Accrediting agencies and national standards boards associated with the Nursing program

Wyoming State Board of Nursing (2011)
130 Hobbs Avenue, Suite B
Cheyenne, WY 82002
(307)777-7601

Accreditation Commission for Education in Nursing
(Formerly NLNAC, National League for Nursing Accrediting Commission, Inc.)
(ACEN) (2011)
3343 Peachtree Road, NE Suite 850
Atlanta, GA 30326
P. 404-975-5000
F. 202-975-5020
www.ACENursing.org.

Nondiscrimination Statement
Casper College adheres to federal nondiscrimination standards. For more information see the catalog or web site, or contact the human resources office at 307-268-2634.
Welcome!

The nursing faculty of Casper College extends a warm welcome to you. We hope that your coming years at Casper College will be meaningful. We want to assist you in every way in attaining your goal of becoming a professional registered nurse.

The information contained in this handbook is meant to supplement the Casper College Catalog and the student handbook published by the college. The current handbook will be available on-line. Please refer to as needed. Changes to the handbook will be updated at semester unless immediate notification is indicated. Students will be notified regarding changes to the Student Handbook via Moodle e-mail or announcements in the General Information for Nursing students (GINS) Moodle shell.  

(8/17/17 – DON)

The first portion of the handbook addresses the Casper College School of Health Science Admission Performance Standards, and Policies, and Procedures, which applies to all nursing students.

The second part is specific to the H.E.Stuckenhoff Department of Nursing for the ReNEW Curriculum.

The student is responsible for reading and understanding the material in this handbook.

Each student will sign an acknowledgement stating you have read and understand the material contained in this handbook.

Legend:

<table>
<thead>
<tr>
<th>Legend</th>
<th>Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised /Reviewed</td>
<td>EC – Evaluation Committee</td>
</tr>
<tr>
<td>S- Student Handbook</td>
<td>CC – Curriculum Committee</td>
</tr>
<tr>
<td>G- Guidebook</td>
<td>RC – Resource Committee</td>
</tr>
<tr>
<td>F- Faculty Handbook</td>
<td>TNF – Total Nursing Faculty</td>
</tr>
<tr>
<td>CAT – Catalog</td>
<td>DON – Director of Nursing</td>
</tr>
</tbody>
</table>

5
Casper College School of Health Science

Admission, Progression, and Core Performance Standards

1. Students may take classes at Casper College as non-degree seeking students, but the faculty recommend that those interested in Health Science programs apply as degree seeking students. This allows the student to take full advantage of formal academic advising.

2. To apply as a degree-seeking student, the applicant must:
   a. Submit a completed Casper College application for admission to Enrollment Services. Available online: www.caspercollege.edu A-Z index
   b. Submit applicable transcripts, immunization records and test scores, see the online catalog for specific eligibility requirements.

3. When the above documents are received, and the applicant is admitted, Enrollment Services Office will invite the applicant to advising and registration.

4. For admission and progression in a Casper College Health Science Program, a qualified individual is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the program. All Health Science programs have a competitive selection process, application deadlines and materials, and pre-requisite course work. Please review the department’s online information at www.caspercollege.edu.

5. The Health Science fields are practice disciplines with cognitive, sensory, affective, and psychomotor performance requirement. Based on these requirements, a list of “Core Performance Standards” has been developed. These standards are part of program courses, and some of the standards are more prevalent than others. These standards will be used to assist faculty, the Program Director, and the School of Health Science Dean in determining whether a student meets the essential eligibility requirements for admission and progression in the program. These standards should also be used to assist students in determining whether accommodations or modifications are necessary for the student to meet program requirements. Students who identify potential difficulties with meeting the “Core Performance Standards” must communicate their concerns to the Accommodative Services Counselor as well as the Program Director. Determination is made on an individual basis as to whether a student meets the essential eligibility requirements or whether or not the necessary accommodations or modifications can be made reasonably for participation in the Health Science program.

6. All admitted Health Sciences students are expected to participate in simulation activities and consent to video recording to optimize instruction and learning. All learning activities associated with simulation are confidential.

7. Readmission into a Casper College Health Science Program or transfer between Casper College Health Science programs is at the discretion of the faculty and dean. The faculty and dean will base readmission or transfer decisions on the adopted general Health Science “Core Performance Standards” and specific department criteria.

8. All Health Science students should familiarize themselves with Casper College’s Student Handbook and Student Code of Conduct found online at www.caspercollege.edu as they are responsible for the content and compliance with the policies and procedures.
## Health Science Core Performance Standards
### Table 1

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Critical thinking ability to exercise non-clinical and clinical judgment in a timely manner</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact professionally and therapeutically with peers, faculty, staff, administrators, patients/clients, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication skills sufficient for interaction with peers, faculty, staff, administrators, patients/clients, families, and groups in verbal, nonverbal, and written form</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move from room to room, safely perform treatments/procedures and assist patients/clients; lift and transfer patients/clients; manipulate equipment; walk and/or stand for extended periods of time</td>
</tr>
<tr>
<td>Motor skills</td>
<td>Gross and fine motor skills sufficient to provide safe and effective patient/client care</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and safely assess health needs</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability with or without corrective lenses sufficient for observation and assessment necessary in safe patient/client care</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment of patient/client</td>
</tr>
<tr>
<td>Professionalism</td>
<td>The ability to understand and demonstrate sufficient respect for others in non-verbal, verbal, and written communication in the classroom, laboratory, clinical settings, in the Casper College community, and in related public settings. The ability to demonstrate sufficient understanding of the cumulative effect that behavior, appearance, and communication has on the health science professional image.</td>
</tr>
</tbody>
</table>
Casper College’s Emergency Response Guide

The Casper College community, including students, should familiarize themselves with CC’s emergency response guide and sign up for text alerts. Students should follow instructions from faculty and building marshals for drills and emergency events.


Title IX

Casper College is committed to equal opportunity for all persons and does not discriminate in its employment or educational programs or activities on the basis of race, color, national origin, age, political affiliation, marital status, sex, sexual orientation, gender identity and expression, disability, religion, genetic information, veteran status, or any other characteristic protected under applicable federal, state, or local law. Questions concerning equal opportunity, discrimination, Title VII, Title IX, or Section 504 may be referred to Casper College, Student Services Department, 125 College Dr., Casper, WY 82601; 307-268-2667, or to the U.S. Department of Education, Office for Civil Rights, Regional VIII, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582; 303-844-5695 or TDD 303-844-3417.

Digital Learning Academic Integrity Statement

Casper College demands intellectual honesty in all courses. Only admitted and registered Casper College Students who have been assigned logins and passwords are allowed access to online and hybrid courses. These secure logins verify the identity of the student. Proven plagiarism or any form of academic dishonesty associated with the academic process may result in course failure, dismissal from a program, or expulsion from Casper College, or other consequences. See the Casper College Student Code of Conduct for more information on this topic.

Health Science General Policy Statements and Procedures

School of Health Science Civility Statement

School of Health Science Civility Statement*
Civility comprises a conscious demonstration of mutual respect – for people, for their roles, for their knowledge and expertise. Civility requires cooperation, tolerance, acceptance, inclusiveness, kindness, courtesy, and patience. It is expressed not only in the verbal and written words we choose, but in our tone, demeanor, and actions. All School of Health Science members are responsible for and expected to exemplify and promote civility. The School of Health Science is committed to creating and maintaining a positive learning and professional, working environment. While it is understood that disagreement will, and should, occur in a collegiate setting, open communication, intellectual integrity, mutual respect for differing viewpoints, freedom from unnecessary disruption, and a climate of civility are important values that we embrace.

*Adapted from University Libraries Penn State University
Clinical Accessibility Policy Statement

Casper College Health Science programs utilize a variety of health care agencies in the community for clinical experience for the students. If you have been employed in one or more of the agencies and are not eligible for rehire as an employee, the agency may not permit you to participate in the essential clinical component of the program.

Please contact the Human Resources department of the affected agency and request documentation from HR that states the agency’s position on your participation in the clinical component of the program. If you receive a negative response from the agency, you are automatically ineligible to apply. A response indicating you will be permitted to attend clinical in the agency will be given to the program director prior to the selection process for admission to the program. If you are unable to fulfill clinical requirements due to a previous employment issue or another issue(s) and have not complied with the above, you could be denied entry in a Health Science program or be dismissed from program. Some programs do not have clinical assignments until the second, third, or fourth semester; students who are denied clinical accessibility at any time prior to or during a program will be dismissed.

Student Driver’s License and Automobile Liability Policy Statement

Health Science students are responsible for transportation to activities associated with their program of study. This typically involves the utilization of a reliable, personal vehicle. All admitted Health Science students must provide copies of a valid driver’s license and proof of auto insurance card for their personal vehicles. The minimum auto insurance requirements for Wyoming, or the state in which the vehicle is registered must be met. Students must maintain both for the duration of their health science program, and may be asked to present proof at any time during their program of study. To remain in compliance with this policy, students must also notify the program director or faculty should their driving or insurance status change at any time during their participation in a Health Science program. Health Science students, parents, guardians, heirs and estate release Casper College, and any agent thereof, of any and all legal liability which may accrue and understand that Casper College’s insurance program will not cover any loss damage or claims incurred as a result of driving their personal vehicles for requirements and activities associated with their program. Health Science students understand and agree that they are wholly responsible for any other person they invited or accepted as a passenger and release Casper College from any and all responsibility and liability for passengers. Health Science students who are unable to present a valid driver’s license and proof of auto insurance card must sign an additional waiver provided upon request.

Health Insurance Policy Statement

Students enrolled in any of the health science programs are required to present proof of health insurance and to maintain personal health insurance for the duration of their program. Students may be required to present proof of health insurance at any time during their program of study.

Social Media Policy Statement

Prohibited Recording Device Use, Social Networking Participation, and Public Disclosures of Care
To ensure compliance with both Federal and State patient confidentiality laws, while also maintaining a professional working relationship with our clinical and/or field sites, students are not allowed to utilize photographic, video, audio, or other recording devices (including cell phones) during the course of their instruction or participation in the program unless specifically permitted by instructional staff and affected parties, or as allowed by law. The use of such recording devices is strictly prohibited during all clinical and/or field experiences.

Students are strictly prohibited from including or posting information pertaining to clinical and/or field experiences on social networking websites (such as Facebook, MySpace, or Twitter) or any other type of internet, computer, or technology-based social networking site, electronic bulletin board, blog, wiki, listserv, or equivalent media outlet.

Public scrutiny, criticism, or disclosure of patient care delivered by clinical and/or field site staff/personnel is strictly prohibited, unless such disclosure is required or protected by law. Such disclosures include those made via social networking sites, as well as other traditional means of communication. If a student witnesses care issues at a specific site, such concerns should be directed to their instructor.

A breach of any of these provisions could lead to an immediate dismissal from the program.

Background Check and Drug Testing Policy Statement

A. Students enrolled in any of Casper College’s health science programs will participate in clinical experiences in a variety of agencies. Prior to participating in the clinical experiences, students will be subject to that agency’s requirements for a background check, immunizations, and drug testing and drug abuse prevention policies. Students are then subject to the random drug testing policy of that agency.

B. Following graduation, several of the state and/or national licensing or certification (registry) boards, may refuse to allow a graduate to sit for the required exam or issue a license or certification to a person who has a prior felony conviction or proven history of drug or alcohol abuse. Applicants to whom this applies should consult the program director for further information.

Chemically Impaired Health Science Student Policy Statement

A. The faculty of the School of Health Science has a professional and ethical responsibility to the student and clients. The faculty requires that health science students provide safe, effective, and supportive client care. To fulfill this purpose, students must be free of chemical impairment during participation in any part of the health science programs including classroom, laboratory, and clinical settings.

B. The faculty defines the chemically impaired student as a person who, while in the academic or clinical setting, is under the influence of, or has abused, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs. Abuse of the substances includes episodic misuse or chronic use that has produced psychological and/or physical symptomatology. This health problem must be proactively addressed when identified within the health science student population. Faculty will follow the college’s “Drug Free Campus Policy” as outlined in the
Casper College Student Handbook and Annual Campus Security Report. In addition, the health science faculty will intervene with the chemically impaired student as outlined in the established School of Health Science procedure.

C. The appropriate use of legally prescribed drugs and non-prescription medications is NOT prohibited. It is the student’s responsibility to refrain from attending clinical while under the influence of legal prescription or non-prescription medication that adversely affects mental function, motor skills or judgment.

D. A legally prescribed drug means the individual has a prescription or other written approval from a medical professional for the use of that drug in the course of medical treatment. A confirmed positive drug screen resulting from a prescription medication must be verified. Students shall inquire of the prescribing professional whether the drug prescribed has any side effects which may impair the student’s ability to safely perform clinical responsibilities. The misuse of legal drugs while performing clinical responsibilities is prohibited. Students found misusing prescriptions will be referred for a mandatory evaluation and treatment.

E. The health science faculty is cognizant of the various state board recommendations on chemically impaired students who apply for licensure and will communicate this information to students. Faculty recommends that on application for licensure the student offers full disclosure of chemical dependence and extent of the treatment received.

