Identifies characteristics of effective leadership.
2. Engages in self-directed professional development to improve personal leadership characteristics and skills
3. Understands consequence of making leadership decisions with limited information.
4. Provides positive and constructive feedback on specific aspects of performance
5. Delegates to, and evaluates others, ensuring that the task is within their scope of practice, that they are competent to perform the task, and that they receive clear communication and feedback in regards to their performance.
6. Explains the purpose and desired outcome of the task and the time frame in which the task is to be completed.
7. Provides leadership in the modification of client care and /or organizational issues toward identified outcomes.

Competency #5

Collaboration with members of the Health Care Team

A competent nurse collaborates as part of the healthcare team.

Level I Benchmarks

By the end of the first year of the nursing curriculum **(NURS 230)**, it is expected that the student will meet the following performance benchmarks:

1. Consults and collaborates with peers, faculty and nursing staff.
2. Demonstrates responsibility to fulfill assignments and commitments.
3. Recognizes when feedback to team members may be useful.
4. Identifies and supports peers and self in efforts toward wellness.
5. Verbalizes an understanding of the need and importance of developing professional networks.

Level II Benchmarks

By the end of the second year of nursing curriculum **(NURS 360)**, it is expected that the student will meet the following performance benchmarks:

1. Readily consults within the health care team; sees self as a participant in collaborative interactions.
2. Works well with team members who have varying points of view; enters into

team relationships and readily accepts and fulfills assignments and commitments.
3. Actively contributes to team work; offers help and assists team with problem solving and decision making; and shares information necessary to make informed decisions.
4. Gives feedback in a timely and appropriate manner.
5. Regularly and realistically self evaluates own performance: compares self-evaluation with feedback received, verbalizes intent to use the constructive feedback in future situations.
6. Recognizes need to manage physical health variables and emotional stressors and sets priorities and time boundaries; asks for assistance and feedback from team members
7. Utilize the knowledge of nursing's role and those of other professions to assess and address the healthcare needs of patients to promote high quality safe care
8. Demonstrate effective team building and collaboration skills when working with interprofessional teams.
9. Communicate with patients, families and professionals in health and other fields in a manner that supports a team approach to promotion/maintenance of health and prevention/treatment.

Competency #6
Health Care System Issues

A competent nurse practices within, utilizes, and contributes to the broader health care system.

Level I Benchmarks

By the end of the first year of the nursing curriculum **(NURS 230)**, it is expected that the student will meet the following performance benchmarks:

1. Identifies basic health care access issues for assigned clients and community.
2. Identifies one or more policies or regulations affecting resource availability in a specific health care situation.
3. Assists clients to recognize barriers to accessing optimal health care.
4. Describes client characteristics and situations in which access to health care needs improvement.
5. Recognizes the need for initiating referrals and own learning needs to explore available community resources.
6. Describes current issues for equality and health care access.

Level II Benchmarks

By the end of the second year of nursing curriculum **(NURS 360)**, it is expected that the student will meet the following performance benchmarks:

1. Recognizes current and needed resources within the immediate clinical area.
2. Has knowledge of community agencies that provide services for clients.
3. Seeks broadening knowledge of practice needs and resources at individual,

family, and/or community level. Makes referrals to established local community resources.
4. Identify areas for improving health care access for clients/population.
5. Identifies impact of laws, regulations, structures, rules, and guidelines on resource availability for health care for individuals, families and the community.
6. Assists clients to reduce barriers to accessing optimal health care.
7. Identifies practice issues and policies that impact access to health care.
8. Identifies political and policy making processes and actions to improve health care and solve access problems.

Competency #7
Relationship-centered Care

A competent nurse practices client-centered care.

Level I Benchmarks

By the end of the first year of the nursing curriculum **(NURS 230)**, it is expected that the student will meet the following performance benchmarks:

1. Describes personal relationship style.
2. Initiates meaningful interactions despite personal discomfort.
3. Recognizes the importance of maintaining professional boundaries.
4. Establishes rapport.
5. Recognizes the importance of relationships by eliciting client/family story.
6. Identifies and describes aspects of common local cultures including own, attempts individual assessment of relevant cultural aspects, including history of the community.
7. Attempts to understand the meaning of the health event/illness/death to the client/family across the lifespan.

Level II Benchmarks

By the end of the second year of nursing curriculum **(NURS 360)**, it is expected that the student will meet the following performance benchmarks:

1. Integrates and adapts personal style with expected professional relationship style.
2. Intentionally moves out of personal comfort zones to accommodate patient needs.
3. Consistently sets and respects appropriate boundaries.
4. Adapts care to individual client/family needs.
5. Uses understanding of cultural, economic, environmental and social differences to assess the uniqueness of the individual client.
6. Analyzes the impact of the culture and history of the community on the client's situation.
7. Incorporates understanding of client's/family's perspective into a plan of care.
8. Collaborates with client in care planning.
9. Acknowledges and accepts client/family attitudes.

Competency #8
Communication

A competent nurse communicates and uses communication technology effectively.

Level I Benchmarks

By the end of the first year of the nursing curriculum (**NURS 230**), it is expected that the student will meet the following performance benchmarks:

1. Shows basic understanding of therapeutic communication strategies.
2. Demonstrates active listening.
3. Uses open-ended questioning to elicit psychosocial data with increasing confidence.
4. Notices cues from client.
5. Written assignments show increasing consistency in accuracy and expected format.
6. Initiates standardized health teaching but may require assistance in the recognition of client variables impacting learning or health care education needs.
7. Communicates plan of care to client and family.
8. Demonstrates beginning self-awareness of own cultural and language variations
9. Identifies key cultural variables that affect communication in uncomplicated client situations.
10. Describe current technology used to promote effective communication in a variety of settings.
11. Documentation of interventions in clinical information systems utilizing standardized terminology to effectively communicate and document patient data and outcomes.

Level II Benchmarks

By the end of the second year of nursing curriculum (**NURS 360**), it is expected that the student will meet the following performance benchmarks:

1. Establishes goals for client-centered therapeutic interactions.
2. Effectively utilizes verbal and nonverbal approaches for effective therapeutic communication in non-complicated client situations.
3. Encourages client and family communication.
4. Caring apparent through tone and nonverbal behavior.
5. Seeks verbal collaboration with other health care team members.
6. Assesses client's learning needs, learning styles, and variables impacting the teaching-learning process.
7. Uses appropriate teaching strategies and materials.
8. Spontaneously incorporates health care knowledge and education into routine

communication.
9. Creates individualized health teaching plans.
10. Designs and implements health education programs to address learning needs of the population.
11. Knowledgeable of own communication skills and deficits.
12. Recognizes own cultural biases and inexperience.

Competency #9
Clinical Judgment

A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety.

Level I Benchmarks

By the end of the first year of the nursing curriculum **(NURS 230)**, it is expected that the student will meet the following performance benchmarks:

1. In stable/common/familiar situations, monitors a variety of subjective and objective data, identifies obvious patterns and deviations, develops prioritized intervention plans.
2. With assistance advances client assessment to differentiate less relevant from pertinent data, and subsequently expand priorities.
3. In stable/common/familiar situations, completes nursing care assigned, maintaining safety for client and self.
4. Demonstrates increasing consistency in evaluating interventions for effect and efficacy.
5. Implements new nursing skills with supervision.
6. Demonstrates awareness of the need for ongoing improvement and makes an effort to learn from experience and improve performance.
7. Begin to utilize patient care technology, information systems, communication devices, decision support tools to support safe effective nursing care in a variety of settings.
8. Begin to assess health/illness beliefs, values, attitudes, social supports and practices of individuals, families and communities which impact health and prevention of illness/injury.

Level II Benchmarks

By the end of the second year of nursing curriculum **(NURS 360)**, it is expected that the student will meet the following performance benchmarks:

1. Regularly anticipates/observes/monitors a variety of subjective and objective data.
2. Recognizes most patterns and deviations in data, the majority of subtle signs, and uses these to continually assess.

3. Actively seeks subjective information about the client's situation from the client and family to support planning interventions; usually pursues important leads.
4. Usually focuses on the most important data and seeks further relevant information.
5. In most situations, interprets the client's data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; recognizes rare or complicated cases where it is appropriate to seek the guidance of a specialist or more experienced nurse.
6. Develops interactions based on relevant patient data; monitors progress regularly.
7. Demonstrates effective and efficient performance of nursing skills, providing for clients' physical, pharmacological, psychological safety while demonstrating caring behaviors.
8. Evaluates personal clinical performance with minimal prompting in analyzing major clinical events and decisions made, as well as alternatives considered.

Based on AACN The Essentials of Baccalaureate Education for Professional Nursing Practice dated 2008. Developed Summer 2015; reviewed Summer 2021 by HSNC.

Program Outcomes

The overall program outcomes include graduating a multicultural student group that has demonstrated accomplishment of the stated program objectives, is capable of completing the NCLEX-RN with a passing score, and is able to assume employment as an RN in areas of nursing found in our community.

Desired program outcomes are:

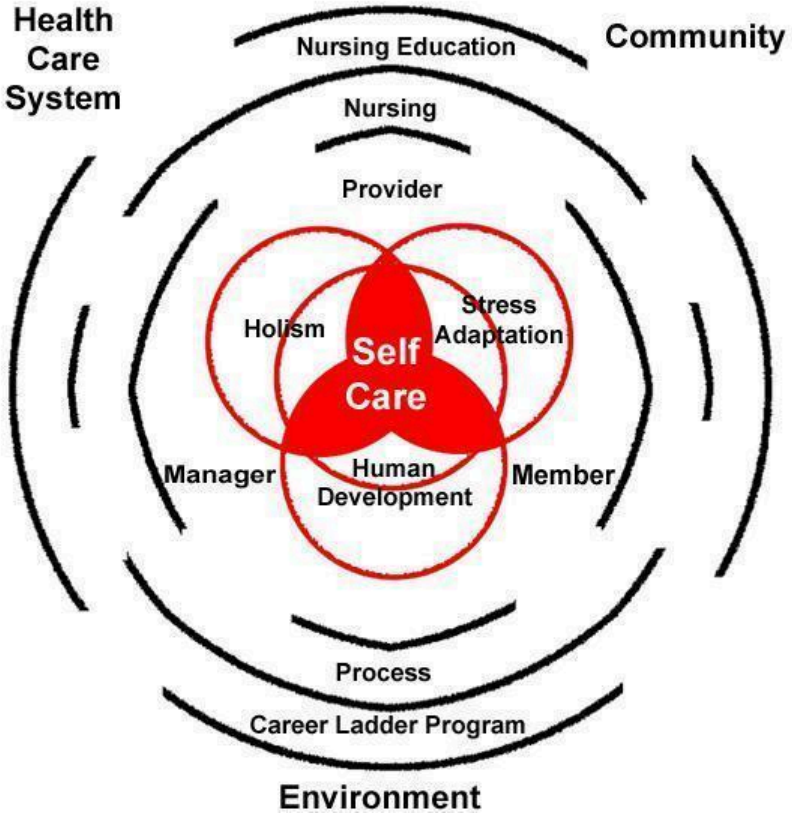
1. The graduating class will reflect the multicultural mix of Kaua`i.
2. Eighty-five percent (85%) of graduating students will pass the NCLEX-RN on the first try.
3. Eighty five percent (85%) of graduating students will pass the NCLEX-PN on the first try.
4. Seventy five percent (75%) of the graduates desiring employment as an RN will be employed as an RN in various health care settings within one year of graduation.
5. Twenty five percent (25%) of the graduates will be enrolled in a BSN program within one year of graduation.
6. The graduating class will be composed of generic students and at least 10% returning LPN's.
7. Eighty percent (80%) of students enrolled in NURS 210, within 15 days of the beginning of the semester, will complete the Certificate of Achievement as a Practical Nurse within 2 academic years.
8. Sixty percent (60%) of students enrolled in Nursing 210, within 15 days of the beginning of the semester, will complete the Associate Degree within three academic (3) academic years.

