



Student Handbook

September 2026-June 2027

Clackamas Community College
Harmony Campus

7738 SE Harmony Road, Milwaukie, OR 97222

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INTRODUCTION

The purpose of this Student Handbook is to provide students with a guide for the policies, procedures, and expectations of the Clackamas Community College (CCC) Nursing Program. It includes information about program expectations, student responsibilities, and related college policies that apply to many, but not all, situations students may encounter while enrolled in the Nursing Program. Students are responsible for reading the handbook in full, seeking clarification on any policies or expectations they do not understand, and signing the Handbook Agreement Form.

CCC reserves the right to revise, interpret, and amend the contents of this Student Handbook and related policies at its discretion. Amendments may be made at any time by the Nursing Program or the College. All changes will be communicated to students immediately via CCC email.

NURSING PROGRAM MISSION, VISION, AND VALUES

Mission: As a part of our community's college, the CCC Nursing Program prepares future nurses through high-quality, equitable, and student-centered education, emphasizing excellence in clinical practice, clinical judgment, and compassionate care.

Vision: To empower compassionate nursing professionals who strengthen communities through equitable, innovative, and responsive care.

Values:

- Compassion
- Equity
- Collaboration
- Integrity
- Community
- Lifelong Learning

NURSING FACULTY STATEMENT

The Clackamas Community College nursing faculty believes that as members of the nursing profession, we have a responsibility to promote equity, inclusivity, and advocacy for social justice. Our teaching and practice are grounded in the ethical principles that form the foundation of professional nursing.

We affirm that racism, discrimination, and injustice have no place in our nursing program, in our profession, or in healthcare. As nurses, we are committed to confronting and opposing racism and discrimination in all forms, whether in our country, communities, schools, workplaces and healthcare systems. This commitment reflects our ethical obligations as outlined in the ANA Code of Ethics and the core values of the nursing profession.

OREGON CONSORTIUM for NURSING EDUCATION (OCNE)

The Nursing Program at Clackamas Community College (CCC) is a member of the Oregon Consortium for Nursing Education (OCNE), having admitted the first class under the OCNE curriculum in Fall of 2007. The OCNE curriculum was developed in collaboration with Oregon Health & Science University (OHSU) and multiple community colleges throughout Oregon. The curriculum is competency-based, concept-based, student-centered, and has been approved by the Oregon State Board of Education and the Oregon State Board of Nursing (OSBN).

The OCNE curriculum is designed to prepare students for entry-level nursing practice by developing their clinical judgment, critical reasoning, evidence-based practice, relationship-centered care, therapeutic communication,

patient education, self-care, and interprofessional collaboration. Content areas include health promotion, acute care, chronic illness management, and end-of-life care. Clinical experiences include concept-based activities, direct patient care, mid- and high-fidelity simulation, and focused learning experiences across a variety of healthcare settings.

The OCNE curriculum is structured as a four-year course of study:

- **Year 1:** Pre-admission coursework (prerequisites)
- **Years 2 and 3:** Nursing coursework completed at Clackamas Community College. Upon successful completion of the nursing program, students earn the Associate of Applied Science in Nursing (AAS) and are eligible to take the NCLEX-RN examination for licensure as a registered nurse.
- **Year 4 (optional):** Students may continue into OHSU's RN to BS program to complete a Bachelor of Science in Nursing

Students may request transfer between OCNE partner schools following Term 3 of the first year of nursing coursework, subject to availability of space and resources at the receiving institution. Students requesting transfer are responsible for following the OCNE Transfer Policy. Additional information regarding OCNE partner schools and transfer policies is available at <http://www.ocne.org/>.

NURSING DEPARTMENT, HARMONY CAMPUS and GENERAL INFORMATION

HEALTH SCIENCES (HS) ORGANIZATIONAL STRUCTURE and NURSING FACULTY

The nursing faculty offices, along with the office of the Health Sciences Director and the Administrative Assistant, are located on the second floor of the Harmony East building at the Harmony campus.

Name	CCC Position	Office	Email	Phone
Armetta Burney	Division Dean	I 216	Armetta.burney@clackamas.edu	503-594-3440
Mickie McMurry	Div. Administrative Coordinator	RR115	Mickie.mcmurray@clackamas.edu	503-594-3057
Erin Gravelle	Associate Dean	I217A	Erin.Gravelle@clackamas.edu	503-594-3441
Virginia Chambers	Director of Health Sciences	HE277	Virginia.chambers@clackamas.edu	503-594-0699
Jeanne Thomsen	Nursing Program Administrator	HE280	Jeanne.thomsen@clackamas.edu	503-594-6008
McKensie Thomas	Administrative Assistant for HS	HE278	Mckensie.thomas@clackamas.edu	503-594-6589
Pamela Cortez	Clinical Placement Coordinator	HE290	Pamela.cortez@clackamas.edu	

Full-Time Nursing Faculty				
Name	CCC Position	Office	Email	Phone
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Kristen Richards	Nurse Educator / 2 nd -Year Lead	HE282	kristen.richards@clackamas.edu	503-594-6027
Tamera Vanderwerf	Nurse Associate/ Lab Lead	HE283	tamera.vanderwerf@clackamas.edu	503-594-0670
Christina Burt	Nurse Educator/ 1 st -Year Lead	HE284	Christina.burt@clackamas.edu	503-549-6218
Christina Leese	Nurse Educator/ 2 nd -Year Clinical Lead	HE281	christina.leese@clackamas.edu	503-594-3988
TBA	Nurse Educator			
Part-Time/Associate Nursing Faculty				
Sara Betty	Clinical Nursing Instructor	HE290	Sara.betty@clackamas.edu	
Ginny Connell	Clinical Nursing Instructor	HE290	Ginny.connell@clackamas.edu	
Becky Ellison	Clinical Nursing Instructor	HE290	Becky.Ellison@clackamas.edu	
Tess Faris	Clinical Nursing Instructor	HE290	Tess.faris@clackamas.edu	
Abigail Haskins	Clinical Nursing Instructor	HE290	Abigail.haskins@clackamas.edu	
Julia Storey	Clinical Nursing Instructor	HE290	Jullia.storey@clackamas.edu	
Janelle Grant	Clinical Nursing Instructor	HE290	Janelle.grant@clackamas.edu	

FACULTY AVAILABILITY, COMMUNICATION, AND CONTACT INFORMATION

Faculty Office Hours and Appointments

Nursing faculty are here to support students on their educational journeys and encourage them to ask questions and seek help! Faculty are available to assist students with academic inquiries, advising, and referrals to resources such as tutoring and counseling.

Faculty office hours will be shared at the start of each term. Faculty may offer:

- Scheduled in-person or online appointments
- Open office hours (drop-in times when the office door is open)
- Drop-in Zoom/Teams hours
- Faculty office hours may vary

First-Year Lead and Second-Year Lead serve as primary faculty contacts for students with course or program concerns. Students should notify faculty promptly if personal or academic situations arise that may affect attendance, participation, or progress.

Access to Faculty Offices

- Students may not enter a faculty office unless the faculty member is present
- If submitting paperwork when faculty are unavailable:
 1. Deliver documents to the Health Sciences Administrative Assistant
 2. If the Administrative Assistant is unavailable, place documents in a sealed manila envelope and deposit them in the black mailbox outside the Administrative Assistant's office. Email Administrative Assistant and faculty member to let them know this has been done.

Communication Expectations

Digital

- Students must maintain an active CCC student email address (@student.clackamas.edu)
- Students should check email regularly for communications and information
- The primary method of communication for program announcements and updates is the Ask and Share Forum in **Moodle**
- Students are encouraged to share course related questions and information via Moodle
- Students can communicate with faculty directly in person, via email, or during office hours
- Students may expect a response to emails within two business days. Faculty may choose to respond sooner, but are not expected to reply on nights, weekends, or holidays.

Phone

- Faculty office phone numbers are provided to students in the Handbook and Syllabus
- Faculty may share personal cell phone numbers at their discretion
- In cases of clinical absence of emergencies, students should notify faculty by phone, as per faculty instruction
- Phone calls to faculty members' personal phone without their permission are discouraged
- Student phone numbers are shared with faculty and may be shared among clinical groups at the student's discretion

Bulletin Boards

- Bulletin boards located outside the clinical lab and Health Sciences Department are used for posting program announcements, events, and job opportunities
- Some postings may also be distributed via CCC email or Moodle
- Student postings require approval from the SNA Faculty Advisor or Nursing Program Administrator

Scholarship & Employment Information

- Scholarship and employment announcements will be made available through bulletin boards,

- Moodle, or CCC email
- Additional information is available through the CCC Scholarship office

Faculty Meetings & Student Participation

- Faculty meet weekly to discuss department matters. Student Nurse Association (SNA) representatives are invited to attend at least one faculty meeting each term to share class concerns, with additional meetings scheduled as needed through the SNA Faculty Advisor. SNA representatives will be notified of meeting dates and are responsible for communicating updates back to their classmates

CURRENT CONTACT INFORMATION POLICY

Students are required to maintain current contact information, including mailing address, phone number, and both personal and CCC email addresses. Updates must be submitted promptly following any changes to both the Health Sciences Administrative Assistant and the CCC Registrar to ensure timely communication.

TRANSITION TO BACCALAUREATE NURSING PROGRAMS

Through OCNE, the CCC nursing program has an established agreement with [Oregon Health & Sciences University \(OHSU\)](#), to support a seamless transition for students wishing to complete a Bachelor of Science in Nursing (BSN) degree. As a graduate of the OCNE curriculum, you are co-admitted to OHSU and may be eligible to complete the final year of the shared curriculum. Students are responsible for reviewing OHSU's current matriculation requirements, policies, and deadlines to ensure eligibility for continued enrollment in the OCNE curriculum.

In addition to the OHSU pathway, there are many other RN-to-BSN programs available locally and nationally. Representatives from BSN programs may offer to provide information sessions for CCC students. Many additional RN-to-BSN options can also be found online. Students are encouraged to thoroughly research the RN-to-BSN program to ensure it is properly accredited, that credits transfer if further education is pursued, and to fully understand the costs, time commitment, and program requirements prior to enrollment.

STUDENT ADVISING, TUTORING, and COUNSELING

Students may access or be referred to CCC advisors or counselors for academic or personal support. Counseling is confidential and separate from the Nursing Program. Information is not shared with nursing faculty unless the student provides written consent, or if there is a safety concern requiring disclosure. **(APPENDIX B – RESOURCES & SERVICES).**

HARMONY CAMPUS

The nursing program is located in the Harmony East building on the Harmony campus of Clackamas Community College. This campus provides full services for students' needs. Resources available at the Harmony campus for nursing students include, but are not limited to:

- | | |
|--|---|
| • Registration | • Testing Center |
| • Financial Aid (limited availability) | • ESL Services |
| • Advising | • Disability Resource Center (limited availability) |
| • Counseling | • Resource Library |
| • Math & Writing Tutoring | • Computers and printers |

On the Harmony campus, you can find computer and printing access in Harmony West 110, the Harmony East lobby, and HE240. Small conference rooms are available for student use in Harmony West on a first-come, first-served basis.

CHROMEBOOK LAPTOP APPLICATION

The Associated Student Government (ASG) offers a limited number of Chromebooks for currently registered students to borrow at no cost. Availability is not guaranteed. Students can apply online through the [CCC Funding and Support Webpage](#) and will be notified about device availability.

For questions, contact the ASG at AGFrontDesk@clackamas.edu

PERSONAL HEALTH, PROGRAM REQUIREMENTS and SAFETY POLICIES

TECHNICAL STANDARDS POLICY

In order to meet the physical and mental demands of safe nursing practice, students must meet the technical standards described in Appendix C—Technical Standards for Admission and Participation. These standards include, but are not limited to, visual acuity, hearing, speech, manual dexterity, physical strength, and emotional stability.

The Nursing Program faculty believes individuals with disabilities, as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), are qualified to study and practice in clinically based health care professions with the use of reasonable accommodations. Students must meet both academic and technical standards, with or without accommodation. To request accommodation, students should contact the CCC Disability Resource Center.

Students must notify the Nursing Program Administrator and Clinical Lead Faculty if a new condition or change in a preexisting condition may affect their ability to provide safe patient care. This may include physical injury, communicable disease, mental health concerns, or prescribed medications that could impair judgment. Students may need to be temporarily restricted from clinical participation until it is confirmed that they are safe to practice.

Nursing program faculty have the final authority for determining a student's ability to provide safe nursing care. The faculty decision may influence the student's ability to remain in either the clinical or classroom setting(s)

CRIMINAL BACKGROUND CHECK and URINE DRUG SCREEN (UDS) POLICY

To comply with Oregon Health Authority Administrative rules for Clinical Training ([OAR 409-030-0100—409-030-0250](#)), and to maintain contractual compliance with clinical partners, all students admitted to the Nursing Program must complete and pass a criminal background check and a urine drug screening (UDS) test before participating in clinical activities.

The Nursing Program contracts with a third-party vendor (Corporate Screening) to facilitate both the background check and the UDS process. Students will receive instructions prior to Fall Term of their first year in the program. Both screenings must be completed within 90 days before the start of the program. Students returning to the program after a break in progression may be required to complete updated screenings before resuming clinical.

Faculty reserve the right to require additional or random UDS testing for cause if there is reason to believe a student may be impaired while participating in Nursing Program activities (class, lab, clinical or simulation) in accordance with OAR 409-030-0210.

Some clinical sites may have additional background or drug testing requirements. Students will be notified if additional screenings are required. Clinical sites retain the right to deny placement for students based on screening results. If placement is denied and no alternative site can be secured, progression in the Nursing Program may not be possible.

Students must notify the Nursing Program Administrator immediately if they are arrested, charged, or convicted of any criminal offense while enrolled. Faculty will review each case in consultation with the Oregon State Board of Nursing to determine eligibility to continue in the program.

Important: Please note that background checks and drug screens do not transfer between institutions. Students transferring or starting RN-to-BSN programs must complete new screenings in accordance with those programs' requirements.

BASIC LIFE SUPPORT POLICY

Students must maintain **American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers** certification throughout the program. BLS certification must be current to participate in clinical and to meet the Physical Education (PE) graduation requirement. Students must submit proof of current certification to both the Nursing Program (through ACEMAPP) and CCC Registrar; failure to do so may delay clinical placement, clinical participation, or graduation. (See **BLS Certification Resources** in **APPENDIX B**)

IMMUNIZATIONS & TUBERCULOSIS (TB) SCREENING POLICY

To participate in clinical activities, students must submit and maintain current documentation of the following immunizations and screenings. Documentation is uploaded to ACEMAPP (a clinical compliance tracking system). Students are responsible for ensuring their records remain current throughout enrollment.