**Procedure for Alleged Chemically Impaired Health Science Student**

1. Health science faculty or clinical supervisor is to gather and document data on behaviors. If the student demonstrates impaired behaviors in the classroom, campus lab or clinical site the faculty or clinical supervisor will:

   A. Notify the director of program of the pending situation. The director will notify dean and others as appropriate.
   B. Remove the student to a private area and provide the opportunity for the student to explain the observed behavior(s)
   C. If on campus, notify security (2688) and request a drug/alcohol test, at the student’s expense, if determined to be necessary. If patient/client care is involved, relieve the student of the client assignment.
   D. Students suspected of drug or alcohol use or who display obvious impairment will NOT be permitted to return to class, lab, clinical or fieldwork assignments while awaiting test results, and absence time will accrue. In the event that a student is suspected of illegal drug or alcohol abuse through second hand knowledge, the suspected student may voluntarily submit, at his/her expense, to a drug and/or alcohol test to further clear any suspicion.
   E. If no obvious impairment is displayed, the student may be allowed to attend lecture or laboratory on campus while awaiting test results at the program director’s and/or dean’s discretion.
   F. A student’s refusal to submit to drug/alcohol testing will be considered failure to comply with a reasonable request. At that time, the student’s actions would be
considered noncompliant with the program policies and would be grounds for 
disciplinary action, and may result in termination from the program.
G. The student and director of the program will be notified of results.
H. The director will collaborate with the clinical site regarding substance-abuse policies 
pertaining to student in the clinical setting, if applicable.
I. If the drug/alcohol test is negative, a student will be given an opportunity to make-up 
clinical or fieldwork absence time.
J. If the drug/alcohol test is positive, a student will not be allowed make-up time for 
clinical/fieldwork, and absence time will continue to accrue. Disciplinary action will 
be taken and may result in termination from the program.

2. An information meeting will be scheduled prior to the results of the drug/alcohol testing, or 
prior to disciplinary action.

3. Information Meeting
Involved health science faculty, the clinical supervisor(s), the director of the program, and 
the student review the documentation of the alleged substance abuse and discuss the 
procedures that will be followed for procedure implementation.
- Make student aware of the faculty’s/ supervisor’s allegations.
- Review the procedure.
- Present documentation concerning student’s behaviors and provides the student with opportunity to discuss the observations.
- Documentation of the student’s behaviors, faculty’s recommendations for follow-up, 
the student’s written response to the allegations, and the date and time for the 
intervention meeting will take place at this meeting.
- Documentation is dated and signed by the faculty/ supervisor (s), director of the program 
and the student as soon as possible.
- Original is placed in student file and copy is given to student.
- If obvious impairment or admission of drug/alcohol use is determined, the information 
meeting may be bypassed and/or become an intervention meeting. The student will be 
removed from class, laboratory, and clinical assignments.
- While waiting for drug/alcohol test results or professional evaluation plan, if no obvious 
impairment is determined, a student may attend lecture or lab at the director’s and/or 
dean’s discretion.

4. Intervention Meeting
A. Involves faculty/ supervisor (s) who identified the problem, appropriate faculty, the 
student, a student support person, if desired, and the director of program. The purpose 
of the meeting is to:
- Review the student’s behavior and classroom/clinical performance.
- Discuss the policy for impaired health sciences students and its implementation.
- Discuss the academic consequences related to the policy violation.
- Secure the student’s agreement to seek a comprehensive substance abuse evaluation, 
and his or her expense, and to release the results to the program director and/or dean.
- Secure the student’s agreement via a FERPA release to allow the program director 
and/or dean to discuss the student’s academics and behaviors with the health care 
provider whom the student has chosen for the substance abuse evaluation.
B. Documentation is completed that articulates the problem behaviors, any academic consequences, the student’s agreement to seek a professional evaluation, at his/her expense, for a potential substance abuse problem, and the student’s understanding that failure to abide by the recommended treatment plan will result in dismissal from the program.

C. The director of program provides the student with information regarding a professional evaluation, if requested.

D. The student may not attend program clinical or fieldwork until a professional substance abuse evaluation and plan are obtained. The plan must align with clinical and fieldwork accessibility policies for the program’s sites. If the plan does not align with the clinical and fieldwork accessibility policies, the student may be terminated from the program. A student may attend lecture or laboratory if deemed appropriate by the program director, involved faculty, and/or dean.

E. If the student refuses to obtain an evaluation, s/he is dismissed from the program.

F. If the student tests positive, the student is dismissed from the program secondary to the student being unable to continue at the clinical site.

G. The student, faculty and the program director sign documentation of the intervention meeting and it is then placed in the student file with a copy provided to the student.

5. A “Student Grievance Procedure” is available in the Casper College Student Handbook and Datebook if the student believes the allegation(s) regarding chemical impairment and the outcome of the intervention meeting are not justified.

Dean of HS- TF 5/2016
H.E. Stuckenhoff Department of Nursing

Introduction

The H.E. Stuckenhoff Department of Nursing offers a two-year program accredited by the Accreditation Commission for Education in Nursing (ACEN).

The H.E Stuckenhoff Department of Nursing at Casper College has joined with the other Community College Nursing programs and the University of Wyoming (UW) to develop a common nursing curriculum for the state of Wyoming. The ReNEW (Revolutionizing Nursing Education in Wyoming) curriculum is designed as a baccalaureate curriculum with an Associate Degree benchmark. Under the ReNEW curriculum, persons who enter a nursing program at a community college in Wyoming will be able to complete their ADN (Associate Degree in Nursing), take the national licensure exam (NCLEX-RN) and begin working as a registered nurse. The long term benefit of the ReNEW curriculum is the ability for ADN graduates to move seamlessly toward their baccalaureate degree through online classes in two additional semesters if the BSN prerequisites and nursing courses GPA have been met.

To progress to UW and complete the BSN program students must meet the following criteria:
  - Complete all BSN prerequisites and requirements
  - Be conferred the ADN from a ReNEW community college program
  - Pass the NCLEX-RN and have a 2.5 GPA in their nursing courses
  Or
  - Have a 3.0 in nursing courses deferring the NCLEX-RN until graduation from the BSN program

It is recommended that all students consult a UW adviser as they progress through the ADN program in order to pursue their BSN.

Persons who change to a different major may need to take additional general education courses to meet the AS and AAS degree requirements if they were admitted into the ReNEW curriculum.

Revised 8/10/16 DON

Location and History

Casper College is located at the foot of Casper Mountain on the southern edge of the city of Casper, Wyoming. Situated near the center of the state and at the hub of Wyoming’s road and highway system, the college is convenient to a wide area of central Wyoming. It draws students from every county of the state, many states in the nation, and the international community.

The Casper College associate degree nursing program began in the fall of 1969 with an enrollment of 37 students. The first class of 23 students graduated in the spring of 1971. There are over 900 graduates employed as RNs throughout the state of Wyoming, various other locations in the United States, and worldwide.
ReNEW Mission Statement

The mission of the Casper College H.E. Stuckenhoff Department of Nursing and ReNEW is to enhance the quality of nursing and health care in Wyoming by revolutionizing nursing education.

Adopted for ReNEW curriculum- TNF 2/12/15

ReNEW Vision

Shared, competency-based statewide curriculum where students can earn an associate degree or continue seamlessly to the BSN degree (or higher) starting at any of the community colleges or UW. The courses/clinical experiences needed to complete the BSN through the university will be available through distance delivery.

Adopted for ReNEW curriculum- TNF 2/12/15

ReNEW Philosophy of the Department of Nursing

The nursing faculty subscribes to the stated mission, vision, values, and goals of ReNEW in its entirety. We believe in the intrinsic value and worth of every person. We believe that health is a state of homeostasis influenced by forces impacting on the person. Nursing is a practice-oriented discipline that uses evidenced-based knowledge derived from the biological, physical, and behavioral sciences to provide safe and humanistic care to persons, families, groups, and communities. The art and science of nursing is the nucleus of the interdisciplinary health care system. We believe the goal of nursing is to use the nursing process and clinical judgment to promote and maintain health, prevent disease and disability, care for and rehabilitate the sick, and support the dying. Nursing education must have a strong clinical focus and allow opportunity to apply the theoretical component of nursing.

Learning is a dynamic lifelong process, occurring in the cognitive, psychomotor, and affective domains. Learning is the joint responsibility of the educator and the learner with each assuming the responsibility for learning and continued self-development. The role of the educator is to facilitate learning and leadership by providing an environment wherein students have the opportunity to establish goals, examine various means of attaining them, and evaluate the course of actions selected. Practitioners of nursing have a responsibility for professionalism and the mentoring of others. The nurse is a role model for clients, families, and communities in terms of practicing appropriate health behaviors.

Update ReNew C & E 7/17
ReNEW ADN Program Outcomes

Upon completion of the ADN program, the graduate will be expected to:

1. Provide safe nursing care within the healthcare system.
2. Incorporate prior knowledge, current research, and clinical experience in decision-making.
3. Demonstrate leadership skills as part of an interprofessional team to promote desired outcomes.
4. Use effective communication and advocacy to provide individualized care.
5. Practice within the core values, principles, and standards of the nursing profession.
6. Utilize the nursing process and a broad knowledge base to maximize health.

ReNew C & E committee 8/17
Casper College Associate Degree Nursing Program uses the following criteria as measures of the effectiveness of the program:

1. **Admission Demographics:**
   There will be admission of eligible persons of diverse age, gender, socio-economic, ethnic, and educational background. The number of students admitted will be commensurate with faculty and facility availability.

2. **Licensure Rate of Graduates:**
   There will be an NCLEX-RN pass rate of at least 85% for first time writers.

3. **Graduation Rate:**
   At least 70% of those students who begin NURS 1100 or its equivalent will successfully complete the ADN program within three years.

4. **Employment of Graduates:**
   At least 85% of new graduates returning the graduate survey who have sought employment will indicate on the nine month graduate survey that they are employed in nursing.

5. **Graduate/Employer Satisfaction with ADN Program Outcomes.**
   A. At least 75% of the graduates returning the graduate survey nine months after graduation will indicate a belief that they met the ADN Program Outcomes.

   B. At least 75% of the employers returning the graduate survey nine months after graduation will indicate a belief that the graduate:
      a. meets the ADN Program Outcomes.
      b. demonstrates satisfactory nursing practice.

   C. At least 75% of the employers returning the nine month graduate survey indicate that the graduates utilize appropriate communication skills when providing holistic care to clients.

6. **Critical Thinking**
   The group composite score on the ATI Critical Thinking Exit Exam during the 4th semester will meet or exceed the national group mean score.
7. Professional Growth of Graduates
   At least 75% of the graduates returning the graduate survey nine months after graduation will indicate that they:
   a. are engaged in continued professional development activities.
   b. feel the ADN program provided a foundation for pursuing an advanced degree in nursing.

8. Meets Standards of the College, Regulatory, and Accrediting Agencies
   The program will continue to meet the standards of the College, the Wyoming Community College Commission, North Central Association, the Wyoming State Board of Nursing, and the National League for Nursing Accrediting Association Commission.

Revised 9/10-TNF (revised for NURS curriculum –DON 8/10/16)
### ReNEW Conceptual Framework

The conceptual framework guides curricular decisions within the nursing program. The college mission statement, the program philosophy, and outcomes, and the wealth of educational and experiential expertise of faculty members and others contribute to the diversity of the conceptual framework. The core concepts of the ReNEW curriculum are basic to the discipline of nursing and include safety, clinical judgement, leadership, patient centeredness, professionalism, and health promotion. These concepts have their origin in numerous theoretical bases.

<table>
<thead>
<tr>
<th>Safety</th>
<th>1. Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Advance nursing practice related to patient care technologies, information systems, and communication devices that support safe nursing practice.</td>
</tr>
</tbody>
</table>

| Clinical Judgment            | 3. Achieve optimal individual, family, group, community, and population outcomes guided by clinical reasoning and appraisal of evidence of best practice. |

<table>
<thead>
<tr>
<th>Leadership</th>
<th>4. Demonstrate effective leadership through heightened self-awareness to empower others in the attainment of optimal patient outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5. Use mutually respectful communication, collaboration, and leadership skills within interprofessional teams in the management of care in diverse, complex, global, and dynamic healthcare systems.</td>
</tr>
<tr>
<td></td>
<td>6. Participate as a nursing professional in the development and implementation of healthcare policy, finance, and regulatory entities, including local, state, national, and global healthcare trends.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Patient Centeredness</th>
<th>7. Provide patient centered care by reflecting on the uniqueness of an individual patient’s background, personal preferences, culture, values, traditions, and family which promotes optimal health outcomes by involving patients and families as they make clinical care decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8. Demonstrate respectful, efficient, safe, and well-coordinated transitions of the patient through all levels of care.</td>
</tr>
<tr>
<td></td>
<td>9. Provide respectful, efficient, safe and well-coordinated patient centered care to populations by reflecting on beliefs, values, attitudes, and practices.</td>
</tr>
</tbody>
</table>

| Professionalism              | 10. Model professionalism with consistent demonstration of core values evidenced by nurses working with others to achieve optimal health and wellness outcomes in patients, families, and populations by wisely applying principles of altruism, excellence, caring, ethics, respect, communication, professional engagement, lifelong learning, and accountability. |

