The Department of Nursing and Health Sciences reserves the right to change, without notice, any statement in this handbook, but not limited to course policies and rules.

This handbook is the authoritative source for academic policies and procedures for The College of the Florida Keys (CFK) Department of Nursing and Health Sciences. Policies not addressed in this handbook are located in the CFK Catalog published annually.
Welcome

We would like to take this opportunity to welcome students to The College of the Florida Keys (CFK) Nursing Program. The nursing faculty and staff are looking forward to working collaboratively with each student as you begin this journey towards becoming a professional Registered Nurse. The process of teaching and learning is a shared experience between nursing faculty and the student. We recognize the diverse nature of our students and that learning is a unique experience for each individual. We will do our best to set each student up for success in the program and position graduates for successful completion of the NCLEX-RN licensing examination. To achieve this success, it is imperative that each student be proactive and take accountability for his/her own learning styles and educational needs.

At CFK, there are numerous resources available to students. Our expectation is that students will familiarize themselves with the resources offered and actively seek guidance from faculty and staff to promote success in the nursing program. Lastly, it is our hope that students will enjoy the learning process and commit to becoming a lifelong learner.

Please bear in mind that it is both an honor and a privilege to care for the newborn, the sick, the dying, and others who may be in crisis. As future Nurses in this esteemed profession, each student will be held to a high standard throughout the program. Please read the handbook carefully and become familiar with program expectations including the Code of Conduct and Academic Integrity. If questions arise, don’t hesitate to reach out.

The Faculty and Staff of CFK Nursing
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MISSION STATEMENTS

CFK MISSION STATEMENT
The College of the Florida Keys is an open-access, educational institution dedicated to serving the intellectual, diverse, cultural, and occupational needs of the Florida Keys, as well as the global community. The College is committed to student-centric academic programs and services, workforce development, continuing education, diverse partnerships, electronically delivered instruction, and sustainable practices that prepare students for personal success and responsible citizenship.

NURSING PROGRAM MISSION STATEMENT
The mission of the nursing program at The College of the Florida Keys is to prepare nursing students for personal success, responsible citizenship and entry into the nursing profession. We strive to develop nurses who can provide safe, quality evidence based patient-centered care to the diverse populations that encompass the Islands of the Florida Keys as well to the greater global community.

ACCREDITATION
The College of the Florida Keys is accredited by the Southern Association of Colleges and Schools (SACS) Commission to award the Associate Degree in Nursing.

Contact information for the Commission on Colleges:
1866 Southern Lane
Decatur, Georgia 30033-4097
or call 404-679-4500 for questions about the accreditation of The College of the Florida Keys

The College of the Florida Keys Associate Degree Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Contact information for ACEN:
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
or call 404-975-5020 for questions about the accreditation of the CFK Nursing Program

The College of the Florida Keys Nursing Program is approved as a “limited access program” by the Florida Board of Nursing. The Associate in Science in Nursing Degree is awarded upon completion of the twenty-two (22) month generic RN program. The graduate then becomes eligible to take the NCLEX-RN for licensure to practice as a Registered Nurse.

ADMISSION CRITERIA
The CFK Department of Nursing & Health Sciences utilizes a point system in determining entrance eligibility. In general, minimum requirements are as follows:
- Cumulative GPA of 2.7 (HS or College)
- Essay submission
- TEAS Score of 65 or above
- Interview
HEALTH SCREENING

Prior to admission to the nursing program, the student must meet the Essential Functions of Clinical Course work by having the Health Screening form completed and signed by a licensed physician, PA or ARNP. It is the responsibility of the student to maintain copies of individual health record documentation and to be able to provide this documentation when requested. All healthcare screening documents are at the expense of the student. The “Health Certificate” forms, including a documented physical examination, immunization records, and a valid PPD or chest x-ray results must be mailed or delivered directly to the Department of Nursing and Health Sciences. If these documents are not available by the specified deadlines, the student will be denied admission to the program.

IMMUNIZATIONS

Immunization guidelines as listed in the table below. Proof of immunizations must be submitted to the department of nursing PRIOR to orientation. All immunizations must be verified by a physician, PA or ARNP with signed records or serum titers. It is the responsibility of the student to maintain copies of individual health record documentation and to be able to provide this documentation when requested. Students are responsible for ensuring that immunizations stay current throughout the program. Failure to follow immunization guidelines will result in administrative withdrawal from the course.

<table>
<thead>
<tr>
<th>#</th>
<th>TYPE</th>
<th>TIMEFRAME</th>
<th>FREQUENCY</th>
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<tbody>
<tr>
<td>1.</td>
<td>Measles-Mumps-Rubella Vaccine OR</td>
<td>Prior to orientation</td>
<td></td>
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<tr>
<td></td>
<td>Positive Titers for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Measles (Rubeola)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Mumps</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rubella</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Varicella Vaccine OR</td>
<td>Prior to orientation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive Titer for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Varicella</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR Physician Documented Disease</td>
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<td></td>
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<tr>
<td>3.</td>
<td>Hepatitis B Vaccine</td>
<td>Series must be started prior to orientation or a declination form signed</td>
<td>If a student starts the series, must submit documentation as each step is completed.</td>
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<td>4.</td>
<td>Tetanus-Diphtheria-Pertussis (within the past 10 years)</td>
<td>Prior to orientation</td>
<td>Student should ensure that vaccination will last the entire program.</td>
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<td>5.</td>
<td>Influenza Injection (must be done annually)</td>
<td>Must be completed for spring enrollment prior to orientation</td>
<td>Annually during fall semester (usually in October). Students who refuse the flu shot may not be permitted into certain clinical facilities.</td>
</tr>
<tr>
<td>6.</td>
<td>Tuberculosis Skin Test (PPD) (must be done annually) OR</td>
<td>PPD testing must be done annually. Students who have not been tested in the prior</td>
<td>PPD testing must be completed annually. Those who require x-rays will need</td>
</tr>
<tr>
<td>#</td>
<td>TYPE</td>
<td>TIMEFRAME</td>
<td>FREQUENCY</td>
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<tr>
<td></td>
<td>Quantiferon Lab Test*</td>
<td>12 months must use the Two-Step Mantoux testing process.</td>
<td>to complete every two years.</td>
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<tr>
<td>OR</td>
<td>Chest X-ray* (if history of positive PPD)</td>
<td>Students who have positive PPD’s will need to submit a current chest x-ray prior to admission.</td>
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**DRUG SCREENING**

Prior to admittance into the program, all students must submit to a urine drug screen. Students whose test results are positive, or who miss the deadline for screening, will have acceptance into the program withdrawn. After a positive result on a drug screen, the student will be permitted to reapply for admission to the program after a time period of two (2) years.

If a student is taking a medication that could result in a positive drug screen, a current, valid prescription must be on file with the student’s health care provider, and a letter from the provider may also be required. The program Director and Dean will review prescriptions that might result in a positive toxicology report and determine if an exception can be granted for admission into the program. The student must be able to perform the essential functions of the CFK student nurse as delineated in the CFK Nursing Program Student Handbook and course syllabi.

