Revised: August 23, 2019

This Associate Degree in Nursing (ADN) Student Handbook and its policies therein will be applicable to the nursing student cohorts Fall 2019/2020. Policy and procedural changes as impacted by industry will be retroactively applied to all nursing students regardless of the student handbook publication date.

Returning students will follow the ADN student handbook in effect at the time of return.
CONTACT INFORMATION

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

Kaua`i Community College Associate Degree in Nursing Program is Accredited by:
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   3343 Peachtree Road, Suite 850
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   Ph. (404) 975-5000, Fax (404) 975-5020
   www.acenursing.org

Hawaii State Board of Nursing
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   http://cca.hawaii.gov/pvl/boards/nursing/

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.
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STATEMENT OF MISSION, PHILOSOPHY

Statement of Mission

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, as critical thinkers, can successfully practice in a 21st Century health care environment, and are prepared to progress upward through the career ladder.

Statement of Philosophy

The philosophy of the Nursing Program of Kaua`i Community College 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 Hawai`ian 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, first one’s own health value system and second, an appreciation of cultural diversity regarding health-care 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 organism 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, contemporary health care and 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.

C. 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.

D. 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, critical thinking, care 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.
E. 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.

F. Nursing Education

We believe that nursing education is a process of lifelong learning and should insure 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 a first level of practice as a Licensed Practical Nurse (LPN), and at a second level as an associate degree Registered Nurse. 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 intermediate and 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, the career ladder program supports students to achieve a Certificate of Achievement and LPN licensure at the end of the first year, an Associate of Science degree 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 from the University of Hawaii at Manoa (UH) 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 Standards of Practice, and the American Nurses Association Code of Ethics.
G. 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 physician 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 beginning staff nurse positions in various settings. The graduate will be able to perform safe direct nursing care consistent with the 2000 NLN “Educational Competencies for Graduates of Associate Degree Nursing Programs”. The graduate will function as provider of care, manager of care, and member within the discipline of nursing and be able to assess, plan, implement, and evaluate the care of patients with commonly recurring health problems.

 Accordingly, the Hawai`i Statewide Nursing Consortium 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. As concerned nurse educators, the Kaua`i CC Nursing Program faculty emphasize the six competencies of knowledge, skills, and attitudes for the pre-licensure nurse from the Quality and Safety Education in Nursing Institute (2014), which are:

- Patient-Centered Care
- Teamwork and Collaboration
- Evidence-based Practice (EBP)
- Quality Improvement (QI)
- Safety
- Informatics
KAUAʻI COMMUNITY COLLEGE
CAREER LADDER NURSING 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.
3. A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research.
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.

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.
6. Practice family and relationship-centered care.
7. Recognize 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.

<table>
<thead>
<tr>
<th>Competency #1</th>
<th>Ethical Practice</th>
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<tbody>
<tr>
<td>A competent nurse’s professional actions are based on core nursing values, professional standards of practice and the law.</td>
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<thead>
<tr>
<th>Level I Benchmarks</th>
<th>Level II Benchmarks</th>
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<tbody>
<tr>
<td>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:</td>
<td>By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:</td>
</tr>
<tr>
<td>b. Recognizes biases that may be introduced into clinical reasoning as a result of personal values. Seeks assistance from colleagues or instructor to monitor influence of own biases and values and their influence.</td>
<td>b. Identifies when clinical practices and protocols may be at odds with individual patients rights</td>
</tr>
<tr>
<td>c. Recognizes when 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</td>
<td>c. Identifies dilemmas in which individual rights are in conflict with the greater good</td>
</tr>
<tr>
<td>d. Reevaluates own values and biases through reflection and seeks to identify their impact on future clinical situations.</td>
<td>d. Articulate dilemmas and identify stakeholders with pertinent facts.</td>
</tr>
<tr>
<td>e. Applies ethical principles to identify choices and the possible consequences.</td>
<td>e. Engages in reflection about choices, considering ethical frameworks, and the implications for future situations.</td>
</tr>
<tr>
<td>f.</td>
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</table>
Reflects and acknowledges the impact of values and bias on future clinical situations.

e. 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.

### Competency #2
**Reflection on Practice**

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

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</tr>
<tr>
<td>a. Seeks external feedback and assistance in reflective process and sets realistic goals with consultation.</td>
<td>a. Interrelates personal and professional behaviors with relevance identified to both self and the profession.</td>
</tr>
<tr>
<td>b. Identifies own established patterns of behavior and thought.</td>
<td>b. Questions personal and professional established patterns of behavior and thought.</td>
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<tr>
<td></td>
<td>e. Participates in a personal plan for self-renewal in the physical, mental, social, and spiritual dimensions.</td>
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</table>
Consistently prioritizes based on personal and professional values and principles.