<p>| Health Promotion             | 11. Encourage evidence-based health promotion and make a positive contribution to immediate and long-term health status, through the provision of education to individuals, families, groups, communities, and populations that encourages healthy behaviors and choices, prevention of disease, protection from preventable illness and disastrous emergencies. |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>accountable</td>
<td>the state of being answerable for one's actions</td>
</tr>
<tr>
<td>adaptive/ maladaptive</td>
<td>the body’s physiological or psychological response to stress</td>
</tr>
<tr>
<td>affective domain *</td>
<td>a domain of knowledge that deals with individual feelings or emotions that are reflected in values and interests</td>
</tr>
<tr>
<td>cognitive domain*</td>
<td>the domain of knowledge that addresses intellectual skills and types of knowledge</td>
</tr>
<tr>
<td>client/patient/resident</td>
<td>recipient of a health care service, to be used interchangeably as applicable</td>
</tr>
<tr>
<td>clinical</td>
<td>settings in which students learn about and practice nursing care</td>
</tr>
<tr>
<td>clinical laboratory</td>
<td>experiences in nursing care in the on-campus laboratory</td>
</tr>
<tr>
<td>clinical practicum</td>
<td>experiences in nursing care in the following settings: agency facilities and simulation</td>
</tr>
<tr>
<td>collaboration / teamwork**</td>
<td>to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</td>
</tr>
<tr>
<td>commonly recurring health problems</td>
<td>disorders statistically most common to a geographic region, culture, gender, or age group</td>
</tr>
<tr>
<td>communication</td>
<td>a 2-way process involving the sending and receiving of messages.</td>
</tr>
<tr>
<td>critical thinking</td>
<td>a nonlinear cognitive or mental process that involves rational examination and analysis of all information and ideas and the formulation of conclusions and decisions</td>
</tr>
<tr>
<td>cultural</td>
<td>related to a learned pattern of behaviors, beliefs, values, attitudes, and practices shared by a specific group of people</td>
</tr>
<tr>
<td>delegation</td>
<td>transferring to a competent individual the authority to perform a selected nursing task in a selected situation.</td>
</tr>
<tr>
<td>developmental</td>
<td>act or process of progressing in a prescribed manner</td>
</tr>
</tbody>
</table>
| distance education           | a formal educational process in which the majority (75% or more) of ```
the program instruction occurs when a student and instructor are not in the same place (as defined by the Casper College Nursing department Unit)

evidence-based practice (EBP)** - integration of best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care

external environment - everything that surrounds the person that is not part of the person

health - state of balance and harmony; the opposite of illness

health care system - facilities, services, or providers of illness care (restorative) or health care (preventive) to the general public

hybrid courses - hybrid courses combine both classroom and on-line teaching and learning. Hybrid courses meet in the classroom on a regular basis and are supplemented with on-line lessons throughout the week, classroom attendance is mandatory for all hybrid courses

holistic - the whole entity, pertaining to all aspects, which is more than the sum of all its parts

homeostasis - a state of dynamic equilibrium

humanistic - concern for the welfare, values, and dignity care of persons

illness - a state of inadequate or absent adaptation

informatics* - the use of information and technology to communicate, manage knowledge, mitigate error, and support decision making

integrate - to make into a whole by bringing all parts together

interdisciplinary - involving two or more fields that are usually considered distinct

internal - everything that is not external to the environment person

interpersonal skills - verbal and nonverbal means of exchanging information or feelings between two or more people

learning - a process involving change in behavior that is acquired through practice or experience

management first level - the direction of the activities of individuals less qualified while functioning under a more educated/experienced practitioner
mentoring - a one-to-one, long-term relationship used as a strategy to facilitate the ongoing development of nursing faculty, encompassing orientation to the faculty role, socialization to the academic community, development of teaching skills, and facilitation of the growth of future leaders in nursing education (adapted from the NLN position statement on Mentoring of Nurse Faculty issued by the Board of Governors, January 28, 2006)

multi-dimensional open system - regularly interacting or interdependent group of factors forming a unified whole

nursing - the discipline responsible for protecting and promoting health and abilities, preventing illness and injury, and advocating for the person through the diagnosis and treatment of human responses to actual or potential health problems.

nursing care - application and utilization of the nursing process

nursing process - a systematic method which allows for flexibility and creativity in applying nursing knowledge for the purpose of solving nursing problems. The process consists of five components:
1. assessment - the process of collecting and organizing data from a variety of sources;
2. nursing diagnosis - a statement which identifies actual or potential problems within the scope of nursing;
3. planning - the specification of outcomes and interventions designed to resolve the client's problems;
4. implementation - the execution of interventions which work toward meeting planned outcomes;
5. evaluation - the appraisal of client response to nursing interventions considering progression toward outcome achievement.

outcomes - the predetermined result or consequences of nursing action

patient-centered care ** - care which recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values and needs

person - any member of the human race without regard to age, gender, or national origin who is an interacting open system; a composite of physiological, psychological, sociocultural, developmental, and spiritual dimensions

physiological - bodily structure and function

practice-based discipline - the application of principles from a variety of sciences to the performance of a profession
preceptor - an expert or specialist who gives practical experience and training to a student.

psychological - mental processes and relationships

psychomotor domain* - the development of physical abilities and skills that result from the input of information and content

quality (QI)** - the use of data to monitor the outcomes of care processes improvement and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

responsibility - the sense of being reliable and trustworthy and functioning within a prescribed role

role - the pattern of behavioral responses to a person or social group with whom an individual interacts in a particular situation

safety** - practice that minimizes risk of harm to patients and providers through both system effectiveness and individual performance

sociocultural - combined sociological and cultural functions

sociological - roles and identities within a group

spiritual - the influence of metaphysical beliefs

standard nursing interventions - measures that are established by nursing authorities that implement specific objectives

structured setting - any setting in which there are clear cut policies and procedures for nursing care and a direct link between the nurse providing care and nursing management

web-enhanced - students meet face-to-face during scheduled hours and have resources and/or activities available in an online environment to augment traditional instruction.


Revised: S, 4/29/10 EC, 5/6/16 TNF
Casper College  
ReNEW Associate Degree Nursing (ADN) Curriculum Plan

- ZOO 2040 & ZOO 2041 or Human Anatomy (4 cr)
- Math 1400 – Pre-Calculus Algebra (4 cr)
- ENGL 1010 – English Composition I (3 cr)
- HMDV 1300 – On Course (2 cr)
- HLTK 1300 – Nursing Boot Camp (1 cr)
- Completion of TEAS® (Proficient level or above)

Pre-requisites:
- ZOO 2040 & ZOO 2041 or Human Anatomy (4 cr)
- Math 1400 – Pre-Calculus Algebra (4 cr)
- ENGL 1010 – English Composition I (3 cr)
- HMDV 1300 – On Course (2 cr)
- HLTK 1300 – Nursing Boot Camp (1 cr)
- Completion of TEAS® (Proficient level or above)

<table>
<thead>
<tr>
<th>Course</th>
<th>First Semester</th>
<th>Hours</th>
<th>Course</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*NURS 1100</td>
<td>Professional Nursing Care in Health Promotion</td>
<td>10</td>
<td>*NURS 1200</td>
<td>Professional Nursing Care of the Patient with Chronic Illness</td>
<td>10</td>
</tr>
<tr>
<td>ZOO 2110</td>
<td>Human Physiology</td>
<td>4</td>
<td>PSYC 1000</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
<td>10</td>
<td>General</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General</td>
<td>4</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>14</td>
<td>Total</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

Completion of all requirements to this point meets benchmark for optional PN certificate

once admitted to the nursing program, the PN Certificate must be completed in 3 semesters CC/TNF 1016

<table>
<thead>
<tr>
<th>Course</th>
<th>First Semester</th>
<th>Hours</th>
<th>Course</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*NURS 2300</td>
<td>Professional Nursing Care of the Patient with Acute Illness</td>
<td>10</td>
<td>*NURS 2400</td>
<td>Professional Nursing Care of the Patient with Complex Illness</td>
<td>10</td>
</tr>
<tr>
<td>ENGL 1020</td>
<td>English Comp II</td>
<td>3</td>
<td>+POLS 1000</td>
<td>U.S. &amp; Wyoming Government</td>
<td>3</td>
</tr>
<tr>
<td>Nursing</td>
<td>10</td>
<td></td>
<td>General</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td></td>
<td>Total</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

*5 hours classroom
15 hours laboratory

+HIST 1211/12211251 may be used (3 Credits)

Total Nursing Hours 40
General Education Hours 27 (includes pre-reqs)

Total 67

Revised- S, G, Cat; 8/16 – DON
The ReNEW curriculum showing the ADN benchmark, which is being used by the University of Wyoming is presented below. Students planning to pursue their BSN through UW should consult a University of Wyoming adviser in conjunction with their Casper College adviser. If a BSN is being sought through another university, it is recommended the student seek advising from someone at that institution.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Semesters</th>
<th>ONE and/or TWO</th>
<th>ADN</th>
<th>BSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1010: English Composition I (COM1)</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 1400: Pre-Calculus Algebra</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ZOO 2040 and ZOO 204: Human Anatomy/Lab (or equivalent)</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HMDV 1300: On Course</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>HLTK 1300: Nursing Boot Camp</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Additional courses required for BSN track – not required for ADN degree**

<table>
<thead>
<tr>
<th>Semester Seven</th>
<th>Semester Eight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population Based Care</td>
<td>Leadership</td>
</tr>
<tr>
<td>Health Care Informatics</td>
<td>Leadership-Didactic</td>
</tr>
<tr>
<td></td>
<td>Leadership-Capstone</td>
</tr>
<tr>
<td>Total Semester Credits</td>
<td>13</td>
</tr>
</tbody>
</table>

**BSN Benchmark – NCLEX eligible UW (Basic BSN)**

For questions, please contact Marge Christiansen DON at (307) 268-2717, or email questions to mchristiansen@caspercollege.edu.

7/5/16 DON
**2017-2018 NURSING DEPARTMENT**

**Committee Members**

- **Director of Nursing**
- **Nursing Faculty**

**Resource Committee**

**Members**

- **Faculty:**
  - * T. Suhr (16-19)
  - M. Madariaga (15-18)
  - V. Sorenson (17-20)
  - M. Christiansen (ex officio)
- **Student:**
  - Semester 2 Student

**Curriculum Committee**

**Members**

- **Faculty:**
  - * H. Loucks (14-18)
  - MJ Daniels (16-19)
  - K. Price (13-17)
  - L. Coulter (17-20)
  - M. Christiansen (ex officio)
- **Student:**
  - Semester 3 Student

**Evaluation Committee**

**Members**

- **Faculty:**
  - * P. Legler (14-17)
  - B. Hill (16-19)
  - M. Walden (17-20)
  - J. Peterson (17-20)
  - M. Christiansen (ex officio)
- **Student:**
  - Semester 4 Student

* Chairperson

Revised S, F – revised 8/17– DON

**Student Representation to Committees**

Total Nursing Faculty – Associate Degree Nursing students are elected each semester to represent their respective cohort to the Total Nursing Faculty, one from each semester, and report student issues/concerns to the monthly Semester meetings. That information is to be presented to the Total Nursing Faculty by each semester coordinator.

Curriculum Committee - the student member is a third semester nursing student in good standing who is elected from the student body.

Evaluation Committee - the student member is a fourth semester nursing student in good standing who is elected from the student body.

Resource Committee - the student member is a second semester nursing student in good standing who is elected from the student body.

Revised 3/6/14 TNF

Semester cohort representative will communicate with their semester faculty via e-mail and/or attendance at monthly meetings.

Executive sessions will be for faculty only.
Department Committee representatives participate through attendance at monthly committees meetings.

A schedule will be provided to representatives at the beginning of the semester.

Ensure that item brought to Semester Faculty represent the opinion of the majority of the cohort and not the opinion of one or two students.

Updated 8/17 DON

**Guidelines for Student Cohort Representatives**

**For Reports to the Total Nursing Faculty (TNF):**

In order to prepare for semester meetings, the following guidelines have been provided.

The purpose of student representation at semester meetings is to provide a vehicle for dialogue related to the overall nursing education program. You will bring your report from your semester cohort to the Semester faculty meeting. That information is then brought before the faculty at the following TNF meeting.

Individual concerns related to specific instructors/classes are to be handled according to the chain of resolution which can be found in the student handbook.

Suggested questions for gathering student feedback could include:

1. What is working well in lecture? In lab?
2. What is not working well in lecture? In lab?
3. Are there any needs that are not being addressed?
4. If applicable, have changes that have been implemented proved to be helpful? If so, how? If not, why?
5. Are there any other comments, situations or ideas that the students would like to convey?

The faculty will report back to you following the TNF meeting. As the TNF Semester representative, please be sure to convey information from the TNF meeting back to your student group.

Thank you for your time and energy in this important role.
Nursing Organizational Chart for the 2017-2018 Academic Year

Director of Nursing
Marge Christiansen

Academic Assistant
Guadalupe Kerr

Office Assistant
Kathy Pack

Work Study Student(s)
Student

Level I Faculty

Semester 1
Daniels
Madariaga
Pisani
Sorensen

Semester 2
Corey
Coulter
Gardner
Hill

Program Coordinators

Clinical Coordinators
Semester 1 – Daniels
Semester 2 – Hill
Semester 3 – Walden
Semester 4 – Loucks

ReNEW Curriculum Coordinator
Loucks

Simulation Coordinator
Legler

Laboratory Coordinator
Sorensen

Simulation Facilitator
Sorensen

Level II Faculty

Semester 3
Huber
Peterson
Suhr
Walden

Semester 4
Legler
Loucks
Price

FS revised 8/17 mbc
**Channels for Resolution**

**School of Health Science**

<table>
<thead>
<tr>
<th>Situation 1:</th>
<th>Situation 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student / Instructor</strong></td>
<td><strong>Student / Department Policy</strong></td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td>Total Nursing Faculty</td>
</tr>
<tr>
<td>Dean of School of Health Science</td>
<td>Student Representative for Nursing Faculty</td>
</tr>
<tr>
<td>Director</td>
<td>Director</td>
</tr>
<tr>
<td>Clinical or Advisor Coordinator (Classroom Issue) (Clinical Issue)</td>
<td>Advisor</td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Student</td>
</tr>
</tbody>
</table>

**Channel Direction**

The student may bring a support person (i.e. family member, friend, peer) for nonverbal personal support to any level of the channels of resolution.