Organizing Framework

The nursing faculty of Kaua`i Community College have designed the nursing curriculum based on an eclectic organizing framework, which is built on the following beliefs:

- All levels of nursing have common basic principles on which knowledge and experiences can be built. Nursing education proceeds from simple to complex: LPN to ADN to BSN to MSN to Doctorate (Career Ladder & Teaching/Learning).
- Nursing is a profession based on the nursing process and administered through the following interrelated roles: provider of care, manager of care, and member within the discipline of nursing (Nursing Process and Interrelated Roles of Nursing).
- People have the innate ability and the need to care for self (Orem Self-Care).
- People are bio-psycho-social-cultural-spiritual human beings with self-care needs in all these areas (Holism).
- People progress through different stages of development which have an impact on their self-care needs (Human Development).
- People are dynamic organisms, capable of adaptation in a changing environment (Stress/Adaptation).

The model below represents this eclectic organizing framework.



The outermost circle represents nursing education, with content being presented from simple to complex and opportunities for nurses to move from LPN to ADN to BSN to MSN to Doctorate through the career ladder program. This circle is shown with dotted lines to represent nursing education as an open system interacting with the overall health care system, the community, and the environment. The large inner circles represent the process and roles of nursing. The nursing process is administered through the three interrelated roles of provider, manager, and member within the discipline of nursing. The inner overlapping circle represents the focus of nursing, assisting people in their need to care for self. These aspects are the holistic nature of people, the ability of people to adapt toward homeostasis and the developmental stages that people experience. The shaded areas represent a state of health when there is a balance between the various aspects of the individual allowing self-care. When people are unable to care for self, a self-care deficit exists. Nursing interventions are appropriate during both states of health and health deviation.

These concepts provide direction for the curriculum. Program objectives are identified based on the above concepts and serve as a foundation for each course.

KAUA`I COMMUNITY COLLEGE CAREER LADDER NURSING PROGRAM COURSE LISTING

First Level

Program Prerequisites	Course	Course Credits	Lecture Credits	Lab Credits
ENG 100	English Composition	3	3	-
MATH 100 FQ or higher	Survey of Mathematics	3	3	-
MICR 130	General Microbiology	3	3	-
HDFS 230 or PSY 240	Human Dev and Family Studies or Developmental Psychology	3	3	-
PHYL 141	Human Anatomy and Physiology I	3	3	-
PHYL 141L	Human Anatomy and Physiology Laboratory I	1	-	1
PHYL 142	Human Anatomy and Physiology II	3	3	-
PHYL 142L	Human Anatomy and Physiology Laboratory II	1	-	1
NURS 212	Pathophysiology	3	3	-
Any DA, DH, or DL*	Cultural Environment: Core options for AS in Science Degree	3		
	Prerequisites Total	**23/ 26**	**21**	**2**
First Level Curriculum				
FALL Semester:				
NURS 210	Health Promotion Across the Lifespan	9	3	6
NURS 211	Professionalism in Nursing I	1	1	-
SPRING Semester:				
NURS 220	Health and Illness I	10	4	6
NURS 203	General Pharmacology	3	3	-
SUMMER Session:				
NURS 230	Clinical Immersion I	4	1	3
	Total first year nursing courses	27	12	15
	Certificate of Achievement Total	**50/ 53**	**33**	**17**

CERTIFICATE OF ACHIEVEMENT ELIGIBLE FOR LICENSURE AS LPN
Second Level

FALL Semester:	**Course**	Credits	Lectures	Labs
NURS 320	Health and Illness II	10	4	6
SPRING Semester:				
NURS 360	Health and Illness III	9	3	6
NURS 362	Professionalism in Nursing II	1	1	-
	Second Level Total	20	8	12
	Associate Degree Program Total	**73**	**41**	**29**
			1 Lecture Hour = 1 credit	3 Clin./Lab Hours = 1 credit

* not required for Certificate of Achievement but is required for the Associate Degree

ASSOCIATE OF SCIENCE DEGREE, EXIT FOR LICENSURE AS AN RN

Nursing Associate Degree in Science Graduation Requirement

Students are **required to attend a 3 day ATI LIVE NCLEX review** at the end of the program. Students must attend all 3 days as scheduled for their class. If a student misses any time from the live review, they must complete the virtual NCLEX review class and achieve a green light before their confirmation of completion of the program will be released.

In addition, all second-level students will be required to complete a computerized pre-NCLEX readiness test (given in the NURS 360 course semester) and achieve a satisfactory score. Student(s) failing to achieve a satisfactory score will be required to complete a designated NCLEX-RN review course before the AS degree in Nursing can be confirmed.

HSNC BSN Program

Please see the nursing counselor for transfer requirements for the Hawai`i State Nursing Consortium BSN program. Link to the UHMNAWSON website is: nursing.hawaii.edu/nursing-bachelor/

GENERAL POLICIES

The following general policies are explained in the Kaua`i Community College General Catalog. Any differences in the implementation of these policies within the Nursing Program are listed below.

Student Regulations:

1. Academic Dishonesty
2. Financial Obligations
3. Smoking
4. Illicit Drugs and Alcohol
5. Student Grievances (procedure accessible on the following website) http://kauai.hawaii.edu/student-policies

Communication Channels

A student having difficulty with a nursing course should consult with their instructor regarding their concerns. If additional input is required, or if the student is not satisfied with the situation, the student should consult with the course coordinator. If concerns persist, the student should consult with the Nursing Program Coordinator, after which the HED Division Chair should be consulted. If the student is not satisfied with the HED Division Chair's decision, the student may consult with the Dean of Academic Affairs. Students may also seek additional assistance from the Health Education Counselor.

Critical Thinking & Writing Across the Curriculum

The nursing courses are designed to assist students in developing critical thinking and writing skills. Nursing 210 and 320 are designated as writing intensive courses. Each course syllabus will contain specific information related to course requirements and grading.

Academic Information

1. Graduation Requirements—Completion of standardized computerized testing with a satisfactory exam score is required in the spring semester of 2nd level. The student who fails to complete the computerized testing with a satisfactory score will be required to complete the virtual ATI or a NCLEX-RN review course at his or her own expense prior to graduation in order to meet this graduation requirement.

2. Attendance (see Professional Behavior)

3. Grading - In addition to the General Catalog description, grades will be determined using the following scale:

90-100	= A
80- 89	= B
70- 79	= C

60-69 = D
<60 = F

A grade of C or higher in each course and PASSING in the clinical evaluation tool is required to progress in the program. The student must complete all course requirements.
An average grade of 70% on all EXAMS (unit exams and final) must be obtained to pass. Test grades and test averages will not be rounded. This means, for example, that if you average a TOTAL of 75% on all work, but only 68% average for your exams, you would receive a D for the course. This allows a percentage of your grade to be based on written work, while assuring a basic competency in the course content. (The 70% test average does not include ATI testing).

Students will be required to do a test review with an instructor for a grade of less than 70% on exams.

If the student's test average is below 70%, the grade assigned will be:

- D or F grade, if the score is 60%-69% in the test average, depending upon other assignments.
- F grade, if the score is less than 60% in the test average for the course.

Failure to meet standards in the **clinical portion** of any course will result in a D or F grade for the course. If the student is stopped for **Unsafe Practice**, the student will receive an F for the course.

Please be advised that an unsatisfactory score for any items at midterm evaluation on the clinical evaluation tool (CET) is **considered failing clinical** and will result in a **Needs Improvement** score. The student must meet with a course faculty member to develop a written self-improvement plan.

In any of the above cases, the student is ineligible to progress in the program and the student will need to repeat the course upon approval of the Program Coordinator. (See Eligibility Guidelines for Readmission).

Progression into the Second Level has additional requirements (see page 70).

Clinical Evaluation

See Clinical Policies for all Clinical Rotations/Skills lab and Simulation (see page 43).

Telephone Service:

Students are not permitted to use office and hospital phones for personal calls. Cell phones may be used for classroom instruction time, in the silent mode and not used

for personal usage (e.g., social media, texting, etc.). In the event of a family emergency or other emergent event in which the student requires access to their cell phone during class time, the cell phone should remain on vibrate mode and the instructor must be notified. Cell phones are NOT to be brought to the clinical area. If there is an emergent need during clinical time, the clinical instructor may be contacted to notify the student.

Information Technology

The UH Information Technology Services (ITS) office provides technical assistance and general information about campus computing services. ITS can be contacted through their HELP DESK by emailing help@hawaii.edu; or calling (808) 956-8883 (Oahu) or toll free for neighbor isles at (800) 558-2669; or accessing System Status support at (808) 956-6168.

The UH ITS provides software, services, and technical support to protect the UH community against computer viruses and security threats. To download the anti-virus software free of charge, please visit their website.

Religious Objection:

Any student who has a religious objection to performing a nursing skill or caring for selected patients should alert the instructor at the beginning of each semester. An example would be an objection to administering a blood transfusion.

Smoking:

Smoking is permitted only according to University Policy and Facility Protocols. It should be noted that all UH campuses are smoke free.

Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know are experiencing basic needs insecurity, please see the following resources:

- UH System Basic Needs and/or
- Kauaʻi Community College Basic Needs Resources.

Campus Safety

- **Campus Security Assistance:** (808) 245-8399 or 399 from any campus phone, 24 hours a day, 7 days a week
- **Cell (During Electrical Outages):** (808) 278-3107

- **Cell (Anonymous Call or Text):** (808) 278-3108
- **Security Email:** kaucccps@hawaii.edu
- **Interim Campus Public Safety Manager:** Robert Moura

For emergencies, dial 9-1-1 or call the Campus Security Office at 808-245-8399 (or 399 from a campus phone)

Emergency Broadcast Alerts

All Kauaʻi Community College campus community members are encouraged to sign up to receive emergency SMS/text and emergency email broadcast alerts.

Financial Aid

If you are receiving financial aid and are contemplating not completing the semester, **before** you withdraw it is highly recommended that you contact the Financial Aid Office at (808) 245-8360 or email them at kauccfao@hawaii.edu to discuss the impact this decision may have on your financial aid eligibility.

Lactation Room

If you need a quiet, clean, and secure place to feed your baby on campus, please contact:

- **Tina Castro** (ask for Lactation Room access) at
- (808) 245-8341 or
- tcastro4@hawaii.edu.