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**Competency #3**

**Self-directed Learning Leads to Evidence-based Practice**

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

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<td>By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:</td>
</tr>
<tr>
<td>a. Increasingly open to new learning opportunities and valid points of view, recognizing own learning needs.</td>
<td></td>
</tr>
<tr>
<td>b. Seeks local resources to answer specific questions—e.g., unit procedure manuals, textbooks, and practicing nurses.</td>
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<tr>
<td>c. Conducts broad database search using digital retrieval systems, including the Internet.</td>
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<tr>
<td>d. Able to independently find literature in one database.</td>
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</tr>
<tr>
<td>e. Recognizes needed information sources from other disciplines.</td>
<td></td>
</tr>
<tr>
<td>f. Recognizes the difference between data-based publications &amp; opinions.</td>
<td></td>
</tr>
<tr>
<td>g. Reads and summarizes integrative reviews and clinical practice guidelines.</td>
<td></td>
</tr>
<tr>
<td>h. Looks for supporting evidence for nursing interventions.</td>
<td></td>
</tr>
<tr>
<td>i. Identifies potential implications for practice from integrative reviews and clinical practice guidelines.</td>
<td></td>
</tr>
<tr>
<td>a. Seeks information out of interest, beyond the limits of assignments; identifies perplexing questions and seeks answers.</td>
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<tr>
<td>b. Recognizes that information continually evolves.</td>
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<tr>
<td>c. Readily identifies and takes responsibility for own learning needs.</td>
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<tr>
<td>d. Uses assistance effectively to frame questions and to construct and implement effective search strategies. Constructs specific search strategy using appropriate terms and commands for the information retrieval system.</td>
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<tr>
<td>e. Seeks and integrates current knowledge from other disciplines</td>
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<tr>
<td>f. Evaluates the arguments supporting opinions.</td>
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<tr>
<td>g. Evaluates the overall strength of evidence supporting a practice.</td>
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</table>
| h. Reads and summarizes original
j. Understands that information continually evolves.

i. Explains findings of studies to clients or colleagues.

j. Selects and/or writes plans of care that incorporate evidence from integrative reviews and clinical practice guidelines.

k. Seeks research evidence to refine own nursing practice.

Competency #4
Leadership
A competent nurse demonstrates leadership in nursing and health care.

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<td>By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:</td>
</tr>
<tr>
<td>a. Recognizes leadership issues and responsibilities.</td>
<td>a. Identifies characteristics of effective leadership.</td>
</tr>
<tr>
<td>b. Identifies personal leadership abilities.</td>
<td>b. Engages in self-directed professional development to improve personal leadership characteristics and skills.</td>
</tr>
<tr>
<td>c. Uses own leadership abilities primarily relying on a basic set of leadership strategies independent of situation or team characteristic.</td>
<td>c. Understands consequence of making leadership decisions with limited information.</td>
</tr>
<tr>
<td>d. Acknowledges delegation as a needed modality to improve client care.</td>
<td>d. Provides positive and constructive feedback on specific aspects of performance.</td>
</tr>
<tr>
<td>e. Identifies laws and regulations regarding delegation to various levels and categories of personnel.</td>
<td>e. 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 regard to their performance.</td>
</tr>
<tr>
<td>f. Consults with experienced personnel regarding delegation needs for client care</td>
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f. Explains the purpose and desired outcome of the task and the time frame in which the task is to be completed.
g. Provides leadership in the modification of client care and/or organizational issues toward identified outcomes.

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<th>Competency #5</th>
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<tr>
<td><strong>Collaboration with members of the Health Care Team</strong></td>
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<tr>
<td>A competent nurse collaborates as part of the healthcare team.</td>
</tr>
<tr>
<td><strong>Level I Benchmarks</strong></td>
</tr>
<tr>
<td>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:</td>
</tr>
<tr>
<td>a. Consults and collaborates with peers, faculty and nursing staff.</td>
</tr>
<tr>
<td>b. Demonstrates responsibility to fulfill assignments and commitments.</td>
</tr>
<tr>
<td>c. Recognizes when feedback to team members may be useful.</td>
</tr>
<tr>
<td>d. Identifies and supports peers and self in efforts toward wellness.</td>
</tr>
<tr>
<td>e. Verbalizes an understanding of the need and importance of developing professional networks.</td>
</tr>
<tr>
<td><strong>Level II Benchmarks</strong></td>
</tr>
<tr>
<td>By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:</td>
</tr>
<tr>
<td>a. Readily consults within the health care team; sees self as a participant in collaborative interactions.</td>
</tr>
<tr>
<td>b. Works well with team members who have varying points of view; enters into team relationships and readily accepts and fulfills assignments and commitments.</td>
</tr>
<tr>
<td>c. Actively contributes to teamwork; offers help and assists team with problem solving and decision making; and shares information necessary to make informed decisions.</td>
</tr>
<tr>
<td>d. Gives feedback in a timely and appropriate manner.</td>
</tr>
<tr>
<td>e. Regularly and realistically self-evaluates own performance:</td>
</tr>
</tbody>
</table>
A competent nurse practices within, utilizes, and contributes to the broader health care system.

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<td>By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:</td>
</tr>
<tr>
<td>a. Identifies basic health care access issues for assigned client</td>
<td>a. Recognizes current and needed resources within the immediate clinical area.</td>
</tr>
<tr>
<td>b. Identifies one or more policies or regulations affecting resource availability in a specific health care situation.</td>
<td>b. Makes contacts with community agencies that provide services for clients.</td>
</tr>
<tr>
<td>c. Assists clients to recognize barriers to accessing optimal health care.</td>
<td>c. Seeks broadening knowledge of practice needs and resources at individual, family, and/or community level. Makes referrals to established local community resources.</td>
</tr>
<tr>
<td>d. Describes client characteristics and situations in which access to health care needs improvement.</td>
<td>d. Obtains data to identify areas for improving health care access for client/population.</td>
</tr>
<tr>
<td>e. Recognizes the need for initiating referrals and own learning need to explore available community resources.</td>
<td>e. Identifies impact of laws, regulations, structures, rules, and guidelines on resource availability for health care for individuals, families and the community.</td>
</tr>
<tr>
<td>f. Describes current issues for equality and health care access.</td>
<td></td>
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</table>

compares self-evaluation with feedback received, verbalizes intent to use the constructive feedback in future situations.

f. Recognizes need to manage physical health variables and emotional stressors and sets priorities and time boundaries; asks for assistance and feedback from team members.
f. Assists clients to reduce barriers to accessing optimal health care. Identifies practice issues and policies that impact access to health care.

g. 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.