* At any point in the chain, the student may seek advice from Student Services, with the understanding that Student Services has no authority to adjudicate in academic issues. If the student deems it necessary they may advance to the next step in the Chain of Command for resolution.

Revised-RC – 4/13
Code of 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 Nursing Student Code of Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust that society has placed on nursing as a profession. 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.

**Code of Conduct for Nursing Students**

As students are involved in the clinical and academic environments, ethical principles are a necessary guide to professional development. Therefore within these environments the student nurse is expected to:

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 personal 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.
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 authorization 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. Refrain from any form of cheating or dishonesty to include sharing of information from nursing exams or skills checkouts between students, and take action to report dishonorable practices to proper authorities using established channels.

19. Refuse to engage in, or condone, discrimination on the basis of race, gender, age, citizenship, religion, national origin, sexual orientation, or disability.

20. Uphold college and departmental policies, regulations and codes of conduct related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

**Misconduct Policy**

Student misconduct, whether academic or disciplinary, is in direct conflict with the principles and philosophy of professional nursing. Student misconduct of any type will not be tolerated as it lowers the standards of nursing practice, and consequently jeopardizes the safe provision of client care, affecting the lives and well-being of the public.

**For inadequate academic performance:**

- Letters will be sent to students with failing grades at mid-term notifying them of their academic status and possible course failure.
- This will include instructor suggestions that might enable students to successfully complete the course.
- If applicable, a reminder of the course withdrawal date as stated in the individual course syllabus, as well as the consequences of course failure should be included in the letter.

**For inadequate clinical performance:**

- Students are notified of deficiencies through clinical evaluations.
- Unsatisfactory clinical performance is dealt with according to the course syllabus and nursing student handbook.
- Presentation before the clinical instructors may be necessary to determine the student’s status and continuation in the course based in the student’s ability to meet the course outcomes and provide safe client care.
- Procedures for student presentations are described in the nursing student handbook in the Clinical Grading Policy as well as the faculty handbook in the Policies for Nursing Faculty.

**Disciplinary misconduct** stems from the student’s failure to comply with the H.E. Stuckenhoff Department of Nursing Student Code of Conduct, the Casper College Student Conduct Code, or with the college or any clinical facility’s rules and regulations. Examples of misconduct are described in the Casper College Student Handbook and include, but are not limited to: cheating, allowing access to information to support cheating, plagiarism, alcohol and/or substance use on campus or in the clinical setting, and behavior not in alignment with the standards and ethics of the nursing profession.

- The student will be notified verbally and/or in writing of the charges with specific reference to the policy, rule or regulation allegedly violated.
- Initially a meeting between the student and the faculty member will be set within one working day to attempt to resolve the problem.
◆ If the issue remains unresolved, the student will be presented before faculty in order to speak on his/her own behalf.
◆ At that time, the student may give an explanation to the faculty or provide a defense against the charges.
◆ This presentation will take place within three working days from the initial notification.
◆ The instructor has the authority to assign a failing grade or an unsatisfactory for the assignment or examination, and/or an “F” in the course.
◆ Faculty may determine the need for further disciplinary action which may include probation, suspension or permanent expulsion from the nursing program.
◆ Students may pursue further hearing procedures as described in the Casper College Student Conduct and Judicial Code.

Student’s signature on the Student Agreement in the Nursing Student Handbook signifies that s/he has read and agrees to uphold this Nursing Student Code of Conduct.

(adapted from the National Student Nurses’ Association, Inc. Code of Academic and Clinical Conduct, which was adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001.)

References:


Reviewed – F.S – 5/09-EC, L3

**Background Check**

As a nursing student you are asked to complete additional requirements than are needed by the general college student. One of these requirements is a background check. The background check that is required of you includes the research in the following areas:

- U.S. County Criminal
- Residency History (additional counties will be searched, within the previous 7 years)
- Social Security Verification
- Nationwide Sexual Offender Registry
- Nationwide Healthcare Fraud & Abuse
- Nationwide U.S. Patriotic Act

This is an applicant funded process via the web site: [https://www.castlebranch.com](https://www.castlebranch.com). The director will receive your student badge from Castle Branch that contains holographic images and anti-counterfeit technology that can be used to confirm that you have had a successful background check. You will be given this badge to be worn in all clinical settings. It may be necessary to repeat the background check yearly to comply with facility policies.

Revised – 8/16 -DON
Drug Screening Policy

All nursing students must be tested for drug and alcohol prior to beginning the hospital clinical experience. Students are subject to random drug testing at clinical facilities. See the Chemically Impaired Health Science Student policy, the Procedure for the Allegedly Chemically Impaired Health Science Student, and the Intervention Meeting for policy application.

Reviewed– 7/14-DON

Confidentiality

Students and faculty are required to maintain client, family and peer confidentiality in every setting. The client medical record is the property of the healthcare facility. Copies of the client’s medical record shall not be removed from the agency premises without removing all client identifiers. The only items allowed to be printed, identifiers removed, and taken from the facility are: labs, medication list, and EKG strips. If a student is found to be in non-compliance, (i.e., not removing identifiers), all students will lose the privilege to make copies of client information. Breach of confidentiality could result in the student’s dismissal from the program.

Reviewed- S,G – 10/10-EC

Attendance

1. Casper College:
"Students are expected to attend all classes for which they are registered and are accountable for all class work during an absence. Non-attendance at a required class, laboratory, rehearsal, or field trip constitutes an absence. Excessive absences or tardiness may result in a lowered grade, and at the discretion of the college administration, a student who fails to attend regularly may be requested to withdraw from college." From: the current Casper College Catalog. Refer to individual course syllabi for specific attendance criteria.

A student missing a test date and course material during jury duty will be accommodated on an individual basis with testing being proctored as near to the original test date as possible and instructors providing supportive assistance as needed for course material. (TNF 2-4-16)

2. H.E. Stuckenhoff Department of Nursing:
Clinical Absences

A. Due to the essential application of nursing skills in a clinical setting, students are expected to be on time and attend all clinical labs & practicums (clinical sites and simulation) as well as any associated pre- and post-conferences.
B. Students may be sent home and charged with absence if unprepared, ill, excessively fatigued, or under the influence of any substance.
C. Students are expected to do whatever research may be appropriate prior to attending any clinical lab or practicum.
D. Students who come to clinical unprepared may be sent home, and a clinical unsatisfactory grade may be earned for the week.
E. Students must report all clinical absences (or anticipated tardy arrivals) prior to each clinical experience by phoning only the appropriate clinical instructor at least 30 minutes prior to the scheduled start time of clinical practicum or campus lab. Students who demonstrate a pattern of multiple absences will be accountable to semester faculty.
F. Absence time accrues in 15-minute increments in all cases (e.g. 1-15 minutes late will be reflected as a 15-minute absence on the clinical evaluation).

G. Absence without notification will result in accrued absence time per policy and/or an unsatisfactory grade for the clinical week:
   1. First absence/tardy without proper notification will be addressed under “Role” and will result in earning a “needs improvement” (NI)
   2. Second absence/tardy without proper notification and will result in earning an automatic unsatisfactory grade.
   3. If absent without notification for greater than 30 minutes (no call, no show), an unsatisfactory grade will automatically be earned.

H. Accrual of absence time begins anew each semester; however, problematic attendance trends will be monitored across the semesters within a given semester.

I. Clinical practicum absence time implications for the ReNEW curriculum are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Practicum Absence Time (clock hours)</th>
<th>Make-up Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 1100</td>
<td>15 min – 4 hours</td>
<td>None</td>
</tr>
<tr>
<td>NURS 1200</td>
<td>&gt;4 hours – 12.5 hours</td>
<td>12.5 hours</td>
</tr>
<tr>
<td>NURS 2300</td>
<td>&gt;12.5 hours</td>
<td>Make-up time plus presentation</td>
</tr>
<tr>
<td>NURS 2400</td>
<td>None, due to nature of preceptorship</td>
<td>Rescheduled shift</td>
</tr>
</tbody>
</table>

Because excessive absence impedes the student’s ability to successfully meet course outcomes, students with absence time that exceeds 12.5 clock hours will be presented to semester faculty to determine their status, and if appropriate, a second make-up shift may be scheduled.

Due to the nature of nursing as a clinical-based practice, no more than two (2) make-up shifts can be scheduled. A student may be administratively withdrawn from the nursing program in the case of excessive absence and/or inability to meet course outcomes.

Absences due to medical conditions will be reviewed on an individual basis. College mechanisms for due process are preserved, (see current catalog for a complete description of student rights and responsibilities).

J. If absent from clinical lab or practicum during the last clinical week, a primary care provider’s written excuse will be required. Completion of a special written assignment may also be necessary. The assignment must be completed and submitted to the designated clinical instructor by the specified due date. Extenuating circumstances (i.e. death in the family, accident, etc.) during the last clinical week will be evaluated by faculty on an individual basis.

Revised - 04/16 CC/TNF
Clinical Clock Hours vs. Clinical Credit Hours
Casper College defines one (1) credit hour as 50 minutes of class time. Since clinical time is not limited to 50-minute segments, but runs sequentially, the department defines that one (1) clinical clock hour (60 minutes) is equivalent to 1.2 clinical credit hours. Students are in clinical 12.5 clinical clock hours per week and are given credit for 15 Clinical Credit Hours. To determine how many Clinical Credit Hours are missed by a student when absent, use the following:

- Each 1-15 minutes of clinical time = 0.3 clinical credit hours
- Each 16-30 minutes of clinical time = 0.6 clinical credit hours
- Each 31-45 minutes of clinical time = 0.9 clinical credit hours
- Each 46-60 minutes of clinical time = 1.2 clinical credit hours

Revised 04/16 – CC/TNF

Comprehensive Assessment and Review Program (CARP)
The nursing program’s ATI’s Comprehensive Assessment and Review Program (CARP) assists in preparing you for the NCLEX® by systematically strengthening your knowledge base throughout your nursing education. The program is designed to increase pass rates on the NCLEX® and at the same time assist you to pass the unit tests that are part of the nursing program. Each semester you pay a fee to participate in this program and we strongly encourage you to engage yourself toward facilitating your learning and test-taking skills. Part of the fee paid each semester goes toward the cost of a live NCLEX review provided on campus by an ATI Nurse Educator at the end of the 4th semester. Please note that ATI fees are non-refundable.

Revised 2/6/14 – EC,TNF , Revised 8/15, 8/16 DON

Final Exam Testing Policy for Semester 2 and Semester 4 Nursing Students
NURS 1200 students will take the ATI-PN Comprehensive Predictor Exam and NURS 2400 students will take the ATI RN Comprehensive Predictor Exam on the scheduled dates. This test will be proctored and the students must test at the assigned time.

- Students earning 99% probability of passing the NCLEX are excused from the final exam and awarded 200 points for the final exam
- Students earning below 99% probability of passing the NCLEX will be required to:
  - Complete the ATI focused remediation.
  - Take the second ATI Comprehensive Predictor Exam as scheduled in the course.
- Students earning 99% probability of passing the NCLEX on the second predictor exam are excused from the final exam and awarded 180 points for the final exam.
- Students may opt to take the final exam and use the highest score - actual final or 180 points from ATI Predictor exam.
- Students earning below 99% probability of passing the NCLEX will be required to take the final.
- Students earning below 90% probability of passing the NCLEX on the second predictor exam are recommended to perform the appropriate remediation.
- Students who have missed a unit test must take the final exam to replace that score.