All matriculating students must comply with a request for random urine drug screens. At this time, there is no provision in place for the use of Medical Marijuana even if the applicant holds a Medical Marijuana Registry Card. The college is monitoring industry standards and will amend this policy in the future if deemed appropriate to do so.

If a student’s toxicology report is positive, the student will be removed from the nursing program immediately and given a grade of “D” for the course. The student will then be reported to the Florida Board of Nursing (FLBON) and referred to the “Intervention Project for Nurses” (IPN) program. The student will not be permitted to apply for readmission to the Program for the term of one (1) semester. In order to be considered for readmission to the program, the student must provide to the Director of Nursing & Health Sciences with documentation of the successful completion and/or involvement of the IPN program and a letter from the FLBON permitting the student to complete the Program. The process for the review of medications as outlined above will apply. The drug screen and all healthcare screening documents will be at the student’s expense.

**LEARNING OUTCOMES**

Graduates of The College of the Florida Keys will be able to demonstrate learning in the following areas.

**Communication:**
- Demonstrate the concept of structure in different forms of writing
- Identify and respond to the author’s purpose in communication
- Research, cite, document and evaluate source material
- Use conventions of format and structure appropriately to the rhetorical structure
- Constructively critique the work of self and others
Global, Cultural, Environmental Awareness:
- Recognize multiple perspectives
- Evaluate diverse socio-cultural perspectives
- Evaluate ethics of issues in relation to cultures and groups
- Make informed and principled decisions with respect to individual conduct, the community, and environment
- Analyze and interpret diverse human experience and values

Critical Thinking:
- Apply inductive/deductive reasoning
- Determine the validity of data, information or statements
- Evaluate the relevance of information for a purpose or argument
- Formulate a hypothesis based on relevant observations
- Apply mathematical concepts and techniques to real-life problems

Technology:
- Utilize appropriate technology effectively
- Locate, access, and evaluate appropriate sources of information
- Effectively present data using appropriate visuals through multi-media presentations
- Access and utilize appropriate software as needed
- Use a variety of technologies to communicate to a range of audiences

THE COLLEGE OF THE FLORIDA KEYS NURSING PROGRAM OUTCOMES

The Nursing program at CFK strives to graduate students who are:
- At or above the national average for first time licensing exam pass rates
- At or above state average for student retention
- At or above state average for student satisfaction
- Meeting the needs of local employers

PROGRAM CONCEPTS

The Nursing program at CFK has adapted the Nurse of the Future Core Competencies developed by the State of Massachusetts and the State of Maine. These competencies incorporate the recommendation of the Institute of Medicine (IOM) as well as the core competencies developed by Quality and Safety Education for Nurses (QSEN). These competencies were adapted to meet the Florida Department of Education curriculum requirements for Associate Degree Nursing programs. At the completion of this program, the CFK graduate nurse will meet the requirements in each of the ten program outcomes (Please note, each outcome is linked back to a College outcome in italics).

Patient Centered Care (PCC): The provision of compassionate, age, and culturally sensitive care that is based on a patient’s physiological, psychological, sociological and spiritual needs as well as preferences, values and beliefs which respects the patient and designee to promote safe, quality care (adapted from Massachusetts Nurses of the Future, 2010, NLN, 2010). [CFK Outcomes-Global, Cultural, Environmental Awareness]
Teamwork and collaboration (TC): The delivery of a coordinated approach to patient-centered care in partnership with the patient, other nurses, and inter-professional team members, fostering open communication, mutual respect, and shared decision-making to achieve safe, quality care (Adapted from QSEN, 2007, Giddens, 2013). [CFK Outcome-Communication]


Quality improvement (QI): The use of data and improvement methods consistent with current professional knowledge and evidence to monitor outcomes of care processes for the continuous improvement of health care services (Adapted from Massachusetts Nurse of the Future, 2010, NLN, 2010). [CFK Outcome-Communication, Critical Thinking]

Safety (SFTY): The use of risk reduction strategies to drive a culture of safety that minimizes errors of commission and omission that cause harm to patient, self, others, or delays patient recovery through individual, unit, or system performance (Adapted from QSEN, 2007, MAINE 2013, NLN, 2010, Giddens, 2013). [CFK Outcome-Critical Thinking]

Informatics (INFO): The design, development, use, and management of information science and technology as a communication and information management tool to direct care, mitigate error, support clinical decision making, and evidence based nursing practice (Adapted from QSEN, 2007, NLN, 2010, MAINE, 2013). [CFK Outcome-Technology]

Professionalism (PROF): The demonstration of accountable and responsible behavior of the nurse and internalization of core values integral to the profession of nursing that incorporates legal and ethical principles and regulatory guidelines that comply with standards of nursing practice (Adapted from Massachusetts Nurse of the Future, 2010, NLN, 2010). [CFK Outcomes-Global, Cultural, Environmental Awareness]

Leadership (LEAD): The process by which nurses act in an ethical manner to influence the behavior of individuals or groups of individuals using principles and standards fundamental to the profession of nursing and that facilitate the establishment and acquisition/achievement of shared goals (Adapted from Massachusetts Nurse of the Future, 2010, ANA, 2015). [CFK Outcomes-Communication, Global, Cultural, Environmental Awareness]

Communication (COMM): The effective exchange of verbal and non-verbal information or messages with patients, families, and colleagues while fostering mutual respect and shared decision making, to enhance knowledge, experience, patient satisfaction and health outcomes. (Adapted from Massachusetts Nurse of the Future, 2010, MAINE, 2013). [CFK Outcome-Communication]

PROFESSIONAL CONDUCT

Professional behavior includes concepts such as integrity, honesty, self-awareness, accountability, responsibility for one’s own behavior, dependability, courtesy, dress code, personal hygiene, rules of conduct, professional communication (assertive vs. passive or aggressive), and use of appropriate
channels of communication (following the appropriate chain-of command outline below). All cell phones must be placed in “Silent Mode” during lecture, lab and clinical. Cell phone usage is disruptive to students and nursing faculty. Appropriate professional behavior spans across the entire program and refers to behaviors in the classroom, in the clinical area and in any capacity where the student is identified to be a “Nursing Student” of CFK. Students are responsible for staying current on CFK and Nursing Department policies and for maintaining clinical requirements (see Clinical Guidelines).

CLASSROOM ETIQUETTE

Refer to the CFK Student Handbook

In addition to the guidelines of etiquette outlined in the CFK Student Handbook, nursing students are expected to follow the National Student Nurses’ Association Code of Academic and Clinical Conduct, Adopted by the NSNA Board of Directors, October 27, 2009, in Phoenix, AZ.

NATIONAL STUDENT NURSES’ ASSOCIATION, INC.

CODE OF ACADEMIC AND CLINICAL CONDUCT

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

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

A Code for Nursing Students ¹- As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff and peers to mentor nursing students.

¹ Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Students who violate any portion of the code of conduct will be subject to disciplinary action, up to and including dismissal from the nursing program.

For more details on the NSNA code of conduct, please visit the NSNA Code of Ethics website.