Disability Access and Accommodations

Kauaʻi Community College is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Reasonable accommodations will be provided to students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a condition requiring accommodations, please make an appointment with our Disabilities Services Coordinator:

- **Alicia Sams** at
- (808) 245-8317 or
- samsa@hawaii.edu.

Additional information is available on the Disability Services webpage. The Disability Services Office is a unit in the Vice Chancellor for Student Affairs Office located in the Student Counseling Office in the One Stop Center.

Consumer Information and Disclosure

Kauaʻi Community College and the University of Hawaiʻi are committed to providing clear and accurate information to all prospective and current students. In support of this goal,

and in compliance with Federal regulations, enrolled and prospective students can find links to specific consumer information about UH campuses and about financial aid at the Kauaʻi CC Consumer Information and Disclosure webpage.

Title IX

The University of Hawaiʻi, Kauaʻi Community College (KCC) is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sexual harassment, sex discrimination, sexual harassment, sex/gender-based harassment, sexual exploitation, stalking, and gender-based violence and discrimination. If you or someone you know is experiencing any of these, KCC has employees and resources on campus to support and assist you, and/or direct you to resources that are in the community.

As a member of the University faculty and Responsible Employee, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled.

My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need. Here are some of your options:

Confidential Help

If you wish to remain **anonymous**, speak with someone **confidentially**, or would like to receive information and support in a **confidential** setting, contact:

- YWCA Confidential Advocate
  - Library, LRC 166 in the Tutoring Center
  - (808) 278-3508 (call or text)
  - Sexual Assault/Domestic Violence Hotline: (808) 245-6362
- Confidential Resource
  - Library LRC 105
  - Siera Alaibilla-Lagundino
  - Phone #: 808-245-0107
  - Email: sieraal@hawaii.edu
- Hale Mālama (Care Center)
  - Library LRC 120 & 121
  - (808) 245-8346
  - carekcc@hawaii.edu
  - Mental Health | Kauai Community College

Additional information about Title IX - Confidential Resources

Reporting

To **file a report online**, anonymously or not, of an incident of sex- or gender-based misconduct, go to Title IX Portal (https://report.system.hawaii.edu/student).

You may also contact the following staff but confidentiality can not be promised.

- **Isaiah Ka‘auwai, Title IX Coordinator**
  - One Stop Center #201-C
  - (808) 245-8260
  - ikaauwai@hawaii.edu
- **Thomas No‘eau Keopuhiwa, Interim Deputy Title IX Coordinator for Students**
  - One Stop Center, #201-B
  - (808) 245-8274
  - keopuhiw@hawaii.edu

For emergencies, dial 9-1-1 or call the Campus Security Office at 808-245-8399 (or 399 from a campus phone)

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources, and the University's Policy, EP 1.204, please visit:

- The University of Hawai‘i, Office of Institutional Equity webpage or
- The Kaua‘i Community College's Title IX webpage.

Discrimination and Harassment

The University of Hawai‘i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, pregnancy and breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, National Guard absence, genetics, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University's programs and activities. With regard to employment, the University is committed to equal opportunity in all personnel actions such as recruitment, hiring, promotion, and compensation. Discriminatory harassment, including sexual harassment, is prohibited under University policy. Retaliation against individuals for making or participating in complaints of discrimination is strictly prohibited.

UHCC Nondiscrimination Policy

The University shall promote a full realization of equal opportunity through a positive, continuing program of nondiscrimination and affirmative action (41 CFR Chapter 60) on each campus. As a government contractor, the University is committed to an affirmative

policy of hiring and advancing in employment qualified persons with disabilities and covered veterans. For information on policies or complaint procedures for Kauaʻi Community College, contact:

- Isaiah Kaʻauwai, EEO/AA Coordinator, Kauaʻi Community College
- One Stop Center, #201-C
- (808) 245-8260
- ikaauwai@hawaii.edu

LGBTQ+

The University of Hawai'i system, along with Kauaʻi Community College is committed to building an inclusive community that supports and advocates for all students. We welcome all members of our campus community to our campuses: lesbian, gay, bisexual, transgender, māhū and people of all gender identities. All members of our campus community deserve a work and educational environment free from harassment or bullying based on their sexual orientation, gender identity, or expression.

Safe Zone Program

The Safe Zone Program exists to create and maintain a positive social, academic, and employment environment at Kauaʻi Community College and other UH campuses for lesbian, gay, bisexual, transgender, and intersex faculty, staff, and students. The Program ensures the enforcement of state law and UH policy that prohibit harassment and discrimination on the basis of sexual orientation. For more information on the UH system-wide Safe Zone program, call (808) 956-9250. Additionally, you can download the LGBTQ+ Resource Bookmark and/or the Kauaʻi CC LGBTQ+ Allies and Advocates document.

VETERANS' SUPPORT SERVICES

See the Veterans' Support Services homepage

Requirements for Clinical Experiences: Background Checks, Immunization Evidence, Drug Testing, and CPR

It is the responsibility of the student to satisfactorily complete affiliated clinical agencies required **background checks, immunization requirements, and drug testing requirements** in accordance with procedures and timelines as designated by the affiliated clinical agency, without which clinical practice cannot be completed.
If the student does not meet **all** the requirements established by the clinical facilities, Kaua`i CC **will not** be responsible for providing a substitute clinical facility or clinical experience. Therefore, refusal from a clinical facility to allow a student in their clinical facility due to negative background information will result in the **student not being allowed to continue** and may prevent any future readmission in the nursing program.

Nursing students are responsible for expenses related to background checks, proof of immunizations, and drug testing requirements.

Cardiopulmonary Resuscitation (CPR) certification is required throughout attendance in Nursing School. Students are required to have a current Cardiopulmonary Resuscitation certification following the standards of the American Heart Association (AHA) Basic Life Support (BLS) Healthcare Provider with a hands-on component. Students **will not be allowed** to participate in the clinical setting without a current AHA CPR card. **Students are responsible for keeping the cards current**, for setting up and attending the courses, and payment of the course, including supplies.

Classrooms and Skills Lab:

For the best learning environment and for safety reasons, only enrolled students will be allowed in the nursing classrooms and labs except for authorized events.

PROFESSIONAL BEHAVIOR

The curriculum structure of the nursing program is designed so every class, assignment, and clinical experiences are important learning opportunities and ensures that students acquire professional, responsible and accountable behavior. Faculty members will assist and counsel students throughout their progression in the program. However, each student is expected to make decisions and will be held accountable and responsible for his/her actions.

Guidelines: See the National Student Nurses' Association, Code of Ethics: Part II Code of Academic and Clinical Conduct

Attendance:
Absences or tardiness affect the student's academic or clinical performance and may result in a lower grade or in the student being dropped from the nursing program. Students should attend all scheduled classes, skills lab, simulation and clinical days. **Students need to complete 270 clinical/ skills hours to achieve the course requirements during the semester.** For NURS 230, 135 clinical hours are required. Each absence will be handled on a case by case basis, depending when the absence arises in the semester and what is reasonably expected to be able to achieve the clinical requirements. All absences will be documented per the event log/ contract procedure. ALL absences should be reported to the instructor **prior to the start of class or clinical.** All students will be expected to report any absences by contacting an instructor personally.

Tardiness
Late arrivals to clinical/ skills lab or class are considered unprofessional, and the instructor must be notified of tardiness and expected time of arrival. The student who is tardy to clinical/skills lab or class may be given only one verbal event log or sent home (recorded as an absence). For all subsequent tardiness, the student will be sent home and an absence will be recorded for that day.

The expectation of students attending any activity online is to be on time or connected at a **minimum of 10 minutes before** the start of the activity, to ensure your internet connection/speakers are working. Class will start on time and students not connected will be considered tardy.

Class Assignments:

The fundamental expectation of timeliness is a significant and consistent learning outcomes within the nursing program and in the expectation of the profession.
Due dates for all class work, assignments, and nursing care plans are either listed in the syllabus or announced in class. **Late papers** will be deducted 10% off the total points for each day late. Weekends and holidays are included as late days. **All assignments must be satisfactorily turned in prior to the end of the semester even if a zero (0) grade is given.**

This does not include extensions mutually agreed upon between the student and faculty member where extenuating circumstances exist. If a student is having difficulty meeting a due date,they should discuss the matter with the instructor **BEFORE** (minimum of 24 hours) the assignment is due. All extensions for written work must be submitted by email to the course or clinical instructor (if different). The student must propose a date and time for completion and keep a record or copy of the request, time and date. The course instructor will reply within two working days and will accept or deny the request. No further extensions will be granted.

Persistent or excessive late assignments may result in the student being dropped from the nursing program prior to the end of the semester.

American Psychological Association (APA) Format

Nursing courses in the program require the use of APA 7th edition citation style. The Library link to APA citation and Purdue Owl APA are excellent resources for APA citation and organization/ style. Unplagiarized work with error-free grammar and APA are expected in all courses and will constitute a percentage of each assignment. Librarians and tutors in the Learning Resource Center can be consulted for creating citations and answering questions regarding APA formatting. Students are responsible for final APA formatting.

Classroom and Clinical Behavior Expectations:

These behaviors have been established so that students can recognize the importance of professional behavior in the nurse's professional role. The learning environment is the place in which students begin to learn the professional role and behaviors. In our classroom, skills lab and clinical areas, therefore we expect the following behaviors to be demonstrated by every student:

1. Respectful attention: Cell phones should be on silent and not used except for classroom activities when required. Laptops are welcome with the purpose of taking notes, furthering in-depth discussion and classroom activities. Using the laptop or cell phone for purposes of social networking or surfing the web for non -class activities is not permitted.
2. Respectful dialogue with peers and faculty.
3. Quiet when someone else is talking, no side conversations that interfere with hearing the speaker.
4. Come to class on time and remain in the classroom until break or class concludes.
5. Come to class, skills lab and clinical prepared.
6. Full participation in class activities as instructed.
7. Communicate directly with course faculty when there are concerns and questions.
8. Check the course website and school email for notifications multiple times a week for updates and changes.

9. Maintain a clean learning environment in the classroom by cleaning up food and beverage trash; return tables and chairs into the correct set up.
10. Maintain a clean learning environment in the skills lab by cleaning up skill supplies, returning manikins/beds in place; make the learning area neat.
11. Faculty will provide constructive feedback on clinical performance. The goal of the feedback is to assist with your transformation to a new graduate RN. Clinical and skills time is a time to ask questions and grow into the practice of nursing.
12. Recording of lectures is acceptable with the permission of the instructor.
13. Students engaging in disruptive personal discussions or behavior will be asked to leave the classroom, skills lab and/or clinical.

Test Policy: (See Academic Dishonesty Policy; Examinations)

Plagiarism/Cheating: (See Academic Dishonesty Policy in the Nursing Program Handbook and/or Student Conduct Code in College Policies and Procedures)

Appropriate Clothing: (See Dress Code under Clinical Policies)

Social Computing Guidelines: Students are **personally responsible** for the content they publish on blogs, social networks, forum boards, or any other form of user-generated media. Be mindful that what you publish may be public for anyone to see and may be traced back to you even after a long time – protect your privacy. This includes online publishing and discussion on blogs, file-sharing, user-generated video and audio, virtual worlds and social networks. Cyber bullying is defined as the electronic posting of mean–spirited messages about another person often done anonymously. Anything posted on any social media about a peer, administrator, teacher, doctor, etc could be cause for a lawsuit for defamation of character.