Required and Recommended Immunizations:

- **Influenza:** Annual vaccination is strongly recommended but not required
- **Diphtheria/Tetanus/Pertussis:** Tdap or Td (must be current)
- **Measles/Mumps/Rubella (MMR):** Two doses or positive titer
- **Hepatitis B:** Full series (three doses) or positive titer
- **Varicella (chickenpox):** Two doses or positive titer
- **Tuberculosis (TB) Screening:** Documented Interferon Gamma Release Assay (IGRA) blood test (QuantiFERON Gold or T-Spot). Positive IGRA requires chest x-ray or treatment per public health guideline
- **Tuberculosis (TB) Review of Symptoms:** Required before second-year clinical placement and/or annually as determined by clinical sites.
- **COVID-19 Vaccine:** Strongly recommended, but not currently required by the Nursing Program. However, clinical sites may require COVID-19 vaccination as a condition of placement.

Vaccine Shortages: If the Oregon Health Authority (OHA) declares a documented vaccine shortage, students may remain eligible for clinical activity; however, clinical facility policy may prevent student participation until immunization is up to date.

Exemptions: Students may request medical exemptions by submitting appropriate documentation to the Nursing Program Administrator. Clinical facilities may deny placement for students who are not fully compliant with facility-specific immunization requirements, including those who receive exemptions. If clinical placement cannot be secured, the student may be unable to progress in the Nursing Program.

CLINICAL UNIFORM, DRESSCODE & PROFESSIONAL APPEARANCE POLICY

Students must always present a professional appearance during activities on campus, in simulation, lab and at clinical sites. Proper dress and grooming reflect nursing professionalism, promote patient safety and meet clinical site expectations

Clinical Uniform

- Students are required to wear hunter green-colored scrub uniforms for all clinical, lab and simulation activities

- CCC Nursing Program patches must be sewn on the left sleeve, approximately 2 inches below the shoulder seam
- Two (2) CCC Nursing Patches will be provided to each student by the Nursing Program. Additional patches can be purchased at the CCC bookstore.
- Scrubs should fit to allow safe movement (bending, lifting, squatting) without skin exposure
- Two sets of scrubs are recommended to maintain cleanliness between lab and clinical days
- Clean, closed-toe, flat (or minimal heel), comfortable shoes are required for clinical settings

Business Casual Attire

- Some community clinical settings may require business casual attire with closed-toe shoes
- Student ID badges must be worn in all clinical settings, regardless of attire requirement

Identification (ID) Badge

- CCC-issued photo ID must be worn on the outermost garment (e.g., scrub top or scrub jacket), visible and readable on the upper torso.

Cold Weather Options

- For cooler clinical environments, students may wear:
 - Hunter green scrub jackets
 - Plain white or black undershirts (not visible below the hem of the scrub top)
- Hoodies, fleece jackets/vests, and sweaters are not appropriate for the clinical setting

Personal Grooming

- Hair: Clean, secured, and pulled back so it does not fall forward
- Facial hair: Clean, neat, and trimmed
- Fingernails: Short and natural. Artificial nails are not allowed in the clinical setting
- Fragrances: Fragrance-free policy (includes perfumes, scented lotions, powders, and hair products) due to patient sensitivities in the clinical setting

Jewelry

- A watch capable of measuring seconds (sweep hand or smart watch) is required for clinicals
- Wedding/engagement rings permitted
- Other jewelry must be small, discreet and safe (avoid long/dangling items)
- All jewelry may need to be removed for MRI, Operating Rooms, or other specialty areas

Prohibited Attire & Behaviors

The following attire is not allowed at any time in clinical settings (unless informed differently by clinical faculty, e.g., community mental health clinical)

- Jeans, shorts, sweatpants, sweatshirts, T-shirts with slogans, sheer fabrics, or revealing styles
- Exposed midriffs, short skirts or high slits
- Visible tattoos with content deemed offensive or threatening (judgment determined by Nursing Program Administrator)
- Offensive, disrespectful, or disruptive language or gestures
- Loud/disruptive communication
- Gum chewing in clinical settings
- Smoking, vaping, use of tobacco, cannabis, alcohol, or illicit substances while in an identifiable CCC nursing uniform

Students who fail to meet the dress code and professional appearance standards may be asked to leave the setting until they are properly attired. A Plan for Success (**APPENDIX C**) will be initiated and placed in the

student's file. Repeated violations may jeopardize the student's progression in the Nursing Program.

SELF-CARE

Nursing school is challenging, and we recognize the demands of coursework, clinical hours, and personal responsibilities can sometimes feel overwhelming. Caring for yourself—both physically and emotionally—is an important part of caring for your patients and succeeding in the program. This aligns with Provision 5.1 of the ANA Code of Ethics, which states that nurses have ethical duties to themselves, including promoting health and safety, preserving integrity, and maintaining competence.

Students are expected to prioritize self-care so they arrive at class and clinical well-rested, alert, and prepared. If fatigue or other health issues affect performance, faculty may ask a student to step out of clinical or classroom activities until they are fit for safe participation. Repeated concerns may impact academic standing or progression.

We encourage students to plan for adequate rest, manage work hours as able, and highly recommend use of campus wellness and mental health resources. Cultivating self-care now builds habits that support both your nursing career and lifelong well-being.

STUDENT PROFESSIONAL CONDUCT AND INTEGRITY

PROFESSIONAL BEHAVIORS

The nursing faculty of Clackamas Community College is committed to the profession of nursing and to supporting students in their development as future nurses. Professionalism is an essential aspect of nursing practice, and students are provided with opportunities throughout the program to develop and strengthen these behaviors (See APPENDIX F – Professional Behaviors)

Key professional behaviors include:

- Integrity
- Empathy
- Motivation and Confidence
- Communication
- Time Management
- Teamwork and Diplomacy
- Respect
- Advocacy
- Responsibility and Accountability

Students are expected to consistently demonstrate professional behaviors in the classroom, clinical settings, and all program-related activities. Concerns related to a student's professional integrity may affect their progression in the program.

AMERICAN NURSES ASSOCIATION CODE OF ETHICS

The [American Nurses Association \(ANA\) Code of Ethics for Nurses](#) outlines the non-negotiable standards of ethical and professional conduct for all nurses. Nursing students are expected to uphold these standards in all settings, on and off campus, in clinical practice, and in interactions with patients, families, healthcare teams, peers, and faculty.

A summary of the ten Provisions of the ANA Code of Ethics is included in Appendix G. Students should review the full Code using the link provided in the appendix.

STUDENT USE OF MEDICATIONS, ALCOHOL, and OTHER SUBSTANCES POLICY

Clackamas Community College is a Drug-Free Campus. The use, possession, or distribution of marijuana, alcohol, or other illicit drugs is prohibited on campus, in all college facilities, or at any college-sponsored event. Students who violate these policies may face disciplinary action under the CCC Student [Code of Conduct](#) and the College Drug and Alcohol Policy, in addition to legal consequences.

In the Nursing Program, students have added responsibility to protect patient safety. For this reason, students must not use alcohol, recreational drugs, or medications that may impair functioning:

- Before or while on any CCC campus
- When in student uniform
- During clinical hours
- At events when you represent CCC or the CCC Nursing Program (e.g., meetings, outreach, community events)

If you are taking any prescription or over-the-counter medication that may affect your clinical performance, you must notify your clinical faculty before your clinical shift.

Responsibility to Report: Students share the responsibility of ensuring public safety. If a student observes or suspects a peer is under the influence of alcohol, medication, or any substance that may impair their judgment, they are expected to report concerns to the faculty. Failing to report may be considered complicity in unsafe behavior.

If Substance Use is Suspected: The following procedure will be followed if substance use affecting safe and appropriate functioning by a nursing student is suspected:

- The student will be immediately removed from class or clinical and relieved of patient care responsibilities.
- Clinical faculty will immediately notify the Nursing Program Administrator as well as the Clinical Faculty Lead.
- A drug or alcohol screen may be required
 - If the result is negative, the nursing program covers the cost
 - If the result is positive, the student is responsible for the cost
- Even with a negative result, the Nursing Program Administrator will determine if the student may return to clinical.

Faculty decisions regarding a student's ability to provide safe care or remain in the clinical setting are final and non-negotiable.

CONFIDENTIALITY and THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT

Confidentiality is a professional, ethical, and legal responsibility for all nursing students. Under the Health Insurance Portability and Accountability Act (HIPAA), students must protect patient privacy at all times.

Examples of HIPAA violations include, but are not limited to:

- Removal of patient records with any potential patient identifiers from the clinical site
- Photographing, screen capturing, or copying any patient information
- Discussing patient information in public, non-clinical, or non-learning settings where it may be overheard
- Posting any patient-related content to social media, even if no identifying details are included

Because it is difficult to remove all patient identifiers, students may only document brief, relevant facts needed for preparation for patient care or clinical assignments. **NO copies of patient records are to be removed from clinical facilities, including those with names or identifiers marked out.** Doing so violates HIPAA regulations, facility policy, and professional standards and may jeopardize both the student's standing in the program and CCC's clinical partnerships.

Any written assignment, including clinical journals, must exclude patient names or other personal identifiers, including date of birth (DOB).

Students are expected to maintain confidentiality regarding peer performance and details of clinical and simulation scenarios.

Students found to have violated HIPAA or peer confidentiality may face disciplinary action and may be prohibited from continuing in the program.

More information about HIPAA can be found here: Health and Human Services' official HIPAA guidance for professionals: [HIPAA for Professionals | HHS.gov](https://www.hhs.gov/hipaa)

Students are expected to maintain confidentiality regarding the performance of other students and the details of scenarios during clinical and simulation. No electronic devices are to be used in this setting such as cell phones, voice recorders, tablets, and/or laptops. Students determined by faculty to have violated patient or peer confidentiality may be in jeopardy of not progressing in the program.

SOCIAL MEDIA & ELECTRONIC COMMUNICATION POLICY

The Nursing Program respects Freedom of Speech; however, posts made via social media or electronic communication that are negative, incorrect, or damaging with respect to Clackamas Community College, clinical partners, patients, faculty, staff, or other students is unprofessional and may violate federal privacy laws ([FERPA](#), [HIPAA](#)) and clinical partner agreements.

Students are expected to uphold professional communications in all digital communications. Inappropriate use of electronic media may constitute violations of federal privacy laws, professional standards, and nursing program policies.

Patient Privacy and Confidentiality

- Do not post, share, or transmit any patient information, images, or identifying details in any form of electronic media.
- Any disclosure of patient information, whether intentional or unintentional, may violate the Health Insurance Portability and Accountability Act (HIPAA) and may result in disciplinary action, up to and including dismissal.
- Students are strictly prohibited from photographing or video recording patients or patient care areas on personal devices.
- Do not reference patient situations even if identifiers such as names are omitted, as indirect identification may occur.

Professional Boundaries

Nursing students must maintain professional boundaries with patients at all times, including online environments. Students may not:

- Initiate or engage in personal relationships with current or former patients on social media or through other electronic communication.
- Accept friend requests, follow, or otherwise engage in personal online contact with patients or former patients.
- Use social media or electronic communication to establish personal, romantic, or non-professional connections with patients or former patients.

Nursing students, faculty and program staff are also expected to maintain professional boundaries with one another. Personal social media connections (such as friend request or follows) between students and faculty/staff should not occur while students are enrolled in the program.

Academic and Peer Privacy

- Students are responsible for protecting the confidentiality of faculty, staff, and fellow students.
- Posting information about classmates, academic performance, assignments, grades, or other personally

identifiable information without consent may violate the Family Educational Rights and Privacy Act (FERPA).

- Disparaging or disrespectful posts about peers, faculty, staff, or college leadership are considered unprofessional and may result in disciplinary action.

Professional Conduct and Program Representation

- Students must not post content that disparages Clackamas Community College, the Nursing Program, clinical affiliates or clinical partners.
- Offensive, harassing, threatening, discriminatory, or otherwise unprofessional comments are strictly prohibited.
- Students may not post on behalf of the college, the nursing program, or any clinical agency without explicit written authorization.
- All students are encouraged to enable the highest privacy settings on their personal accounts; however, privacy settings do not guarantee protection from program review or professional accountability.

NCSBN Guidelines

Students are advised that the National Council of State Boards of Nursing (NCSBN) has published professional guidelines for the use of social media by nurses. These guidelines clarify the legal and ethical responsibilities related to confidentiality, professional boundaries, patient safety and maintaining the trust inherent in the nurse-patient relationship. Full guidance can be found at: https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf

FALSIFICATION OF RECORDS POLICY

Falsification of any academic or legal record or false reporting of clinical data is not only unprofessional but illegal. Should it be determined by faculty or the Registrar's Office that a student has knowingly falsified their own or others' records or any clinically related record, the student will be dismissed from the program.

ACADEMIC HONESTY POLICY

Academic honesty in the Nursing Program is grounded in the professional standards of nursing and the policies of Clackamas Community College. Nursing students are expected to demonstrate honesty, integrity, fairness, respect, and trust in all academic work. Any violation of academic honesty devalues the individual, the community, and the profession of nursing.

There is a ZERO tolerance for academic dishonesty in the nursing program.

Violations of academic honesty include (but are not limited to):

- Plagiarism
- Collusion or inappropriate assistance
- Cheating
- Fabrication, falsification, or alteration of work
- Unauthorized multiple submissions
- Sabotage and/or tampering with academic work
- Publishing or posting assignments, papers, quizzes, exams or other coursework online
- Purchasing or selling essays, assignments, or other written work
- Unauthorized copies of any exam, including screen shots, printing, pictures, etc.

Academic honesty violations in the Nursing Program are addressed in accordance with program policies, which include a grade of zero (0) on affected assignments and a requirement to resubmit the work at a satisfactory level to pass the class. Any assignment with an academic honesty violation will be graded as a zero (0). Upon identifying an academic honesty violation, past assignments from the same term may be

reevaluated for indications of similar violations. If such indications are found, these assignments will also receive a grade of zero (0), and the student must submit an original assignment that meets satisfactory performance standards to complete the class. Resubmitted work will retain the zero (0) grade.

Nursing Program Academic Honesty Violation Process

Violations are addressed in 3 stages, depending on severity and whether a previous violation has occurred.

Stage	Faculty & Administrative Actions
First Violation	– Assignment receives a grade of zero. – Faculty notifies the student and the Nursing Program Administrator. – Meeting held with student, faculty, and Administrator. – Student placed on departmental academic probation with a remediation plan (Plan for Success).
Second Violation	– Meeting with faculty, Administrator, and Director of Health Sciences, and relevant college personnel (Associate Dean of TAPS). – CARE Team referral. – Possible dismissal from the program.
Further Violations or Severe Cases	– May result in immediate dismissal depending on the nature of violations and safety implications for clinical practice.