CHAIN OF COMMAND

As a professional, the student shall follow the appropriate chain-of-command throughout the progression in the Nursing Program. In order to most effectively meet the educational needs of the CFK student and enhance the communication process, please note the appropriate Chain of Command is as follows:

- Course Instructor
- Course Coordinator/ Lead Instructor
- Director of Nursing & Health Sciences
- Dean of Nursing & Health Sciences
- Vice President of Academic Affairs

STUDENTS WITH DISABILITIES

Students with special needs as defined by the Americans with Disabilities Act (ADA) should contact the Student Success Center at 305-809-3181 or via email at: katie.norland@fkcc.edu. Please note that faculty may not provide Accommodations unless the student has gone through proper channels with the Student Success Center. A letter will be sent to each instructor once Accommodations have been obtained. Once properly documented, reasonable efforts will be made to accommodate special needs.

ACADEMIC POLICIES

CLASSROOM ATTENDANCE

The Nursing Department follows the College’s attendance policy. Please refer to the CFK Student Handbook for details.
CLINICAL AND LABORATORY ATTENDANCE

Attendance is expected for all clinical and skills lab experiences. Students are to arrive to clinical/lab on time and prepared for the learning experience. **Tardiness to a clinical/lab experience will be counted as an absence.** If you are “running late,” or are not going to be present for a clinical/lab, you must inform your instructor. This must be done prior to the scheduled time for the clinical/lab experience. It is the student’s responsibility to arrange make up for missed lab and clinical time. Clinical days are mandatory experiences. An unexcused absence from any clinical or lab, without making up the assigned hours, will result in course failure.

WITHDRAWAL

The Nursing Department follows the College’s attendance policy. Please refer to the CFK Student Handbook for details.

GRADES

The College recognizes that a thoughtful and reasoned search for truth can only be conducted in an atmosphere free from intimidation and coercion. Students are to respect the rights and welfare of all members of the College and to exercise common sense, good taste and applied reason when testing their knowledge.

The instructor has final authority in all matters relating to attendance, course content, grading practices, and classroom procedures, consistent with the mission and established policies of the College. A course grade is the final responsibility of the instructor. In the matter of grading, it is therefore essential that the student stays informed of his/her progress in the course. Students may appeal a final grade in certain circumstances. Please see the CFK Student Handbook for details on the Grade Appeal Process.

**AS in Nursing Students must maintain a 77% Exam Average in all NUR courses to obtain a passing grade. This is outlined clearly in each Nursing Course Syllabus.**

GRADING POLICY

The nursing faculty has adopted the following grade scale:

- **A** = 90 – 100%
- **B** = 80 – 89.9%
- **C** = 77 – 79.9%
- **D** = Below 77%

Students receiving a final overall course grade below a “C” will not advance in the nursing program. Please note - An Exam Average <77% will constitute a “D” in the course.

COURSE FAILURE AND READMISSION

**Nursing Course Failure**

A student who is not successful in an “NUR” nursing or science course may be permitted to repeat a course. The student is advised to meet with their lead instructor and/or Director of Allied Health and Nursing before the end of the course. The instructor/Director will review each student’s issue(s) individually. The student must comply with the readmission policy, as directed by the lead
Nursing students will be treated by a “Three Strikes and You’re Out” policy. The policy is as stated below:

1. **Nursing students may have a total of two (2) course failures. If a student fails a third time, they are dismissed from the program with no opportunity for readmission.**
2. **If the nursing student fails any individual nursing or science course more than once, they are dismissed from the program.**
3. **Please note that a Withdrawal “W” while failing counts as an unsuccessful attempt which means the student will only have one additional opportunity to pass a class they’ve previously withdrawn from.**

**Readmission after Withdrawal from Program**

A student who withdraws voluntarily or non-voluntarily, and is passing the course at the time of withdrawal, may reenter the program through the guidelines of the readmission policy. The student must follow the guidelines listed in the CFK Student Handbook procedure for course withdrawal. To be eligible for readmission, no more than 1 year may lapse during matriculation in the program. Readmission is not possible after the “Three Strikes and You’re Out” policy has been applied.

If the student is not successfully passing the course at the time of withdrawal, regardless of being withdrawn voluntarily or non-voluntarily, the withdrawal counts as an attempt at the course and is subject to the “Three Strikes and You’re Out” policy of the program.

Students seeking readmission to the program must meet with the lead Instructor of the course in which the student has failed or withdrawn. The student will need to submit in writing to the Director of Allied Health and Nursing, a reason for the prior failure and a plan to ensure future success in the course and nursing program. The nursing faculty will review the success plan and determine if the student is eligible to proceed with readmission. Students approved for readmission to the program must take the readmission exam for the last successfully completed course, and earn a score of at least 77%. Readmitted students may be required to successfully execute psychomotor skills related to that course to demonstrate competency of skills. This requirement is at the discretion of the lead instructor. Students who have been out longer than one year will need to re-apply to the nursing program. ALL readmissions are subject to availability of space in the program.

**DRESS CODE**

Students must wear appropriate clothing to class and carry their student ID badge with them at all times. In addition, students must adhere to the lab and clinical dress code outlined below. Students who are not following the dress code will not be able to participate in the lab or clinical experience for that day, resulting in an absence.

- Wear approved CFK uniform. **NO PRIOR LOGO FKCC UNIFORMS ARE TO BE WORN.**
- Wear picture ID for all clinical and lab experiences.
- Keep CFK student ID with you when attending class, lab and clinical.
- No smoking while attending clinical, and cigarettes should not be carried on your person while in clinical.
- Hair must be pulled back and off of the face.
- Cell phones must be in silent mode. Cell phones are not permitted in patient care areas.
- Nails are to be kept clean, short (no longer than ¼ inch) and free from ALL nail polish (including clear and French), veneers, or other artificial nails. **NO EXCEPTIONS.**
Cosmetics must be worn conservatively.

No cologne or perfumes are permitted in the Clinical Setting.

Jewelry:
- Rings: Students are encouraged to leave rings at home.
- Piercings: Lip, eyebrow, tongue and nose jewelry are not to be worn. Pierced ears are limited to two (2) piercings per ear and are limited to stud type earrings. For safety reasons, students should not wear loop or dangling earrings.
- Bracelets: No bracelets to be worn with the exception of fitness bands and watches.

Students are to wear a watch with second hand to lab and clinical.

Uniforms are not to be worn out in the community except for specific clinical experiences, as this could contribute to the spread of disease.

No gum chewing at any time in a clinical setting.

Shoes should be closed toe and back, leather and predominantly white or black. Shoes should be kept clean at all times.

Hair/head cover is allowed for religious purposes only unless otherwise allowed by the Director of Allied Health and Nursing.

Uniform should be clean and free of wrinkles.

Students are allowed to wear a long sleeve shirt under their scrub top; the color must be white, black or royal blue. No hoodies or scrub jackets are to be worn.

Please note that some clinical facilities may have stricter dress code requirements than those listed above. Students will be expected to follow all facility specific codes. If there are any questions, please see your clinical instructor.