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</tr>
<tr>
<td>a. Describes personal relationship style.</td>
<td>a. Integrates and adapts personal style with expected professional relationship style</td>
</tr>
<tr>
<td>b. Initiates meaningful interactions despite personal discomfort</td>
<td>b. Intentionally moves out of personal comfort zones to accommodate patient needs</td>
</tr>
<tr>
<td>c. Recognizes the importance of maintaining professional boundaries.</td>
<td>c. Consistently sets and respects appropriate boundaries</td>
</tr>
<tr>
<td>d. Establishes rapport</td>
<td>d. Adapts care to individual client/family needs</td>
</tr>
<tr>
<td>e. Recognizes the importance of relationship by eliciting client/family story.</td>
<td>e. Uses understanding of cultural, economic, environmental and social differences to assess the uniqueness of individual client.</td>
</tr>
<tr>
<td>f. Identifies and describes aspects of common local cultures including own, attempts individual assessment of relevant cultural aspects, including history of the community.</td>
<td>f. Analyzes the impact of the culture and history of the community on the client’s situation.</td>
</tr>
<tr>
<td>g. Attempts to understand the meaning of the health event/illness/death to the client/family across the lifespan.</td>
<td>g. Incorporates understanding of client’s/family’s perspective</td>
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<tr>
<td>h.</td>
<td>Collaborates with client in care planning.</td>
</tr>
<tr>
<td>i.</td>
<td>Acknowledges and accepts client/family attitudes.</td>
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## Competency #8
### Communication
A competent nurse communicates and uses communication technology effectively.

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<thead>
<tr>
<th>Level I Benchmarks</th>
<th>Level II Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td>By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:</td>
</tr>
<tr>
<td>a. Shows basic understanding of therapeutic communication strategies.</td>
<td>a. Establishes goals for client-centered therapeutic interactions.</td>
</tr>
<tr>
<td>b. Demonstrates active listening.</td>
<td>b. Effectively utilizes verbal and nonverbal approaches for effective therapeutic communication in non-complicated client situations.</td>
</tr>
<tr>
<td>c. Uses open-ended questioning to elicit psychosocial data with increasing confidence.</td>
<td>c. Readily elicits client’s and family’s communication.</td>
</tr>
<tr>
<td>e. Written assignments show increasing consistency in accuracy and expected format.</td>
<td>e. Seeks verbal collaboration with other health care team members.</td>
</tr>
<tr>
<td>f. Initiates standardized health teaching but may require assistance in the recognition of client variables impacting learning or health care education needs.</td>
<td>f. Assesses client’s learning needs, learning styles, and variables impacting the teaching-learning process. Uses appropriate teaching strategies and materials.</td>
</tr>
<tr>
<td>g. Communicates plan of care to client and family.</td>
<td>g. Spontaneously incorporates health care knowledge and education into routine communication.</td>
</tr>
<tr>
<td>h. Demonstrates beginning self-awareness of own cultural and language variations</td>
<td>h. Creates individualized health teaching plans.</td>
</tr>
<tr>
<td>i. Identifies key cultural variables that affect communication in uncomplicated client situations.</td>
<td>i. Designs and implements health education programs to address learning needs of population.</td>
</tr>
<tr>
<td>j. Use information and communication technologies to document patient care.</td>
<td></td>
</tr>
</tbody>
</table>
j. Knowledgeable of own communication skills and deficits.
k. Recognizes own cultural biases and inexperience.
l. Integrates multiple overt variables into the interaction in uncomplicated client situations.
m. Use information and communication technologies, resources to educate patients.

<table>
<thead>
<tr>
<th>Competency #9</th>
<th>Clinical Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
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<td>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:</td>
<td>By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:</td>
</tr>
<tr>
<td>a. In stable /common/familiar situations, monitors a variety of subjective and objective data, identifies obvious patterns and deviations, develops prioritized intervention plans.</td>
<td>a. Regularly anticipates/observes/monitors a variety of subjective and objective data.</td>
</tr>
<tr>
<td>b. With assistance advances client assessment to differentiate less relevant from pertinent data, and subsequently expand priorities.</td>
<td>b. Recognizes most patterns and deviations in data, the majority of subtle signs, and uses these to continually assess</td>
</tr>
<tr>
<td>c. In stable /common/familiar situations, completes nursing care assigned, maintaining safety for client and self</td>
<td>c. Actively seeks subjective information about the client’s situation from the client and family to support planning interventions; usually pursues important leads</td>
</tr>
<tr>
<td>d. Demonstrates increasing consistency in evaluating interventions for effect and efficacy.</td>
<td>d. Usually focuses on the most important data and seeks further relevant information.</td>
</tr>
<tr>
<td>e. Implements new nursing skills</td>
<td>e. In most situations, interprets the client’s data patterns and compares with known patterns</td>
</tr>
</tbody>
</table>
f. Demonstrates awareness of the need for ongoing improvement and makes effort to learn from experience and improve performance.