Students have the right to appeal any academic penalty in accordance with CCC's Academic Honesty Procedure (ISP 190P).

HARASSMENT POLICY

Harassment in any form is unacceptable and unprofessional. It is not only harmful to those directly affected, but also creates an atmosphere of tension, mistrust, and disruption for others.

Harassment violates:

- Clackamas Community College Student Handbook policies
- Professional nursing standards
- The ethical standards outlined in the ANA Code of Ethics.

In the event of documented harassment, the student may be immediately suspended from all nursing program courses. Such action may jeopardize the student's progression in the program.

MANDATORY REPORTER POLICY

All students in a healthcare-related course of study are required to report any suspected or known abuse or neglect of children under the age of 18 years, adults older than 65 years, and any person with mental illness, developmental disabilities, or who is dependent in any way.

Faculty and staff are mandatory reporters under Oregon law (ORS 491B.005). As employees of a higher education institution, they are legally required to report any abuse of a minor (an individual under the age of 18) that they witness or that is disclosed to them, regardless of when the abuse occurred.

CLASSROOM POLICIES

CLASSROOM ETIQUETTE POLICY

Frequent coming and going is disruptive and not acceptable. Students are expected to remain in class until a scheduled break or until class is dismissed. Students who arrive more than five minutes late should wait until the next scheduled break to enter. Leaving early or stepping out during class, except in urgent situations, is discouraged.

Students are expected to show courtesy to faculty, guest speakers, and peers by:

- Refraining from talking during lectures, discussions, and presentations
- Using personal devices only for notetaking or class-related activities.

Repeated incidents of disruptive or discourteous behaviors will result in a meeting with the course lead and formal documentation. A written Plan for Success outlining behavioral expectations will be placed in the student's file. Continuation of this behavior may jeopardize the student's progression in the program.

ELECTRONIC DEVICE USE, RECORDING, AND PHOTOGRAPHY POLICY

The Nursing Program values technology as a learning tool while recognizing that misuse of electronic devices can violate privacy, create distractions, and conflict with personal expectations. This policy outlines expectations for device use, recording, and photography in classrooms, labs, clinical settings, and other nursing program activities.

General Use of Devices in Classroom, Lab, Simulation & Clinical Settings

- Electronic devices (laptops, tablets, phones) may be used in class, lab, and clinical for educational purposes only
- Non-school-related devices use during class, lab, or clinical (except during breaks) is prohibited
- Laptops must be positioned to avoid interfering with others' learning
- Cell phones must be silenced with no visible bright screens
- Personal phone calls or texts must occur during breaks or outside of the learning environment
- For urgent situations, students should do their best to notify faculty before class begins. In emergencies, students may excuse themselves to take a call
- Clinical site policies regarding device use must be followed; students may only access devices necessary for patient care and may do so in non-patient care areas as directed by clinical faculty

Recording Policy (Audio/Video/Photographs)

- **Authorization for Recording**
 - Recordings (audio, video, or photographs) of class, lab, clinical, or simulation activities may only occur:
 - With prior permission of the instructor, OR
 - As an approved academic accommodation authorized by the Disability Resource Center (DRC) with faculty notification
 - Recording guest speakers is prohibited unless explicit permission is obtained from the speaker
- **Legal Restrictions**
 - Oregon law (ORS 165.540) prohibits concealed recording without the knowledge and consent of all parties. Unauthorized concealed recordings are strictly prohibited and may be reported for legal review.
 - Recording is defined as any form of still photography, video, or audio captured on any device
- **Limits on Use of Recordings**
 - Recordings may only be used for the personal educational use of the student who recorded them

- Recordings may not be shared, distributed, posted online, or otherwise disclosed without written permission from the Nursing Program
- Video recording or live streaming of class sessions is prohibited
- Faculty may instruct students to turn off recording devices during peer discussions or sensitive topics where privacy concerns exist
- **Academic Accommodations**
 - Students who require recording or other accommodations must contact the CCC Disability Resource Center (DRC) directly to initiate the accommodation process
 - Faculty cannot independently approve accommodations outside of the DRC process

Consequences: Students violating this policy may be asked to leave the class, clinical lab, or clinical setting. Ongoing or repeated improper electronic device use may jeopardize the student's progression in the program. Violation may also result in actions outlined in the Academic Honesty Policy, Professional Behaviors Policy, or Plan for Success. Repeated or egregious violations may result in disciplinary action, up to and including dismissal from the Nursing Program.

PROGRAM DIRECTED PHOTOGRAPHY and VIDEO RECORDING

The Nursing Program may take photographs or record video during simulation or other educational activities for internal educational purposes. Individual students will not be identified in these recordings, and content will not be used outside the educational setting without permission.

Faculty and students may take photographs for display within the Nursing Program (e.g., bulletin boards) or for inclusion in end-of-program celebrations such as the pinning ceremony slideshow. Participation in such photos is voluntary, and students may decline to participate at any time.

No photographs taken during the nursing program are to be posted on social networking sites without the express permission of all individuals identifiable in the image or recording.

Photography in clinical settings is strictly limited. No photos may be taken that include identifiable patients, staff, or clinical facility branding unless:

- The clinical site has provided written approval in accordance with its policies, and
- The patients or individuals photographed have provided written consent in accordance with HIPAA and facility policy

CHILDREN, PETS, and SERVICE ANIMAL POLICY

Children and pets are not permitted in classrooms, labs, clinical sites, or clinical activities. Exceptions may be requested, and approval is at the sole discretion of the faculty.

Service animals, as defined by the Americans with Disabilities Act (ADA), are permitted in classrooms and campus facilities consistent with Clackamas Community College Policy (ARC-641). Emotional support animals, comfort animals, or pets that do not meet ADA definitions are not permitted. Students with questions should contact the Disability Resource Center.

Important: Students should be aware that clinical partners may have additional policies or restrictions regarding service animals in patient care areas. All clinical site policies must be followed, and placement accommodations involving service animals in clinical settings must be coordinated in advance with both the Nursing Program and the clinical partner.

ACADEMIC ENGAGEMENT AND CLASSROOM POLICIES

TEXTBOOKS and SUPPLIES

Students are responsible for having the required supplies and equipment for class, clinical lab, and clinical experiences throughout the nursing program.

All textbooks will be provided through the [Elsevier 360](#) electronic platform and are covered by course fees. Hard copies of required texts are available for reference in the Health Sciences Library on the second floor of the Harmony East building.

Students are responsible for the cost of any lost ID badge or equipment issued by clinical sites.

In addition to required scrubs, each student must have:

- A stethoscope
- A functional watch with either a sweep second hand or a digital display that shows seconds

USE OF LEARNING MANAGEMENT SYSTEM POLICY

All nursing courses use Moodle, Clackamas Community College's Learning Management System (LMS), to share course content, assignments, announcements, grades, and other essential information. Students are expected to check Moodle regularly and are responsible for all materials and updates posted there.

Unless otherwise specified in assignment instructions, all files submitted through Moodle must be in Microsoft Word (.doc or .docx) or PDF format. Students should ensure that the submitted files open correctly and meet the assignment formatting requirements.

To be successful, students must have:

- Reliable access to a computer and the internet
- The ability to navigate and use Moodle independently

Students can expect a consistent structure across nursing courses on Moodle, including:

- Weekly modules with learning outcomes, readings, and assignments
- Links to submit assignments and access quizzes or exams
- The course syllabus and other essential course documents
- Announcements and a forum for asking questions

If a student has difficulty accessing Moodle or navigating course materials, they should contact the course instructor or the [Cougar Connect Tech Help](#).

Note on Moodle and the Course Syllabus

While Moodle is the platform used to deliver course materials, the syllabus remains the official source for course requirements, grading policies, and expectations. Students should refer to the syllabus for definitive guidance on course structure and policies.

CLASSROOM and HYBRID COURSES

Most nursing courses are taught in person, although some are offered in a hybrid format that combines face-to-face instruction with online learning components to fulfill credit hours. Faculty may also assign recorded lectures, independent learning activities, or other asynchronous content in conjunction with or in place of scheduled class sessions, as appropriate or necessary.

Courses are designed to promote active learning, collaboration, and engagement. Faculty determine the instructional format that best supports course outcomes and accommodates diverse learning styles. Group work is often used to help students develop the teamwork and communication skills essential to nursing practice.

Attendance and Participation

While attendance in classroom sessions is not mandatory, it is strongly encouraged for student success. Active participation enhances engagement, collaborative learning, and professional development. Faculty may monitor attendance to assist students and help identify signs of difficulty.

Attendance is required for:

- Clinical rotations
- Simulation
- Clinical lab rotations

Students are expected to notify the faculty in advance if they will be absent or late.

Tardiness and Professional Conduct

Chronic tardiness is considered professionally unacceptable. Students who are consistently late to class will be asked to meet with the course lead and the Nursing Program Administrator. A Plan for Success will be created and placed in the student's file. Failure to meet the expectations outlined in the plan may jeopardize the student's progression in the program.

SAFE MEDICATION ADMINISTRATION (SMA) EXAM POLICY

Calculating accurate medication dosages is an essential nursing skill that directly impacts patient safety. To ensure clinical readiness, nursing program students must demonstrate proficiency in dosage calculation and safe medication administration through formal testing and remediation, as outlined here.

Safe Medication Administration Exams

First year (NRS 111 & 112)

- Students must pass a safe medication administration exam with a score of 90% or higher before administering medications in the clinical setting.
- Test timing and requirements are detailed in the course syllabus.
- If calculation errors occur on the tests, students must complete a Medication Clinical Incident Report. This form will be reviewed for patterns of error and scanned/saved to support remediation.

Second Year (NRS 222, 221 & 224)

- Students must pass a safe medication administration exam with a score of 90% or higher before administering medications in the clinical setting.
- These tests are typically taken at the end of the previous term to ensure students are prepared to safely administer medications during clinical at the start of the next term.
- In NRS 222 the safe medication administration exam is given during the Fall Skills Refresher in the first week of the term, and in the final week of the term to prepare for NRS 221.
- In NRS 221 the safe medication administration exam is given at the end of the term to prepare for NRS 224 IP clinicals.

Math Remediation and Retest Policy

- If a student does not pass the Safe Medication Administration Exam, the following process applies: **First attempt (<90%)**: Students are expected to review materials and may retake the test no sooner than the next business day.
- **Second Attempt (<90%)**: Students must provide proof of remediation (e.g., completed practice exams) before taking the third attempt, no sooner than the next business day.
- **Third Attempt (<90%)**: The student is at risk of not meeting program benchmarks. A Plan for Success will be initiated and placed in the student's file.

Important Notes

- The score from the first attempt is used to calculate the dosage calculation component of the course grade.

- If a student demonstrates an ongoing pattern of calculation errors, either on exams or in clinical performance, faculty may determine the student is not safe to administer medications.
- A student who is not allowed to administer medications cannot meet clinical benchmarks and will not be able to progress in the program.

Reference:

Potter, P., Perry, A., Stockert, P., & Hall, A. (2022). Fundamentals of Nursing (11th ed.). Elsevier.
<https://pageburst.elsevier.com/reader/books/9780323812160/epubcfi>

COURSE EXAMINATION POLICY

Exams are important summative assessments that evaluate student understanding of critical course concepts and readiness to apply knowledge in clinical settings. Students are expected to take all exams seriously and adhere to testing policies and timelines.

Each course syllabus and other essential course documents outline the date, content areas, and grading weight of each exam. Additional scheduled or unscheduled quizzes may be given based on course needs or at faculty discretion.

Most exams will be administered during the scheduled class time. Students must take exams at the scheduled times unless extenuating circumstances prevent this (**See “Extenuating Circumstances” – APPENDIX A**). In such cases, the student must notify the faculty as soon as possible. Make-up exams are generally expected to be taken within one week of the original exam date, unless extenuating circumstances persist. The exam date will be determined jointly by faculty and the student.

To pass all courses, students must achieve a combined average of 70% or higher on all objective exams. If the exam average is below 70%, the student will not pass the course and will not be allowed to progress in the program, regardless of other assignment grades.

Exam Review and Item Analysis

Completed exams are reviewed and analyzed by faculty using item analysis. Faculty have the final say on exam scoring decisions, including the acceptance of alternate answers or the dismissal of questions based on this analysis. Exam scores are not subject to individual student challenges; grading decisions are based solely on item analysis outcomes.

Examination Structure

The Nursing Program uses a spiral examination structure that increases in complexity as students progress through the curriculum. Unless otherwise communicated by faculty in advance, objective exams will follow the guidelines below:

- Time allotted for objective exams will be set at 2 minutes per question. For all exams, the number of correct answers will not be indicated on select-all-that-apply (SATA) questions. There will be no true/false questions.
- Exams in each course will include an increasing proportion of application-level, analysis-level, and select all that apply (SATA) questions.

Course	Minimum % of Application/Analysis or SATA Questions
NRS 110	≥ 25%
NRS 111	≥ 25%
NRS 112	≥ 50%
NRS 222	≥ 75%
NRS 221	≥ 75%

Faculty may modify the exam structure as needed for specific assessments. Any changes to exam timing or format will be communicated to students prior to the exam.

Testing Accommodations

Students who experience challenges with testing related to documented disabilities or health conditions may be eligible for testing accommodations through the [Disability Resource Center \(DRC\)](#) at Clackamas Community College. The DRC provides individualized accommodation plans based on appropriate documentation and assessment of student needs. Possible testing accommodations may include additional time, reduced-distraction environments, or other approved modifications.

Students must contact the DRC directly to initiate the accommodation process. Faculty cannot independently grant an accommodation without DRC approval.

Important: Students planning to request testing accommodations for the NCLEX-RN licensure exam should be aware that the Oregon State Board of Nursing (OSBN) requires documentation of disability and rationale for any accommodations requested. Documentation of accommodations received during nursing school may be submitted to support the request but is not required by the OSBN.

Student-Led Remediation Plan

Students who score below 75% on an objective exam are required to participate in the Student-Led Remediation Plan. This structured process is designed to support student learning and promote academic success through self-directed reflection, goal setting, and faculty-supported review. Students are responsible for initiating the remediation plan within one week of receiving exam results, following the guidelines provided in Appendix E. Full instructions and required forms for the Student-Led Remediation Plan can be found in Appendix E.

STANDARDIZED TESTING (HESI EXAMS)

As part of the Nursing Program, students will participate in standardized HESI exams throughout the curriculum. These exams are mandatory. These exams support both student learning and program assessment and are integrated into course grading as determined by faculty and communicated in the syllabus.