**SUBSTANCE ABUSE POLICY**

The College of the Florida Keys Allied Health and Nursing Division is committed to maintaining high standards of health education and practice. Safe practice includes the efficient and reliable functioning of students in the clinical area. Students are expected to perform health-related activities without the use of any chemical substance that could alter thinking or practice. These chemical substances would include controlled substances, alcohol or illicit drugs. **Students using prescribed medications at any time throughout the program are expected to inform their instructor and provide prescription information.**

Your instructors are responsible for protecting the public and assuring the safe care of the client. It is the responsibility of faculty to observe any student behaviors that could threaten the safety and well-being of clients. Examples consistent with unreliable/unsafe behavior include, but are not limited to, the following: **drowsiness, slurred speech, glassy eyes, unsteady gait, change in personality/mood, suspected alcohol on breath, altered thinking, inability to understand or follow instructions, inappropriate behavior.**

If a faculty member suspects a student is either mentally or physically unfit for clinical performance or classroom, the faculty member will validate his/her observations with another qualified, licensed, person. If unreliable/unsafe behavior is validated, the student will be taken to submit a urinalysis/blood sample or lab test as deemed necessary for screening. If the student refuses, **he/she will be removed from the nursing program and will be ineligible for readmission.** If substance abuse is validated, via a positive toxicology report, the student will be removed from the program immediately and given a grade of “F” for the course. The student will be reported to the Florida State Board of Nursing and referred to the
“Intervention Project for Nurses” (IPN) program. The student will not be permitted to apply for readmission to the CFK Nursing Program.

SOCIAL MEDIA AND PRIVACY

The CFK Nursing Program believes that professional behavior and conduct should extend to all forms of social media and networks, including but not limited to, Facebook, Instagram, YouTube, texting, email, photography, video, and other means of communication. When dealing with client and patient information, students are expected to follow the guidelines set forth by the Health Insurance Portability and Accountability Act (HIPAA). HIPAA regulations protect patient privacy by establishing how individually identifiable information may be used, including any information relating to the physical or mental health of an individual, or any information that may be used to identify an individual.

Students are also expected to respect the privacy of faculty, staff and other students by following privacy laws. Any recording or video may only be done with the explicit permission of the faculty member or student being recorded. Student nurses have a responsibility to promptly report an identified breach of confidentiality or privacy to a school authority—whether that be an instructor, the Program Director or a Dean of the College. Failure to follow these rules may result in administrative action, including dismissal from the Nursing Program.

GENERAL GUIDELINES WHEN UTILIZING SOCIAL MEDIA

Below are some general guidelines that students should keep in mind when utilizing social media.

• Please stay up-to-date on the privacy settings of your preferred social media sites/apps as these settings often change.
• Remember that your professionalism can be affected by the way your friends and peers use social media sites.
  ▪ For example, Jane posts photos from a weekend party and tags Dave in several of them. Dave immediately un-tags himself to maintain his professionalism; however, Jane has set her privacy settings for the photo album so that “friends of friends” may view them. Even though Dave is no longer tagged, all of Jane’s friends—and everyone connected to each friend of Jane—can view photos of Dave that Jane uploaded.
• Do not share, post, or otherwise disseminate any information, that can identify a patient, or in any way violate a patient’s rights or privacy. Be aware that limiting access through privacy settings is not sufficient to ensure privacy of patients.
• Students should never refer to anyone in a disparaging manner, even if the person cannot be identified with the information stated.
• Do not make threatening, harassing, sexually explicit, or derogatory statements regarding any person’s race, ethnicity, gender, age, citizenship, national origin, sexual orientation, disability, religious beliefs, political views or educational choices.
• Students should not make disparaging remarks about any college, university, or school of nursing, including the students, faculty members and staff.

CLINICAL REQUIREMENTS AND GUIDELINES
Department of Nursing students must be able to fully perform the essential functions in each of the following categories: gross motor skills, fine motor skills, physical endurance, physical strength, mobility, hearing, visual, tactile, smell, reading, arithmetic competence, emotional stability, analytical thinking, critical thinking skills, interpersonal skills, and communication skills (National Council of State Boards of Nursing, 1999). However, it is recognized that degrees of ability vary widely among individuals. Individuals are encouraged to discuss disabilities with the Office of Students with Disabilities (see CFK Student Handbook).

If a student has a change in health status, such as: diabetes, pregnancy, depression, anxiety, etc., they must notify their instructor and the Director of Nursing. Additional documentation will be required to determine if the student can still meet the essential functions. If reasonable accommodations cannot be made to meet the essential functions, the student will be withdrawn from the program.


1. **Gross Motor Skills** – Students must be able to: move within confined spaces; sit and maintain balance; stand and maintain balance; reach above shoulders (IVs); reach below waist (plug-ins).
2. **Fine Motor Skills** – Students must be able to: pick up objects with hands; grasp small objects with hands; write with pen or pencil; key/type (use a computer); pinch/pick or otherwise work with fingers (syringe); twist (turn knobs with hands); squeeze with finger (eye dropper).
3. **Physical Endurance** – Students must be able to: stand (at client side during procedure); sustain repetitive movements (CPR); maintain physical tolerance (work entire shift).
4. **Physical Strength** – Students must be able to: push and pull 25 pounds (position clients); support 25 pounds of weight (ambulate client); lift 25 pounds (transfer client); move light objects up to 10 pounds; move heavy objects weighing from 10 to 50 pounds; defend self against combative client; carry equipment/supplies; use upper body strength (CPR, restrain a client); squeeze with hands (fire extinguisher).
5. **Mobility** – Students must be able to: twist; bend; stoop/squat; move quickly; climb (ladders, stools, stairs); walk.
6. **Hearing** – Students must be able to: hear normal speaking level sounds; hear faint voices; hear faint body sounds (BP); hear in situations not able to see lips (when using masks); hear auditory alarms.
7. **Visual** – Students must be able to: see objects up to 20 inches away; see objects up to 20 feet away; see objects more than 20 feet away; use depth perception; use peripheral vision; distinguish color; distinguish color intensity.
8. **Tactile** – Students must be able to: feel vibrations (pulses); detect temperature; feel differences in surface characteristics (skin turgor); feel differences in sizes, shapes (palpate vein); detect environmental temperature.
9. **Smell** – Students must be able to: detect odors from client; detect smoke; detect gases or noxious smells.
10. **Reading** – Students must be able to read and understand written documents.
11. **Arithmetic Competence** – Students must be able to: read and understand columns of writing (flow sheets); read digital displays; read graphic printouts (I&O); calibrate equipment; convert numbers to/from metric; read graphs (vital sign sheets); tell time; measure time (duration); count rates (pulse rate); use measuring tools (thermometer); read measurement marks (scales); add,
subtract, multiply, divide; compute fractions (medication dosages); use a calculator; write numbers in records.

12. **Emotional Stability** – Students must be able to: establish therapeutic boundaries; provide client with emotional support; adapt to changing environment/stress; deal with unexpected (crisis); focus attention on task; monitor own emotions; perform multiple responsibilities concurrently; handle strong emotions (grief).