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.

f. Develops interactions based on relevant patient data; monitors progress regularly.

g. Demonstrates effective and efficient performance of nursing skills, providing for clients’ physical, pharmacological, psychological safety while demonstrating caring behaviors.

h. Evaluates personal clinical performance with minimal prompting in analyzing major clinical events and decisions made, as well as alternatives considered.

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. Fifty percent (50%) 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 comprised 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

<table>
<thead>
<tr>
<th>Program Prerequisites</th>
<th>Course Credits</th>
<th>Lecture Credits</th>
<th>Lab Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENG 100</strong> English Composition</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td><strong>MATH 100 FS or higher</strong> Survey of Mathematics</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td><strong>MICR 130</strong> General Microbiology</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td><strong>PSY 240</strong> Developmental Psychology</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td><strong>PHYL 141</strong> Human Anatomy and Physiology I</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td><strong>PHYL 141L</strong> Human Anatomy and Physiology Laboratory I</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td><strong>PHYL 142</strong> Human Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td><strong>PHYL 142L</strong> Laboratory II</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td><strong>NURS 212</strong> Pathophysiology</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
</tbody>
</table>

**Prerequisites Total** 23 21 2

### Curriculum FALL Semester:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 210 Health Promotion Across the Lifespan</td>
<td>9</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>NURS 211 Professionalism in Nursing I</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

### SPRING Semester:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 220 Health and Illness, I</td>
<td>10</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>NURS 203 General Pharmacology</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
</tbody>
</table>

22
CERTIFICATE OF ACHIEVEMENT ELIGIBLE FOR LICENSURE AS LPN

Second Level

| FALL Semester: |  
|----------------|-----------------|
| 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 | 70 | 41 | 29 |

ASSOCIATE OF SCIENCE DEGREE, EXIT FOR LICENSURE AS AN RN

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 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 UHMSON website is: https://nursing.hawaii.edu/nursing-bachelor/bs-for-adn-graduates/

KAUA`I COMMUNITY COLLEGE CAREER LADDER NURSING PROGRAM
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

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 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:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
</tbody>
</table>
A grade of C or higher in each course and PASSING in the clinical evaluation tool is required to progress in the program. In order to pass each nursing course and progress in the nursing program, in all nursing courses, students must maintain a 70% or higher average on all classroom testing as weighted in the course. Progression into the Second Level has additional requirements (see page 62).

If the student’s test average is below 70%, the grade assigned will be:
- “D” or “F” grade, if score is 60%-69% in the test average, depending upon other assignments.
- “F” grade, if score is less than 60% in the test average for the course.

Failure to “meets 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 a “non-pass” for any items in the midterm clinical evaluation is considered failing clinical and will result in an “Unsatisfactory” midterm clinical evaluation. Students must meet with a course faculty member to develop an improvement plan at Midterm Evaluation.

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).

**Telephone Service:**
Students are not permitted to use office and hospital phones for personal calls. Cell phones are not to be audible during instructional classes. Cell phones are NOT to be brought to the clinical area. Students must discuss with instructor any need (family emergency) for their cell phone to be on during class and at that time they must be on vibrate mode. If there is an emergent need during clinical time, the clinical instructor may be contacted to notify the student.

**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.
TITLE IX:

The University of Hawai‘i, Kaua‘i Community College 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 sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, Kaua‘i Community College has staff and resources on campus to support and assist you. Staff can also direct you to resources that are in the community.

As a member of the University faculty, 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 a Confidential Advocate and/or Confidential Resource:

Keahi Kahui, YWCA Crisis Counselor & Confidential Advocate
Office: Kaua‘i Community College, Wellness Center
Phone: (808) 278-3508 (call or text)
Email: keahi@ywcakauai.org

Services include:
- Meeting individually with students and employees
- Answering questions on sexual assault and domestic/dating violence
- Assistance with navigating your options and accessing your rights and resources on and off campus
- Available to accompany you if you choose to report an incident to the College and/or law enforcement
- Off campus support, if requested by you, such as accompaniment to forensic medical exams, court, law enforcement interviews, etc.

Brian Kohatsu, Mental Health Counselor & Confidential Resource
Office: Kaua‘i Community College, One Stop Center, Room 201D
Phone: (808) 245-8314
Email: kohatsub@hawaii.edu
Website: https://kauai.hawaii.edu/mental-health-counseling

Services include:
- Confidential personal counseling, consultation, and coaching to help students improve their mental health and wellness
• Assistance with learning healthy ways to cope with stress
• Treatment for depression, anxiety, and substance abuse
• Assistance with coping with crisis (including domestic/dating violence, sexual assault, and thoughts of suicide)
• Help with adjusting to college life
• Psychiatric referrals

REPORTING

If you wish to REPORT an incident of sex discrimination or gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, or stalking to Kaua`i Community College, as well as receive information and support, you may file a report online at: https://report.system.hawaii.edu/student, or contact a Kaua`i Community College Title IX Coordinator:

Teresa Tumbaga, Title IX Coordinator
Office: Kaua`i Community College, One Stop Center, Room 201C
Phone: (808) 245-8395
Email: tumbagat@hawaii.edu
Office Hours: 8 am – 4:30 pm

Margaret Sanchez, Deputy Title IX Coordinator for Students
Office: Kaua`i Community College, One Stop Center, Room 201B
Phone: (808) 245-8274
Email: masanche@hawaii.edu
Office Hours: 8 am – 4:30 pm

JoRae Baptiste, Deputy Title IX Coordinator for Employees
Office: Kaua`i Community College, One Stop Center, Room 106H
Phone: (808) 245-8323
Email: jorae@hawaii.edu
Office Hours: 8 am – 4:30 pm

For emergencies, DIAL 9-1-1

For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources, and the University’s Policy, Interim EP 1.204, please visit:
• The University of Hawai`i, Office of Institutional Equity’s webpage: http://www.hawaii.edu/titleix
• Kaua`i Community College’s Title IX webpage: http://kauai.hawaii.edu/titleix

STUDENTS WITH DISABILITIES

Kaua`i Community College is committed to providing all students with equitable access to its programs and services. For disability accommodations, contact our Student Support Counselor, Alicia Sams at (808) 245-8317 or samsa@hawaii.edu. Individuals with disabilities are encouraged to contact our Student Support Counselor well before the registration deadline to provide ample time to review and verify requests. This statement is available in alternate format upon request for persons
VETERANS’ SUPPORT SERVICES
Referral and assistance for services on and off campus, geared toward health, wellness and college success. Contact Alicia Sams, Student Support Counselor 808-245-8317, samsa@hawaii.edu

Background Checks, Immunization Evidence, Drug Testing, and CPR Requirements:

It is the responsibility of the student to satisfactorily complete affiliated clinical agencies required background checks 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 to provide 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 (CPR) certification following the standards of the American Heart Association BLS Healthcare Provider with a hands-on component. Please be aware that many online CPR courses do not meet the hands-on requirement. 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.

KAUAI COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM
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. 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. Late arrivals to clinical 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 may be given only one warning 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.

Absence from clinical impacts students learning and may not be able to be rescheduled due to clinical agency or other scheduling limitations. A student whose cumulative absences in the semester exceed 7% of the clinical time may be dropped. For example, for NURS 210 clinical/lab absence of 20 hrs or more exceeds this and may result in a failure.

Any absence (excused or unexcused) will be documented as follows:

- One absence: Event log will be written
- Two absences: Contract will be written
- In NURS 230, one absence will result in a contract

Class Assignments:

The fundamental expectation of timeliness is a significant and consistent learning outcome 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 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, he/she should discuss the matter with the instructor BEFORE 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.

Class Participation:

Classroom disruption interferes with learning environment.
1. All cell phones and electronic devices may be used only for classroom activities.
2. Recording lectures is acceptable with the permission of instructor.
3. Students engaging in disruptive personal discussions or behavior will be asked to leave the classroom, clinical or lab.

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)

Telephones: (See Telephone Service under General Policies in the Nursing Program Handbook)

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 HIPAA regulations (http://www.hhs.gov/ocr/privacy/hipaa/administrative/index.html). Do not post any
information about your clinical rotations or clients in any online forum or webpage except on Laulima dropbox.

ANA social media guidelines: http://www.nursingworld.org/EspeciallyForYou/Student-Nurses/News-for-Student-Nurses/SocialMedia-NursingCareer.html
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. (See Physical Ability Requirements).

B. Tuberculosis (TB) Clearance is achieved by either:
   1. Entry 2-step PPD negative skin test (current and within 7-21 days apart), with consistent annual follow-up testing (no breaks between 2-step and annual follow-ups).
   2. Negative PPD done within the last 3 months and another negative PPD done within 12 months.
   3. Positive PPD with date and size in mm with 1 follow-up chest x-ray after positive PPD conversion showing NO active TB within three (3) months prior to submission of college health form. To include date and results, along with dated completed TB questionnaire/waiver/monitoring form done at the student’s school

C. Laboratory evidence of positive immunity to Rubeola OR documentation of 2 MMRs / Rubeola vaccinations is required.
   If Rubeola titer is negative or equivocal, dates of two (2) MMR/Rubeola vaccinations is required.

D. Laboratory evidence of positive immunity to Rubella OR documentation of 2 MMRs is required.
   If Rubella titer is equivocal or negative, dates of two (2) MMR/Rubella vaccination is required.

E. Laboratory evidence of immunity to Varicella is required OR documentation of 2 Varivax vaccinations.
   If Varicella titer is equivocal or negative, dates of 2 Varivax vaccinations are required.

F. Two (2) follow-up boosters are required if Rubeola, Rubella, Varicella test results are negative.
G. Record of two (2) Mumps/MMR boosters and/or lab evidence of positive immunity to Mumps.

H. Tetanus is required within the last 10 years.

I. Documentation of the three (3) serial **Hepatitis B** vaccinations OR laboratory evidence of Hepatitis B Surface Antigen titer.

J. 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).

K. 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.

L. Students with a communicable disease or other hazardous health problem must not attend class or clinical. (See Communicable disease).

M. Following a severe illness, communicable disease, accident, hospitalization, or delivery, the student is required to bring a physician’s release.