- HESI specialty and exit exams occur at scheduled points in the program and may be scheduled outside of class time
- HESI exams are designed to help students identify areas of strength and weakness to guide study and remediation
- Grading, scoring, and Personalized Learning Plan related to HESI exams are outlined in each course syllabus
- Students who score below the identified benchmark will be assigned a personalized learning plan
- Violations of exam security or academic integrity related to HESI testing will be addressed under the Academic Honesty Policy

Full HESI testing policies, including scoring and remediation processes, are maintained in the Nursing Program Policy & Procedure manual.

ASSIGNMENT GRADING POLICY

All theory and clinical assignments will be graded per assignment guidelines and rubric provided to students and posted on Moodle. After the initial posting, any changes to assignment instructions or rubrics will be communicated to students via Moodle announcements and/or email.

If the assignment guidelines include a page limit, faculty may grade only up to the specified number of pages. Content beyond that limit may not be considered for the final grade.

Assignment Due Dates

- Due dates will be provided by the end of the first week the term.
- Once submitted, assignments may not be altered without prior faculty approval.
- Students who are unable to meet a due date due to extenuating circumstances (See “Extenuating Circumstances” – APPENDIX A) must notify faculty as soon as possible.

Extension Requests

- Must be made within 24 hours of due date or as soon as student is aware of the issue.
- Faculty may ask the student to submit any completed portions of the assignment to help determine how much time is needed.
- Faculty will decide whether to grant the extension and set a new deadline. This decision will be communicated via email.

Late Assignments

- Late assignments may receive point deduction based on how late the assignment is submitted:
 - 1-24 hours late = 7% deduction
 - 25-48 hours late = 15% deduction
 - 49-72 hours = 21% deduction
- Assignments turned in late without prior approval will receive a grade of zero
- Repeated extension requests may result in a Plan for Success.

EVALUATION and COURSE GRADING POLICY

Each course in the nursing program is graded based on the criteria outlined in the course syllabus. Assignments, quizzes, exams, and other graded components contribute to the course grade according to the weighting defined by the faculty.

Theory Course Grading

Theory courses are graded using a letter grade scale. To successfully pass a theory course and remain eligible to progress in the nursing program, a student must earn a **final grade of C (70%) or higher**.

Grading Scale

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- <59% = F

Grade Calculation

Final course grades are determined using the weighted averages based on the categories outlined in each course syllabus. Grades for individual assignments, quizzes, and exams are entered into Moodle, and the system calculates the grades throughout the term.

At the end of the term:

- Each assignment category is calculated as a percentage, rounded to two decimal places.
- Weighted category grades are used to calculate the overall course percentage.
- Final percentages are rounded to the nearest whole number:
 - 0.50 or higher rounds up (e.g., 89.63% → 90%)
 - 0.49 or lower rounds down (e.g., 89.28% → 89%)

Faculty follow the Grade Calculation Policy outlined in the Nursing Program Policies and Procedures

Clinical and Clinical Lab

- Graded on a pass/no-pass basis

- A student must pass the clinical and clinical lab to pass the course
- A failing grade in clinical or clinical lab leads to failing the course, regardless of the theory grade, and the student will be unable to continue in the nursing program

ACADEMIC STANDING

Students are responsible for reviewing their Student Academic Progress (SAP) report each term and for contacting the Registrar if there are any deficiencies.

Students concerned about grades or academic standing should meet with the course faculty. If unresolved, the student may request a meeting with the Nursing Program Administrator to facilitate further discussion. Final authority for all academic and grading decisions rests with the nursing faculty.

ACADEMIC AUTHORITY POLICY

Students who cannot meet the course requirements necessary for progression in the nursing program may be dismissed, even if the influencing factors are beyond the student's control. The nursing faculty retains final authority for academic decisions.

CLINICAL EXPERIENCES AND POLICIES

Students participate in a variety of clinical experiences throughout the CCC Nursing Program. These include inpatient care, community-based care, health fairs, vaccination clinics, other public health settings, and digital clinical experiences. Clinical lab, simulation, and faculty-led case studies are also considered clinical and are held to the same standards for participation, professionalism, and evaluation.

CLINICAL LAB POLICY

Attendance in the clinical lab is mandatory. Students are required to wear scrubs for all lab activities.

Clinical labs provide hands-on learning of essential skills needed to prepare students for safe, effective patient care in clinical and community settings. The grading criteria for the clinical lab are outlined in the course syllabus.

During each term of the first year, students must demonstrate specific skill competencies to pass the course successfully. If a student is unsuccessful in the first attempt, they will receive remediation and an opportunity to re-demonstrate the skill. If the student is unsuccessful in a second attempt, they may be at risk of not progressing in the program.

CLINICAL SIMULATION

Students participate in simulated clinical experiences throughout the program. These simulations are designed to support classroom and clinical learning in a safe, controlled environment where students can practice planning and delivering care in a low-risk environment.

Simulation provides students with the opportunity to:

- Apply critical thinking and clinical judgment
- Practice teamwork and communication
- Safely make and learn from mistakes
- Ask questions, think out loud, and utilize clinical reasoning and available resources (e.g., charge nurse, peer support)

Each scenario is designed to incorporate key clinical competencies, and students receive informal feedback from faculty and peers during debriefing sessions. Simulation is not graded; it is a learning-focused environment intended to build confidence and competence.

At certain points during the program, students may participate in formally evaluated simulation scenarios used to assess program quality or meet curriculum requirements. In those cases, students will be informed in advance.

CLINICAL ATTENDANCE POLICY

Attendance at all clinical experiences, including clinical lab and simulation, is mandatory for successful completion of the course. Students must attend all scheduled clinical hours to meet course objectives and ensure readiness for professional practice.

Extenuating Circumstances

If a student is unable to attend clinical/lab/simulation due to extenuating circumstances (See **Appendix A**), they may submit the following documentation to their Clinical Instructor and the Clinical Lead Faculty for consideration:

- A description of the problem or event
- Rationale for the absence
- The student's proposed solution for fulfilling course requirements

Note: If a student has a Provider's note excusing them from clinical (e.g., for physical injury), the student will also need to provide written Provider permission for clearance to attend clinical again.

Unavoidable Absences

Unavoidable absences will be made up according to faculty guidelines. Faculty will consider the following criteria when determining make-up activities:

- The student's current clinical performance and academic progress
- The nature of the missed activities or experiences
- The timing of the absence within the program and academic term

Make-up options may include (but are not limited to):

- Clinical time within the term
- Digital clinical experiences, simulations or case studies
- Clinical time arranged during finals week

The availability of makeup opportunities depends on faculty availability, clinical site capacity, and the time remaining in the term. Inability to complete required clinical hours, or missing more than one clinical shift in a term, may jeopardize the student's progression in the program.

Clinical Attendance and Academic Accommodations

While the CCC Nursing Program is committed to providing equitable access through the DRC, students should recognize that accommodations approved for the classroom setting may not automatically apply to clinical rotations. Clinical participation is an essential function of the nursing curriculum, as it is the primary environment where students demonstrate their clinical reasoning, professional behaviors, and time-sensitive patient safety practices required for RN licensure.

Students are expected to demonstrate the **Technical Standards** (See **Appendix C**) of the CCC Nursing Program at all times during clinical rotations. Consequently, many accommodations used in the classroom may not be reasonable in the clinical setting if they alter the nature of the nursing role, compromise patient safety, or they prevent the student from achieving learning outcomes. Students are encouraged to work with the nursing faculty and the DRC to determine which accommodations (such as assistive technology or modified breaks) can be safely implemented, while ensuring all course and safety outcomes are fully met.

Tardiness and Professional Conduct

Students are expected to be on the clinical unit and fully prepared to receive report before the shift starts. If there is an unexpected or unavoidable reason for arriving late to clinical, the student must notify the clinical faculty as soon as possible.

Chronic tardiness to clinical is professionally unacceptable. Repeated tardiness will be documented in the student's "Clinical Biweekly Self-Assessment" by the clinical instructor. If this behavior continues, the student will meet with the clinical faculty and the Clinical Lead. A Plan for Success will be completed and placed in the student file.

Failure to follow the expectations outlined in the plan may result in dismissal from the program.

CLINICAL HOURS POLICY

Clinical hour requirements may vary by term. Students are responsible for reviewing the course syllabus each term for clinical hour expectations.

Across the nursing program, students will complete the following minimum clinical hours:

- First Year: 270 hours (including clinical, lab, and simulation)
- Second Year: 510 hours (including clinical, lab, and simulation)

Note: These minimum required hours do not include preparation time for clinical activities or independent practice outside of scheduled hours.

CLINICAL PREPARATION POLICY

Clackamas Community College follows the OCNE Clinical Education Model.

- In the first year of the program, clinical experience will focus on concept-based learning activities, skill development, and focused direct patient care in the form of simulation or at a clinical setting.
- During the second year of the program, the focus on clinical care will be on direct patient care and an integrative practicum.

Clinical preparation varies by term and course. Students will be informed of specific requirements and are responsible for allocating sufficient time to complete all preparation tasks. Preparation assignments are designed to help students deliver safe, effective care.

Failure to complete the required preparation will result in the student being considered unprepared and not permitted to participate in clinical for that day.

CLINICAL PARTNERS and CLINICAL SITES

Nursing clinical experiences occur in various settings within the local community and the broader metropolitan area. These may include hospitals, clinics, skilled care facilities, and community-based agencies.

To meet clinical onboarding requirements, the nursing program may need to share certain student information with clinical partners, including Social Security numbers, birthdates, CCC ID numbers, college email addresses, phone numbers, and mailing addresses.

Students should be aware that:

- Clinical rotations may be scheduled for day, evening, or weekend.
- Clinical schedules may vary from term to term and may shift week to week.
- In Term 6 (Integrative Practicum), clinical shifts are scheduled according to the assigned RN Preceptor's schedule, which may include day, evening, or weekend shifts.

Students and clinical faculty are guests of our clinical partners and are expected to demonstrate professionalism and respect at all times. Maintaining a positive presence in clinical settings helps preserve relationships that support ongoing student learning activities.

THEORY-CLINICAL EXPERIENCE PROXIMITY POLICY

Theory content and related clinical practice experiences are designed, as much as possible, to occur concurrently to support a meaningful connection between classroom learning and clinical practice.

If there is a delay between related theory content and a clinical experience, students are expected to review the relevant theoretical material in advance to ensure safe and effective clinical performance.

CLINICAL EVALUATION AND COMPETENCY POLICY

Clackamas Community College uses the OCNE Clinical Competencies as the foundation for clinical learning outcomes. Each Competency includes specific benchmarks that students are expected to meet by the end of each academic year. These competencies reflect the students' developing understanding and proficiency in areas essential to safe and effective nursing practice. (See Appendix G for the complete OCNE Competencies and Benchmarks.)

OCNE Clinical Competencies include, but are not limited to:

- Basing personal and professional actions on a set of shared core nursing values.
- Using reflection, self-analysis, and self-care to develop insight.
- Engaging in intentional learning.
- Demonstrating leadership in nursing and health care.
- Collaborating as part of a health care team.
- Being able to practice within, utilize, and contribute to all health care systems
- Practicing relationship-centered care
- Communicating effectively
- Making sound clinical judgments
- Locating evaluate and use the best available evidence

Clinical Assignments

In addition to direct patient care, students are responsible for completing written clinical assignments that support the development and demonstration of clinical competence. These may include:

- Concept-based learning activities
- Clinical journals
- Self-reflections
- Case Studies
- Concept Maps
- Patient teaching assignments
- Medication Maps
- Care Plans

All assignments must be completed according to guidelines and deadlines per the course syllabus. Satisfactory completion of both clinical care and assignments is required to pass the course.

Evaluation Process

Students receive ongoing evaluations of clinical performance throughout each term. This includes:

- Daily verbal feedback from clinical faculty.
- Group debriefings during the post-conference
- Written evaluations on clinical assignments, including clinical journals and Bi-Weekly Self-Assessments.
- Ongoing faculty assessment of students' progress toward meeting clinical competencies.

At the end of each term, students participate in a summative final evaluation with clinical faculty. Students are expected to:

- Review the evaluation forms (posted in Moodle) in advance
- Complete a self-evaluation using the form, providing examples of how they met each benchmark and reflecting on their performance and growth over the term.
- Engage in discussion about clinical performance with faculty.

Competency Expectations, Remediation, and Failure to Progress

To pass the clinical course, students must demonstrate the development or achievement of all required clinical competencies. Students who do not meet or maintain competencies may be removed from the clinical setting. At the end of each year, all clinical competency benchmarks must be attained. Once a benchmark is achieved, it must be maintained throughout the program.

Failure to maintain or achieve these benchmarks may result in clinical failure and dismissal from the nursing program. Clinical failure can also result from unsafe or unsatisfactory clinical practice. Examples of poor performance include, but are not limited to:

- Performing nursing care in an unsafe manner that is, or may be, detrimental to the patient's welfare
- Inability to focus on or provide safe, effective patient care
- Unprofessional, unethical, or unsafe conduct or demeanor as defined by:
 - The American Nurses Association (ANA),
 - Oregon Nurse Practice Act,
 - CCC Nursing Program Student Handbook
 - Clackamas Community College standards of conduct
- Demonstrating insufficient knowledge base including theoretical, pathophysiological, pharmacological, physical assessment, and/or patient treatments
- Failure to seek help as needed or follow guidance from faculty
- Inconsistency in meeting the required level of competence for the course level
- Lack of insight into areas needing improvement and/or inability to change following constructive feedback
- Inability to remediate as outlined in a Plan for Success
- Student performs a task, skill, or action that is outside of their scope of practice

Students will be given opportunities to remediate unmet competencies through feedback, clinical instruction, and/or a Plan for Success. If a student cannot successfully remediate within the allotted timeframe, progression in the program may be jeopardized.

FAILURE TO ACHIEVE OR MAINTAIN CLINICAL COMPETENCY BENCHMARK POLICY

Failure to maintain or achieve clinical competency benchmarks may lead to clinical failure and dismissal from the nursing program. Clinical failure can also result from unsatisfactory or unsafe clinical practice. Poor performance in the clinical setting can encompass a wide variety of clinical situations, including but not limited to the following **clinical policies** described below:

CLINICAL DOCUMENTATION POLICY

To pass a clinical course in the nursing program, students must achieve an average of 70% or higher on all clinical written assignments and documentation for the term. The grade for this is encompassed within the theory grade. Should a student consistently receive a grade of less than 70% on clinical paperwork, they must meet with the clinical faculty as well as course lead where a Plan for Success will be developed. Inability to remediate per the terms stated in the Plan for Success may jeopardize progression in the program.