13. **Analytical Thinking** – Students must be able to: transfer knowledge from one situation to another; process information; evaluate outcomes; problem solve; prioritize tasks; use long term memory; use short term memory.

14. **Critical Thinking** – Skills Students must be able to: identify cause-effect relationships; plan/control activities for others; synthesize knowledge and skills; sequence information.

15. **Interpersonal Skills** – Students must be able to: negotiate interpersonal conflict; respect differences in clients; establish rapport with clients; establish rapport with co-workers.

16. **Communication Skills** – Students must be able to: teach (client, family); explain procedures; give oral reports; interact with others; speak on the telephone; influence people; direct activities of others; convey information through writing (progress notes).

**OSHA GUIDELINES**

The student must maintain health standards and testing as directed by OSHA. A tuberculin skin test (Purified Protein Derivative or PPD) is required as part of the application process for admission into the nursing program. A subsequent skin test is required between your first and second year of the program. The skin test results are due prior to the first day of class and must meet the clinical site standards. If a health care facility changes their policy during your tenure at CFK, you will be required to meet the minimum guidelines. Failure to meet OSHA guidelines may result in the loss of health care facility privileges and your subsequent removal from the nursing program. The “Health Certificate” form, verifying the PPD for the year, must be completed and returned to the Department of Nursing and Health Sciences.

Students in the Program may be subject to exposure to blood and body fluids while in the clinical setting. Students are strongly encouraged to obtain a Hepatitis-B Vaccination if they do not have immunity or have not received previous immunization. A student who does not have immunity and does not desire to receive immunization must sign the Hepatitis-B declination form.

All students are required to follow OSHA guidelines and use appropriate precautions and appropriate protective barrier devices. Good hand washing is a must, utilized before and after all patient/client contact.

At no time are students to practice with sharp or other invasive equipment on each other or other human subjects. In the skills lab, practice involves simulation and the use of mannequins for invasive procedures. However, simulation in the lab must involve the use of appropriate protective barrier devices i.e. gloves for starting an IV. In addition, all sharps used in the skills lab are to be disposed of in the appropriate sharps containers. Failure to do so can result in a clinical failure.

**EMERGENCY / ILLNESS / INJURY DURING CLINICAL**

In a medical emergency, needle-stick, or other clinical injury as defined by the supervising faculty member, the student must be evaluated in the Emergency Department of the facility in which the incident occurred. If the student has a medical emergency, needle-stick, or other clinical injury as defined by the supervising
faculty member, and is not in a hospital facility, the student will report to, or be taken via Emergency Services, to the nearest Emergency Department for appropriate medical treatment and evaluation.

The student shall cooperate with the supervising faculty member in providing information necessary for the faculty member to complete a “Hospital Quality/Risk Management Report.” If the student is ill or injured at any clinical site, the student and faculty are requested to follow the policies of the host agency with the understanding that the student will be responsible for any cost of treatment based on the decision of the treating host-facility. The student maintains the right of choice for their source of medical treatment, but must do so with the understanding that they will be responsible for any resulting cost.

**EMERGENCY / ILLNESS / INJURY ON CAMPUS**

If an injury/illness on school premises results in a medical emergency, the student, if able should seek medical care at the nearest hospital Emergency Department. If a student is unable to act in their own behalf, in an urgent situation, others at the scene should call “911.” Payment for any and all costs incurred is the responsibility of the student.

In non-emergencies, the student is to call his/her own health care provider to establish treatment needs. Under no circumstance is the nursing faculty or other nursing students to render medical care, utilizing their professional licenses or experiences to substantiate medical or nursing interventions, dial “911.” Actions taken to provide first aid or as a first responder, as shielded by “Good Samaritan Laws” including CPR if necessary, should be attempted in good faith while awaiting the arrival of Emergency Medical Services.

**RETURN TO SCHOOL AFTER ILLNESS / HOSPITALIZATION**

Upon discharge from any hospitalization, following any surgical procedure, or after an absence due to illness of three or more consecutive days, the student must present a written release from their physician that authorizes the student to resume normal class and clinical laboratory activities without limitations. All excused laboratory, class, or clinical missed days must be made up.

If the student has an excused absence from a clinical due to illness, the student must present a written release from their health care provider authorizing the student to return to clinical. Students with limitations will be evaluated to determine if the student still meets the essential functions of clinical work.

**CRIMINAL BACKGROUND CHECK AND FINGERPRINTING**

All applicants accepted for admission to the Program must have a criminal background check completed. If an unacceptable felony report or any allegations of child or elder abuse are identified, the student will not be allowed to continue in the nursing program. The student will be required to withdraw from the nursing program immediately and will not be eligible for readmission to the program. Each positive background check will be evaluated and resolved on a case-by-case basis. For additional information, please visit the Florida Board of Nursing website. Failure to disclose a positive criminal or a change in criminal record will result in withdrawal from the program with no possibility of re-admission.

**BLS (CPR) CERTIFICATION**

All students are required to obtain BLS from the American Heart Association (AHA) prior to beginning the nursing program. The nursing department only accepts BLS from the American Heart Association. Students are responsible for the cost and completion of BLS. It is the student’s responsibility to maintain
a current BLS certification through their anticipated date of completion of the nursing program. Failure to maintain a current BLS certification will result in dismissal from the program. It is the student’s responsibility to maintain the appropriate documentation necessary to demonstrate compliance with this requirement and to upload the BLS card into Castle Branch.

SAFETY POLICY

Students must maintain safe practice as determined by the course faculty to continue in the laboratory course. If the clinical instructor determines that a student has come to the clinical area without adequate preparation for safe performance, the instructor is required to remove the student from the clinical setting; the absence will be considered unexcused, and the student will receive a clinical incident report.

Students are encouraged not to work the evening before a clinical experience to ensure there is adequate time to rest and prepare.

COMMUNITY SERVICE

Reflecting our commitment to community outreach for the nurse generalist, all student nurses of CFK are required to perform a minimum of eight (8) hours of community service per semester (excluding summer). This exemplifies our belief that community service is an integral part of professional nursing. Service hours may be accrued by participating in endorsed CFK Nursing Program projects, CFK Student Nursing Association functions and meetings, FNSA meeting attendance, recruitment activities, College sponsored events, or health-related activities as approved by nursing faculty. It is very important that verification of events that may qualify as “community service” be validated with the appropriate instructor prior to a scheduled event. Community service hours must be “officially” documented on the Volunteer Hours log sheet. Students not participating in the required community service hours will receive an “I” for the course until such requirements are met. It is the responsibility of the student to maintain an accurate log of all community service hours.

ACADEMIC PROGRESSION

Each nursing course must be satisfactorily completed prior to the student progressing to the next course(s) of the curriculum. Student progress is evaluated through subjective and objective measures in theory/lecture/skills/clinical components of the course. All clinical evaluation forms include a number of critical behaviors (including medication administration) that must be performed, without error, by the end of the course, to successfully pass the course. Failure to pass the course will necessitate a repeat of the course (all components: clinical/skills/lecture/theory) before the student can progress in the program. See your clinical instructor for details regarding formative and summative evaluation periods for each nursing course PRIOR to beginning clinical rotations. Once you have satisfactorily completed your summative evaluation, you must maintain the level achieved in all subsequent nursing courses and continue to practice safely and satisfactorily.