N. Students who are directly exposed to a communicable disease (including but not limited to HIV, hepatitis, or TB) 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. Information regarding the insurance will be provided by the Nursing Program Coordinator or the Nursing Counselor.

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

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

**KAUAʻI COMMUNITY COLLEGE**
**CAREER LADDER NURSING PROGRAM**
### PHYSICAL ABILITY REQUIREMENTS
FOR ALL NURSING STUDENTS IN THE NURSING PROGRAM

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

KAUAI 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 disease (including but not limited to HIV, hepatitis, and TB).

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 requiring fit-tested NIOSH-approved N95 or higher-level respirators.

Students are expected to treat all patients with concern and dignity inherent in professional standards of care. At the same time, 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 [http://www.cdc.gov/](http://www.cdc.gov/) as well as the policies of the clinical facilities.

**KAUA`I COMMUNITY COLLEGE**
**CAREER LADDER NURSING PROGRAM**

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

1. The students’ health insurance should be of such quality that 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 persons, 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 nursing 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 with no 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 protocol for exposure to body fluids.

### KAUA`I COMMUNITY COLLEGE
#### CAREER LADDER NURSING PROGRAM

#### 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 private physician, 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 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 INPATIENT AND OUTPATIENT ASSIGNMENTS

Clinical Experience

A. Students are not permitted to provide direct patient care during non-clinical hours which include when getting assignments or introducing self to patients.

B. Students are not permitted to perform nursing skills 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.

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.

G. Taking of photographs is prohibited in all patient care areas or according to the clinical site policy. Photographs of the medical record are also prohibited.

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 the day prior to clinical. Each student is expected to come to the clinical experience appropriately prepared to carry out his/her 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. 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 Laulima dropbox.

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.
Dress Code

The general appearance of the student must conform to the expectations of the profession as determined by faculty and agencies.

A. Uniforms
   1. Appropriate clinical attire: Designated professional uniforms are available in the Kaua‘i CC Bookstore. It must be clean, **UNWRINKLED and not tight 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 white or hunter green.
      - 1st level: hunter green pants with white top;
      - 2nd level: hunter green top and pants,
   2. Pants must NOT drag on the floor for infection control purposes. Have your pants hemmed if needed to meet this requirement.
   3. Appropriate outpatient clinical attire: Designated Kaua‘i CC polo shirt and loose-fitting black dress slacks/pants, or black scrubs. No athletic apparel, yoga pants or leggings are allowed. Undergarments must be covered (tops and bottoms).
   4. Clean, closed toe shoes with low heels, rubber soles.
   5. Kaua‘i CC picture ID Badge.
   6. Additional Clinical site ID badge if required by facility
   7. Scrubs should not be worn after clinical 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 psychiatric unit!

   1. Pocket notebook and pen.
   2. Bandage scissors.
   3. Hemostats
   4. Penlight
   5. Stethoscope.

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

C. An appropriate hairstyle devoid of ornamentation should be worn in the clinical area. For infection control purposes all hair must be up off the collar, pulled back and controlled. Long hair must be tied up, braided and/ or secured in a bun for infection control. No unusual hair color, e.g. pink, blue (HPH policy). All hair must be of natural color tones. All hair restraints headbands, clips, hair ties etc. must be of neutral color, e.g. white, tan, brown, black.
D. Male students shall be clean-shaven or maintain a closely trimmed mustache and beard. Hair shall be neatly combed and trimmed.

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

F. Conservative use of make-up may be used in the clinical facility. No scented products, such as perfume or lotions, should be worn.

G. 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 may be worn and no other visible jewelry may be worn. If students have gauges in their ears, they must remove and use flesh colored spacers (HPH policy). Fingernails should be short and clean. Fingernail polish or artificial nails may not be worn.

H. All tattoos must be covered (with white sleeves or under garment) and cannot be openly displayed at the clinical site.

I. 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 name tags/identification badges.

J. 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 or knee-length skirt, and clean closed toe shoes. No shorts, short skirts, jeans, bare midriffs, yoga pants, athletic apparel or open toe shoes.

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

**DOSAGE CALCULATION COMPETENCY**

Math ability is extremely vital to nurses and the patients they care for and, therefore, is a requirement for all nurses. Since the student will be administering medications in the clinical areas, the student will be expected to be able to make accurate calculations for medication dosages before going into clinical. Students will be expected to demonstrate math skills appropriate to medication administration at each level. To demonstrate those 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 retaking the math exam, the student needs to seek remediation.
Students that have not passed their math exams before clinical begins will not be allowed to pass medications until they are successful on their exams. It is the student's responsibility to achieve the 100% on the exam. The inability to pass math calculation exams will result in the inability to achieve the clinical objectives and may result in a failure for the course.

Administration of medication and intravenous therapy will be taught at various levels throughout the nursing program progressing from the simple to the complex in skills and knowledge.

**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 the 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 schedule will be posted for all students to access. Individual students must contact faculty to reserve a time.

**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 the option of the instructor.

C. No personal belongings or classroom materials (such as Apple or any other smart watches, books, cell phones, papers, etc.) will be allowed on the table/desk. Basic function (non-programmable) calculators are allowed at the option of the instructor.

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 altering answers after an examination has been submitted.

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

F. Attend to all personal needs 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 staff. Students must notify instructor/test proctor prior to 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 (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

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.

KAUAI 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.