CLINICAL AND CLINICAL LAB GRADING POLICY

Both clinical lab and clinical rotations are graded Pass/No Pass and based on achievement of clinical benchmarks and course outcomes. To achieve a passing grade, students must pass both the clinical lab and clinical practice portions of the overall clinical course. Clinical written assignments and documentation is reflected in the theory grade, and the student must achieve an average of 70% on clinical paperwork to progress in the program.

MEDICATION ADMINISTRATION POLICY

Students and clinical faculty must follow the policies and procedures related to medication administration of the clinical agencies at all times.

First Year of Nursing Program (NRS 110, 111, and 112)

- Lab and Clinical Classroom
 - Prior to administration of medication, student must demonstrate the ability to accurately calculate needed dosage of medication and be able to explain “why” the patient needs this medication.
 - Students must demonstrate the minimum basic standards of the 7 Rights of Medication administration (Potter et al., 2022, p. 642).
 - If a student is unable to accurately calculate dosage of medication, they will not pass the lab skill competency checkoff.
- Clinical Site
 - Students must pass the dosage calculation exam prior to administering medications in the clinical setting. They will not be allowed to administer medications until a pass is achieved.
 - Students must first administer oral (PO), intramuscular (IM) and subcutaneous (SQ) medications under the **direct supervision of clinical faculty two times**. After demonstrating safe medication administration with a patient twice, student will receive approval from clinical faculty to administer these medications **under the direct supervision of any Registered Nurse**.
 - First-year nursing students are not allowed to administer any intravenous (IV) medications.

Second Year of Nursing Program (NRS 222, 221, and 224)

- Students must pass the dosage calculation exam prior to administering medications in the clinical setting. They will not be allowed to administer medications until a pass is achieved.
- Students must demonstrate the minimum basic standards of the 7 Rights of Medication administration (Potter et al., 2022, p. 642).
- All students must be under the **direct supervision** of clinical faculty or other registered nurse to administer **IV** medications **at all times**.
- NRS 221 and NRS 222
 - All medications (PO, IM, IV, and SQ) must be administered under the direct supervision of clinical faculty the first time the student is at that clinical setting, or with that clinical faculty.
 - After evaluation of safe practice, the student will receive approval from clinical faculty to administer PO, IM, or SQ medications under the direct supervision of a Registered Nurse.
- NRS 224 – After being observed by their clinical RN Preceptor, students may administer PO, IM, or SQ medications independently, depending on clinical facility protocol, and with clear communication with precepting RN.

STUDENT REFUSAL TO PROVIDE CARE

The CCC Nursing Program upholds the ethical standards outlined in the ANA Code of Ethics. Nursing students may encounter moral or ethical dilemmas in clinical settings; however, the responsibility to deliver safe, equitable, and nonjudgmental care remains central to the role of the nurse.

It is the student's right to request not to participate in specific aspects of care that present a risk to their safety or are in direct conflict with deeply held moral, religious, or ethical beliefs. These requests must be made in advance, when possible, and discussed with the clinical instructor. Approval is not guaranteed.

If a student refuses to care for an assigned patient or perform specific clinical tasks, the following will occur:

- The clinical faculty will document
 - The objective facts surrounding the incident
 - The student's reason for refusal
 - The potential educational impact and impact on course objectives
 - Applicable healthcare facility's policies
 - The incident will be reviewed by the Clinical Lead and/or the Nursing Program Administrator to determine the next steps, including whether the student's request aligns with professional and academic expectations
- If refusal prevents the students from meeting clinical objectives, progression may be at risk. The incident will be reflected in the end-of-term evaluation and may result in a plan for success.
- Under no circumstances may refusal to provide care result in patient abandonment, discrimination, or refusal of care based on a patient's identity, diagnosis or circumstances.

Students are encouraged to engage in open, respectful discussions with faculty when faced with moral distress and are expected to reflect on how professional responsibilities intersect with personal values.

STUDENT CLINICAL HAZARDOUS EXPOSURE POLICY

Students may be assigned to care for patients with known or potential hazards, including, but not limited to, tuberculosis (TB), MRSA, CMV, and radium implants. Clinical faculty and students must discuss any known hazards in advance and collaboratively develop a plan to avoid or minimize the exposure and impact to the student.

STUDENT INJURY and MALPRACTICE INSURANCE POLICY

Clackamas Community College's Workers' Compensation Insurance covers nursing students who are injured during clinical experiences. Examples of injuries that may occur include, but are not limited to:

- Falls
- Lifting injury
- Needle sticks
- Exposure to blood or body fluids

If an accident or injury occurs, these steps must be followed: (See **APPENDIX I – INJURY REPORTING PROCESS**)

1. Report the injury to the clinical faculty immediately
2. Follow the clinical site's policy for evaluation and necessary follow-up care
3. Within 24 hours, complete the Injury/Illness/Incident Reporting form found on [the Employee and Supervisor Information page](#) on the CCC Website
4. Email the completed form to the Nursing Program Administrator, who will then submit it to CCC Human Resources

CLINICAL SITE AND CONCURRENT STUDENT EMPLOYMENT POLICY

When nursing students are assigned to clinical sites where they are also employed, they must maintain a clear boundary between their role as a nursing student and their role as an employee. While in the clinical setting as a student, they may only perform duties and assignments associated with their student role under the supervision of faculty or designated preceptors. While at clinicals, students may not engage in activities for the employer or respond to employer requests while functioning in the student nurse role.

The professional liability insurance for nursing students carried by the college does not cover any actions taken in the course of employment.

While it is understood that students may need to work while enrolled in the program, nursing program requirements, including classroom, lab, and clinical hours, will not be adjusted to accommodate work schedules. Students are encouraged to be mindful of their workload. Research shows that working more than 16 hours per week may negatively affect academic and clinical success in nursing programs.

CLINICAL ATTENDANCE AND PUBLIC HOLIDAYS

Students may not provide patient care on public holidays when CCC is closed, except during their 6th term Integrative Practicum (IP). The full list of observed holidays is available on the [Academic Calendar](#).

TRANSPORTATION POLICY

Students are responsible for their own transportation to and from campus and assigned clinical sites. Clinical sites may be located over an hour away by car.

While faculty consider the site location and student proximity when making clinical assignments, placement is ultimately decided by the availability of clinical sites and the individual learning needs of each student. As such, specific site preferences and proximity to home cannot be guaranteed.

SKILL-SPECIFIC CLINICAL POLICIES

Students are expected to practice within the scope of their training and under the supervision of a Registered Nurse. The following outline restrictions and supervision requirements for specific clinical skills and interventions to ensure patient safety and student accountability. These policies are intended to protect students, faculty, clinical partners, and patients.

MEDICATION ADMINISTRATION POLICIES

IV Medication Administration

Students and faculty must follow all medication administration policies in effect at each clinical site. If policy allows, students may administer IV medications only under the direct physical supervision of the clinical faculty or a staff RN. Students must never administer IV medications independently.

Antineoplastic Administration

Nursing students may never administer an anti-neoplastic (chemotherapeutic) agent, including oral and intravenous forms, regardless of supervision.

Experimental Drugs/Substances Administration

Nursing students may never administer any experimental drugs or substances, including those in clinical trials or under investigation.

Wasting of a Controlled Substance by a Nursing Student

Students are not permitted to waste or co-sign for the wasting of any controlled substance under any circumstances.

ORDERS AND DOCUMENTATION

Taking Verbal/Phone Orders from a Provider

Students may never take a verbal or telephone order from any provider. Orders must be received and verified by a licensed Registered Nurse.

Restraint Use in Any Setting

Students may not apply, assess, document, or initiate the use of restraints on patients. All restraints must be applied by facility staff and assessed by the facility's direct care RN.

Exception: In the sixth term (Integrative Practicum), students may *assist* with non-behavioral restraints in the ICU or ED only if all the following are met:

- The student has reviewed and understood the unit/facility restraint policy with their RN preceptor
- The student has been formally checked off on proper restraint use by the RN preceptor or unit educator
- The student has submitted documented proof of the check-off to their CCC clinical instructor
- This activity is consistent with the facility's policy and supervision requirements

Note: Students may not document restraint use in the patient chart, even when assisting under the approved exception.

SKILL PERFORMANCE AND SCOPE

Performing Actions, Skills, and Procedures the Student Has Not Been Taught

Students may never perform any action, skill, or task that they have not been taught by a licensed professional. Performing a skill before instruction may lead to dismissal from the nursing program.

Nursing Scope of Practice

Students must adhere to the [Oregon State Board of Nursing Division 45 Nurse Practice Act](#), which governs the scope of practice for Registered Nurses. Performing any action, skill, or task outside of the RN scope, even under supervision, may lead to dismissal from the nursing program.

Central Line Discontinuation

Students and faculty must follow the central line discontinuation policy of each clinical site. If allowed, students may discontinue a central line only under the direct physical supervision of the faculty or a staff RN.

Blood Administration

Students and faculty must follow the blood administration policy of the clinical facility. CCC's policy prohibits nursing students from signing or co-signing for blood administration under any circumstance.

Students may assist with the setup and hanging of blood products only under the direct supervision of an RN or clinical instructor. This is permissible only if there are two other licensed professionals employed by the facility who can sign and verify the blood product.

Clinical Errors

If a student makes an error during any clinical experience, they must **immediately notify the RN assigned to the patient and their clinical instructor**. The student will follow the clinical agency's policy regarding reporting errors and incident reports. It is also the student's responsibility to provide a copy of the agency's incident report to their clinical faculty promptly for follow-up.

CLASS, CLINICAL LAB OR CLINICAL CANCELLATION POLICIES

EMERGENCY MESSAGES FROM CCC

Rave Alert is Clackamas Community College's phone, text message and email emergency notification system. It allows you to quickly receive emergency communications and other important information via phone, text message and email. Notifications may be about inclement weather alerts or other emergency communications. Rave Alert system will NOT charge you in any way.

To manage your account, go to [CCC's login page on GetRave's website](#). Your CCC email username (e.g.

john.smith@clackamas.edu) and password are your login and password for Rave Alert. If you need assistance, please contact the Public Information Officer at lori.hall@clackamas.edu or [503-594-3162](tel:503-594-3162).

CAMPUS CLOSURES & INCLEMENT WEATHER

When CCC is closed due to inclement weather or holidays, there will be no clinical, even if students and faculty are in route or have arrived at a clinical site.

If CCC is issuing a late start due to inclement weather, clinical will start late or be canceled at the discretion of the clinical faculty, depending on the site-specific safety and time constraints.

If CCC is closed for reasons other than inclement weather (power outage, water issue, etc.), on campus classes and clinical labs will be canceled, but off-campus clinical will occur as scheduled.

If CCC is open, individual clinical faculty may use their judgment to modify or cancel clinical if:

- The weather near a clinical site is hazardous, or
- Traveling to that site would put students' safety at risk.

Clinical faculty may also release students early if the weather worsens or if safe travel becomes a concern.

Students should exercise good judgment and prioritize safety when deciding whether to travel to campus or clinical during inclement weather. The student must notify the clinical faculty if they choose not to travel to the clinical site, prior to the scheduled start time.

FACULTY ABSENCE

If a class, clinical lab, or clinical session is canceled due to unforeseen circumstances, such as faculty illness, students will be notified via Moodle and CCC email. Within 48 hours, the faculty members will provide recommendations on how to engage in the missed content, including recommended learning activities or materials.

Students are responsible for intentionally learning the material from the missed class.

STUDENT PROGRESSION IN THE NURSING PROGRAM

PROGRESSION WITHIN THE NURSING PROGRAM

Progression through the nursing program is sequential and based on successful completion of all required coursework. Each course builds on prerequisite knowledge and content from previous terms. To succeed in subsequent courses, students are expected to apply knowledge and skills gained from earlier classes.

Progression from First Year to Second Year

To progress from the first year to the second year of the program, students must:

- Successfully complete all first-year nursing curriculum requirements with a grade of 'C' or better in all courses
- Achieve an average of 70% or higher on all objective testing and clinical paperwork
- Meet the OCNE Level 1 benchmarks

Petition to Graduate

Students must submit the [Petition to Graduate](#) (PDF available online) to the Registrar's office during the fall term of the second year of the nursing program. This allows time for the college to complete an academic and graduation review prior to completion at the end of the second year.

NURSING LICENSURE INFORMATION

After successfully completing the program, students are eligible to sit for the NCLEX-RN exam, the national licensing examination required to become a registered nurse (RN).

It is the student's responsibility to:

- [Apply for the NCLEX-RN exam](#)
- Submit separate applications and required fees to
 - Pearson VUE, the NCLEX testing agency
 - The Oregon State Board of Nursing.

Applications may be submitted before graduation; however, the exam must be scheduled after graduation. The college will send transcripts to the OSBN to verify graduation and the degree completed at the student's online request.

The Nursing Program Administrator verifies to OSBN that the graduate has:

- Completed all nursing program requirements
- Resolved any outstanding issues with the college, e.g., fines or overdue payments
- Graduated in good standing

Licensure Eligibility and Criminal History

On the OSBN licensure application, applicants must disclose:

- Any physical or mental health conditions
- Any criminal offense history

A criminal conviction history, omission of relevant information, or falsification of the application may result in denial of examination or licensure. Students with specific questions should contact the Oregon State Board of Nursing.

NCLEX Testing Accommodations

Students who need accommodation for the NCLEX-RN must follow OSBN guidelines. It is the student's responsibility to request accommodations using the OSBN form [LIC-614](#)

INTERRUPTION IN NURSING PROGRAM SEQUENCE and READMISSION PROCEDURE POLICY

The nursing faculty understands that students may need to step away from the program for various personal, academic, or health-related reasons. Our goal is to provide a clear and supportive process program exit and possible re-entry, while upholding the academic and professional standards essential for safe nursing practice.

Students exiting the nursing program for any reason are required to meet with the Nursing Program Administrator. During this meeting, the student will receive a written summary of:

- Academic, clinical, and professional standing at the time of exit
- Reason(s) for leaving the program
- Eligibility for readmission, if applicable.

Any college or clinical partner equipment or ID badges must be returned at this time. Students who do not return a clinical site ID badge will be required to pay the \$100.00 fee charged by the clinical partner.

Readmission Overview

Readmission to the nursing program is not guaranteed and is dependent on:

- Availability of space and resources
- Faculty approval
- Student readiness.

Faculty may choose not to fill every available space. Final authority for readmission decisions rests with the college and nursing faculty.