Revised 1/12 – EC, Revised 8/15 DON
General Testing Policies

1. The course instructor(s) construct(s) the tests.
2. Testing Practices:
   A. One question per page:
      The presence of more than one question per page is distracting to students. Students should focus on the question at hand and provide the answer. Many students cover up the answers with a piece of paper and read the question so the answers are not a distraction while they apply what they know to the question. This is easier for students to do with one question per page. Questions are presented one at a time on the NCLEX-RN.
   B. No option to return to previous questions:
      Faculty have found that the temptation to change an answer has been detrimental to student grades. The option to return to previous questions is not part of the NCLEX-RN.
   C. Each test question will be given 1.5 minutes, so the time provided for unit exams will be 75 minutes (1 hour and 15 minutes). The final exam will be allotted 150 minutes (2 hours and 30 minutes).
3. No make-up tests will be offered for any unit test. Points for a missed unit test will be added to the value of the final exam. A missed unit test may be reviewed with the instructor per policy.
4. Collaborative testing may be done following each unit exam with points awarded according to group scores. If the student is absent the day of the scheduled collaborative test, the opportunity for earning collaborative points is forfeited. Collaborative points will only be awarded to a student who has earned 75 points or more on his/her unit test.
5. A list of content, lecture hours and the number of questions on each subject per unit test may be distributed to students at the instructor’s discretion.
6. Questions are reviewed for effectiveness and nullification (all answers are accepted for credit) at the instructor’s discretion.
7. Course points are outlined in the course syllabus. Point ranges correlate with the following percentiles in determining grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point range based on the following percentage ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-91</td>
</tr>
<tr>
<td>B</td>
<td>90-83</td>
</tr>
<tr>
<td>C</td>
<td>82-75</td>
</tr>
<tr>
<td>D</td>
<td>74-70</td>
</tr>
<tr>
<td>F</td>
<td>≤ 69</td>
</tr>
</tbody>
</table>

These percentages are used to determine grading point ranges for unit tests, midterm grades, final exam and course grade point ranges. Please note the grading scale is based on a higher standard than the campus at large.
8. You will **not be allowed** to take any NURS final exam until:
   a. Property belonging to either the college or other agencies (i.e.- badges, etc.) has been returned to the department of nursing.
   b. All clinical evaluations have been signed.
   c. Course evaluations are completed.
9. The following testing instructions apply to all exams:
   a. All belongings must be placed at the front or the back of the classroom.
   b. No baseball style caps or they must be turned around with bill to the back.
c. It is recommended you use the restroom prior to starting the exam to avoid having to take time during the exam. If you must get up to use the restroom during the exam, you may not take anything with you, this includes phones, and a faculty member will accompany you to the restroom. No additional time will be allowed on the exam.

d. Phones must be set to vibrate or turned off and cannot be used until after collaborative testing is completed. For extenuating circumstances see your instructor.

e. Additional electronic devices (i.e., Smart Watches, etc.) are not allowed to be used or worn during testing times.

f. A Webster’s dictionary will be available upon request during the exam. You must show a course instructor the term you wish to look up and s/he will determine if that is an appropriate term to be looked up.

g. You need to sit quietly after you complete your exam. You may not access the web or use your computer for other activities, and you may not access books, notes or work on other projects after you have completed your exam.

h. Keep your eyes on your own computer screen and protect your answers from others—you may not record your answers on a separate piece of paper.

i. Put your name on your scratch paper. Keep your eyes on your own scratch paper and protect it from others. Scratch paper must be submitted at the conclusion of each test.

j. If provided a scantron to document “unsaved” answers in Moodle, faculty will only use this to note those specific “unsaved” answers. We only grade the computer answers, and the scantron is only used as a backup. Faculty proctor will provide instructions if this is needed.

k. You may review the test with your instructor within 2 weeks of taking the test. Please make an appointment.

l. It is recommended that students failing any unit exam see the course instructor within the two week review guideline.

m. No reviews of final exams are allowed unless the student is unsuccessful in the course.

n. Food is not allowed during tests with the exception of hard candy per faculty instruction, and beverages must be in clear containers.

10. Any disclosure of information from nursing exams or skills check-outs between students will be considered a violation of academic honesty and may be grounds for expulsion from the program and the college (Code of Conduct for Nursing Students, #18, in the Nursing Student Handbook, and the Student Conduct Code: Article II.B.1.a. in the Casper College Student Handbook).

Revised 4/7/16 TNF

**Study Guidelines & Test-Taking Strategies**

**Study guidelines:**
- Read the assigned readings and highlight important areas.
- Take notes during lecture. Develop concept maps as study guides.
- Read and highlight notes, supplementing information or clarifying content from reading materials within 2-3 days of the lecture. Research indicates the student will better retain the information than if s/he had crammed the night before the test.
- Research also indicates that focused study time in a quiet, uninterrupted environment (such as the library) is more effective than study time in the home environment with the various distractions.
Test-Taking Strategies:
- Cover the answers to the question. Read the question and determine how you would answer the questions. Uncover the answers and look for your answer among those. If your answer is not listed, re-read the question to understand what is being asked.
- If **AFTER** reading the question you say to yourself, ”well, that depends…”, or “but”, you’ve read into the question and are now writing it to suit yourself. **BIG MISTAKE** 🙁--read the question exactly as it is—no more, no less.
- If **AFTER** reading an answer and part of the answer is right, but not all of it—**DON’T** choose it.
- **DON’T** rewrite the answers to suit you. Another big mistake - 😞.
- Take note of all of the key words or descriptions which may be **bolded** in the question. Examples include **first**, **priority**, **primary**, **highest**, **best**, **greatest**, **most**, **least**, **must**, **earliest**, **late**, **initial**, **immediate**, etc. Noting the age of client if given, may also help you stay focused.
- You may find it beneficial to also note key words in the answers.
- If an answer includes the words: never, always, only, etc. **Beware!** There will likely be an exception.
- When studying for tests, treat the course objectives as the instructor’s broader desires for your learning. The content outline may then direct you to more focused study. You’ll notice all of the content outline areas can be found within each of the objectives. Treat the outline, combined with the objectives as a study guide. Make sure you read the material that speaks to the outline areas as described in the syllabus.
- Use the ATI program as indicated for your course

**Last, but not least---Style Hints:**
- If you process what you learn by **“writing”**, you may want to take detailed notes and / or re-copy your material on note cards.
- If you process what you learn by **“hearing”**, you may want to listen to taped lectures more than once, and it may help to read assignments out loud.
- If you process what you learn by **“seeing”**, you may want to develop concept maps for visual learning guides.

Revised DON 8/16

**Accessing Grades**

**Web Advisor:**
Grades will be accessible to students via the Casper College web page after fall and spring breaks and a week after the end of each semester. To view them, please follow these directions:

1. Go to the Casper College homepage at [www.caspercollege.edu](http://www.caspercollege.edu)
2. Choose “Current Students” near the top of the page.
3. Choose “Web Advisor” at the top of the page.
4. This will open a new page – choose Web Advisor for students
5. Then choose “Lookup Grades or Class Schedule”
6. Follow the directions for inputting your username and password.
7. View your grades.

**MyCCInfo:**
1. Go to the Casper College homepage at [www.caspercollege.edu](http://www.caspercollege.edu)
2. Choose “Current Students” near the top of the page.
3. Choose “myCCinfo” at the top of the page.
4. Follow the directions for inputting your username and password.
5. Then choose “Grades”
6. View your grades.

**Clinical Evaluation**

Semester 1, 2 and 3:

At the conclusion of each rotation, it is the student’s responsibility to complete facility and instructor evaluations online using Moodle. Students will be excused from the clinical site 15 minutes early on the last day of the rotation for evaluation purposes. If a student does not complete the evaluation process by the closing time, the instructor will be notified; it will be addressed under “Profesionalism” for incomplete paperwork; and 15 minutes of clinical absence time will be accrued. Evaluations will be open during the final week of each clinical rotation as defined by semester faculty.

Semester 4:

Clinical and preceptor evaluations are open throughout the rotations so that students can complete them as they finish clinical hours.

Revised -8/17/17 DON

**Classroom Evaluation**

Course evaluations for those courses required following admission into the program will be completed using Eval-Kit prior to taking the final exam. Casper College may collect samples of student work demonstrating achievement of the Casper College general education outcomes. Any personally identifying information will be removed from student work.

Revised 8/17 - DON

**Clinical Information**

In the fourth semester of the nursing program, clinical time is preceptor-based and thus the clinical schedule requires flexibility. Based on agency placement, expenses maybe incurred.

G, S 04/13 – CC

**Assignments**

If a written assignment release form is signed, graded assignments will be placed in the wall box provided for each instructor in HS 202. The student is responsible for picking up the weekly evaluation before the next clinical week.

**Announcements**

Students are responsible for checking the General Information for Nursing Students (GINS) Moodle site at least one time each week. Announcements will only be listed there. Student notification of specific program information or changes may be posted on announcements or sent via e-mail through this Moodle shell. If a student does not have an Internet accessible computer at home, s/he may use a computer in the MMC or in another campus computer lab. This site is kept updated by the Director.
Cell Phone Use

1. See also the Health Science Social Media Policy Statement.
2. While in clinical settings, students must adhere to the agency policy for cell phone use.
3. During campus lab only, students may keep their cell phones with them, provided the device is set on vibrate mode.

Food in Classrooms

Refer to testing policy.

Agency Requirements - Departmental and Community

1. **AMERICAN HEART ASSOCIATION HEALTHCARE PROVIDER/CPR** - must remain current throughout the nursing program. A course will be offered to incoming and returning nursing students during the first few weeks of the semester.
2. **PPD** – will be required one a year. A chest x-ray or T-spot (within 1 year) is required if you are a known converter. This may need to be repeated if it will expire during the duration of the program. The clinical facility policy which requires specific or more frequent testing will prevail.
3. **Latex Allergy Questionnaire** has to be completed upon starting the first semester.
4. **Hepatitis series** - has to be started upon entering the program and completed by the following spring semester. Upon completion, proof of each injection must be submitted to the academic assistant within seven days of the due date. Proof of hepatitis titer is acceptable for this requirement.
5. **MMR** – proof of two (2) immunizations or positive titer has to be on file.
6. Evidence of current **Health Insurance** must be provided by the date specified by the DON upon admission to the program. The student acknowledges that he/she will maintain health insurance while in the nursing program. (See also the School of Health Science Health Insurance Policy Statement)
7. **Chicken pox** – proof of two (2) immunizations of positive titer has to be on file.
8. **Valid Driver’s License** – two (2) copies must be provided upon entering program and upon renewal during the program. (See also the School of Health Science Student Driver’s License and Automobile Liability Policy Statement.)
9. Evidence of current **Vehicle Liability Insurance** must be provided upon entering the program if the student will be driving to and from the clinical sites. The student acknowledges that he/she will maintain vehicle liability insurance while in the nursing program when driving to attend clinical experiences. (See also the School of Health Science Student Driver’s License and Automobile Liability Policy Statement.)
10. A mandatory education packet, internet modules or orientation sessions may be required in order to meet agency requirement for non-employees. These are due by the required dates as indicated by the DON or faculty instructors.
11. **Background Check** – required upon entering the program and may be required yearly per clinical facility policies.
12. **Proof of flu vaccine** per facility policies.
Proof of Requirements for Semester I, Advanced Placement & Readmission Students

Proof of all of the above will be provided by the date indicated by DON.

For all nursing students, there is no grace period for a lapse in any of the dated requirements (Healthcare Provider CPR, PPD, hepatitis, insurance). If any of these requirements lapse, you will not be allowed in clinical until proof of currency is provided. Absence time will accrue.

Revised – S – 07/12 DON

Transferring and Lifting Patients/Residents

Students assisting with ambulation, lifting and/or transferring patients/residents may be required to attend in-service or training to comply with facility policies. Lifting and transfers are to be completed per facility guidelines.

TNF 10/29/15 S-F-DON

Latex Allergy Policy - Student

It is the policy of the H. E. Stuckenhoff Department of Nursing to minimize the risk of an allergic/anaphylactic reaction to latex, identify those at risk, and provide a latex safe environment. Students accepted into the nursing program must complete the “Latex Allergy Questionnaire” provided with their informational summer letter. Any student with a known latex allergy or sensitivity will be required to sign a departmental release and is encouraged to consult with their physician. If a latex allergy or sensitivity develops during the course of the student’s nursing program, a departmental release must be again signed within two weeks of the occurrence.

The campus skills lab will routinely provide non-latex gloves for use.

- Skills lab orientation will include identification of products containing latex.
- Reasonable accommodations will be made for at-risk individuals whenever possible.
- Non-latex student lab kits will be made available to latex sensitive/allergic students for purchase. The cost of the kit will be the responsibility of the student.
- Educational material will be available in the skills lab and in the brochure file located in the main hall on the second floor of the Saunders Health Science Center.

Reviewed- F,S – 10/08 - EC

Pregnancy

If a student becomes pregnant while enrolled in the nursing program, she will be required to:

1. Inform the director of nursing.
2. Sign a department release form.
3. Provide the director of nursing with a statement from a physician listing any restrictions or limitations which might affect clinical activities.
4. The physician statement must be returned to the director of nursing no later than the 12th week of pregnancy.
5. Provide a postpartum release from the doctor if delivery occurs during the program.
Injuries/Illness

Students, who are ill or injured, whether on campus or in the clinical settings, will be referred to the college health service or appropriate medical facility. Agency Workers' Compensation Insurance does not cover students in clinical settings. Emergency room and/or medical expenses incurred by the student are the financial responsibility of the student.

Students, with a history of a preexisting injury, a chronic health problem or one who sustains an injury while a student, will be required to provide a physician's statement outlining any restrictions. A medical release must be provided to the director of nursing for health related issues that could impact a student's clinical experiences and educational outcomes in the nursing program.

If the student has a medical release for the clinical setting but the restrictions on the release are not realistic for safe client care, the student may elect to work in the clinical setting and provide safe client care by signing a waiver that releases the college and faculty from any liability if the student should be injured in the clinical setting.

If the medical release does not allow the student to participate without restrictions, and the student chooses not to participate, absence time accrues from clinical per the department policy.

If the student is on medical leave due to physical injury or restrictions at their place of employment the student needs to inform the director of nursing of the situation. A decision will then be made as to whether the student may attend clinical.
Clinical Setting Waiver

I, ___________________________, have a medical release to return to the clinical setting on __________________ to continue my education in the nursing program at Casper College.

(date)

My medical release includes the following restrictions: __________________________

_____ I will return to the clinical setting with the above stated restrictions and am signing this waiver to acknowledge that Casper College and the H.E. Stuckenhoff Department of Nursing have no liability should I sustain an injury providing client care. It is my sole decision to return to the clinical setting with the restrictions the physician has indicated.

OR

_____ I will not return to the clinical setting and understand absence time accrues and the absence policy will be implemented.

____________________________  __________________________
(Student Signature)            (Instructor Signature)

____________________________  __________________________
(Date)                        (Date)
Letters of Recommendation and Information

In order for a faculty member to respond to a student request for a reference or letter of recommendation, a departmental release must be signed and given to the faculty member. Please obtain this release from the academic assistant or one of the faculty. This release along with a copy of the reference or letter of recommendation will be kept in the student’s permanent file.

Reviewed – F, S – 10/08 - EC

H.E. Stuckenhoff Department of Nursing
Release for Student Letter of Recommendation and Information

This release is to be placed in the student’s file.