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 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 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 many options which can include dismissal from the clinical component of the course, which would result 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 2 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 grievance procedures. Upon dismissal for unsafe practice, the Nursing Program has no further obligation to grant readmission.

EVENT LOG/CONTRACT

EVENT LOG:

The Event log is a form of an incident report and written record that may be used for documenting significant incidences 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 planned action to correct the behavior with 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 written response to document his/her 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/incident report had been discussed with the student. The student shall be given an opportunity to submit
additional statements. All copies of the incident report and student statements will be given to the student. This record will become a part of the student's file.

**CONTRACT:**

A contract is a form of an incident report and written when serious and/or persistent behaviors indicate a potential for unsafe practice. The Contract should specify the problem, state a 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 written response to document his/her 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. All copies of the incident report and student statements 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 reinforced. Documentation of similar unsafe behaviors across nursing courses may indicate unsafe practice.
KAUA`I COMMUNITY COLLEGE
CAREER LADDER NURSING PROGRAM

INCIDENT REPORT DOCUMENTATION

[] Event Log          [] Contract          [] Unsafe Practice

STUDENT:             COURSE:

Observed Behavior, Area of Concern, or record of unsafe practice incident.

Include Program Objectives Behavior, Concern, or Unsafe Practice Jeopardizes:

PLANNED ACTION:

Time Frame to Complete and Evaluate:

This incident report has been discussed with me. I understand that I am able to submit additional statements.

STUDENT’S SIGNATURE:
Date:

INSTRUCTOR’S SIGNATURE:
Date:
Outcome of Contract:

Student Signature:
Date:

INSTRUCTOR’S SIGNATURE:
Date:

Revised: April 2010   Reviewed August 2019
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 persons.

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 skills lab area clean and neat at all times.

6. Students will use correct body mechanics.

7. All equipment and supplies must be properly stored or properly 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 #7.

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 outpatient or inpatient uniform must be worn during lab practice and check offs.
14. Students will be familiar with all 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 he/she has 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 communicable disease or health issues must notify clinical instructor prior to scheduled clinical/class. A physician's health clearance is required prior to returning to clinical.
ASSUMPTION OF RISK AND RELEASE
RELATED TO SAFETY RULES FOR THE
NURSING SKILLS PRACTICE LAB AND THE CLINICAL FACILITIES

Name of Course/Activity: ___________________ Semester and Year: ______

I have read and fully understand the written "Safety Rules for the Nursing Practice Lab" and the "Safety Rules for the Clinical Facilities", which are part of the requirements for all nursing students enrolled in the Career Ladder Nursing Program at Kaua`i Community College, as well as those explained to me by my instructor(s) and I agree to strictly observe them.

In consideration of being permitted to participate in the above course/activity, I voluntarily assume full responsibility for any loss, property damage or personal injury, including death that may be sustained as a result of my participation. Further, I for myself, my heirs, personal representatives or assigns, do hereby release, waive, discharge and covenant not to sue the University of Hawai`i, its officers, employees and agents from any and all claims resulting in property damage or personal injury or death which may result from my failure to abide by these safety procedures and precautions, or from any inherent risks in the course/activity or arising from my participation or growing out of or caused by my acts or omissions during my participation.

I have read the Assumption of Risk and Release and understand that I am giving up substantial rights, including the right to sue. I acknowledge that I am signing the agreement freely and voluntarily.

I agree that if any portion is held invalid, the remainder will continue in full legal force and effect.

Signature (Co-Signature of parent or guardian required if under 18 years of age.)

Date

PRINT NAME: ___________________

Revised: June 2014 Reviewed: August 2019
ASSUMPTION OF RISK AND RELEASE
(FIELD TRIPS AND OTHER OFF-CAMPUS ACTIVITIES)

Class: ___________  Semester: ________

Description of Activity: ________________________________________________

I am fully aware and acknowledge that there are inherent dangers and risks involved in
the field trip/activity which include, but are not limited to:

__________________________________________________________________

I understand that the University of Hawai`i does not provide health insurance or
otherwise indemnify individuals with respect to injuries or other liabilities arising out of
participation in the field trip/activity.

I have read and understand any and all written materials setting forth the requirements
for my participation in the field trip/activity and I agree to strictly observe them.

In consideration of being permitted to participate and in full recognition of the inherent
dangers and hazards in this field trip/activity and during transportation to and from this
off-campus location, I voluntarily assume full responsibility for any loss, property
damage or personal injury, including death, that may be sustained as a result of my
participation. I, for myself, my heirs, personal representatives or assigns, hereby
release, waive, discharge and covenant not to sue the University of Hawai`i, its officers,
employees and agents from any and all claims resulting in property damage or personal
injury or illness or death arising from my participation in the field trip/activity or growing
out of or caused by my acts or omissions during my participation in the field trip/activity.

I also agree to DEFEND, INDEMNIFY AND HOLD HARMLESS the University of
Hawai`i, its officers, agents and employees from and against any and all claims,
demands and actions or causes of action, on account of damage to personal property,
or personal injury or death which may result from my participation and which result from
causes beyond the control of, and without the fault or negligence of the University of
Hawai`i, its officers or employees.

I have read the Assumption of Risk, Release, and Indemnity Agreement and
understand that I am giving up substantial rights, including the right to sue. I
acknowledge that I am signing the agreement freely and voluntarily. I agree that if any
portion is held invalid, the remainder will continue in full legal force and effect.