Readmission will be considered only for students if they:

- Have completed the first term (NRS 110 and NRS 230)
- Left in good academic and clinical standing for personal reasons

- Can demonstrate to the satisfaction of the faculty that the circumstances leading to their dismissal have been addressed and that extraordinary and non-recurring factors, which do not reflect the student's true academic ability, caused the student's previous academic failure.

It is the student's sole responsibility to initiate the readmission process. The nursing program will not reach out to see if the student is interested in returning.

Steps for Readmission

To be considered for readmission, the student must:

- Submit a **written request** to the Nursing Program Administrator **within six months** of exit.
- Communicate interest in return **at least one term prior** to the requested re-entry.
- Application for readmission must be made for the academic year following exit from the nursing program.
- Meet with faculty to discuss readiness to return.

The student will be notified of the readmission decision in writing as soon as possible. However, notification may not be possible until just before the beginning of the term of re-entry.

Expectations Upon Readmission

Readmitted students are expected to meet the same academic and clinical requirements as other students in the same course level. Preparation may include:

- Meeting with the First- or Second-year Faculty Lead, the Lab Lead faculty, as well as the Nursing Program Administrator
- Auditing of theory classes
- Scheduling time in the clinical lab, and attending simulation.

Note: while students are not required to retake courses that have previously passed, they may be strongly encouraged to retake or audit for better preparation.

If exiting due to course failure:

- **Pharmacology or Pathophysiology:** The student must retake the failed course.
- **Theory or clinical course:** The student must repeat the entire course (theory and clinical components).

Before returning to clinical, students will receive direction on essential skills they must demonstrate proficiency in.

Skills Refresher Requirement

Returning students will be required to register for a Skills Refresher Workshop to ensure clinical competency. The Faculty Lab Lead will assess the student's proficiency in essential skills before re-entry into the clinical setting.

Compliance and Documentation

Returning students must:

- Complete a new Criminal Background Check and Urine Drug Screen (UDS)
- Hold a current American Heart Association Healthcare Provider BLS certification
 - This documentation must be uploaded into ACEMAPP and sent to the CCC Registrar.

Ongoing Faculty Check-Ins

Returning students may be required to meet with faculty every two weeks for progress check-ins. These meetings are designed to assess student needs and provide support for student progression.

Academic Honesty and Work Submission

Students may not resubmit work completed during a previous enrollment in the program. Any such work will receive a grade of zero. Repeated submission of previous work may jeopardize the student's progression.

Readmission Limits

Only one program re-admission is allowed. However, in cases of extenuating circumstances (**See “Extenuating Circumstances” – APPENDIX A**), faculty may make an exception on a case-to-case basis.

Students who do not meet the criteria for re-admission must reapply to the program as a new student through the formal application process.

RANKING GUIDELINES RE-ENTRY POLICY

Applicants for re-entry will be ranked according to the following criteria:

1. Personal reasons for exit; student left in good standing
2. Academic failure but in good clinical standing
3. Academic failure and difficulty transferring knowledge to the clinical setting
4. Clinical failure
5. Documented concerns regarding professional behavior, including;
 - a. Plagiarism or other forms of academic dishonesty
 - b. Violation of the Nursing Code of Ethics
 - c. Violations of other policies outlined within the CCC student or nursing handbook.

The faculty's decision regarding re-entry is final.

DOCUMENTING CONCERNS REGARDING STUDENT PERFORMANCE

PLAN FOR SUCCESS POLICY

A Plan for Success document (**APPENDIX C**) may be created at any time in the nursing program if faculty determine a student is not meeting expectations in any of the following areas:

- Meeting OCNE nursing program benchmark standards
- Academic challenges as evidenced by persistent low grades and/or exam scores
- Inability to demonstrate sound clinical judgment
- Demonstrating unprofessional nursing behavior (see **APPENDIX D**)

The First or Second-year Faculty Lead, the Clinical Lab Faculty, and/or the Nursing Program Administrator will be directly involved in developing the Plan for Success. Faculty will track all active Plans for Success through faculty meetings, ensuring all faculty members are aware of student concerns and can work together to support student success.

If a Plan for Success is initiated due to unprofessional behavior, no further action is required unless the behavior happens again. If the behavior continues, a more detailed Plan for Success will be developed to include specific steps for remediation.

The student will meet with faculty to jointly create the Plan for Success. The student will receive a written copy of the plan within one week of this meeting and will be required to sign it. The original document will be placed in the student's file. Failure to meet the requirements outlined in the Plan for Success may affect the student's progression in the nursing program.

Faculty may take and keep notes from meetings with students to ensure clear and complete documentation of the conversations.

DISMISSAL FROM THE NURSING PROGRAM POLICY

Dismissal from the nursing program is based on the inability to meet course or program requirements. Anything

that interferes with a student's ability to provide safe, effective care for patients may result in dismissal. Students are made aware of faculty concerns via feedback, evaluations, meetings with faculty, and, when appropriate, a Plan for Success. In most cases, dismissal occurs at the end of a term when the student has not met requirements for a passing grade. However, in cases involving an egregious act, knowingly endangering a patient, or violating the substance use policy, dismissal may occur immediately following a thorough investigation.

Circumstances that may lead to dismissal include, but are not limited to:

- Inability to meet academic standards and clinical requirements outlined in course syllabi
- Inability to provide safe nursing care, including:
 - Repeated unsatisfactory nursing care
 - Repeated inadequate preparation for patient care
 - Inadequate physical or mental abilities to provide safe nursing care.
 - A single significant unsafe event jeopardizing a patient's safety.
- Clinical failure based on the faculty's determination of unsafe practice (clinical faculty has the final authority for determining safe nursing practice). Examples include, but are not limited to:
 - Performing nursing care in a manner that is, or may be, detrimental to the patient's welfare
 - Providing unprofessional, unethical, or unsafe care as defined by the American Nurses Association (ANA) or Oregon State Board of Nursing (OSBN)
 - Insufficient knowledge including theoretical, pathophysiological, pharmacological and nursing care based
 - Inability to transfer knowledge to the clinical setting
 - Failure to seek help or guidance from the instructor or nurse as needed
 - Failure to follow the instructor's directions
 - Failure to pass clinical checkoffs
 - Lack of insight into areas needing improvement, and inability to change after receiving constructive feedback
 - Failure to meet clinical requirements as outlined in a Plan for Success
- Failure to pass the Safe Medication Administration (SMA) Exam (given each term after NRS 110): Students must pass this test to administer medications. Inability to pass this test means the student does not meet the course clinical requirements and will not receive a passing grade for the course.
- Failure to meet and maintain the requirements of a Plan for Success: Students who do not meet the terms of a Plan for Success are ineligible to continue in the nursing program. Reentry to the program, if desired, requires following the formal re-entry process outlined in this handbook. Reentry is not guaranteed.
- **Arrest or conviction:** Students must notify the Nursing Program Administrator if they are arrested for any reason. Dismissal from the nursing program will be at the discretion of the Nursing Program Administrator after consultation with nursing faculty.
- Conduct derogatory to the standards of nursing ([See Oregon Administrative Rule 851-045- 0070](#))
- Violations of the [CCC Code of Conduct](#)

Appeals Process

Students who are dismissed from the nursing program have the right to appeal the decision. This process is outlined in the CCC Student Handbook. The Nursing Program Administrator and the Health Sciences Director review all students who may be at risk of dismissal; therefore, students who are dismissed from the program can initiate the appeals process as described in the Disciplinary Procedures section of the Clackamas Community College Student Handbook.

TRANSFER BETWEEN OCNE PROGRAMS POLICY

Transfer between OCNE partner programs may be considered on a space/resource-available basis. Students in good standing may be eligible for seamless transfer after successfully completing the first three terms of the

program.

A referral is required to confirm good standing, which includes meeting academic, clinical and conduct standards.

The transfer process includes direct communication between program administrators at the partner school to review the transfer circumstances.

Each program may have specific requirements regarding the documents the students must submit for consideration as part of the transfer request.

STUDENT CONCERNS/GRIEVANCES POLICY

As part of nursing students' professional development, students are expected to follow the chain of command when raising concerns, just as they would in the workplace.

If a concern arises, speak directly to the person(s) involved as soon as possible, whether it is a fellow student or faculty member. If the issue is not resolved, go up the chain of command as outlined below:

- Concern with fellow student
 - Fellow student → Course Lead → CCC Nursing Program Administrator
- Concern with coursework or program
 - Faculty who taught subject in course → Course Lead → CCC Nursing Program Administrator
- Concern with an academic grade on an assignment or a course
 - Faculty who graded the assignment/course → Course Lead → CCC Nursing Program Administrator → Director of Health Sciences → CCC Grievance Policy per CCC Handbook.
- Concern with faculty
 - Faculty person themselves → Director of Health Sciences/Associate Dean of Health Sciences Division → Dean of Health Sciences Division → VP of Student Affairs and Instruction → President of CCC

MISCELLANEOUS

NURSING PROGRAM EMERGENCY FUND

The Nursing Program Emergency Fund provides support for students experiencing financial hardship that interferes with their ability to meet program requirements. The fund is made possible by donations from private donors.

Students interested in learning more or requesting funds may contact the Health Sciences Director, Nursing Program Administrator or the first/ second-year faculty. If these faculty members are not available, students may contact any other faculty member for information.

Additional CCC emergency grants are available through the Financial Aid Office.

NURSING STUDENT GOVERNANCE

Student representation is available through the Clackamas Community College chapter of the Oregon Student Nurses' Association (OSNA) www.oregonsna.org.

Student reps from the CCC SNA often represent CCC on advisory and OCNE committees, contributing to the ongoing development and evaluation of the program.

Information about student membership in the (OSNA) and National Student Nurses' Association (NSNA)

<https://www.nsna.org/> will be provided through the CCC SNA leadership.

Individual students can also join the Oregon Nurses' Association (ONA) www.oregonrn.org which is the professional association for all registered nurses in Oregon.

The nursing faculty encourages professional involvement and student affiliation with nursing organizations. A faculty advisor works with the CCC SNA. Many CCC nursing students have held state and national office and have attended both state and national student nurses' annual conventions.

NURSING ASSOCIATIONS

The nursing profession offers a wide range of specialty associations, many of which provide discounted student memberships. These associations offer valuable resources, including scholarships, educational materials, and professional development opportunities.

A list of nursing associations is available at <https://nurse.org/orgs.shtml>.

GRADUATION

Formal college-wide graduation activities are held at the end of spring term. Graduating nursing students are encouraged to participate in the college-wide graduation ceremony.

It is each student's responsibility to maintain contact with the Registrar's Office throughout the program to ensure they meet graduation requirements. Information regarding graduation can be found at <https://www.clackamas.edu/academics/academic-support/graduation-services>.

PINNING CEREMONY

The Nursing Pinning Ceremony is a long-standing tradition that marks the completion of the nursing program requirements and celebrates entry into the nursing profession.

The CCC Nursing Pinning Ceremony takes place at the end of the 6th term and includes family and others who have played a role in the student's education.

The ceremony is student-led and coordinated by the graduating class with support from a faculty advisor. Participation is optional, and students are not required to purchase a pin to take part.

The CCC nursing program pin is a distinctive design that embodies the traditions of nursing. Pins are typically ordered in spring for the June ceremony.

APPENDICES

APPENDIX A—DEFINITIONS

The following definitions clarify terminology used throughout the Nursing Student Handbook and associated Nursing Program policies. These terms are intended to ensure consistent understanding of key expectations, policies and procedures.

Academic Honesty	The expectation is that students will conduct all academic work with integrity, without cheating, plagiarism, falsification, unauthorized assistance, or other dishonest behaviors. Violations may result in probation, remediation, or dismissal from the Nursing Program.
Academic Probation	A formal status indicating a student has violated academic or professional expectations and is under review. Probation includes specific terms for remediation, may involve additional monitoring, and requires the successful completion of identified requirements to continue progressing in the program.
Clinical Competency	The ability to apply knowledge, skills, judgment, and professional behaviors to provide safe, effective patient care. Competency encompasses meeting course and program objectives, demonstrating skill proficiency, applying clinical reasoning, and consistently performing at the required level for each stage of the nursing program.
Confidentiality	The legal and ethical obligation to protect all personal, health and academic information obtained in the clinical or academic setting. Confidentiality includes compliance with HIPAA, FERPA, and professional nursing standards related to privacy and discretion.
Dismissal from the program	Permanent removal from the Nursing Program due to failure to meet academic, clinical, professional, or behavioral expectations. Dismissal may result from unsafe practice, academic dishonesty, unprofessional behavior, or violation of program or college policies.
Extenuating Circumstances	Documented personal events beyond the student's control that interfere with academic or clinical performance. Examples may include personal illness, hospitalization, death in the family, military activation, legal obligations, or other extraordinary life events. Extenuating circumstances may be considered in decisions related to progression, withdrawal, or readmission.
Mandatory Reporter	All nursing students are mandatory reporters required by Oregon law to report any known or suspected neglect of children, elderly adults, or vulnerable persons encountered in the clinical or academic setting.
Plan for Success	A formal written remediation plan is developed by faculty and the student when a student demonstrates academic or clinical concerns. The plan outlines specific goals, expectations, timelines, and required steps for the student to address performance concerns successfully.
Professional Behaviors	The conduct, attitudes, and interpersonal skills expected of all nursing students.
Progression	Advancing through the nursing program in sequence, based on successful completion of academic, clinical, and professional requirements. Progression requires meeting minimum grade thresholds, clinical competency, and adherence to program policies.

Readmission	The formal process by which a student who has exited the program requests re-entry. Readmission requires faculty review, availability of program resources, documentation of resolution of prior issues (if applicable), and may include additional remediation or evaluation prior to approval.
Substance Use	Use of drugs, alcohol, or other substances that may impair clinical or academic performance. Students are prohibited from being under the influence of impairing substances during any program-related activity. Violations may result in immediate removal from clinical and/or dismissal from the program.
Unsafe practice	Any behavior or clinical action that jeopardizes patient safety or violates standards of safe nursing care. Unsafe practice includes failure to follow policies, errors in judgment, lack of preparation, or actions that place patients at risk of harm.