Be thoughtful about how you present yourself. Nursing students are preparing for a career providing services to the public. Kaua‘i Community College and future employers hold you to a high standard of behavior. By identifying yourself as a Kaua`i CC student through postings, personal web pages and while dressed in uniform, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals. If you are a new nursing student, be sure to update your social profiles to reflect our guidelines.

Protect confidential information. While you are posting to your friends, many of the sites are open to browsing or searching. Be thoughtful about what you publish. Do not disclose or use confidential information or that of any other person or agency. Respect Health Information Portability and Accountability Act (HIPAA) regulations (HIPAA Home Page). Do not post any information about your clinical rotations or clients in any online forum, social media, or webpage except via Lamaku.

ANA social media guidelines: ANA Social media principles

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

HEALTH AND SAFETY POLICY

A. Every student is required to have a current health form documenting the student's ability to perform the technical skills required for practicing nursing. Students **must have** all required health clearances/paperwork submitted by the **first day** of the semester or will be subjected to dismissal. It is the student's responsibility to maintain current immunization requirements, failure to do so may result in being dropped from the program (See Physical Ability Requirements).

B. **Tuberculosis (TB) Clearance** is achieved by either:

1. Entry 2-step PPD negative skin test (7-21 days apart), with annual follow-up PPD test or QuantiFERON Gold blood test.
2. Negative PPD done within the last 3 months and another negative PPD done within 12 months.
3. Positive PPD to include date and results, along with dated completed TB symptom screen. If positive, date and results (in mm) must be documented, and a chest x-ray done within the last 12 months, showing no active tuberculosis prior to submission of this health form. Symptom screen is also necessary annually.

C. Documentation of two (2) MMR vaccines (Measles, Mumps, and Rubella) and proof of positive titers are required. If MMR titers are negative or equivocal, you will need to be vaccinated with two doses of MMR to attend clinical.

D. Laboratory evidence of immunity to **Varicella** is required and documentation of two (2) Varicella vaccinations. If Varicella titer is equivocal or negative, two (2) Varicella vaccinations are required to attend clinical.

E. Tdap (tetanus, diphtheria, and pertussis) documented. Tetanus is required within the last 7 - 10 years.

F. Documentation of the three (3) serial **Hepatitis B** vaccinations, or two (2) dose Hepsilav B (Recombinant) hepatitis B vaccine, and laboratory evidence of Hepatitis B Surface Antibody titer.

G. Nursing is a profession that carries major health risks above and beyond those of most other non-health care professions. Therefore, students are strongly advised to carry their own health insurance (See Policy on Injuries).

I. Clinical facilities may provide access to emergency care in the event of a student injury. However, the student is responsible for all medical expenses charged by the clinical facility.

J. Students with a communicable disease (e.g.,Influenza, COVID-19, RSV) or other hazardous health problems must not attend class or clinical rotation (See Communicable Disease).

K. Following a severe illness, communicable disease, accident, hospitalization, or delivery, the student is required to bring a physician's release including a date to return to school. If clinical hours are not possible to achieve due to the illness/ absence, it will result in failing the clinical component of the course; students may be advised to withdraw from the course to prevent a failing grade.

L. Students must notify the nursing program coordinator as soon as pregnancy is confirmed to ensure protection of themselves and the fetus.There are potential risks to the fetus during clinical rotations.

M. Pregnant students must provide a written statement from the healthcare provider verifying the duration of the pregnancy and approving continuation in the program. Students must submit permission to return if delivery occurs within the duration of a nursing course.

N. Students who are directly exposed to a communicable disease (including but not limited to HIV, hepatitis, TB, or COVID-19) at a clinical setting, will meet with the nursing program coordinator. Follow-up will be handled on an individual basis. (See Communicable Disease).

O. Students are required to purchase malpractice insurance each year. Information regarding the insurance will be provided by the nursing program coordinator or the Nursing Counselor.

P. Students are required to complete Risk and Release forms for each nursing course every semester.

Q. Blood borne pathogens training, including personal protective equipment (PPE) and hand hygiene will be required for all students prior to starting clinical rotations.

AFFILIATION AGREEMENTS with CLINICAL AGENCIES

Due to the complex nature of the healthcare industry, various rules, policies and procedures have been instituted by hospitals that must be met and adhered to by Kauai CC nursing students. If a clinical facility does not give permission for a Kauai CC nursing student to conduct clinical in their facility,

the student will not be allowed to continue with their clinical assignment and course. Furthermore, the **Nursing Department is not obligated to find an alternative clinical placement for the student.** The student will be required to withdraw from the nursing program. In the clinical setting, the instructor will, with agency staff, provide for the direct supervision of students. The agency requires that assigned instructors and students abide by the policies of the agency while using its facilities, including confidentiality of all client information as set forth by HIPAA guidelines.

The affiliating agency reserves the right to exercise its sound discretion, after consultation with the college, to excuse any student from its premises in the event that such person's conduct or state of health is deemed objectionable or detrimental to the best interest of the agency and to the clients. This includes behavior, dress and hygiene. Login and password privileges with electronic medical record use is private and not to be shared. Violation of this policy may result in program dismissal.

Effective January 1, 2004, The Joint Commission for Accreditation for Healthcare Organizations required all TJC approved agencies to require similar procedures for all staff, employees and volunteers (which includes students) with respect to health clearances and employment screening exams. Employment screening exams may include criminal background checks and urine drug screening.

The University of Hawai‘i system has examined this requirement and it is now addressed in current UH publications regarding health and related programs. The University Legal Council in support of this requirement has issued the following statement:

> It is the responsibility of the student to satisfactorily complete affiliated hospital background checks and drug testing requirements in accordance with procedures and timelines as prescribed academic requirements that involve clinical practice in a University affiliated hospital setting with no substitution allowable. Failure of a student to complete the prescribed University nursing clinical practice in a University affiliated hospital shall be deemed as not satisfying nursing academic program requirements.

If the student does not meet all the requirements established by the hospital, the University will not be responsible to provide a substitute clinical facility or clinical experience. Therefore, refusal of a hospital or clinical facility to allow a student in their clinical facility due to negative information will result in the student not being allowed to continue and may prevent any future readmission in the nursing program.

STUDENT GOVERNANCE

Nursing students are provided with an opportunity to provide feedback in the governance of the nursing program. Nursing students are encouraged to attend Nursing Department faculty meetings with student representatives which are conducted throughout the semester, at a minimum of once per semester. During these meetings, nursing students or their class representatives are able to share their concerns and/or provide feedback on a variety of issues.

Nursing students also are welcome to become members of the Nursing Student Organization (NSO) at Kauai Community College. Through the NSO, nursing students elect student leaders to serve on the executive board which consists of a President, Vice-President, Secretary, and Treasurer.

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

PHYSICAL ABILITY REQUIREMENTS
FOR ALL NURSING STUDENTS IN THE NURSING PROGRAM

Program Standards	Examples
Hearing: Ability sufficient to monitor and assess health needs independently.	Converse with patients and health care professionals; auscultation of BP, breath, heart, and bowel sounds; respond to paging systems, bells, telephones, and equipment/ alarm sounds.
Motor Skills (Fine)	Manipulation of syringes, clamps, several items at once. Mix, transfer, withdraw, inject solutions; cleanse and dress wounds. Perform data entry for electronic medical records data entry.
Motor Skills (Gross): Perform multiple motor tasks simultaneously. Ability to lift, move, position, and transfer patients sufficient to provide safe and effective nursing care.	Maneuver and operate equipment, pushing/pulling/carrying; perform CPR.
Mobility: Mobility and strength Sufficient to support and move patients.	Support and transfer patients, move in and out of treatment areas. Move equipment and/or parts of the patient's body.
Tactile: Tactile ability sufficient for physical assessment.	Distinguish hot or cool skin temperature, pulse rate; palpate and feel anatomical landmarks. Distinguish textures, degree of firmness, temperature differences.
Visual: Independent ability sufficient for observation and assessment necessary in nursing care. Have peripheral vision, depth perception and ability to distinguish shades of color.	Describe patient’s skin color, perform calibrations of syringes, administer medications, read thermometers, read and write on patient’s charts/flow sheets/ electronic medical record monitors; interpret reagent tests, colors of body fluids, changes in skin color.

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

COMMUNICABLE DISEASE AND UNIVERSAL PRECAUTIONS

Kaua`i Community College's Nursing Program involves clinical experiences in which students may be assigned to administer care to individuals who have communicable diseases (including but not limited to HIV, and hepatitis).

Students will:

1. Be taught basic skills in isolation techniques and handling of body fluids according to CDC guidelines.
2. Receive information regarding the prevention, transmission, and treatment of communicable diseases.
3. Receive clinical facility orientation on specific policies for blood and body fluid precautions.
4. Demonstrate appropriate application of personal protective equipment (PPE).
5. **NOT** be permitted to care for patients on **airborne precautions (TB, COVID-19, or other patients deemed per clinical agency).**

Students are expected to treat all patients with concern and dignity inherent in professional standards of care. Additionally, students are required to follow recommended guidelines for the prevention of disease transmission.

1. Students will have a current TB clearance.
2. Universal precautions will be utilized by all students for all patients
3. Students will follow Center for Disease Control (CDC) guidelines CDC guidelines as well as the policies of the clinical facilities.

POLICY ON INJURIES FOR KAUA`I C.C. NURSING STUDENTS

1. The student's health insurance should be of such quality that it will sufficiently cover routine as well as major medical needs. The student may qualify for low cost health insurance policies. Information is available through the nursing program coordinator and Nursing Counselor. Students are responsible for their own health care in the event that an accident occurs in any clinical facility or other instructionally related area. If a student chooses not to carry health insurance, a waiver **must** be signed at the Wellness Center.

2. Should an accident/injury occur, the student should immediately notify his/her clinical instructor and facility charge nurse or the program coordinator. If unable to locate these individuals, the student should exercise prudent judgment in obtaining appropriate care. It is the student's responsibility to make contact with

the instructor or program coordinator as soon as possible. An incident report must be filled out for the clinical affiliate. A separate report will be filed with the nursing program coordinator on a Kaua`i CC Accidental Injury and Illness Report (UH Form 29). Post injury counseling will be initiated by the nursing program coordinator or the nurse practitioner in the Wellness Center.

3. Following the accident/injury the student will exercise his/her right to access health care. The student will be responsible for the financial liability of the health care services. The student will be allowed to leave clinical without penalty to access accident/injury care.
4. For further information on campus safety see the current General Catalog.
5. In circumstances when a student has been exposed to body fluids, it is the student's responsibility to follow the facility protocol for exposure to body fluids.