Signature (Co-Signature of parent or guardian required if under 18 years of age) Date

PRINT NAME

Revised Jan 2014  Reviewed August 2019
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 2019)

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.** Courses completed via credit by exam will be given a C grade. Courses taken on a credit/no credit basis will not be accepted.

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

d. **TEAS (Test of Essential Academic Skills):** This pre-nursing test is required. See website or counselor for more information. Developmental and Basic scores in any category will not be accepted.

e. Wait list will be in effect for the year applied. If space does not occur, you must reapply next year.
<table>
<thead>
<tr>
<th>PREREQUISITES</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>FW</td>
<td>ENG 100</td>
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<tr>
<td>FS</td>
<td>MATH 100 or higher</td>
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<tr>
<td>DS</td>
<td>PSY240</td>
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<tr>
<td>DB, DY</td>
<td>PHYL 141/141L</td>
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<tr>
<td>DB, DY</td>
<td>PHYL 142/142L</td>
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<tr>
<td>DB</td>
<td>MICRO 130</td>
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<tr>
<td></td>
<td>NURS 212</td>
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</tbody>
</table>

Application Process for Fall 2020:

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 three 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).
- Wait list 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 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 till 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 1, 2019.
- 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/ score 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 the Kaua`i CC Nursing Program, he/she
   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 his/her
   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 interview.

2. When a student fails to fulfill the requirements of the nursing program
   and/or withdraws, he/she 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 and
   November 1st for the Spring semester.

   The petition letter will require the following information:

   1. Why were you not successful in the last semester?
   2. Were there extenuating circumstances that impacted your
      academic performance?
   3. How will you handle your student responsibilities differently if you
      are readmitted?
4. 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 (2) 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 insure 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/an N, D, or an F grade in a nursing course.
c. Third Priority - Students who received a/an N, D, or an F grade in a nursing course in another nursing program.

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

a. Graduate of an NLN accredited (or approved) LPN Program
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 7 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 AS Program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 210</td>
<td>Health Promotion Across the Lifespan</td>
<td>9</td>
</tr>
<tr>
<td>NURS 211</td>
<td>Professionalism 1</td>
<td>1</td>
</tr>
<tr>
<td>NURS 220</td>
<td>Health &amp; Illness 1</td>
<td>10</td>
</tr>
<tr>
<td>NURS 230</td>
<td>Clinical Immersion 1</td>
<td>4</td>
</tr>
</tbody>
</table>
# LPN- RN Transition Pathway Criteria

Counselor will verify that all program prerequisites have been completed

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring Criteria Points</th>
<th>Score</th>
</tr>
</thead>
</table>
| **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 | Up to 5 points |       |
| Two letters of recommendation |       |       |
| **Employment**  
(Must have at least 6 months of health care experience)  
Submit a Letter verifying work experience from HR department.  
[https://docs.google.com/document/d/1F1NKH8D-8v_gnUuJpQ3Z5PW3_i5ajRvKbwOd3gD1gs/edit?usp=sharing](https://docs.google.com/document/d/1F1NKH8D-8v_gnUuJpQ3Z5PW3_i5ajRvKbwOd3gD1gs/edit?usp=sharing) | 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 | Up to 4 points (A,B,C,D, F) |       |
| 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 | 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
CAREER LADDER NURSING PROGRAM

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

1. **First Priority** – Current nursing students who meet designated criteria on the NURS 230 Clinical Evaluation Tool at a “proficient” level and scoring a satisfactory score on computerized standardized testing. The qualifications for a satisfactory score will be in the N230 syllabus.

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

3. **Third Priority** – Students with a break in nursing course enrollment (no more than two years) who meet designated criteria on the Nursing 230 Clinical Evaluation Tool at a “proficient” level AND scoring a satisfactory score on computerized standardized testing. The qualifications for a satisfactory score will be in the N230 syllabus.

4. **Fourth Priority** - Students who earned a “proficient” level on the clinical evaluation tool and scored below a satisfactory score on computerized standardized testing (as designated in the N230 syllabus) and **worked for at least six months in a healthcare field**.

5. **Fifth Priority** - Students who earned a “novice developing” level on the clinical evaluation tool and scoring a satisfactory score on computerized standardized testing (as designated in the N230 syllabus) and **worked for at least six months in a healthcare field**.

6. **Sixth Priority** - Students who earned a “novice developing” level on the clinical evaluation tool and scoring below a satisfactory score on computerized standardized testing (as designated in the N230 syllabus) and **worked for at least six months in a healthcare field**.

7. **Seventh Priority** – Students with a previous failure in the second level of the nursing program OR non-resident transfer students.
In the event that several students achieve the same ranking, admission will be determined anonymously by random selection.
POLICY ON ACCEPTANCE OF STUDENTS INTO 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 130 hours).

The Maximum number of preceptorship slots is limited to community capacity.

Students enrolled in the Preceptorship Program who fail to adequately meet the clinical objectives after the first six weeks of clinical 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

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 faculty and explain why you want to preceptor, what you want to accomplish and how you 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.
The Student Policy Handbook was updated for Fall 2019.

Reviewed and approved: By Nursing Faculty August 23, 2019.
I _____________________________________________________, have read

[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 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: _____________________________________________________