Nursing Program prerequisite and co-requisite courses are listed in the curriculum plan and course descriptions.

Prerequisite Courses:
Students must earn a “C” or better AND average a “B” in the prerequisite courses listed below prior to admission to the nursing program.

- ENC 1101 English Composition
- PSY 2012 General Psychology
- MAC 1105 College Algebra

**Co-requisite Courses:**

Students must earn a “C” or better in co-requisite courses listed below before a student may progress in the nursing program.

- BSC 1085 Anatomy and Physiology I
- BSC 1085L Anatomy and Physiology I Lab
- BSC 1086 Anatomy and Physiology II
- BSC 1086L Anatomy and Physiology II Lab
- CHM 1033 Chemistry for Health Sciences
- MCB 2010 Microbiology
- MCB 2010L Microbiology Lab
- DEP 2004 Human Growth and Development
- PHI 2010 Introduction to Philosophy
- In order to pass a nursing course (NUR), students must earn:
  - An average grade of 77% on all objective course exams (not rounded)
  - Overall theory/lecture course grade of C or better
  - A “satisfactory” grade in the clinical component of the course
  - A “satisfactory” grade in the skills component of the course

An “unsatisfactory” grade in the clinical and/or skills component(s) will result in a final failing grade in the course.

A “satisfactory” grade in the clinical and/or skills component(s) coupled with objective course exams average of less than 77% and an overall theory/lecture grade of less than “C” will result in a failing final grade in the course.

The clinical/skills/theory/lecture portions of nursing courses may not be taken separately.

Failure to meet these requirements will result in failure to progress within the nursing program. Returning to the program after failure or withdrawal is on a space available basis. Spaces cannot be guaranteed, and thus may not be available the session readmission is sought.

**ASSESSMENT AND EVALUATION STRATEGIES**
A variety of assessment and evaluation strategies are applied throughout the program as a means of determining the student’s achievement of the stated learning outcomes. Exams will consist of 75% of the course grade. ATI assessments will consist of 10% of the class grade. Other assignments will consist of 15% of the class grade.

Mastery of course objectives, especially in the didactic setting, will be measured via a series of quizzes, tests, final exams and written scholarly work. The number of exams, quizzes, tests or papers will be at the discretion of the lead instructor and will adequately cover the course objectives in the syllabus. They include, but are not limited to, the following:

- Objective written examinations
- Mid-term and Final formative and summative clinical evaluations
- Honest self-evaluation process
- Evaluation of clinical sites
- Course, textbook and faculty evaluations
- Scholarly writing activities

**GRADUATION REQUIREMENTS**

1. To qualify for graduation, students must complete all general requirements outlined in the CFK College Catalog as well as the prescribed nursing curriculum leading to the Associate in Science in Nursing degree. It is the students’ responsibility to see that all requirements are met. Failure to meet any requirement delays graduation and timely filing for State Board of Nursing licensure by examination.
2. Students must submit a completed graduation application to the College by the deadline listed in the semester schedule.
3. A grade of “C” or better in each of the designated courses in the nursing program is required. This includes general education/support classes as well as nursing courses.
4. Students must satisfactorily complete a standardized end-of-program competency assessment examination. Students must obtain a specified Predicted Probability of Passing the NCLEX-RN score. This specified probability score is subject to change and students will be notified at the beginning of the final semester.

**STUDENT OUTCOMES AND COMPETENCIES**

Each program concept has identified student outcomes and competencies. Level 1 student outcomes and competencies will be met by the completion of Clinical Nursing I. Level 2 student outcomes and competencies must be met prior to completion of the Nursing program. Various assessment strategies will be utilized to determine the student’s ability to meet these outcomes.

<table>
<thead>
<tr>
<th>CONCEPT</th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Outcomes &amp; Competencies</td>
<td>Student Outcomes &amp; Competencies</td>
</tr>
<tr>
<td>Patient-Centered Care</td>
<td>• Implement nursing care to patients and families across the lifespan from diverse backgrounds in a variety of</td>
<td>• Evaluate nursing care provided to patients, families, groups, populations, and communities across the</td>
</tr>
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</table>