PROTOCOL FOR POST-EXPOSURE TO BODY FLUIDS - STUDENTS

1. Immediately following exposure:

   A. Flush the injured area with water or saline.
   B. Thoroughly clean the area with soap and water if at all possible.
   C. If exposure to the eyes has occurred, use an eyewash station or use the nearest sink to flush the eyes with water for at least five minutes.
   D. Injuries requiring medical intervention should be promptly evaluated by a private provider, Student Health Service where available, or the nearest emergency room.
   E. If the injury occurs at a Kaua`i inpatient or outpatient clinical site, notify the clinical instructor and facility. Follow the applicable protocol for exposure to body fluids at the place of exposure. Notify the person in charge of supervising the student.

   If the injury occurred on UH System campus, report to Student Health Service where available, i.e. if on Kaua`i CC campus, report to Campus Wellness Center.

2. The clinical instructor will notify the nursing program coordinator, who will notify the Biosafety Office at 808-956-3197.

3. Students should follow the directives in the Kaua`i CC Blood Borne Pathogen Exposure Control Plan. The binder is kept in the Nursing Skills Lab and the Campus Wellness Center.

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

CLINICAL POLICIES FOR ALL CLINICAL ROTATIONS/ SKILLS LAB/ SIMULATION

Clinical Experience

A. Students are not permitted to provide direct patient care during non-clinical hours when obtaining patient assignment information.

B. Students are not permitted to perform nursing skills with a licensed nurse without the instructor's consent.

C. Students will not smoke or chew gum in clinical settings. Students may not eat or drink in patient care areas. All food and drinks must be kept in the appropriate designated areas.

D. Students are not permitted to make or receive text messages or personal phone calls or visits in the clinical setting. In case of emergency, the student may be reached through the instructor.

E. Students are not permitted to transport patients in their personal vehicles.

F. Students may access medical records only as determined by student clinical assignment and as allowed by institutional policy and law. Looking at other patient charts not assigned to them without authorization of the clinical instructor will be considered a HIPAA violation and may be dismissed from the nursing program.

G. Taking photographs is prohibited in all patient care areas or according to the clinical site policy. Photographs of the medical record are also prohibited and considered a HIPAA violation; students may be dismissed from the nursing program.

H. Personal laptop computer use is limited according to the clinical site policy. Use of clinical site computers is by permission only and printing of any patient/client information is not allowed.

I. Each student will be responsible to collect client information prior to care of clients (face to face, virtual or simulation). Each student is expected to come to the clinical experience appropriately prepared to carry out their assignment. Students who are not adequately prepared (i.e., do not have a written clinical judgment tool, cannot assess and plan, or cannot safely perform skills taught to

date), will not be allowed to care for the patient and may be sent home from a clinical experience. This will be deemed as a clinical absence and will be treated as such. If the student lacks the requisite skills, the student should formulate a plan for meeting those learning needs in a timely fashion. This may include referral to the skills laboratory for additional practice time.

J. Interactions with clients, their families, staff, faculty, and peers must be professional, courteous, and diplomatic at all times.

K. Students are advised that any sharing of clinical information on a social networking site, or through email is a violation of HIPAA, and is forbidden. **Clinical assignments should only be submitted via Lamaku.**

L. Students must conduct themselves professionally and ethically. See the National Student Nurses' Association, Code of Ethics, American Nurses Association Code of Ethics for Nurses and the International Council of Nurses Code of Ethics for Nurses.

Clinical Evaluations

Clinical performance is documented using the Clinical Evaluation Tool (CET). The Clinical Judgment Tool (CJT) serves as the nursing student's road map for clinical practice. The CJT is used in the assessment and planning phase to *Recognize Cues, Analyze Cues, Prioritize Hypotheses* and *Generate Solutions* to meet client needs in the clinical practicum. This tool is used to help the nurse think critically and holistically to support the client's needs. The CJT documents *Take Actions* and *Evaluate Actions* in the reflective process to enhance development of clinical judgment.

The CJT is graded by the clinical instructor (CI) to validate adequate preparation, planning, clinical reasoning, and reflection. The CI will provide feedback to improve the CJT and enhance the learning experience.

The CJT differs from the Clinical Evaluation Tool (CET). The CI evaluates student progress using the CET. Therefore, the CET is the culmination of all clinical performance criteria including CJT, skill performance, client interaction, and clinical practice; to provide an objective measure of clinical performance. The CET is what is used to determine whether the student passes or fails clinical.

Clinical evaluations are ongoing throughout the rotation and are based upon student performance and progress. The evaluations are based on course objectives. The elements below may result in clinical failure. **Overriding elements** constituting unsatisfactory performance are listed below:

Physical Jeopardy: Any action or inaction which threatens the patient's well-being, examples include the following:

1. Not maintaining a safe environment.
2. Failing to observe and/or report significant changes in the patient which may lead to worsening of their condition. This includes failing to report to your instructor any abnormal vital signs.
3. Not using side rails when the patient is confused, unconscious, sedated, or if the bed is in an elevated position; failure to return bed to the lowest position with the brakes on.
4. Improper use of restraints or other equipment that may result in physical injury.
5. Failing to explain to the patient the proper use of equipment necessary for safety.
6. Failing to identify the needs of the patient before initiating therapeutic measures.
7. Failing to report and follow up on broken equipment or hazardous conditions.
8. Inaccurate charting assessments or observations.
9. Violation of aseptic technique. Any action or inaction, which violates the principles of medical and surgical asepsis, will be considered in this category. For example:
    a. Failing to observe for and use standard precautions in the care of all patients, especially hand washing before, during and after care.
    b. Handling sterile equipment without using sterile procedure(s).
10. Committing actual or potential medication errors.
11. Giving the patient teaching material that has not been approved by the instructor/facility.
12. Notify faculty and staff of clinical absence at least one hour prior to beginning of clinical so that client care can be adequately planned.
13. Notify faculty and staff prior to leaving the nursing unit.

Emotional Jeopardy: Any action or inaction, which threatens the patient's emotional well being. Examples include:

1. Failing to maintain patient privacy.
2. Use of words or movements that are non-therapeutic.
3. Use of overt or covert threats toward clients.
4. Breaching confidentiality or making statements about clients or their care that is incorrect.
5. Giving patients information about their condition without finding out what is known or is contrary to the physician/family wishes.
6. Failing to manage one’s own anxiety properly.
7. Repeated use of probing or attacking questions when talking to the patient and/or others.
8. Failing to observe and appropriately respond to distressful behaviors in patients.

Dress Code

The general appearance of the student must conform to the expectations of the profession as determined by faculty and clinical agencies. **We use the most conservative guidelines to satisfy all clinical agencies.**

A. Uniforms

1. Appropriate clinical attire: Designated professional scrub uniforms are available in the Kaua`i CC Bookstore. Clothing must be clean, **UNWRINKLED and LOOSE FITTING.** Undergarments (color, prints) should not be visible and any shirts worn under scrubs must be **white.** Lab coats or scrub jackets may be worn but must be either white or hunter green.
    - 1st level: hunter green pants (without ankle cuffs) with white top;
    - 2nd level: hunter green top and pants (without ankle cuffs).
2. A white undershirt is not mandatory but may be required in the case that cleavage or chest hair is exposed. Only plain white shirts will be allowed under uniform tops.
3. Pants **must NOT drag** on the floor for infection control purposes. Have your pants hemmed if needed to meet this requirement.
4. Appropriate outpatient clinical attire: Designated Kaua`i CC Blue polo shirt (available at the KCC bookstore) and loose fitting black dress slacks/pants, or black scrubs (without ankle cuffs). No athletic apparel, yoga pants or leggings are allowed. Undergarments must be covered (tops and bottoms). Your clothing should not unnecessarily expose your body, especially when bending over.
5. Clean, closed toe shoes with rubber soles and low heels.
6. Kaua`i CC picture student ID Badge.
7. Additional Clinical site ID badge if required by the facility.
8. Scrubs should not be worn after clinical rotations to campus, restaurants, food stores, etc to prevent the spread of germs.

The student will have on hand the following equipment in all clinical experience unless specifically forbidden - for example, within the acute behavioral health unit.

1. Pocket notebook and black pen
2. Bandage scissors
3. Hemostats
4. Penlight
5. Stethoscope
6. Watch with second hand (not your cell phone)
7. Small pocket calculator (not your cell phone)

8. Black Sharpie marker
9. Eye protection wear

B. A neat clean well-groomed appearance is expected in the clinical area.

C. Attention to oral and personal hygiene is expected in the lab/clinical settings.

D. An appropriate hairstyle devoid of ornamentation should be worn in all clinical areas including skills lab and simulation. For infection control purposes all hair must be up off the collar, pulled back, and controlled. Long hair must be tied up or braided and secured in a bun for infection control. No unusual hair color (e.g., pink, blue per HPH policy). All hair must be of natural color tones. All hair restraints, headbands, clips, skull caps, hair ties must be of neutral color, (e.g., white, tan, brown, black with no patterns, designs, flowers, etc.).

E. Male students shall be clean-shaven or maintain a closely trimmed mustache and beard. Fitting for use of N95 masks may require no facial hair. Hair shall be neatly combed and trimmed.

F. Shoes and laces should be clean and in good repair.

G. Conservative use of make-up may be used in the clinical facility. Eyelash extensions or false eyelashes are not allowed. No scented products, such as perfume or lotions, should be worn.

H. Only wedding rings and engagement rings will be worn in the clinical facility. If the earlobes are pierced, no more than one pair of small plain posts/studs may be worn and no other visible jewelry may be worn including body (tongue, lip and nose piercings. If students have gauges in their ears, they must remove and use flesh colored spacers (HPH policy).

I. Fingernails should be short and clean. Fingernail polish and artificial nails may not be worn due to increased infection risk.

J. All tattoos must be covered (with white or green sleeves to match uniform top) and cannot be openly displayed at the clinical site. In the event a tattoo is on fingers or hands, the instructor and nursing program coordinator must be notified.

K. The student Kaua`i CC picture ID badge will be visibly worn on the front of the uniform. Students will be responsible for replacement of lost identification badges.

L. For students needing to be in the clinical facility outside of the assigned clinical hours (i.e. getting patient assignment), and for select community clinical activities, the uniform consists of Kaua`i CC polo shirt, Kaua`i CC picture ID

badge, black dress pants, black scrub pants or knee-length skirt, and clean closed toe shoes. No shorts, short skirts, jeans, bare midriffs, yoga pants, athletic apparel or open toe shoes are allowed.

M. Failure to comply with the Kaua`i CC dress code may result in a request by faculty, or facility staff for the student to leave the clinical area, dismissal from clinical, and/or event log record/contract initiated.

SKILLS COMPETENCY

Nursing skills proficiency must be demonstrated in the training lab prior to clinical and checked off and approved by an instructor. Students will be taught nursing psychomotor skills at various levels throughout the nursing program progressing from simple to complex. Students should be comfortable and confident in their skills before attending clinical. As a self-directed activity, students will be expected to seek out additional lab time for practice if needed prior to actual care of clients. An open skills lab is available for all students. Students must contact faculty to reserve a time.

DOSAGE CALCULATION COMPETENCY

Math ability is extremely vital to nurses with medication dosage calculations and the clients they care for and, therefore, is a requirement for all nurses. Since the student will be administering medications in the clinical areas, the student must be able to correctly calculate medication dosages before going into clinical. Students will be expected to demonstrate math skills appropriate to medication administration in each course.