APPENDIX B – RESOURCES & SERVICES FOR CCC STUDENTS

- **Academic Advising** – CCC has a group of highly trained, supportive and informative academic advisors here to support you in planning and reaching your academic goals. Students who see an academic advisor are more likely to graduate on-time and be successful in their academic careers. Learn more about CCC's Advising options at <https://www.clackamas.edu/academics/academic-support/academic-advising-and-education-planning>.
- **Basic Needs Security** – Any student who has difficulty affording groceries or accessing sufficient amounts of food to eat every day or lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Counseling Office at CCC at 503-594-3176 or counseling@clackamas.edu or visit <https://www.clackamas.edu/campus-life/student-services/counseling>. This will enable them to connect you with other resources and support that may be helpful.
- **BLS Certification Resources**—students are responsible for obtaining and maintaining the AHA BLS for Healthcare Providers certification. The following options may be available to complete or renew BLS certification:
 - AHA Certified Training Centers
 - National AHA course locator: www.heart.org/cpr
- **Food Security** - One in four college students faces food insecurity, and CCC is pleased to offer all students the opportunity to access our food pantry, where free groceries are available. CCC can also help you apply for a 'food scholarship' – SNAP (Supplemental Nutrition Assistance Program.) In case you have difficulty accessing the food pantry, CCC's Transportation Office has free TriMet monthly passes for students receiving SNAP or other qualifying reasons. If you are interested in receiving support with any of this, please contact the Associated Student Government (ASG) front desk by calling (503) 594-3040, emailing asgfrontdesk@clackamas.edu, or visiting the ASG office in the Wacheno Welcome Center on the Oregon City campus.
- **Clackamas Community College Forms** – <https://www.clackamas.edu/about-us/accreditation-policies/forms-and-documents> is the link to most forms you may need to access as a student at CCC.
- **CCC Association of Student Government (ASG)** – The [ASG](#) serves students in many ways, including offering grants, locker rentals, textbook library, and a food and/or hygiene item pantry. They also host activities throughout the year to inspire student involvement and engagement.
- **CCC Student Handbook** – The CCC Student Handbook outlines academic policies, student expectations, student resources, and other useful information. All CCC students are expected to be familiar with and abide by the policies outlined in the handbook. [Student Handbook](#)
- **Cougar Connect Tech Help Desk** – At the Cougar Connect Tech Help Desk our friendly student staff can assist you with tutoring services and college-related technology like Moodle, myClackamas, student email, wireless on-campus access, on-campus computers, printers/copiers, Chromebooks, Zoom support, and more. Student technical support is available in-person in Dye Learning Center just beyond the double doors, online, or over the phone. Have a question? Help is here. Learn more by visiting the [Cougar Connect Tech Help Website](#), calling 503-594-6632 or emailing cougarconnect@clackamas.edu.
- **Counseling Services** – Counseling services are available and free to all students. Counselors are located primarily at the Oregon City Campus, however there is a part-time counselor available at the Harmony campus at various times during the week. Counselors can help with mental health concerns, stress, difficulty in classes, career counseling, resources and referrals, help in a crisis, and much more. Visit the [CCC Counselling website](#) to learn more about the counseling services at CCC or call or e-mail 503-594-3176 or counseling@clackamas.edu for an appointment or more information. Additional information on

mental health topics is available anonymously on [CCC's Ulifeline page](#)

- **Disability Resources** – If you have specific physical, psychiatric or learning disabilities and require accommodations, please let faculty know early in the quarter so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the [Disability Resource Center \(DRC\)](#) whose main office is located in the Community Center at the Oregon City Campus. A representative from the DRC has office hours once per week at the Harmony campus and can also be reached by phone at 503.594.6357 or drc@clackamas.edu. If you are not currently working with the DRC, but feel like it might be helpful to you, please see faculty.
- **Diversity, Equity and Inclusion** – Clackamas Community College strives to address, explore, educate, learn about and respond to the diversity of the human experience. We prepare our students to successfully understand people with diverse perspectives and backgrounds by teaching critical thinking, empathy and a deeper appreciation of others. We create an inclusive, equitable, culturally competent and supportive environment where students and employees model behavior that enriches our community. <https://www.clackamas.edu/about-us/vision-initatives/diversity-equity-and-inclusion>
- **Dye Learning Center and Tutoring Services** – The [Dye Learning Center](#) houses the library, tutoring center, peer mentors, computer lab, Cougar Connect Tech help desk, and the English as a Second Language (ESL) and Adult Basic Skills (ABS) programs. There is space to study and meet with your colleagues and several staff to support you in your learning.
- **Financial Aid** – The [CCC Financial Aid Office](#) processes your FAFSA information and provides access to grants, scholarships, work-study and loans to help pay for school. They have staff available at the counter in Roger Rook Hall Monday through Friday from 11-1 and 2-4. You can also get assistance with your FAFSA or Scholarship application in the FAFSA Lab, also located in Roger Rook Hall. You can email specific questions to finaid@clackamas.edu. Be sure to include your full name and student ID number.
- **Safety** – All members of the college community have played an important role in keeping everyone on campus safe. In case of an emergency, dial 9-1-1. In the case of an urgent need of a College Safety officer, call the duty officer's phone at [503-594-6650](tel:503-594-6650). The Emergency Safety Guide for CCC can be found at: <https://www.clackamas.edu/campus-life/college-safety>
- **Student Life** – CCC offers a variety of student services, programs and opportunities. Visit [Student Life](#) to learn more about how to maximize your time at CCC.
- **Student Resource Request:** for students needing financial support beyond Financial Aid.
- **Title IX -Discrimination** – At CCC, we are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities that CCC offers. Title IX, a law passed in 1972, protects all people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX helps the college host an environment of sexual respect, safety and well-being, free from discrimination, sexual misconduct or assault, and harassment based on gender or sex. For more information, or if you experience discrimination at CCC, visit <https://www.clackamas.edu/about-us/accreditation-and-policies/title-ix-and-sexual-respect> or email your Title IX Coordinator: titleIX@clackamas.edu
- **Tutoring Services** – We offer a welcoming environment for students to get the academic support they need through tutoring, academic services, and access to computer labs. Tutoring services are available online and in-person at Oregon City and Harmony. You can learn more and schedule an appointment on the [Dye Learning Center Website](#), calling 503-594-6191 or emailing tutoring@clackamas.edu
- **Veteran Services** – If you are a military connected student (veteran or military family member), CCC's award-winning Veteran Services Center has experienced advisors and resources to help support you in your CCC journey. The Veteran Services Center is located in the Community Center on the Oregon City Campus. Learn more at <https://www.clackamas.edu/campus-life/student-services/vet-center>

- **Wacheno Welcome Center** – The CCC Wacheno Welcome Center is where you will find all your student resources including Cougar Café, Food pantry, Associated Student Government offices, and much more. [Wacheno Welcome Center Map](#).

Clackamas Community College is committed to supporting our students to help them achieve their academic, professional, and personal goals. If you need help, assistance, or have questions about the services at CCC, please let faculty know and they will make sure you are directed to the right resource.

Appendix C – TECHNICAL STANDARDS

Clackamas Community College (CCC) provides the following description/examples of technical standards to inform students of a sampling of the skills required in completing the nursing curriculum and the provision of health care services. As a member of the Oregon Consortium of Nursing Education (OCNE), these standards are based on those required at OHSU, and the expectations established here align with those that will be expected of students transferring to OHSU for their RN/BS Completion. These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of classroom, lab, simulation and clinical requirements of the nursing programs at CCC.

All CCC Nursing students should be able to:

- Acquire information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations.
- Acquire information from written documents and computer-information systems (including literature searches, patient information records and data retrieval), and identify information presented in images from paper, videos, transparencies and slides.
- Use and interpret information from diagnostic tools (e.g. sphygmomanometer, otoscope, ophthalmoscope, etc.), and other diagnostic information obtained during the course of a comprehensive physical exam.
- Practice universal precautions against contamination and cross contamination with infectious pathogens (e.g. wearing personal protective equipment, working with sharp objects and hazardous chemicals, treating clients with infectious diseases).
- Accurately elicit information, including a medical history and other information required to adequately and effectively evaluate a patient's condition.
- Problem solve and think critically to develop a treatment plan or plan of care.
- Synthesize information to assess patient needs and when appropriate develop a differential diagnosis.
- Use intellectual ability, exercise proper judgment, timely and accurately complete responsibilities attendant to the delivery of care to patients.
- Perform specific procedures and interventions (e.g. Basic Life Support techniques) sufficient to provide safe and effective care according to prescribed therapeutic regimens.
- Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances.
- Communicate effectively and efficiently with faculty, patients, families, colleagues and all members of the health care team about a patient's condition as called for under the circumstances.
- Demonstrate emotional stability to function effectively under stress and adapt to changing environments inherent in clinical practice.

We believe individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) are qualified to study and practice in clinically based health care professions with the use of reasonable accommodations. To succeed in the Nursing Program at CCC, individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations. For further information regarding services and resources to students with disabilities and/or to apply for reasonable accommodations, reach out to the CCC [Disability Resource Center](#).

APPENDIX D – CCC NURSING PROGRAM PLAN FOR SUCCESS

Clackamas Community College – Nursing Program Evaluation of Student Performance – Plan for Success

Student Name: _____

Date: _____

The nursing curriculum at Clackamas Community College (CCC) is based upon the Clinical Judgment Model (CJM) (Tanner, 2006) and the 10 Competencies developed by the Oregon Consortium for Nursing Education (OCNE). It is the expectation that all nursing students at CCC will progress in proficiency related to these competencies throughout the program. To that end, students are assessed and evaluated on academic knowledge, performance, clinical proficiency and professional behaviors.

A Plan for Success identifies area(s) of concern, data/observations that support the concern(s) as well as actions the student must consistently perform for progression in the nursing program.

This Plan for Success relates to concerns regarding the student performance in the following area(s):

- _____ Academic Performance
- _____ Clinical/Clinical Lab Performance
- _____ Professional Behavior

Area of Concern: Behavior(s) not reflecting professionalism or specific OCNE competencies:

List competency(s) here:

Data/Observations to Support Concern:

Bullet point dates and events here:

Per faculty assessment of student performance, it has been determined that (Student Name) has difficulty with the following step(s) of the CJM:

Noticing → Interpretation of Data → Responding → Reflecting in Action → Reflecting on Action

Faculty have determined that (Student Name), while currently in the (1st – 6th) term of their program is demonstrating behavior/skills that would be expected of students in the (1st – 6th) term.

Plan for Success: Throughout the remainder of (Fall/ Winter/ Spring) Term (Year), and throughout the nursing program the Student will:

Details of Plan for Success go here:

(Student Name) will be evaluated throughout the remainder of this term to assure that they are meeting the benchmarks that are expected of all students to progress to (Term and Year). It is the expectation of faculty that significant growth will be observed, both this term and throughout the nursing program. Lack of improvement in the areas of concern, and/or non-compliance with the plan of action, may result in being exited from the nursing program.

Nursing faculty will discuss this student's progress during faculty meetings and have conversations with their clinical instructor, as needed, regarding areas of concern.

By signing this document, the student agrees that this information has been discussed with them, that they understand they must meet certain benchmarks to progress in the nursing program, and the consequences of not meeting those benchmarks.

Student Signature

Date

Nursing Faculty Signature

Date

Nursing Administrator Signature

Date

A copy of the signed document will be provided to the student and the original will be placed in the student's file in the nursing department.

Tanner, C. A. (2006). Thinking like a nurse: A research-based model of clinical judgment in nursing. *Journal of Nursing Education*, 45(6), 204–211.

APPENDIX E—STUDENT LED REMEDIATION PLAN

Purpose: This student-led remediation plan supports CCC Nursing Students who have scored below 75% on an objective exam in an NRS Theory Course. The plan aims to empower students to take an active role in their learning and improvement and recognizes that this engagement is crucial for developing both strong academic performance and professional nursing competencies.

The student-led remediation plan is designed to:

- Identify and Address Knowledge Gaps
- Enhance Learning Skills
- Promote Self-Directed Learning
- Build Confidence
- Support Academic Success

Student-Led Remediation Plan Instructions:

If a student achieves <75% on an objective exam in a NRS Theory Course, the student will initiate a meeting with the course lead faculty within 1 week of receiving the exam results.

After meeting with the course lead faculty, the student will complete their Student-Led Remediation Plan and submit it within 1 week.

1. Identification of Areas of Weakness:
 - a. Method: review exam results with lead faculty to identify specific areas where you performed poorly
 - b. Outcome: list the topics where you need further study and understanding
2. Goals:
 - a. Method: Set clear and measurable (SMART) goals for each area of weakness
 - b. Outcome: document and refine goals with faculty assistance
3. Resources
 - a. Method: determine what kind of study materials do you need? Do you need additional resources? Would you benefit from setting up meetings with faculty to review specific content? Would you benefit from working with a tutor to enhance test-taking skills?
 - b. Outcome: List the resources you need to achieve your remediation plan. Determine how you will access resources.
4. Study Plan:
 - a. Method: Review study techniques, including spaced repetition, active recall, and study groups to help you achieve your goals. Review assignments and study needed for ongoing learning.
 - b. Outcome; Create a study plan that allocates time for reviewing weak topics, to help you keep on track with new material
5. Practice
 - a. Method: Determine how to practice/work through weak areas. Options could include:
 - i. Work with faculty for EAQ quizzes (faculty will ensure the student knows how to set up)
 - ii. Complete Topic specific NCLEX style questions
 - iii. Complete HESI Case Studies
 - iv. Complete concept maps
 - b. Outcome: Identify at least one practice method for each
6. Evaluation
 - a. Method: How will you evaluate your progress, related to your specific goals, and your identified practice methods?
 - b. Outcome: Determine an evaluation plan, which may include a follow-up meeting with lead faculty and/or topic faculty.

STUDENT-LED REMEDIATION PLAN
Clackamas Community College

Student Name:

Term:

Identification of Weaker Areas

Goals

Resources

Study Plan

Practice

Evaluation

APPENDIX F – PROFESSIONAL BEHAVIORS

Indicators of Appropriate Professional Behaviors

The Nursing Program believes that professional behavior is an integral part of each student's nursing education. Nursing is a profession that has earned the public's trust. Student integrity, trustworthiness and honesty are behaviors of significant interest due to implications for patient safety. The Nursing Program identifies inappropriate professional behavior as a serious cause for concern and it may affect the student's progression in the program.