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<thead>
<tr>
<th>CONCEPT</th>
<th>Level 1 Student Outcomes &amp; Competencies</th>
<th>Level 2 Student Outcomes &amp; Competencies</th>
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<tbody>
<tr>
<td></td>
<td>settings that is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.</td>
<td>lifespan from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.</td>
</tr>
<tr>
<td><strong>Patient-Centered Care</strong></td>
<td>• Perform a general health assessment including physiological, psychological, sociological, and spiritual needs of patients and families across the lifespan experiencing stable health alterations in a variety of settings.</td>
<td>• Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex health alterations in a variety of settings.</td>
</tr>
<tr>
<td><strong>Patient-Centered Care</strong></td>
<td>• Use the nursing process to guide the delivery of patient care to achieve optimal outcomes.</td>
<td>• Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes.</td>
</tr>
<tr>
<td><strong>Patient-Centered Care</strong></td>
<td>• Demonstrate self-awareness of culturally sensitive behaviors while caring for patients and families from diverse backgrounds.</td>
<td>• Provide culturally sensitive care for patients, families, and groups from diverse backgrounds.</td>
</tr>
<tr>
<td><strong>Patient-Centered Care</strong></td>
<td>• Use clinical decision making when providing nursing care based on evaluation of patient needs.</td>
<td>• Utilize clinical judgment when evaluating nursing care to improve patient outcomes.</td>
</tr>
<tr>
<td><strong>Patient-Centered Care</strong></td>
<td>• Advocate for patients and families regarding nursing care issues.</td>
<td>• Advocate for patients, families, and groups regarding nursing care issues and health care decisions.</td>
</tr>
<tr>
<td><strong>Teamwork &amp; Collaboration</strong></td>
<td>• Participate as a member of the inter-professional healthcare team in the</td>
<td>• Collaborate with members of the inter-professional health care team to manage and coordinate the provision of</td>
</tr>
<tr>
<td>CONCEPT</td>
<td>Level 1 Student Outcomes &amp; Competencies</td>
<td>Level 2 Student Outcomes &amp; Competencies</td>
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<tr>
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<td>----------------------------------------</td>
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<tr>
<td></td>
<td>provision of safe, quality patient-centered care.</td>
<td>safe, quality care for patients, families, and groups.</td>
</tr>
<tr>
<td>Teamwork &amp; Collaboration</td>
<td>• Participate as a member of the health-care team.</td>
<td>• Coordinate patient care with members of the inter-professional healthcare team.</td>
</tr>
<tr>
<td>Teamwork &amp; Collaboration</td>
<td>• Use communication techniques that support sharing patient-related information with members of the healthcare team.</td>
<td>• Integrate input from other members of the healthcare team to improve individual and team performance.</td>
</tr>
<tr>
<td>Evidence-Based Practice</td>
<td>• Identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.</td>
<td>• Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.</td>
</tr>
<tr>
<td>Evidence-Based Practice</td>
<td>• Identify reliable sources for locating best current evidence and clinical practice guidelines.</td>
<td>• Analyze best current evidence for its application to practice when providing and managing patient centered care.</td>
</tr>
<tr>
<td>Evidence-Based Practice</td>
<td>• Use best practice resources when developing individualized patient-centered plans of care.</td>
<td>• Integrate best current evidence into clinical judgments that indicate the need to modify nursing care.</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>• Participate in data collection processes that support established quality improvement initiatives.</td>
<td>• Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>• Identify patient care issues that can impact quality of care.</td>
<td>• Use recognized nursing standards to improve and advance the quality of health care services.</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>• Identify gaps between current patient outcomes and desired patient outcomes.</td>
<td>• Use quality improvement tools to gather data related to the gap between current and desired patient outcomes.</td>
</tr>
<tr>
<td>CONCEPT</td>
<td>Level 1 Student Outcomes &amp; Competencies</td>
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</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>Quality Improvement</td>
<td>• Identify the relationship between Nurse Sensitive Indicators and patient outcomes.</td>
<td>• Participate in the collection of data related to a Nurse Sensitive Indicator.</td>
</tr>
<tr>
<td>Safety</td>
<td>• Implement strategies that minimize risk and provide a safe environment for patients, self, and others.</td>
<td>• Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings.</td>
</tr>
<tr>
<td>Safety</td>
<td>• Identify safety risks and environmental hazards in health care settings.</td>
<td>• Anticipate safety risks to patients, self and others in healthcare, home, and community settings.</td>
</tr>
<tr>
<td>Safety</td>
<td>• Practice performance of psychomotor skills that minimize safety risks and environmental hazards.</td>
<td>• Implement actions that promote a culture of safety, minimize safety risks, and environmental hazards in healthcare settings.</td>
</tr>
<tr>
<td>Safety</td>
<td>• List National Patient Safety Goals that promote safety in healthcare settings.</td>
<td>• National Patient Safety Goals in healthcare settings.</td>
</tr>
<tr>
<td>Informatics</td>
<td>• Use evidence-based information and patient care technology in the provision of safe, quality patient-centered care.</td>
<td>• Use evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.</td>
</tr>
<tr>
<td>Informatics</td>
<td>• Describe the effect that computerized information management systems have on the delivery of nursing care.</td>
<td>• Use patient care technologies effectively when assessing and monitoring patients.</td>
</tr>
<tr>
<td>CONCEPT</td>
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<td></td>
<td>Student Outcomes &amp; Competencies</td>
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</tr>
<tr>
<td>Communication</td>
<td>• Utilize verbal and nonverbal communication strategies with patients and families from diverse backgrounds that promote an effective exchange of information and the development of therapeutic relationships</td>
<td>• Utilize verbal and non-verbal therapeutic communication strategies with patients, families, groups, and populations from diverse backgrounds that promote the nurse-client relationship.</td>
</tr>
<tr>
<td>Communication</td>
<td>• Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients and families.</td>
<td>• Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients, families, groups, and populations.</td>
</tr>
<tr>
<td>Communication</td>
<td>• Integrate changes in communication and use of self, in relation to communication barriers, when caring for patients and families.</td>
<td>• Integrate changes in communication and use of self, in relation to communication barriers, when caring for patients, families, groups, and populations.</td>
</tr>
<tr>
<td>Communication</td>
<td>• Communicate effectively with members of the healthcare team and report issues utilizing the appropriate chain of command.</td>
<td>• Communicate effectively with members of the healthcare team and report issues that indicate conflict that is impacting patient care.</td>
</tr>
</tbody>
</table>

**COMPREHENSIVE PREDICTOR**

The end-of-program ATI comprehensive predictor assessment is designed for the student to achieve a passing score on the first try. If a student is unsuccessful on the first end-of-program ATI Comprehensive predictor examination attempt, they must attempt to see their faculty member immediately for instructions.

If a student is unsuccessful on the second ATI comprehensive predictor assessment, they must make an appointment with the program director for further counseling. **The student must then complete the 12 week online Virtual-ATI NCLEX preparation review at their own expense.** The student’s name will not be submitted to NCLEX-RN until the Green Light is given to take the NCLEX-RN from their Virtual-ATI Coach. **This will cause a delay in taking the NCLEX-RN and obtaining a license. Please refer to the CFK Comprehensive predictor grading rubric.**

**CFK COMPREHENSIVE PREDICTOR – GRADING RUBRIC**

Using a combination of the CMS practice and proctored assessments to achieve **10% of the course grade:**
**85% on Practice Assessment A = 4 points**

*Must score 85% or higher on the practice assessment prior to taking the comprehensive predictor test.*

<table>
<thead>
<tr>
<th>Standardized Proctored Assessment</th>
<th>Remediation: Minimum 1-Hour Focused Review</th>
<th>Remediation: Minimum 2-Hour Focused Review</th>
<th>Remediation: 1. Minimum 3-Hour Focused Review 2. Level Up to 85% on Required Retake</th>
<th>Remediation: 1. Minimum 4-Hour Focused Review 2. Level Up to 85% on Required Retake</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% or Above Passing Predictability 4 Points</td>
<td>85% - 94.9% or Above Passing Predictability 3 Points</td>
<td>80% - 84.9% or Above Passing Predictability 1 Point</td>
<td>&lt; 80% or Below Passing Predictability 0 Points</td>
<td></td>
</tr>
</tbody>
</table>

**Proctored Assessment Retake**

<table>
<thead>
<tr>
<th>Retake Required</th>
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<tbody>
<tr>
<td>2 Points if all Remediation Is Completed and Student Levels Up to 85% on 2nd Retake</td>
<td>2 Points if all Remediation Is Completed and Student Levels Up to 85% on 2nd Retake</td>
</tr>
</tbody>
</table>

| Remediation: After Live Review: 1. Retake a Third Time at Own Expense 2. If Student Does Not Level Up to 85% - Student Must Complete the Virtual ATI Course at their Own Expense. Student’s Name will Not be Sent to NCLEX until Given the Green Light from Virtual ATI Class. | Remediation: After Live Review: 1. Retake a Third Time at Own Expense 2. If Student Does Not Level Up to 85% - Student Must Complete the Virtual ATI Course at their Own Expense. Student’s Name will Not be Sent to NCLEX until Given the Green Light from Virtual ATI Class. |

| 10/10 points | 9/10 points | 7/10 points | 6/10 points |

**STANDARDIZED TESTING**

Standardized computer testing is given throughout the College of Nursing to assist students to be successful on the [RN Comprehensive Predictor (End of Program)](https://example.com) examination and the [NCLEX-RN](https://example.com) examination, a computerized, comprehensive test required for licensure. Every semester the student will take a variety of standardized tests from a national testing company. The purpose of the testing is threefold. First, the results of the tests will help individualize and guide the student’s education plan.
Second, this testing will give the student an opportunity to practice taking the type of questions asked on the NCLEX-RN examination. Third, the test results are used in evaluation of the nursing program. The tests vary in length and are similar to the testing items on the NCLEX-RN examination.