To demonstrate these skills, students will be expected to pass the applicable math exams (per course) with 100% accuracy on the calculations. Students have the opportunity to retake exams but before redoing the math exam, the student **MUST** remediate with their instructor prior to taking the exam.

Students that have not passed their math exams before clinical begins, including face to face, simulation and virtual simulation, will not be allowed to pass medications until they are successful on their exams. It is the student's responsibility to achieve 100% on the calculation component of the math exam. If the student is unable to pass the math exams after three attempts, clinical objectives can not be achieved and will result in a failure for the course.

The maximum number of attempts to pass each math exam is **THREE** attempts. Students who fail all attempts after remediation will be withdrawn from the nursing course. Remediation includes reviewing the applicable modules in ATI, meeting with faculty, and obtaining approval to retake the exam. A minimum of 24 hours is required between exam retakes.

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

ACADEMIC DISHONESTY POLICY

Examinations: Written and Online Testing

A. Written and online examinations must be taken on the scheduled date. It is the student's responsibility to **contact** the instructor in the event of an **unavoidable absence** and obtain instructor **approval PRIOR** to the posted exam date and makeup the exam **within two business days**. Failure to do so may result in a 10 point deduction from the student's exam score and an additional 10 points for each day beyond the scheduled exam date unless the instructor agrees to an extension due to student emergency.

B. Seating arrangements and instructions regarding the testing procedure are assigned by the instructor.

C. No personal belongings or classroom materials (such as smart watches, books, cell phones, papers, earbuds, etc.) will be allowed on the table/desk. Basic function (non-programmable) calculators are allowed at the option of the instructor otherwise department issued calculators will be provided for tests containing math items.

D. A grade of zero will be recorded and averaged into the final grade if there is evidence of verbal or nonverbal communication between students regarding the exam, using inappropriate sources of information during the examination, and/or attempting to alter or alter answers after an examination has been submitted.

E. All students will remain seated during testing unless there is a need to communicate with the instructor or testing proctor.

F. Attend to all personal needs (bathroom/toileting) before the exam. Only in rare situations will a student be allowed to leave the classroom during an examination. If allowed, the instructor/test proctor may request that the student be accompanied by another faculty or a staff member. Students must notify the instructor/test proctor prior to the exam of medical necessity to use the bathroom during the examination.

G. Failure to comply with the above guidelines may result in consequences that include but are not limited to assigning a zero for the test, failure of the course, and/or expulsion from the nursing program. Such consequences are

decided on an individualized basis by the course instructors after discussion with the nursing program coordinator and are based on the level of instruction, the particular test involved, and the severity of the infraction.

H. Attempting to access exams (either written or computerized) without authorization, taking an exam from the testing areas, copying or disseminating (verbally,electronically or physically) any exams may result in dismissal from the program.

I. Online testing is subject to the same sanctions for cheating and plagiarism.

J. As part of the nursing student code of conduct, nursing students are expected to maintain confidentiality with regards to exam questions, wherein the contents of an exam are not to be shared with other students.

Plagiarism

Plagiarism, as defined by the Kaua`i Community College General Catalog, includes but is not limited to:

1. Submitting any document to satisfy an academic requirement, which has been copied in whole or part from another individual's work without identifying that individual.

2. Neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled by the source.

3. Submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved.

Such documents may include, but are not limited to, nursing care plans, formal papers, or homework assignments.

Plagiarism may result in consequences that include, but are not limited to, assigning a zero for the assignment, failure of the course, and/or expulsion from the nursing program.

Such consequences are decided on an individualized basis by the course instructors after discussion with the nursing program coordinator and are based on the level of instruction, the particular assignment involved and the severity of the infraction.

Use of Artificial Intelligence (AI)

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as **plagiarism.**

Acceptable and Unacceptable Use of AI (from Northern Illinois University Center for Innovative Teacher and Learning)

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this program for the following activities:

- Brainstorming and refining your ideas
- Fine tuning your research questions
- Finding information on your topic
- Drafting an outline to organize your thoughts
- Checking grammar and style

The use of generative AI tools is NOT permitted in this program for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs or papers to complete class assignments

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic dishonesty. Any assignment that is found to have used generative AI tools in unauthorized ways will be treated as plagiarism. When in doubt about permitted usage, please ask for clarification.

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

UNSAFE PRACTICE POLICY

Unsafe actions are incidents that may result in the student's dismissal are those which 1) potentially or actually jeopardize the safety of patients and which 2) demonstrate poor judgment in areas in which the student has had previous opportunities for learning. Please refer to the overriding elements constituting unsatisfactory performance included in Clinical Behavior Expectations (p. 42-44).

Examples of unsafe actions would include **BUT ARE NOT LIMITED TO**:

1. Attending clinical without having done adequate preparation to care for the assigned patient.

2. Attending clinical while under the influence of any substance affecting a student's ability to respond in a reasonable and safe manner.

3. Performing unsafe nursing care which might have had the potential to cause physical injury or emotional stress to a patient, (e.g., administering medications and treatments in a negligent manner, and not properly identifying the patient).

4. Falsifying, altering patient records, or providing inaccurate or incomplete documentation.

5. Failure to provide for the patient's confidentiality.

6. Performing skills that are not appropriate for the current level of practice or performing skills without the knowledge or approval of the instructor.

7. Misappropriating drugs, money, supplies, or equipment.

8. Inappropriate communication/behavior with patient family, instructor, or members of the health care team.

9. Leaving the clinical area and client assignment without properly notifying the clinical instructor.

10. Failing to report an error or unsafe condition involving a client under their care.

11. Not reporting significant changes in client condition, especially deterioration.

12. Failure to follow verbal or written instructions given by the clinical instructor.

PROCEDURE:

Immediately after the incident, the instructor will notify the student of the alleged unsafe practice. At the discretion of the nursing instructor, the student may be removed from clinical practice for the remainder of the day. The student will not be permitted to return to clinical activities until approval is received from the nursing program coordinator. The unsafe practice incident will be documented on the incident documentation report with the instructor's actions and student's recommended plan of action.

The instructor will notify the nursing program coordinator within one day of the alleged unsafe clinical practice incident and present a recommended plan of action. The nursing program coordinator and faculty member will work toward a consensus decision regarding a final plan of action. In the event that consensus cannot be reached, the decision for student action will be determined by the nursing program coordinator. The decision for student action may include dismissal from the clinical component of the course, resulting in failure of the student to complete the requirements of the specific course. Failure to complete any nursing course may result in dismissal from the Kaua`i Community College Career Ladder Program.

The incident report and plan of action will be presented to the student and the nursing counselor by the nursing program coordinator and nursing faculty member **within two working days** of the incident. A student who believes that any allegation, action, or dismissal is not justified will be counseled regarding available options utilizing appropriate procedures. Upon dismissal for unsafe practice, the Nursing Program has no further obligation to grant readmission.

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

EVENT LOG/CONTRACT FOR SUCCESS

EVENT LOG

The event log is a form of an incident report and written record that may be used for documenting significant incidents and/or unacceptable student behavior in the classroom, the nursing skills lab, or the clinical area. This document should contain a detailed account of the observed behavior and success plan to correct the behavior within an identified time frame for completion and evaluation.

Event logs may be written after the student has first been counseled verbally regarding the behavior or immediately following an unacceptable behavior that jeopardizes the health or welfare of a patient.

The event log will be discussed in a conference with the instructor and the student. The student can provide a written response to document their understanding of the incidence or unacceptable behavior. The event log will be signed by both the instructor and the student to indicate that the event log report had been discussed with the student. The student shall be given an opportunity to submit additional statements. A copy of the event log and student statement will be given to the student. This record will become a part of the student's file.

CONTRACT FOR SUCCESS:

A Contract for Success is a form of an incident report and written when serious and/or persistent behaviors indicate a potential for unsafe practice. The Contract for Success should specify the problem, state a success plan to alleviate the problem, and identify a time frame for completion and evaluation.

The contract will be discussed in a conference of the instructor and the student. The student can provide a written response to document their perception of the behavior and terms of the contract. The contract will be signed by both the instructor and the student to indicate that the contract has been discussed with the student. The nursing program coordinator may be included in the discussion as deemed necessary by either the instructor or the student. A copy of the contract and student statement will be given to the student. This record will become a part of the student's file.

Satisfactory or unsatisfactory completion of this contract will be used in evaluating the student at the completion of the course. The outcome of the contract should be recorded at the time of completion.

Although contracts may be completed satisfactorily in one course, if the same serious or persistent behaviors occur in future courses the contract may be extended to the next semester. Documentation of similar unsafe behaviors across nursing courses may indicate unsafe practice.

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM
STUDENT SUCCESS DOCUMENTATION

☐ **Verbal Warning** ☐ **Event Log** ☐ **Contract** ☐ **Unsafe Practice**

Student Name: **Course/ Semester:**
Observed behavior, area of concern, or record of unsafe practice incident: **Include program objectives, behavior, concern, or unsafe practice jeopardizes:**
Success Plan: **Time frame to complete and evaluate:**
This success contract has been discussed with me. I understand that I am able to submit additional statements. **Student Signature:** **Date:** **Instructor's Signature:** **Date:**
Outcome of incident:
Student Signature **Date** **Instructor Signature** **Date**

Revised/Reviewed August 2026 IE

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

SAFETY RULES FOR NURSING SKILLS LAB

1. Only students will be allowed in the nursing skills labs except for authorized events.

2. The use of all lab equipment is permissible only after instruction has been given on its use and only as directed.

3. The wheels on beds, wheelchairs, shower chairs, and stretchers will be locked when transferring people and manikins.

4. The bedside area and working areas will be kept free from hazardous obstructions.

5. Students are expected to clean up after each use and keep the skills lab clean and neat at all times. Beds are not to be used for sleeping.

6. Students will use correct body mechanics at all times.

7. All equipment and supplies must be properly stored or discarded according to agency policy after use (e.g., syringes and needles). Cooperate with instructors in management of lab materials and supplies.

8. Parenteral injections with sterile normal saline and insertion of IV catheters may be performed on another person only under the direct supervision of an instructor.

9. No procedures involving insertion of equipment or materials into the body may be practiced on another person (e.g., nasogastric intubation, catheterization, enemas, etc.) with exception of #8.

10. Students will report all injuries, accidents, errors, and unusual incidents to the lab instructor immediately.

11. No electrical equipment may be placed near sink areas.

12. All spills will be wiped up immediately.

13. Closed toe shoes and clinical uniform must be worn during lab practice and check offs.

14. Students will be familiar with all eye wash stations, fire extinguishers, fire signals, fire drill procedures and fire exits.

SAFETY RULES FOR CLINICAL ACTIVITIES

The student will:

1. Carry out all nursing procedures following principles as taught in class and nursing lab.

2. Abide by the policies of the agency related to care of patients, equipment, and supplies. Clarify specific policies when unsure with the instructor or the charge nurse.

3. Request supervision for all nursing care activities until demonstrated competency is ascertained by the instructor.

4. Engage in only those nursing care activities in which they have been instructed, demonstrated proficiency in (i.e. checked off) and/or assigned.