I, ___________________________ request that ___________________________
Student name (print legibly) Faculty name

provide the following information to:

________________________________________
Name

________________________________________
Facility

________________________________________
Address

Please initial box(es):

☐ GPA

☐ Classes, List: ___________________________

☐ Final class

grades for listed classes

☐ Letter of reference

☐ Clinical/Class attendance

☐ Other (specify): ___________________________

________________________________________
Student signature

________________________________________
Date:

Releaseofinfo.doc  1/02
Simulation Activities

All admitted nursing students are expected to participate in simulation activities and consent to video recording to optimize instruction and learning, per the School of Health Science requirements.

9/13 TF/DON

Dress Code

Students will be expected to maintain dress standards required by the H.E. Stuckenhoff Department of Nursing. These include the highest standards of cleanliness, neatness, professional taste, and safety. Students who do not adhere to these standards may be requested to leave the clinical or laboratory area and absence time will accrue. If you have any questions about the dress code, please see an instructor for clarification.

Uniforms are to be worn in all lab, simulation and practicum settings unless otherwise indicated.

1. Uniforms
   A. Casper College ReNEW curriculum uniform tops and black scrub pants may be purchased through the SNA. Black scrub pants may also be purchased through other uniform outlets. Supportive, non-slip, solid black shoes and black socks are also required as part of the uniform.
   B. Uniforms must be neat, clean and wrinkle-free.
   C. No light or see-through fabric is allowed. No bare midriffs.
   D. Fit should be appropriate to the size of the individual. The pants hem cannot be touching the floor when standing.
   E. Undergarments, chest hair, cleavage and/or gluteal cleft, should not show when leaning, squatting or bending over. No bikini or thong underwear is allowed.
   F. White long- or short-sleeved turtleneck or crew neck undershirts without logos or advertisements may be worn under the white uniform tops for additional warmth if needed.
   G. Students are required to follow the dress code during practicum experiences, simulation and all campus lab activities including checkouts.
   H. Community appropriate attire with a lab coat will be worn to experiences at selected community-based agencies when picking up assignments and when attending professional activities per instructor directions. Business casual attire is appropriate. Business casual includes:
      1. Shirt with a collar, or polo style.
      2. Sweater
      3. Slacks
      4. Chinos or Dockers
      5. Skirts (at or below the knee in length)
      6. Loafers or lace-up shoes (must be closed-toe)

2. Shoes
   Solid black shoes with a low or medium heel are required. Laces must be black. The toe must be closed. Black rubber soles and heels are preferred. Be sure shoes and shoelaces are clean.
3. **Hose/Socks**
Knee-high hose, black or beige, or black socks may be worn with pants. Male students must wear black socks with their uniforms.

4. **Lab Coats**
Lab coats may be worn for warmth. Sweaters or sweatshirts may not be worn in client care areas.

5. **Personal Hygiene**
A neat, clean, fresh-smelling person is extremely important to the professional demeanor of a nurse. No perfume or heavily perfumed aftershave is to be worn, and no lingering odors of any kind are allowed on the skin or the breath. Such odors include, but are not limited to: tobacco products, topical medications, ointments or salves, and foods.

6. **Cosmetics**
These are to be used in moderation for daytime wear. Fingernails should be short and neatly trimmed. Students may wear pale nail polish only. No artificial nails are permitted.

7. **Hair**
Hair, including facial hair, must be neatly trimmed, clean, styled for safety, and if shoulder length or longer, contained to avoid client contact. *No yarn ties, ribbons, or scarves are allowed. Clips or scrunchies are acceptable. All students’ hair must be of a natural color; looking natural even if it is not actually the student's natural color. Extremes in style and color must be avoided. No distracting hair is allowed.

8. **Jewelry**
- Watch - must be worn with either a digital or sweep second hand.
- Piercings - a maximum of two pairs of post studs may be worn in the earlobes only; no other visible body piercings (including tongues) are allowed. Gauge earrings must be removed and a solid flesh or clear retainer must be placed.
- Rings - a plain wedding band may be worn. No rings with elevated stones or ornate metal work are acceptable and only one ring may be worn on each hand.
- Bracelets - no bracelets will be worn.
- Necklaces - small, neat chains and pendant necklaces that will not come in contact with the client or become entangled during direct client care may be worn.

9. **Tattoos**
Tattoos are allowed to be visible provided the tattoo(s) are not excessively large or considered offensive by faculty, co-workers or patients. Faculty reserves the right to determine if a tattoo is too large or offensive and will require the student to cover the tattoo during clinical hours. In the event that clinical site policy defines stricter guidelines, the clinical site policy will prevail. (TNF 9/19/13)

10. **Identification Badge, Incidentals**
The identification badge is to be worn on the uniform with the Casper College patch. Students must each have a black pen, a pair of bandage scissors, protective eyewear, penlight, and a Sharpie marking pen in clinical settings. White waist packs are acceptable.
11. **Smoking**  
There is to be no smoking during any clinical time. Students may not leave the clinical setting to smoke. Students may not subject others to their secondhand smoke. Students must refrain from smoking prior to clinical and/or clinical activities as the smoke can cling to clothes and be an irritant to clients and others. This includes vapor devices, per college policy.

12. **Chewing Gum**  
If the student feels that breath enhancement is necessary, then breath mints are suggested as chewing gum is prohibited.

13. **If a clinical site policy defines stricter guidelines, the clinical site policy will prevail.**  
(TNF 8/21/15)  
Revised S.G.AP – 05/13 – TNF, revised 10/22/15

**SEE APPENDIX A – Classroom Dress Code**

**Medication Administration Recommendations for Students**

Medication Error defined: any preventable event that may cause or lead to inappropriate medication use or client harm while the medication is in the control of the health-care professional, client, or consumer. (National Coordinating Council for Medication Error Reporting and Prevention)

1. Identify Six (6) rights of Medication Administration (per Dosage Calculation text):
   a. Right Drug
   b. Right Dose
   c. Right Route
   d. Right Time
   e. Right Patient
   f. Right Documentation

2. Student to demonstrate triple check with each med:
   a. Read the MAR & select the drug
   b. Directly compare drug to MAR
   c. Final check variable by unit and faculty.

3. Identify client prior to administration per facility policy.
4. In an acute care setting, any cardiac, antihypertensive, or pain medications should have appropriate assessments completed immediately prior to administration of medications. Follow parameters. Consult instructor with VS and parameters prior to administration.
5. Student must double-check all new orders before pursuing action.
6. Student must report all abnormal findings to instructor and assigned nurse.
7. Student will inform instructor of any errors found and instructor will notify appropriate unit staff and fill out occurrence report at facility of college per policy.

Reviewed – 5/8/08 – TNF
Estimated Expenses

Prospective students should refer to the current Casper College catalog for tuition and fee rates. Please note ATI fees are **non-refundable**. In addition to tuition and fees and required laboratory supplies, the following expenses are estimated for the **first semester** of the nursing program:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background check</td>
<td>$ 80+</td>
</tr>
<tr>
<td>Drug Screen</td>
<td>$ 40</td>
</tr>
<tr>
<td>Books and online support programs (used through program)</td>
<td>$ 1500</td>
</tr>
<tr>
<td>Supplies</td>
<td>$ 50</td>
</tr>
<tr>
<td>Uniforms and lab coat</td>
<td>$ 200</td>
</tr>
<tr>
<td>Lab kit / Lab and ATI fees</td>
<td>$ 350</td>
</tr>
<tr>
<td>Watch with digital or sweep second hand</td>
<td>$ 30</td>
</tr>
<tr>
<td>Stethoscope</td>
<td>$ 20</td>
</tr>
<tr>
<td>Eye protection</td>
<td>$ 12</td>
</tr>
<tr>
<td>Bandage scissors</td>
<td>$ 7</td>
</tr>
<tr>
<td>Sharpie®</td>
<td>$ 2</td>
</tr>
<tr>
<td>Chicken pox titer</td>
<td>$ per individual lab</td>
</tr>
<tr>
<td>Chicken pox vaccine x2 (available at Public Health Dept.)</td>
<td>$ 100 each</td>
</tr>
<tr>
<td>Hepatitis Titer</td>
<td>$ per individual lab</td>
</tr>
<tr>
<td>Hepatitis immunization series</td>
<td>$ 90</td>
</tr>
<tr>
<td>MMR Titer</td>
<td>$ per individual lab</td>
</tr>
<tr>
<td>MMR Vaccine</td>
<td>$ 50</td>
</tr>
<tr>
<td>Health insurance</td>
<td>Varies with carrier</td>
</tr>
</tbody>
</table>

Casper College provides at no expense to students, liability (malpractice) insurance while nursing students are engaged in their clinical laboratory activities. As is stated in the catalog, students are responsible for their own transportation and its related expense.

**Estimated expenses for the second semester include:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and supplies</td>
<td>$ 200</td>
</tr>
<tr>
<td>Lab kit/Lab and ATI fees</td>
<td>$ 500</td>
</tr>
</tbody>
</table>

**Finally, third and fourth semesters estimated expenses include:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and supplies</td>
<td>$ 50</td>
</tr>
<tr>
<td>Lab and ATI fees</td>
<td>$ 300</td>
</tr>
<tr>
<td>Health insurance</td>
<td>Varies with carrier</td>
</tr>
<tr>
<td>Background check update if needed</td>
<td>$ 40</td>
</tr>
<tr>
<td>Cap and gown fee</td>
<td>$ 30</td>
</tr>
<tr>
<td>Application for nursing license fee + background check</td>
<td>$ 200</td>
</tr>
<tr>
<td>NCLEX-RN exam</td>
<td>$ 200</td>
</tr>
<tr>
<td>Pinning ceremony-depends on class decisions</td>
<td>????</td>
</tr>
</tbody>
</table>

If you are applying for financial assistance you may be eligible for an increase to your expense budget based on the above estimated expenses. Please contact the Office of Student Financial Assistance for instructions on how to request an expense review.

Revised S.G: 7/27/16  DON
CNA Certification and LPN Licensure

It is highly recommended that students renew or maintain their CNA certification or LPN licensure until they have confirmation passage of the NCLEX-RN.

Revised – G.S; 11/11 – DON

Math Competency Policy

The math quizzes and competency exam are not accommodated. Per the core performance standards, a student must be able to perform critical thinking in a timely manner.

Sources that are available to assist the student in preparing for success on the math test include: the Dosage Calculation textbook, ATI and the Math Lab.

Revised- DON per TNF grading policy changes 5/6/16

Student Presentation Policy

A student who earns two unsatisfactory grades for clinical performance and/or clinically related assignments or who has exceeded absence time will automatically be reviewed by the course instructors. However, due to the critical nature of some aspects of nursing care, one unsatisfactory rating may necessitate faculty review. The review will be based on the performance of course outcomes. The student may bring a support person (i.e. family member, friend, or peer) for nonverbal personal support. No recording (audio/visual) is allowed since this is an informal process. As a result of the presentation students will receive one of the following 3 options:

1. No conditions and may continue in the course
2. Placed on probation with specific conditions, the student will:
   a. be told the length of the probation period decided upon
      1) A student may be placed on probation no more than twice during the four semesters of the nursing program.
      2) Probation may continue into the next semester
      3) If the probationary period extends into the next semester, the student will meet with a member of the current and subsequent semester faculty at the beginning of the new semester to review the probation terms.
   b. be advised of his/her strengths and weaknesses and the specific course outcome/s that the student is not fulfilling satisfactorily
   c. be given written specific conditions and/or recommendations for improvement in clinical performance
   d. sign a statement that he/she has seen the conditions of probation report in writing, and that he/she agrees to the plan
   e. be either taken off probation at the end of the designated period or receive a clinical “F” if insufficient progress is demonstrated.
   f. breach of probation is an automatic unsatisfactory and presentation.
3. Receive a clinical failure in the course
   a. if the course instructors determine that the student cannot meet the outcomes an unsatisfactory clinical rating with an “F” in the course will be earned and the student will
not be allowed to continue in the course or the nursing program. If a clinical failure is earned prior to campus withdrawal date, the student will be allowed to withdraw from the course, with the understanding the s/he cannot return to the program. College mechanisms for due process are always available to the student.

Reviewed F.S – 12/16 – EC

**Appeal Process**

1. A decision reached by an instructor or the semester faculty and the sanction(s) imposed may be appealed by the student to an appeal board within 24 hours of the decision (excluding weekends). Such appeals must be in writing which shall contain any relevant supporting documentation, and shall be delivered to the director of nursing for review by an appeal board.

2. An appeal may only be filed for one or more of the following purposes:
   - Clinical failure in a course resulting in course failure
   - Alleged cheating in the classroom or clinical

3. An appeal board will be instituted of at least five persons. Two nursing faculty (from different semesters) will be chosen by the student, two nursing faculty will be appointed by the director of nursing, and one health science school non-nursing faculty will be appointed by the director of nursing. The director of nursing will not be included in the appeal board proceedings.

4. The appeal board shall have latitude to determine the process by which it will review the information. Following deliberations the board shall determine by majority vote whether to uphold or deny each basis for appeal.

5. The board-selected chair will prepare a written communication which shall include a declaration as to whether or not each basis of the appeal was upheld or denied and a brief description of the board’s rationale for each action.

6. This document shall be submitted to the director of nursing within 5 working days following the appeal, whom upon review of the case, may leave the sanction(s) unchanged or may reduce the sanction(s) imposed with a rationale for the decisions made.