Completion of the designated standardized testing package is required for completion of each nursing course. **Students are expected to take the standardized tests outside of class, lab and clinical time. Failure to complete the standardized testing will result in an “I” until testing is completed.** If the delay exceeds one month from the end of class, the grade will convert to a “D,” according to College policy.

## PROCTORED ATI EXAMS

Some courses include a proctored exam as part of the standardized testing process. Prior to the proctored ATI exam, the student will:

- Complete the required practice exam as outlined in the syllabus and achieve a score of 90%. *(Practice exams must be completed during the same semester as the proctored exam.)*
- Print out the practice exam test results showing a score of 90% and bring the day of the proctored exam. This is your admission ticket to take the proctored exam. Students will not be able to sit for the proctored exam without this print out.

Students are expected to achieve a Level II score on all proctored content mastery exams. Students who do not achieve a level II score will need to set an appointment with the course instructor to develop a remediation plan. If the student does not pass the second time, the student will meet with their instructor and the Director of Nursing to develop a focused review plan. **Students will be required to purchase a third proctored exam – at their own expense - as part of the focused review plan.** Failure to complete the remediation plan and/or focused review within the designated time frame will result in a “D” in the course, and the student will need to retake the course, subject to the readmission process. Please refer to the CFK Content Mastery Series ATI Grading Rubric below. Students who earn a Level 2 score or higher will receive points to be awarded as outlined in the course syllabus.

Please reserve the entire week of Final Exams to allow for all testing and remediation to occur. Do not schedule any vacations, plane reservations, etc. until the day after classes end. If you have any questions regarding standardized testing, please contact your instructor. If you are not on time for your test and testing directions/test have begun, you will not be admitted to the testing area.

### CFK CONTENT MASTERY SERIES ATI GRADING RUBRIC

Using a combination of the CMS practice and proctored assessments to achieve 10% of the course grade:

<table>
<thead>
<tr>
<th>Practice Assessment A = 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Practice Assessment A and achieve a score of 90% or higher prior to being allowed to take the proctored test. There is a 48-hour wait between attempts to take the practice assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standardized Proctored Assessment</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Below Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 POINTS</td>
<td>3 POINTS</td>
<td>1 POINT</td>
<td>0 POINTS</td>
</tr>
</tbody>
</table>

**Remediation:**
- Minimum 1-Hour Focused Review
- Minimum 2-Hour Focused Review
- Remediation:
  - 3. Minimum 3-Hour Focused Review
  - 4. Level Up to 85% on Required Retake
- 3. Minimum 4-Hour Focused Review
- 4. Level Up to 85% on Required Retake

| Remediation: | Remediation: | Remediation: | Remediation: |
| No Retake Necessary | No Retake Necessary | Retake Required | Retake Required |
| 2 POINTS | 2 POINTS | 2 POINTS | 2 POINTS |

**Proctored Assessment Retake**

The 2 points are only awarded if the student completes all remediation and then “levels up” to a minimum of Level 2 or above on the re-take.

| 10/10 POINTS | 9/10 POINTS | 7/10 POINTS | 6/10 POINTS |

**EXAMPLE:** Student completes Practice Assessment A at 90% or above (4 points). Student then scores a Level 1 on the assessment (1 point). After completing the remediation plan, the student scores a Level 1 on the re-take (0 points). Total points earned = 5/10.

**EXAMPLE:** Student completes Practice Assessment A (4 points), then scores a Level 1 (1 point). After completing the remediation plan, the student scores a Level 2 on the re-take (2 points). Total points earned = 7/10.

**SURVEY**

The nursing faculty and the CFK Nursing Program welcome professional feedback on each of the courses taught including individual instructors and the variety of teaching strategies that are used. Students are expected to participate in this evaluation process for each course. Graduating students are required to complete an Exit Survey as part of the graduation process. Graduates will also be asked to complete a program satisfaction survey 6-12 months following graduation. Student participation and honest feedback are essential in the survey process. Survey results are one outcome measure used to determine program effectiveness. The department of nursing will also send out surveys to employers of graduates to determine their satisfaction with CFK graduates. Graduating students can help in this process by keeping current contact information on file with the College and department of nursing.

**GRADUATION AND PINNING**

Students in their final semester will need to submit a graduation application by the deadline established in the course schedule.

Pinning ceremonies can be traced back to the 12th century to the Knights Hospitaller, who cared for injured crusaders. At that time, new monks brought into the order were given a Maltese Cross during an initiation ceremony. Fast-forward to the 1860s when Florence Nightingale was honored with the Red Cross of St. George for her efforts in helping the injured during the Crimean war. In her wisdom, Florence
believed in recognizing all for a job well done and began presenting medals to her hardest working nursing graduates. As time went on, this practice became the Nursing Pinning ceremony that many schools of nursing perform to this day.

CFK recognizes the importance of this tradition and is extremely proud of the accomplishments of CFK’s nursing students. To accommodate students and guests, we have planned to celebrate both the pinning and graduation on the same day. To ensure adequate time to prepare for graduation, the following guidelines have been established related to the pinning ceremony:

- A planning representative or representatives from each campus will be selected to help coordinate the ceremony.
- Students must wear their uniforms or white scrubs at the pinning ceremony.
- The pinning ceremony will last no longer than one (1) hour.
- During the pinning ceremony, family members are able to “pin” the student with a symbolic nursing pin. Students will receive their official nursing pins during the graduation ceremony from the Director of Nursing.
- During the pinning ceremony, The International Council of Nurses’ Pledge will be recited.
- Attendance at the pinning ceremony is voluntary; however, students who attend the pinning ceremony are required to attend graduation. The pinning ceremony provides a moment to reflect on the legacy of nursing and to recognize that as graduates, you are now part of a time-honored and caring profession. We look forward to seeing you all at the pinning and graduation ceremonies to celebrate this incredible accomplishment.
STUDENT ACKNOWLEDGEMENT OF ATI GRADING RUBRIC AND POLICY

“In the full knowledge of the task I am undertaking, I promise to take care of the sick with all the skill and understanding I possess, without regard to race, creed, color, politics, or social status, sparing no effort to conserve life, to alleviate suffering, and promote health.

I will respect at all times the dignity and religious beliefs of the patients entrusted in my care, holding in confidence all personal information entrusted to me and refraining from any action which might endanger life or health.

I will endeavor to keep my professional knowledge and skill at the highest level and give loyal support and cooperation to all members of the health team."

Initial all and sign below:

_____ I have received a copy of and have read and understand The College of the Florida Keys’ ATI Assessment and Review Policy.

_____ I understand that it is my responsibility to utilize all of the books, tutorials and online resources available from ATI, as designated by CFK.

Student Printed Name: _____________________________ DATE: _____________________

Student Signature: ______________________________________________________________