5. Report all injuries, accidents, errors, and unusual incidents to the instructor immediately.

6. Report safety hazards to the instructor immediately.

7. Become familiar with fire procedures of the agency.

8. Not attend clinical with a communicable disease or other hazardous health problems. Any student suspected of having a communicable disease or health issue must notify the clinical instructor prior to scheduled clinical/class. A physician's health clearance is required prior to returning to clinical.

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM
CONSENT, WAIVER, RELEASE AND INDEMNITY AGREEMENT

To be completed by Covered Program:

_____
_____ exams
(Name, dates and description of Covered Program)

_____
_____

To be completed by participant:

In consideration for my participation in the Covered Program, I agree to the following on behalf of myself and my heirs, executors, administrators, and personal representatives:

1. Representation of health. I understand the nature of the Covered Program and I represent that I am in good physical, mental, and emotional health and able to participate in the Covered Program. If, at any time, I believe the conditions of my participation to be unsafe, I will immediately cease further participation in the Covered Program. I further agree to and represent that in connection with my participation in the Covered Program: (a) I will be covered by a private medical and liability insurance policy, (b) I am not employed by the University of Hawai‘i, and (c) the University of Hawai‘i will not be responsible for or required to indemnify or defend me with respect to any illness, personal or bodily injury, death, economic and property damage, severe emotional loss, and any other loss, damage, or injury (collectively the “Injuries/Damages”) that I may sustain or suffer in connection with my participation in the Covered Program.
2. Assumption of risk. I understand and acknowledge the dangers and risks involved in my participation in the Covered Program including the Injuries/Damages. These Injuries/Damages may be caused by actions or inactions of myself or others participating in the Covered Program and/or the conditions where the Covered Program occurs. I acknowledge that there may be other Injuries/Damages not known to me or not readily foreseeable at this time. I fully accept and assume all risks of the Injuries/Damages resulting from my participation in the Covered Program. I have read and understood all written materials setting forth the requirements for my participation and I will observe, follow, and comply with all verbal and written instructions.
3. Waiver and release. I hereby waive, release, and discharge any and all claims, demands, actions, rights, and causes of action for any and all Injuries/Damages, known or unknown, related to, arising from, or traceable either directly or indirectly to my participation in the Covered Program (collectively the “Released Claims”).
4. Indemnify, defend, and hold harmless. I accept full responsibility for my participation in the Covered Program and I agree to indemnify, defend, and hold harmless the University of Hawai‘i, and its past, present and future Board of Regents, officers, employees, agents, and assigns from any and all Released Claims and any and all demands, actions, judgments, injunctions, orders, directives, penalties, assessments, liens, liabilities, losses, damages, costs, and expenses (including

attorneys' fees), arising or resulting from or caused by any of my acts or omissions (or by any person for whom I am responsible) during, involving, or related to my participation in the Covered Program.

5. Photo, Video and Sound Recording Release and Consent. I authorize the University of Hawai'i and its officers, agents, employees, successors, licensees, and assigns to take and use photographs, video, and sound recordings of and/or live stream my participation in the Covered Program, and to use my name, image, likeness, appearance, and voice (collectively the "Recordings"): (a) for any legitimate purpose, including any educational, institutional, scientific, fundraising or informational purposes, (b) in perpetuity, (c) on a worldwide basis, (d) without compensation to me, (e) in any manner or media, including use on social media sites and web pages accessible to the general public, and (f) alone or in combination with other Recordings. All right, title, and interest in the Recordings belong solely to the University of Hawai'i. I understand the Covered Program may attract media coverage or be recorded, in whole or in part, for rebroadcast or retransmission, and I consent to my inclusion in such media coverage, which may appear in print media, live or replay telecast or broadcast, podcast, and/or through social media and internet postings.

I have read this Consent, Waiver, Release, and Indemnity ("Agreement") and I understand that I am giving up substantial rights, including the right to sue. I am participating in the Covered Program freely and voluntarily. I agree that: (a) the laws of the State of Hawai'i shall apply to this Agreement and (b) if any portion of the Agreement is invalid, the remainder of the Agreement shall continue in full force and effect.

Signature of Participant _____

Print Name _____

Date _____

APPENDIX 7 UHOGC
Revised 9/26/18

MEDICAL CONSENT FORM

I consent to, and authorize any medical professional and others working under their supervision to provide medical treatment or care to me for any injury or illness arising from or related to my participation in the Covered Program and agree to pay any and all medical expenses, costs and other charges, and to release, discharge, indemnify, defend, and hold harmless the University of Hawai‘i, and its regents, officers, employees, agents and assigns from and against any and all liability, claims, demands or actions arising from or connected with such medical treatment or care.

I give permission to the University of Hawai‘i to undertake any emergency/urgent treatment or medical care for me that may be deemed necessary for my health. Also, if my hospitalization is deemed to be medically necessary, I give permission for my hospitalization.

Participant’s Health Insurance

The University of Hawai‘i requires participants to maintain personal health insurance. Please indicate private insurance coverage or Medicaid eligibility below.

Name of Insurance Company Policy _____
Group _____
Policy Holder’s Name _____
Relationship to Participant _____

If you do not have private insurance, have you applied for Medicaid? Yes No (If not, please do so.)

Signature of Participant _____
Print Name _____
Date _____

Participant’s Emergency Contact Information:
Home Phone # (____)_____Contact Name _____
Work Phone # (____)_____ Contact Name _____
Cell Phone # (____) _____Contact Name _____

Physician’s Emergency Contact Information:
Home Phone # (____)_____Contact Name _____
Work Phone # (____)_____ Contact Name _____
Cell Phone # (____) _____Contact Name _____

Physician’s Exchange Phone No.: _____

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

ADMISSION CRITERIA

Applicants must demonstrate basic skills proficiency in reading, writing and mathematics as part of acceptance into the nursing program. Proficiency level may affect the sequence of courses in which students can enroll and may also extend the time required to complete the program.

Admission to the college does not guarantee admission to the nursing program. **Qualified Hawai`i residents** are considered first for admission to the nursing program. **Qualified non-residents** are considered after qualified Hawai`i residents have filled all available openings.

Criteria for Admissions to Nursing Program (Effective Fall 2024)

a. **Program prerequisites:** Students are required to complete the following courses with a grade of C or higher (C- not accepted).

b. **Pre-requisite courses may be repeated once.** The most recent grade will be recorded for repeat courses (not necessarily the highest grade). Courses completed via credit by exam will be given a C grade. Courses taken on a credit/no credit basis will not be accepted except for the Spring 2020 semester due to the Covid-19 pandemic.

c. **Minimum Grade Point Average (GPA) 2.75 in prerequisite courses** (Note: GPAs are not rounded.)

d. **Test of Essential Academic Skills (TEAS)**: This pre-nursing test is required. Students must complete the TEAS exam with scaled scores at the Proficient Level or higher in all content areas. Developmental and Basic scores in any category will not be accepted. Scores must be 58.7 or higher in all categories including the total score. See website or counselor for more information

e. Wait list will be in effect for the year applied. If space does not occur, you must reapply next year.

	PREREQUISITES	COURSES	CREDITS
FW	ENG 100	English Composition	3
FQ	MATH 100 or higher designated FQ	Survey of Mathematics	3
DS	PSY240 or HDFS 230	Developmental Psychology or Human Development	3
DB, DY	PHYL 141/141L	Human Anatomy and Physiology I/Lab	3/1
DB, DY	PHYL 142/142L	Human Anatomy and Physiology II/Lab	3/1
DB	MICRO 130	General Microbiology	3
	NURS 212	Pathophysiology	3
	Any DA, DH, or DL	AS graduation requirements: Cultural Environment: Core options	3

Application Process for Fall Entry

Students may apply to the Nursing Program up to May 1st, the semester prior to entering the Fall semester. Students will be ranked using the Application Rubric.

Application criteria are as follows:

- Minimum Cumulative GPA of 2.75 (in pre-requisite courses)
- Completion of the Assessment Technologies Institute Test of Essential Academic Skills (ATI TEAS) is required to fulfill the pre-admissions exam requirement. Developmental and Basic scores in any category will **NOT** be accepted. The exam score remains current for three years and **may be retaken two times a year** with a minimum of 30 days between exams. Link to TEAS information.
- Students finishing up their last prerequisites will be considered, contingent on successfully completing the courses with grades C or above (by end of Spring semester).

- The waitlist will be in effect for only the applied year. If a space does not become available that fall, the student must re-apply the following year.

Application Period: The Nursing Program application period is January 2nd through May 1st. Only completed Applications/Prerequisite Completion Summary, Checklist, and all other requirements submitted by **May 1st** will be reviewed for Fall admissions. The Nursing and Allied Health Counselor will notify the applicant of any outstanding requirements. The applicant is responsible to submit any outstanding requirements by the **May 1st** deadline. Students will be placed on the qualified list as they meet admission criteria and after the application deadline, applicants will be ranked pending completion of required prerequisites. Students will be notified by mail at the end of May for acceptance into the Nursing Program for the following Fall semester. Students will have until specified date in letter to confirm acceptance to the program.

- Accepted students who do not complete their health requirements by the **July 15** deadline, will be dropped and the vacancy created will be offered to the next qualified applicant on the waitlist.
- Retraction of Offer from the Nursing Program: If it is discovered that the admission criteria was not met, an error was made, or data was falsified, the offer can be retracted. A letter will be sent addressing the error, omission or inaccurate information and notice of retraction.

New, transfer and returning students must complete a University of Hawai`i System Application Form, Application/Prerequisite Completion Summary, Checklist, and all other requirements.

Students currently enrolled at Kaua`i Community College should submit the Application/Prerequisite Completion Summary, Checklist, and all other requirements.

If you submitted an application for the Spring semester but did not attend or you take a break in a semester, you must submit a new application. All students who withdraw from college are subject to the program requirements in effect at the time of re-entry.

Acknowledging Acceptance

- Application deadline for fall admission: May 1st
- Admissions into the AS Nursing Program are determined by the end of May. Applicants will be notified of your admission status by letter.
- Qualified applicants who are admitted receive a letter from Kaua`i Community College Nursing regarding their acceptance into the program and eligibility to register. Selected applicants are given a specified time period to accept their position in the class and to complete their additional nursing and clinical facility requirements.
- If any of the selected applicants do not accept or if any accept and then withdraw prior to the beginning of classes, the vacancy created will be offered to the next applicant on the waitlist. The waitlist will be in effect for the applied year.

- Accepted students who do not complete all of the additional nursing and clinical facility requirements by the specified deadline, will be dropped and the vacancy created will be offered to the next applicant on the waitlist.
- In the event that several students achieve the same score, students NURS 212 grade and TEAS score will be evaluated and ranked; in the event that students grades/ scores are equal, students ranking will be determined anonymously by random selection.

Background Checks: Clinical agencies may deny students based on the results of drug testing, criminal background checks, and fingerprinting. This will disqualify student's participation in the Nursing Program.