Professional Behavior	Examples of Appropriate Behavior include but are not limited to:
Integrity	Consistent honesty; adhering to the American Nurses Association Code of Ethics for Nurses; trustworthy with confidential information and the property of others; complete and accurate documentation of all learning activities and patient care
Empathy	Show compassion for others; respond appropriately to the emotional response of classmates, patients, peers, and others; demonstrate respect for others; demonstrate a calm, compassionate, and helpful demeanor toward those in need; be supportive and reassuring to others
Motivation & Confidence	Take initiative to complete assignments; take initiative to improve and/or correct behavior; take on and follow through on tasks without constant supervision; show enthusiasm for learning; consistently strive for excellence in all aspects of nursing and education; accept constructive feedback in a positive manner; take advantage of learning opportunities; demonstrate an awareness of strengths and limitations; maintain an outward appearance of confidence when in the presence of a patient
Appearance & Personal Hygiene	Consistently follow Professional Appearance Guidelines in the Nursing Program Student Handbook
Communications	Speak clearly; write legibly; listen actively; adjust communication strategies to various situations; express concerns using "I" statements; speak directly to the person if you have a conflict; speak up for one's own needs, not generalizing for a group; refrain from belittling others – in person, in writing, or on social media; refrain from negative nonverbal messages including those on social media; avoid non-constructive criticism, scapegoating and/or fault-finding; avoid angry or emotional outbursts; avoid spreading rumors or pitting staff/faculty/students against each other
Time Management	Consistent punctuality; complete tasks and assignments on time; demonstrate respect for the time of others
Teamwork and Diplomacy	Place the success of the team above self-interest; do not undermine the team; help and support team members; show respect for all team members; remain flexible and open to change; communicate with others to resolve problems; refrain from giving or receiving inappropriate assistance
Respect	Be polite to others; do not use derogatory or demeaning terms; Do not allow personal bias or feelings to interfere with personal interactions or patient care;
Advocacy	Place the needs of patients/others above self-interest; protect and respect confidentiality and dignity; provide culturally sensitive care and collegiality
Responsibility and Accountability	Accept responsibility for own actions without excuses; come prepared to class and clinical; demonstrate that safety is the priority both as a student and in administering nursing care

Inappropriate professional behaviors will result in the initiation of a plan for success, probation, or dismissal, depending on the severity of the behavior.

APPENDIX G – AMERICAN NURSES ASSOCIATION (ANA) CODE OF ETHICS FOR NURSES

CCC Nursing Students are held to the same Code of Ethics as all members of the nursing profession. The following provisions are excerpted from the American Nurses Association ([ANA](#)) [Code of Ethics for Nurses with Interpretive Statements](#) and serve as the foundation for ethical decision-making in nursing practice.

- **Provision 1** – The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person
- **Provision 2** – A nurse’s primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.
- **Provision 3** – The nurse establishes a trusting relationship and advocates for the rights, health, and safety of the recipient(s) of nursing care.
- **Provision 4** – Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
- **Provision 5** – The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.
- **Provision 6** – Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.
- **Provision 7** – Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
- **Provision 8** – Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.
- **Provision 9** – Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
- **Provision 10**—Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

The full ANA Code of Ethics, including all interpretive statements, can be read at <https://codeofethics.ana.org/home>

APPENDIX H – OCNE COMPETENCIES & BENCHMARKS

OCNE Competency #1: A competent nurse bases personal and professional actions on a set of shared core nursing values

DIMENSION	<u>Level 1</u> End of 3rd term	<u>Level 2</u> End of 6th term
1.1 Nursing is a humanitarian profession based on a set of core nursing values. As affirmed in the ANA Code of Ethics and other nursing literature, these values include social justice, caring, advocacy, protection of patient autonomy, prevention of harm, respect for self and others, collegiality, authority, accountability, responsibility for nursing practice, and ethical behavior.	1.1 Identifies elements of the ANA Code of Ethics in practice	1.1 Incorporates all provisions of the ANA Code of Ethics into practice
1.2 Ethical dilemmas are encountered in clinical practice. Nurses are obligated to notice, interpret, respond, and reflect on these dilemmas using ethical principles and frameworks as a guide.	1.2.1 Recognizes ethical principles and frameworks	1.2.1 Integrates ethical principles and frameworks to guide practice
	1.2.2 Recognizes ethical dilemmas	1.2.2 Uses ANA Code of Ethics to address ethical dilemmas and decision-making
1.3 Nursing has a legal scope of practice.	1.3 Identifies the Nursing Scope of Practice	1.3 Practices within the Nursing Scope of Practice

OCNE Competency # 2: A competent nurse uses reflection, self-analysis, and self-care to develop insight.

DIMENSION	<u>Level 1</u> End of 3rd term	<u>Level 2</u> End of 6th term
2.1 Ongoing reflection and evaluation of one's professional practice improves nursing practice.	2.1 Reflects on own nursing performance	2.1 Demonstrates improvement in nursing practice based on reflection and feedback
2.2 Reflection and self-analysis encourage self-awareness, self-care, and self-regulation.	2.2 Describes components of a plan for self-awareness, self-care, and self-regulation	2.2 Uses self-awareness and self-regulation strategies during professional interactions

OCNE Competency # 3: A competent nurse engages in intentional learning.

DIMENSION	<u>Level 1</u> End of 3rd term	<u>Level 2</u> End of 6th term
3.1 Engaging in intentional learning develops self-awareness.	3.1 Identifies and develops personal learning goals	3.1 Implements strategies to meet identified personal learning goals
3.2 Seeking current practice guidelines supports safe and effective patient care.	3.2 Seeks new, relevant knowledge and skills to guide best practice development	3.2 Incorporates new knowledge and skills into one's nursing practice to provide safe and effective care

OCNE Competency # 4: A competent nurse demonstrates leadership in nursing and healthcare.

DIMENSION	Level 1 End of 3rd term	Level 2 End of 6th term
4.1 Nurses take a leadership role to meet patient needs, improve the healthcare system, and facilitate community problem-solving.	4.1 Describes the importance of the nurse's role as a leader	4.1 Demonstrates leadership by advocating for individualized, holistic care within the healthcare system
4.2 Nurses effectively use leadership principles, strategies, and tools to improve systems, processes, and outcomes.	4.2.1 Identifies the need for change in patient care practices	4.2.1 Participates in evidence-based practice changes in patient care
	4.2.2 Describes quality and safety issues	4.2.2 Participates in efforts to improve patient safety
	4.2.3 Identifies available resources (e.g., space, supplies, and staff) in healthcare delivery	4.2.3 Describes limited resources in healthcare delivery
4.3 Nurses are competent in collaborating with team members when assigning, delegating, and supervising responsibilities.	4.3.1 Defines the difference between assignment and delegation to understand how tasks are assigned to team members based on their scope of practice	4.3.1 Assigns or delegates care responsibilities to team members and monitors patient outcomes
	4.3.2 Identifies rules and regulations concerning assignment and supervision	4.3.2 Uses current guidelines related to assignment and supervision regulations

OCNE Competency # 5: A competent nurse collaborates as part of a healthcare team.

DIMENSION	Level 1 End of 3rd term	Level 2 End of 6th term
5.1 The patient is an essential member of the healthcare team.	5.1 Recognizes the importance of including the patient as an essential member of the healthcare team	5.1 Collaborates with the patient as an essential member of the healthcare team
5.2 Collaboration and effective team function are essential to successfully meeting patient healthcare goals.	5.2 Identifies key members of the healthcare team	5.2 Seeks collaboration with other team members and proactively offers assistance
5.3 Learning and growth within a healthcare team depend on providing, receiving, and using feedback constructively.	5.3.1 Recognizes the value of receiving feedback from the healthcare team as an opportunity for growth	5.3.1 Accepts and incorporates constructive feedback from the healthcare team
	5.3.2 Recognizes the value of giving constructive feedback to the healthcare team	5.3.2 Practices providing constructive feedback to the healthcare team
5.4 Contributing to a work environment where responsibility, civility, and accountability are shared among the healthcare team	5.4 Recognizes one's role within a healthcare team that reflects civility and respect	5.4 Contributes to an environment of care, free of judgment and incivility

OCNE Competency # 6: A competent nurse is able to practice within, utilize, and contribute to all healthcare systems.

DIMENSION	<u>Level 1</u> End of 3rd term	<u>Level 2</u> End of 6th term
6.1 Components of the healthcare system must be considered when coordinating or planning care and engaging with healthcare team members.	6.1 Describes the importance of collaboration among healthcare team members in planning care	6.1 Collaborates with healthcare team members while planning care
6.2 Healthcare systems use information technology for the collection and analysis of data.	6.2 Demonstrates collection of information targeting healthcare-related issues using electronic health records.	6.2 Interprets collected data to identify opportunities for improving healthcare
6.3 Healthcare system-level thinking is required to develop and implement health policy to achieve health equity.	6.3 Identifies laws, regulations, policies, or guidelines that influence health equity	6.3 Applies one or more policies or guidelines to a specific healthcare situation to improve health equity
6.4 Improving organizational health literacy and expanding access to healthcare are essential to outcomes.	6.4 Recognizes healthcare disparities exist and their impact on health literacy and healthcare access	6.4 Demonstrates ability to enhance organizational health literacy and reduce barriers to healthcare
6.5 Responsible management and utilization of healthcare resources are essential.	6.5 Identifies resources that are necessary to provide care within the healthcare environment	6.5 Describes the impact of healthcare cost and payment models on the delivery, access, and quality of care

OCNE Competency # 7: A competent nurse practices relationship-centered care.

DIMENSION	<u>Level 1</u> End of 3rd term	<u>Level 2</u> End of 6th term
7.1 Patient-centered care is based on developing mutual trust and respect for the autonomy of the patient	7.1.1 Identifies one's own biases while recognizing the patient's experience, choices, and options	7.1.1 Responds without judgment to patient choices while acknowledging one's own biases
	7.1.2 Identifies components of therapeutic relationship development	7.1.2 Establishes therapeutic relationships to support patient autonomy
	7.1.3 Defines personal and professional boundaries	7.1.3 Demonstrates personal and professional boundaries and advocates for patient autonomy
7.2 Social determinants of health must be considered in a patient-centered approach.	7.2 Identifies social determinants of health unique to the patient	7.2 Applies knowledge of patient's social determinants of health in planning for care

OCNE Competency #8: A competent nurse communicates effectively.

DIMENSION	<u>Level 1</u> End of 3rd term	<u>Level 2</u> End of 6th term
8.1 Therapeutic communication establishes a caring relationship with patients, families, and/or communities to advocate, develop, and facilitate care.	8.1 Uses therapeutic verbal and nonverbal communication when providing care	8.1 Demonstrates therapeutic verbal and nonverbal communication across diverse patient populations and care settings.
8.2 Accurate and complete communication with both patients and the healthcare team is essential to ensure patient safety and provide comprehensive continuity of care.	8.2.1 Demonstrates accurate written and verbal communication	8.2.1 Demonstrates accurate and complete written and verbal communication
	8.2.2 Identifies various communication tools and techniques	8.2.2 Uses various communication tools and techniques effectively
	8.2.3 Identifies options for escalating concerns	8.2.3 Initiates escalation of concerns
8.3 Successful communication requires attention to social and cultural influences and the use of appropriate communication tools and technologies.	8.3.1 Recognizes the impact of beliefs, values, and personalized information in communications	8.3.1 Adapts communication to meet the needs of the patient's beliefs, values, and culture
	8.3.2 Recognizes the need for a variety of communication methods related to the patient's social, economic, or cultural diversity	8.3.2 Uses a variety of communication methods related to the patient's social, economic, or cultural diversity
8.4 Health teaching requires attention to the patient's and family's health literacy, cognitive and physical abilities, and community values and beliefs.	8.4 Recognizes the need for individualized health teaching materials, considering health literacy, vision, hearing, and cultural sensitivity	8.4 Uses evidence-based teaching materials, considering health literacy, vision, hearing, and cultural sensitivity

OCNE Competency #9: A competent nurse makes sound clinical judgments

DIMENSION	Level 1 End of 3rd term	Level 2 End of 6th term
9.1 Nurses use a variety of frameworks, classification systems, and information management systems to organize data and knowledge for clinical judgment.	9.1.1 Collects basic information about the patient and explains differences between subjective and objective data	9.1.1 Interprets relevant subjective and objective data from patient
	9.1.2. Locates additional information from patient and/or instructor to better understand assessment findings	9.1.2 Determines additional data essential to patient care
	9.1.3 Identifies tools or methods for organizing patient data and prioritizing patient care	9.1.3 Demonstrates an organized approach to care delivery and adjusts plan of care based on changing priorities
9.2 Clinical judgment is a process of noticing, interpreting, responding, and reflecting.	9.2 Notices patterns among subjective and objective patient data	9.2 Interprets subjective and objective data patterns in order to respond with relevant care interventions
9.3 Clinical judgment requires use of the best available evidence, a deep understanding of the patient's experiences and cultural influences, recognition of contextual factors that may influence decisions, and sound clinical reasoning.	9.3.1 Identifies safe nursing interventions focused on the whole person with evidence-based rationales	9.3.1 Implements safe nursing interventions focused on the whole person with evidence-based rationales
	9.3.2. Uses course materials to assist in decision-making, taking patient and family context into consideration	9.3.2 Uses evidence-based resources, such as research, policies/procedures, and clinical practice guidelines to promote safe, quality care
9.4 Clinical judgment involves the accurate performance of cognitive (thinking), affective (feeling), and psychomotor (doing) skills in the delivery of care while maintaining the safety of the patient, family, community, environment, and self.	9.4.1 Demonstrates safe cognitive (thinking), affective (feeling), and psychomotor (doing) skills in preparation for care	9.4.1 Applies safe cognitive (thinking), affective (feeling), and psychomotor (doing) skills in changing patient care situations
	9.4.2 Demonstrates personal physical safety in the healthcare environment	9.4.2 Identifies actual and potential risks to the healthcare team within the healthcare environment

OCNE Competency # 10: A competent nurse, locates, evaluates, and uses the best available evidence.

DIMENSION	<u>Level 1</u> End of 3rd term	<u>Level 2</u> End of 6th term CC
10.1 Sources of evidence for decision-making include research evidence, standards of care, community perspectives, a deep understanding of patient experience and preferences, and practical wisdom gained from experience and participation in professional organizations.	10.1.1 Demonstrates literature search in at least one healthcare-focused database	10.1.1 Demonstrates literature search using multiple databases, including other (non-nursing) disciplines, to locate relevant sources
	10.1.2 Identifies sources of clinical practice guidelines	10.1.2 Applies sources of evidence in nursing practice
	10.1.3 Creates nursing questions using a structured format (e.g., PICOT)	10.1.3 Conducts a literature search utilizing nursing questions in a structured format (e.g., PICOT)
10.2 Knowledge from the biological, social, medical, public health, and nursing sciences is constantly evolving to inform best practices in nursing.	10.2.1 Identifies bias in evidence sources	10.2.1 Recognizes strength of evidence related to bias
	10.2.2 Recognizes the different levels of evidence	10.2.2 Identifies different research designs (e.g., qualitative vs. quantitative)
	10.2.3 Identifies elements of the research process	10.2.3 Describes the research process
	10.2.4 Describes rationale for nursing interventions based on current evidence	10.2.4 Develops nursing plan(s) of care that incorporates current evidence

APPENDIX I – INJURY REPORTING PROCESS