Revised – S – 10/08—EC-Update 8/17

**Academic Progression Policy**

To progress in the nursing program, the student must:

1. Attain a "C" or better in all courses required for the Associate Degree in Nursing (ADN).
2. Achieve a satisfactory clinical rating in all nursing courses.
3. Maintain core performance standards for nursing
4. Maintain the college and departmental standards of student conduct.

Revised 03/16 CC/TNF

**Withdrawal Policy**

Withdrawal from any NURS course impacts progression to the next semester, constituting withdrawal from the nursing program. Policies and procedures for re-entry apply.
Re-entry Policy

Students can re-enter the nursing program **one time only**. All NURS courses must be successfully completed in sequence within six semesters of initial entry to the program.

Each application for re-entry will be considered on an individual basis and is subject to space available in the appropriate course. In the case of limited space available, candidates for re-entry will be admitted based on their nursing degree GPA.

Applicants who wish to continue from the point of departure from the ADN program must apply and re-enter within one calendar year or must apply to re-enter the program from the beginning. The “Request for Reentry” application must be completed and given to the nursing program director at the time of withdrawal or failure. It is strongly recommended that such applicants seek employment or experiences that will require the use of basic nursing skills during this interim. Applicants will be required to fulfill all recommendations made at the time of withdrawal or failure prior to applying for re-entry.

Students who are not admitted to the subsequent semester must attain the required scores on all of the re-entry exams, as listed in the table below. **Re-entrance exams can only be taken once.** If the required score is not achieved, the student must apply to re-start the program if eligible.

<table>
<thead>
<tr>
<th>Semester to Re-Enter</th>
<th>Re-Entry Exam/Accepted Level</th>
<th>Math Competency</th>
<th>Written Skills Test*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>ATI Fundamentals</td>
<td>2 or above</td>
<td>80%</td>
</tr>
<tr>
<td>Semester 3</td>
<td>PN-Comprehensive Predictor</td>
<td>≥ 95% probability of passing the NCLEX-PN</td>
<td>80%</td>
</tr>
<tr>
<td>Semester 4</td>
<td>ATI Medical-Surgical</td>
<td>2 or above</td>
<td>90%</td>
</tr>
</tbody>
</table>

*Anyone with less than 75% on the written skills test will be required to perform select skills checkouts in the lab. If a student is not successful on any skills checkout, there is NO remediation. The student is not eligible for re-entry into the upcoming semester.

In all situations of re-entry into the nursing program, please be aware of the following:

1. When the student re-takes a class, the most current grade, higher or lower, will replace the previous grade earned.
2. Federal financial aid may be jeopardized.
3. If the student is using VA benefits, they will probably not be able to receive benefits for previously earned credits.
4. Proof of meeting the departmental and community agency requirements must be provided prior to attending clinical.

**Second Admission to the Program**

A student may choose to apply to re-start the nursing program from the beginning if the student:

1. Did not apply for re-entry into the unsuccessful semester after failing or withdrawing from a required course.
2. Has been unsuccessful in the re-entry process.
There will be no re-entry or admission/re-admission to the ADN program when a student has any of the following:

- Failure to meet course outcomes based on clinical performance.
- Two failures and/or withdrawals in a nursing course.
- Demonstrated violation of professional ethics by being under the influence of alcohol and/or in violation of the Controlled Substance Act per Casper College and program policies.
- Demonstrated violation of the Casper College or Nursing Student Code of Conduct
- Inability to meet Health Science Core Performance Standards or clinical accessibility requirement.

Revised 04/16 CC/TNF
Request for Re-entry to the Casper College Nursing Program

Name: _____________________________ Date: ______________

Current Address: ___________________________ Street City State Zip

Phone Number (include area code) ____________________________ Cell Number (include area code) ____________________________ E-mail address

Requesting to enroll in nursing (course numbers) ____________________________

Reason for previous stop-out ____________________________

Success Plan: Your plan for successfully completing the nursing program on your return

___________________________

Employed as a [] C.N.A. □ LPN
□ Yes Number of hours work per week ________
□ NO. Briefly explain why ____________________________

Student Signature: _________________________________________

Testing Results:
Re-entry exam/score ____________________________ Math ______ Skills

_______Copy of C.N.A. certificate OR ______ LPN license

Director to Complete:
After reviewing the student’s success plan, comment on the student’s potential for success and any further interventions you believe will be helpful to the student.

___________________________

Director Recommendation:
□ Approved □ Not Approved

DON Signature Date

Reason for denial ____________________________
**Graduation Guidelines**

1. The nursing student should request a degree check (Academic Evaluation) at the start of his/her third semester.
   - Go to Enrollment Services and request a degree evaluation for an Associate Degree in Nursing from the Student Records Specialist.
   - It can take 3-4 weeks to complete a degree check.

2. The student must submit an “Application for Graduation” to Enrollment Services to graduate. The Director of Nursing will provide you with this form and the specific date in the GINS website in Moodle, and in the NURS2400 course prior to the deadline.

3. If the student needs copies of the academic transcript sent to other higher education institutions or the state board of nursing, the “Request for Academic Transcript” must be completed. This request will be done electronically through the Casper College website or WebAdviser. The students will enter their information online 24/7 through a secure website (easily accessible through the CC website or WebAdvisor. There will be a $5 fee per transcript.

4. Refer to the current Casper College catalog for detail on graduation requirements.

Revised – F,S – 6/16 – DON

**BSN Completion**

In order to progress to the University of Wyoming Fay W. Whitney School of Nursing ReNEW BSN program, ADN graduates must have the additional prerequisites and meet specific GPA requirements. ReNEW ADN graduates who pass the NCLEX-RN must have a nursing GPA of 2.5. Those graduates who have not yet taken the NCLEX-RN must have a nursing GPA of 3.0 to continue into the ReNEW BSN program. For questions or additional information please see a University of Wyoming nursing adviser.
Facilities for Instruction

The on-campus facilities include several classrooms, four well-equipped clinical lab areas, and a multimedia center (MMC) in the Saunders Health Science Building. These facilities are available to nursing students for both assigned laboratory time and independent study from 7:30 a.m. to 4:30 p.m. (except during scheduled lab hours for courses) Monday through Friday and additional evening/weekend hours according to student need. The following are the rules and policies for student use of the clinical arts rooms. See also the Health Science policy for the MMC.

1. If the clinical arts area is locked, keys may be obtained from any ADN instructor, the academic assistant, or the director.
2. Only nursing students are permitted in the clinical lab rooms. No children, spouses, etc. allowed.
3. No tobacco use, eating or drinking is permitted in the lab area.
4. Equipment may not be taken from the lab areas without completing a loan form.
5. After use, all equipment is to be returned to the proper storage area and the labs left organized.
6. Lights are to be turned off, cupboards locked, beds left in high position, and doors closed by the last person leaving the room, regardless of the time of day.
7. Equipment found to be malfunctioning is to be labeled and given to the lab coordinator.
8. Evening/weekend hours are supervised by nursing work study in good academic standing. See the director for the job description if interested in the position.

In conjunction with the college site, there are various state wide facilities for instruction of Associate Degree nursing students: Wyoming Medical Center, Mountain View Regional Hospital, Summit Medical Center, Wyoming Behavioral Institute, as well as long term care facilities.

Revised 6/13 DON

School of Health Science Simulation Center

An additional educational site is the School of Health Science Simulation Center. This is a state of the art accredited facility available for faculty to provide simulation experiences for nursing students in each semester.

55
Clinical Laboratory Rules
Lab #1, #2 (HS 221); Lab #3 (HS 217) Lab #4 (HS 122)

1. Sign in (there is a binder with a “sign in” form on the table as you enter the main lab [Lab #1] in HS 221).
2. NO food or drink in lab.
3. NO children in the lab.
4. Cell phones should be on vibrate and phone communication should be taken outside of the lab.
5. Please straighten the lab when done for the day. This includes:
   a. Beds in high position. Railings must be up if there is a mannequin on the bed.
   b. Return items to bedside table (if used).
   c. Linen straightened.
   d. Place dirty linen in cloth bags.
   e. Models covered.
   f. All equipment used must be cleaned, if dishwasher-safe, place items on dishwasher and leave a note for the lab facilitator. DO NOT RUN THE MACHINE.
   g. Return all used items to the designated cabinet. There are three red binders with cabinet lists and an alphabetical listing of all the items available to you in the upstairs lab. Please refer to them. They are located 1) on counter in back room; 2) by the sinks in Lab #1; and 3) on countertop in the middle room.
   h. Use Sharps containers.
   i. If spills occur, use appropriate cleaner for spill and/or notify custodian.
6. Goggles will be required in the campus lab when there is a possibility of exposure to blood or body fluids.
7. PLEASE NO SITTING ON THE BEDS. The beds are not meant for sitting, please use chairs instead.
PURPOSE: The purpose of the Multimedia Center (MMC) is to provide students with an environment that assists in providing technical instruction in Health Sciences.

RESPONSIBILITY: The Health Sciences Division is responsible for implementation of the following procedure. Refer questions concerning this procedure to the Nursing Department Resource Committee.

SECURITY: The door to the MMC (HS 211) is now unlocked for student use unless otherwise posted.

The storage area (HS 211A) will remain locked at all times. Doors are not to be "propped" open for any reason!

HOURS: The MMC will be accessible to students from 7:30 a.m. to 4:30 p.m. Monday through Friday. If a student lab assistant is employed, the MMC will be open during those hours that the lab assistant is working.

Reviewed – S.4/09-RC
MMC--The Rules

To better serve you the MMC will be unlocked from 7:30am-4:30pm, M-F unless otherwise posted. **YOU ARE REQUIRED TO ABIDE BY THE FOLLOWING RULES:**

- No viewing of pornographic sites.
- No installation of programs or downloading of non-course related files.
- No using the scanner as a copier.
- No printing of non-course related materials (i.e. jokes, personal email, etc.)
- No food allowed inside the MMC.
- Drinks should be placed in the bookcase near the door. Please do not forget to take it back with you when you leave the MMC.
- **EVERY COMPUTER IS PROVIDED WITH A HEADSET FOR YOUR CONVENIENCE. PLEASE DO NOT REMOVE THE HEADSETS FROM THE COMPUTERS.**
- DO NOT JUST log off. **SHUT DOWN** computers before you leave the MMC.
- **CLEAN AS YOU GO!** If you use the monitor to view video, **PLEASE REPLACE THE COVER** when you are finished.

**MISUSE OR THEFT** of equipment and accessories in the MMC could result in it being locked again.

Reviewed 10/08 – EC
**Student Services/Activities**

**Academic Advising**
Each nursing student is assigned a faculty advisor who will be interested in the student's progress and development. Individual and conferences may be scheduled between students and advisors to discuss matters of scholarship, credit hours, and requirements for completion of courses. Students register with their advisor each semester. Students may check with Admissions Office or nursing department personnel to determine their current advisor. Nursing faculty can be reached by contacting the Saunders Health Science Center Academic Assistant at 268-2235.

**Student Wellness Center**

**Counseling Services**
Services include individual, couple, family, and group counseling, along with consultations and crisis intervention. These services are free and confidential (with the exception of child abuse or risk of life.) Appointments can be made in person with the Wellness Center receptionist in Student Union/University of Wyoming at Casper building, room 202, or by calling 268-2267. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. Wednesday evening appointments are also possible, based on counselor availability.

**Student Health Services**
The Student Health Service office is maintained in Student Union/University of Wyoming at Casper building, room 202. Services, most of which are free, include the following: physical exams, administration of immunizations and CLIA - waived lab tests, strep throat testing, blood pressure monitoring, urinalysis, emergency first aid care, office visits, coordination of medical care with community resources, personal health education programs and consultations (individual and group), and on a weekly basis, a women’s specialty clinic and a three-hour general physician clinic. The women’s specialty clinic (by appointment Wednesday afternoons) and physician ordered blood testing are done on a sliding/reduced fee basis. Although the service is typically open from 8 a.m. to 4 p.m., Monday through Friday, the general physician’s drop-in clinic begins at 5:30 p.m. on Wednesday evenings during the fall and spring semesters. For more information, call 268-2263.

**Accommodative Services**
Any student who has need for accommodations in any courses must go through Accommodative Services, Disability Services Counselor, 268-2557, GW344. An accommodations letter must be presented to each course instructor at the beginning of each semester. Qualified students will receive accommodations for classroom tests and classroom math quizzes as specified in the letter.
Other Student Services

Refer to the current college catalog and college student handbook for detailed explanation of other services.

The nursing department provides a clinical laboratory facilitator to assist students in meeting their educational goals.

Student Organization

Nursing students are encouraged to participate in the total activities of the college, which includes the Casper College Student Nurses’ Association (CCSNA), as preparation for the professional role. Students have attended national conferences in the past. Some of the financial support of these activities comes from the nursing department and the college. Criterion for selection of students to attend the conference(s) is included in this handbook.

See the current catalog for organizations available for the general student body.

Reviewed-S.G-10/08-EC

CCSNA Guidelines for Attending Conferences

To qualify for financial support toward attending the annual NSNA conference, students must meet the following requirements at the time that funds are dispersed:
1. Submit the CCSNA conference attendance application form to the faculty sponsors
2. Submit documentation of participation in 10 hours of community service activities
3. Submit documentation of participation in SNA group fundraising activities totaling 10 hours
4. Show proof of membership in the NSNA
5. Have a current course grade of C or better in all required nursing courses

CCSNA faculty sponsors will verify that all of the conference candidates have met the above conditions. CCSNA faculty sponsors will submit the required CC forms for student attendance.