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

ELIGIBILITY GUIDELINES FOR READMISSION

A. **Readmission Policy**

1. If the student withdraws/fails in the first year of the Kaua`i CC Nursing Program, they may be eligible to apply for readmission. The student, regardless of reason, **must have had an exit interview** with the nursing program coordinator. Failure to do so will cause the student to forfeit their rights to apply for readmission **except for extenuating circumstances**. During the exit interview, the student will be given the opportunity to give explanation for withdrawal/failure and plans to correct factors which contributed to withdrawal/failure.
   The exit interview must have been completed within six weeks of withdrawal, failure, or inability to progress in the program. The **student must initiate** the interview.

2. When a student fails to fulfill the requirements of the nursing program and/or withdraws, they may request readmission to the Career Ladder Nursing Program at Kaua`i Community College through the petition process. This request will be considered and evaluated by the nursing program coordinator and/or the readmission committee. Petition letter to be submitted by **May 1st for the Fall semester, November 1st for the Spring semester** and **February 1st for summer** session.

   The petition letter will require the following information:

   A. Why were you not successful in the last semester?
   B. Were there extenuating circumstances that impacted your academic performance?
   C. How will you handle your student responsibilities differently if you are readmitted?
   D. What have you done during this period of time to keep your knowledge and skills up?

3. A student with one previous withdrawal from any school of nursing may be eligible for admission into Kaua`i CC Nursing Program. The student must follow the same process of petition to the program and admission will **depend upon space and faculty availability**. If admitted, the admission would be considered as a readmission.

4. A maximum of two nursing courses may be repeated once.

5. A readmission request will be by written petition, stating the extenuating circumstances which necessitated the second withdrawal. This request will be considered and evaluated by the nursing program coordinator and/or the readmission committee.

   An interview may be held to assess whether the circumstances necessitating prior withdrawal have been resolved adequately. Findings will be discussed at the nursing faculty meeting where a decision will be made regarding readmission. All readmissions will be considered on a case-by-case basis. Readmissions are not guaranteed.

   A student may be readmitted contingent on **space and faculty availability**. Students must fulfill the AS degree in nursing graduation requirements in effect at the time of readmission.

6. The student is encouraged to apply for entry into the Career Ladder Nursing Program within one year of exit but must apply within two years to ensure continuity in his/her program of learning. After two years, the student may petition the nursing program coordinator for readmission, which will be considered on a case-by-case basis.

7. Further readmission will be considered on a case by case basis and is not guaranteed. The student must petition the nursing program coordinator and Admission Counselor with a plan of action to resolve the problems that resulted in this need. The requirements of this plan of action must be completed prior to readmission. The nursing program has no further obligation to grant readmissions for dismissal for unsafe practice.

B. Priority Listing for Readmission

1. The following priority system will be used to determine readmission:
   a. First Priority - Students who withdrew in good standing.
   b. Second Priority - Students who received a N, D, or an F grade in a nursing course.
   c. Third Priority - Students who received a N, D, or an F grade in a nursing course in another nursing program.

TRANSFER APPLICANTS

All transfer applicants who have taken coursework in nursing at another nursing program will be evaluated on an individual basis. Opportunities for transfer applicants to enter nursing classes at advanced levels are limited to those instances where space becomes available.

To be eligible for transfer, the student must:

1. Be eligible for re-entry to the original nursing program, verified by a letter from the previous nursing program coordinator stating the circumstances necessitating the transfer;

2. Meet all nursing program admission prerequisites and requirements;

3. Have credits for courses completed at other colleges/universities evaluated towards meeting general education and/or nursing requirements. If they are substantially equivalent to offerings at the college (provide course syllabus for review).

4. Not currently on suspension or academic probation from another college/university.

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

LPN TO RN TRANSITION PATHWAY

The purpose of the LPN to RN Transition pathway is to provide the opportunity for students with previously acquired nursing knowledge and skills as an LPN in a RN program to continue and achieve an Associate of Science Degree in Nursing and to pass the NCLEX-RN. Admission into the LPN to RN transition pathway and into the second year of the Associate of Science (A.S.) degree program is on a space-available basis and course equivalency evaluation. In order to be eligible for admission into the Transition Pathway, the LPN must meet the following admission criteria: (Please refer to LPN to RN Transitions Rubric).
Application deadline: May 1st prior to the desired semester of reentry.

a. Completed the first level Associate of Science Degree in Nursing Program such as (UH Nursing Consortium Curriculum, KCC Career Ladder Program, or similar RN Associate degree programs).
b. Possession of a valid Hawai‘i LPN License in good standing
c. Complete all program prerequisite courses with a grade of C or higher and a minimum GPA will be 2.75
d. Completed NURS 212, Pathophysiology and NURS 203, Pharmacology (or equivalent Pharmacology course prior to Fall 2017) with a grade of C or higher
e. If science and math courses are older than seven years, students will be required to take the ATI TEAS exam and achieve a “Proficient” or higher score in all areas.

Credit is granted for the following courses at the time of admission into the A.S. Program:

NURS 210	Health Promotion Across the Lifespan	9 credits
NURS 211	Professionalism 1	1 credit
NURS 220	Health & Illness 1	10 credits
NURS 230	Clinical Immersion 1	4 credits

LPN to RN Transition Pathway Criteria

Counselor will verify that all program prerequisites have been completed

Criteria	Scoring Criteria Points	Score
*Minimum GPA 2.75 (GPA will include pre-reqs and nursing courses; up to the successfully completed semester)	GPA above 3.49 = 3 points GPA 3.49 - 3.0 = 2 points GPA 2.99 - 2.75 = 1 point	
NURS 203 or PHARM 203 (before Fall of 2017) Pharmacology	Grade of A = 3 points Grade of B = 2 points Grade of C = 1 point	
NURS 212 Pathophysiology	Grade of A = 3 points Grade of B = 2 points Grade of C = 1 point	
Current Resume Two letters of recommendation	Up to 5 points	
*Employment (Must have at least 6 months of health care experience) Submit a Letter verifying work experience from the HR department. HEALTH CARE WORK EXPERIENCE DOCUMENTATION FORM	Employed as LPN >1 year = 4 Employed as LPN 7-12 months =3 Employed as LPN 1-6 months = 2 Employed in another healthcare profession = 1	
Essay Write 3 - 5 pages discussing the Program Student Learning Outcomes (PSLO's # 1,5,8,9) and how you are currently meeting the PSLO's	Up to 4 points (A,B,C,D, F) A= 4 B= 3 C= 2 D= 1 F= 0	
Minimum score of 12 to be considered for readmission. *** items must be met.**		
Final scores		
Recommend or Admission Deferred		
Submit copy of current LPN license		

Revised 8/14/19 Rubric subject to change

KAUA`I COMMUNITY COLLEGE

PRIORITY FOR ENTRY INTO THE SECOND LEVEL WILL FOLLOW THE FOLLOWING PROCEDURE

1. **First Priority** - Currently enrolled nursing students who meet designated criteria on the NURS 230 course requirements and Clinical Evaluation Tool at a “proficient” level and higher.

2. **Second Priority** - Students who withdrew from a second level course (NURS 320, NURS 360, NURS 362) in good standing.

3. **Third Priority** - Students who successfully completed the NURS 230 course requirements; who self decelerated from entering into the second year with a break in nursing course enrollment no more than two years and met the “proficient” level on the Clinical Evaluation tool; obtained their LPN license; and worked for at least six months in the healthcare field.

4. **Fourth Priority** - Students who successfully completed NURS 230; earned a mixture of “proficient” and novice developing scores on the clinical evaluation tool; obtained their LPN license; and worked for at least six months in the healthcare field.

5. **Fifth Priority** - Students who successfully completed the NURS 230 course requirements; with a previous failure in the second level of the nursing program OR non-resident transfer students; obtained their LPN license; and worked for at least six months in the healthcare field.

6. In the event that several students achieve the same ranking, admission will be determined anonymously by random selection.

NURS 299v PRECEPTORSHIP PROGRAM

PURPOSE

Nursing students entering the second semester of the second level are recommended by Faculty into the 1 credit elective (additional 135 hours).

The maximum number of preceptorship slots is limited to community capacity and availability.

Students accepted in the Preceptorship Program who fail to adequately meet the clinical objectives after the first six weeks of clinical study in NURS 360 may be required to withdraw from the NURS 299v course in order to receive instructor supervision throughout the rest of the semester.

Preceptor slots are limited to qualified students who meet the following criteria:

1. Students who obtain an 80% or higher in the examination component of NURS 320.
2. Students who obtained a recommendation from the second level Fall faculty. Final determination will be made by the NURS 360 faculty.
3. Exceptions may be considered by the NURS 360 faculty based on available resources.

Application Process

Students interested in entering the NURS 299v elective, should do the following:

1. Qualify with a test average of 80% in their NURS 320 course
2. Write a letter to the NURS 360 F and explain why they want to precept, what they want to accomplish and how they will achieve success in NURS 299v as well as meeting the requirements of NURS 360.

Application to be submitted to the NURS 360 Faculty electronically by the end of the first day of the Spring semester by 10 pm.

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

Student Handbook policies reviewed and approved:

By Nursing Faculty August 20, 2026

Updated Handbook, shared with students and website 8/24/26

References

National League for Nursing (NLN). 2010.Outcomes and Competencies for Graduates of Practical / Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing. National League for Nursing. https://www.nln.org/docs/default-source/uploadedfiles/professional-development-programs/program-outcomes-and-competencies2.pdf

Aileen Siliado
Aileen Siliado (Aug 25, 2026 10:52:28 HST)

Emily Lucente
Emily Lucente (Aug 25, 2026 17:13:23 HST)

Julie Moseley
Julie Moseley (Aug 25, 2026 17:28:15 HST)

Jessica Tatsuda-Merrell (Aug 25, 2026 17:48:20 HST)

Sharon M. Ehlers
Sharon M. Ehlers (Aug 25, 2026 20:48:46 HST)

Maria M. Fabro
Maria M. Fabro (Aug 26, 2026 08:51:31 HST)

Tammie Napoleon (Aug 26, 2026 11:20:25 HST)

KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

SIGNATURE FORM

I _____, have read
[STUDENT PRINT NAME]

and understood the Kaua`i Community College Career Ladder Nursing Program Student Policy Handbook. I agree to abide by the provisions of this entire handbook. The handbook included information and policies regarding:

a. philosophy, organizing framework, and program objectives;
b. general policies including student regulations, critical thinking and writing, and academic information;
c. health and safety, injuries, and communicable diseases and universal precautions;
d. clinical policies, dress code, and dosage calculation and skills competency;
e. academic dishonesty and unsafe practice;
f. incident report;
g. course listings and sequence, readmission, and second level admission requirements

Student's Signature:_____

Date: _____

FINAL 2026-2027 Student Policy Handbook

Final Audit Report 2026-08-26

Created:	2026-08-25
By:	Jeffrey Callejo (callejo4@hawaii.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAe0Z98m2Mj_HBCkSgT9fIF_yg5hdlt2fl

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2026-08-26 - 6:51:29 PM GMT

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Adobe Acrobat Sign

Agreement completed.

2026-08-26 - 9:20:25 PM GMT

Adobe Acrobat Sign