Maximum funding available for students will be based on the amount of funds available for conference attendance (including designated funds available from SNA donations and fundraising activities, student senate, and departmental funds) and the number of students eligible to attend the conference. Students will be responsible for their NSNA membership fee as well as the cost of the NCLEX review (if they choose to attend that offering), and should anticipate additional out-of-pocket expenses.

Funding requests will be made to the Student Senate per their guidelines, as well as to the nursing department Resource Committee for assistance. Requests for funding by the Resource Committee must be accompanied by evidence of application for Student Senate funds and the available SNA fundraising monies designated for conference attendance.

The SNA will plan a fundraising activity at the national conference to return some funds toward the following year’s conference attendance. All students attending the conference will assist in the fundraising activity at the conference. If an individual receives funding and subsequently is unable to attend the conference, repayment of the funds is required.
Students will submit an assignment addressing the NSNA conference objectives. A report will be made to the Student Senate following the conference and at the spring and fall SNA meetings to recap the NSNA conference events.

If a student selects to attend the National Student Nurses Association Conference, no absence time will accrue as conference attendance will be considered in lieu of missed clinical time.

Reviewed –S- 3/20/09- RC
CCSNA Application to Nursing Conference

Name:__________________________________________________________

Address:________________________________________________________

City, State, Zip:__________________________________________________

Phone: ____________________________

NSNA Member #: __________________

Which conference would you like to attend?________________________

I agree to reimburse all departmental funds that were granted to me in the event that I do not attend the
above conference.

I agree to attend Casper College Student Senate meeting to present a summary of the conference.
Conference objectives will be used as an outline for the presentation.

Conference objectives as are as follows:

- Demonstrate responsibility for continued personal and professional growth by attending offerings
  for continuing education.
- Describe the benefits of membership and participation in a professional organization.
- Exploration of nursing roles and various levels of entry into the profession of nursing.
- Discovery of programs for higher education and opportunities for employment.

I agree to attend conference offerings and work the SNA table, as directed by SNA sponsors.
I agree to abide by NSNA conference etiquette and CCSNA code of conduct.

Signature______________________________  Date: __________________

Revised: 2/07 – TNF
NSNA Conference Objectives

Name _____________________________

- Demonstrate responsibility for continued personal and professional growth by attending offerings for continuing education.
  - List offerings attended and how they will affect your personal and professional growth.

- Describe the benefits of membership and participation in a professional organization.
  - What are the benefits of membership?
  - List the times you served in the SNA booth at the conference.

- Exploration of nursing roles and various levels of entry into the profession of nursing.
  - By attending offerings and visiting with other nursing students, describe nursing roles that you found interesting.
  - What different levels of entry into nursing were represented at the conference, and how does that impact the various nursing roles?

- Discovery of programs for higher education and opportunities for employment.
  - List other programs for higher education with whom you visited:
  - List interesting opportunities for employment that you explored:
**Lockers for Rent**

Lockers located in the entry on College Drive are available for students to rent. Nursing students who are members of the student nurse association (SNA) are given a discount on locker rental. See the SNA bulletin board for specifics.

**CCSNA Student Locker Guidelines**

1. All lockers must be rented out from the CCSNA through the designated sponsor.
2. A $5.00 key deposit will be collected at the time of the rental.
3. There is a maximum of 2 persons to each locker.
4. The individual(s) that have contracted out the locker are authorized to use the locker.
5. You may **not** store drugs, alcohol or other hazardous items in the lockers.
6. In order to receive refund of the $5.00 key deposit, your locker(s) must be cleaned out, inspected, with the keys returned to the sponsor prior to finals week of last paid semester. HS students will not be permitted to take their Health Science final(s) unless the key(s) have been returned.
7. No refunds will be given after 3 weeks of initiating the contract.
8. There will be no pro-rating of locker fees.

**Nursing Scholarships**

The following scholarships require an application form from the Student Financial Assistance Office (SFA). Please see the Casper College Web site at [www.caspercollege.edu/finaid](http://www.caspercollege.edu/finaid) or check with the SFA office for more information on these scholarships.

**Scholarship Listings:**
[http://stars.caspercollege.edu](http://stars.caspercollege.edu)

Revised 5/11 – DON
Policy for Dealing With Blood Borne Pathogens in Clinical Agencies

A. Nursing faculty and students of Casper College will follow the Infection Control Policies of the clinical agency in which they are currently engaging in the educational process.

B. Nursing faculty and students will routinely use appropriate Standard Precautions with all clients, equipment and potentially infectious materials to prevent skin and mucous membrane exposure to blood and body fluids including:
   1. the routine use of suitable eye protection and the use of other personal protective equipment/apparel as deemed appropriate by faculty and/or agency staff.
   2. disposal of all sharps in an approved sharps container and of all disposable contaminated materials in red isolation garbage bags per agency policy.
   3. refraining from direct client care and the handling of client-care equipment until exudative lesions or weeping dermatitis is resolved.
   4. the immediate reporting of a blood or body fluid spill to the instructor and/or staff in order that agency procedures may be implemented.

C. Nursing faculty and students will exercise the following exposure procedure when necessary:
   1. In the event of a non-high risk needle stick injury or non-critical contact with blood or body fluids, the faculty member or student will report to the Casper College Health Service as soon as possible.
   2. If the needle stick or contact with blood or body fluids is deemed critical by the instructor and/or staff, faculty members or students will immediately report to their health care providers or the hospital emergency room to institute appropriate measures. Such treatment will be rendered at the expense of the individual student.
   3. Any needle stick injury or other contact with blood or body fluids will be reported to agency personnel immediately.

D. The nursing department will keep records of immunizations and testing required by clinical agencies to meet the dictates of regulatory agencies and supply such records to clinical agencies as requested and necessary.

* Students need to know that nursing is a high risk occupation, particularly in the areas of infectious diseases (including HIV) and substance abuse.
ALL QUESTIONS MUST BE ANSWERED. Failure to answer each question will result in a delay in processing the licensing application. If Yes to any of the following questions, give dates, detailed information, including court orders, treatment records, probation records, etc., for each occurrence. Attach documents and your statement to this application. Do not include minor traffic violations. See the director if any of these apply.

**ALL QUESTIONS MUST BE ANSWERED BY THE APPLICANT.** Failure to answer each question and provide the necessary documentation will result in a delay in processing the application. Application will be considered INCOMPLETE until all requested information is received. Please note: all personal statements must include the month and year of the incident and must fully describe the incident and action taken as well as treatment and outcome if applicable. If you have questions, contact the Board Compliance Consultant 307-777-7616.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has any disciplinary action been taken or is any pending against you by a licensing authority?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>If “YES”, provide:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Personal statement • Disciplinary documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever been investigated or charged with abuse, neglect or misappropriation of property?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>If “YES”, provide:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Personal statement • Disciplinary documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your application for examination or licensure ever been denied by a licensing authority?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>If “YES”, provide:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Personal statement • Denial documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been admitted to any facility or received treatment on an outpatient basis for mental illness, alcohol addiction, drug addiction or substance abuse in the last ten years?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>If “YES”, provide:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Personal statement • Progress report from counselor/physician</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Discharge Summary/aftercare plan from hospitalizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever been charged, arrested, cited, or convicted for any criminal offense including (DUI)? You must disclose any arrest, plea, or conviction even if pardoned, dismissed, deferred or your civil rights have been restored. Failure to disclose this information, whether recent or years ago, may result in the denial of your application or in disciplinary action against your license or certificate</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>If “YES”, provide the following if applicable:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A personal statement • Court documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Judgment and sentencing • Charging information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Probation conditions, if applicable • Discharge from probation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Letter from probation officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If currently or previously licensed in Wyoming, have disciplinary documents for the “Yes” answer above already been provided with a previous application? If “NO”, please provide ALL of the requested documentation of applicable.</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

**SIGNATURE REQUIRED:**
I hereby authorize the Wyoming State Board of Nursing to conduct a background information check through Wyoming DCI and the FBI, pursuant to W.S. 33-21-122 and W.S. 33-21-127. I understand that any falsification of information or findings of substantial criminal or abuse activities may be grounds for denial or revocation of licensure. I certify under penalty of perjury and subject to the provisions of W.S. 6-5-303 and its penalties, that I have not knowingly submitted false or misleading information to the Wyoming State Board of Nursing on any application for licensure or temporary license.

Applicant’s Signature: ___________________________  Date: ______________
APPENDIX A
CLASSROOM DRESS CODE

Students will be expected to maintain dress standards required by the H.E. Stuckenhoff Department of Nursing. These include the highest standards of cleanliness, neatness, professional taste, and safety. Students who do not adhere to these standards may be requested to leave the classroom, clinical or laboratory area and absence time will accrue. If you have any questions about the dress code, please see an instructor for clarification.

Classroom:

A. The resource committee would like to add to the current dress policy: Students are required to follow dress code when in the classroom setting, outside of clinical lab time.
   - See-through fabric is not allowed.
   - Bare midriffs are not allowed.
   - Fit should be appropriate to the size of the individual.
   - Undergarments, chest hair, cleavage and/or gluteal clefts should not be visible.
   - Shorts and skirts should be no shorter than mid-thigh.
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Student Agreement & Consent

Please read and initial each section of this agreement and consent form, and sign and date the last page.

Initial

As a student in the School of Health Science, I understand that per Standard Precaution Policies at the cooperating clinical agencies, I will wear either eyeglass shields or goggles while on clinical rotations to prevent fluid splashes to my eyes.

- Goggles/eyeglass shields will be worn in any situation that could result in contact with blood or other body fluids, i.e.:
  A. Surgical procedures
  B. Wound irrigation/dressing changes
  C. Bronchoscopy
  D. Cleaning articles contaminated with body fluid
  E. Cleaning up body fluid spills
  F. Working with hostile clients that may spit in your eyes
  G. Withdrawing urine from catheter ports
  H. Drawing blood
  I. Removing tubes or procedural equipment from a client
  J. During oral/dental hygiene

- Instructors may determine additional procedures or situations where the goggles or eyeglass shields must be worn.
- I understand that I must purchase my own goggles or eyeglass shields and understand the above requirements.
- I understand that I am responsible for this equipment. If the goggles/eyeglass shields are lost or broken, I will be responsible for replacing them before returning to my clinical rotation.
- I agree to use other personal protective equipment/apparel as necessary per standard precaution policies.

I give my permission for Casper College AD Nursing instructors to place my clinically related graded assignments and/or clinical evaluations in the receptacles in the academic assistant’s office, HS 202.

I accept the responsibility of maintaining health insurance while I am attending the H.E. Stuckenhoff Department of Nursing program.

I accept the responsibility of maintaining a current driver’s license and car insurance if I drive to clinical sites while I am attending the H.E. Stuckenhoff Department of Nursing program.

I hereby give consent to have photographs taken of me to be used for recruitment and/or
educational purposes in the nursing program.

Permission to Release Information to the University of Wyoming

I give my permission to release my name, date of birth, and contact information to the University of Wyoming so that they know of my interest in completing the Bachelor of Science in Nursing (BSN). This will allow the University of Wyoming to contact me with information about the program and offer advising as needed.

COMMITMENT TO MY PEERS AND OTHERS

With our shared goal of excellence, I commit to the following:

I will accept responsibility for establishing and maintaining healthy interpersonal relationships with you and every member of the team.

1. I will talk to you promptly if I am having a problem with you. The only time I will discuss it with another person is when I need advice or help in deciding how to communicate with you appropriately.

2. I will establish and maintain a relationship of functional trust with you and every member of this team. My relationships with each of you will be equally respectful, regardless of job title, level of educational preparation, or any other differences that may exist.

3. I will not engage in the “3Bs” (bickering, back-biting and blaming) and ask you not to as well.

4. I will practice the “3 Cs” (caring, commitment, and collaboration) in my relationship with you and ask you to do the same with me.

5. I will not complain about another team member and ask you not to as well. If I hear you doing so, I will ask you to talk to that person.

6. I will accept you as you are today, forgiving past problems, and ask you to do the same with me.

7. I will be committed to finding solutions to problems rather than complaining about them or blaming someone for them and ask you to do the same.

8. I will affirm your contribution to the quality of our work.

9. I will remember that neither of us is perfect and that human errors are opportunities, not for shame or guilt, but for forgiveness and growth.

10. I will make myself available for collaboration when needed.

11. I will show respect as defined in all my interactions with others by:

   Not interrupting
   Listening
   Allowing open dialogue
   Being aware and accepting of others
   Respecting your beliefs
   Dealing with you directly and privately if I have a problem
   Giving you my full attention
   Not snapping to judgment or prejudging the situation
   Being open minded
   Not feeding into chaos
   Avoiding the use of “killer-phrases”
   Understanding that we all have a role to fulfill
   Understanding the process
   Addressing my issue, but then dropping it
Saying what I mean, without being mean in saying it

In order to promote a culture of leadership, acceptance and empowerment in Nursing and healthcare, I agree to follow these behaviors as clarification of the Health Science Core Performance Standards, specifically: Interpersonal abilities, Communication, and Professionalism.

I have read the Casper College Student Handbook for the Associate Degree Nursing Program: Nursing Student Handbook for the H.E. Stuckenhoff Department of Nursing which includes the School of Health Science Handbook. I fully understand the contents and agree to abide by the policies therein.

Student Name Printed _______________________________________________

Student Signature __________________________________________________

Date ___________________________

Signature of Parent if student is under 19 years of age:

________________________________

Student may print copy of signature sheets from handbook online and retain for future reference

Revised 5/1/14 TNF, 12/28/15, 8/12/16 DON

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