NURSING STUDENT HANDBOOK
For the
H.E. Stuckenhoff Department of Nursing
ReNEW Curriculum

Updated January 2026

Accrediting agencies and national standards boards associated with the Nursing program

Wyoming State Board of Nursing (2011)
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NONDISCRIMINATION STATEMENT

Casper College provides equal opportunity in education and employment — caspercollege.edu/nondiscrimination.

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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 or your class Moodle shell.

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: Revised/Reviewed
S- Student Handbook
G- Guidebook
F- Faculty Handbook
CAT – Catalog

Legend: Committees:
EC – Evaluation Committee
CC – Curriculum Committee
RC – Resource Committee
TNF – Total Nursing Faculty
DON – Director of Nursing

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. For your safety and for the safety of patients, if you have any medical condition that may require accommodations, work with your instructor, the program director, and the office of Disabilities Services to discuss necessary accommodations. Examples of medical conditions that may require accommodations include but are not limited to autoimmune disorders, pregnancy, and acute or chronic health conditions.
7. 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.

8. 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.
9. 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

ISSUE	STANDARD
Critical thinking	Critical thinking ability to exercise non-clinical and clinical judgment in a timely manner
Interpersonal	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
Communication	Communication skills sufficient for interaction with peers, faculty, staff, administrators, patients/clients, families, and groups in verbal, nonverbal, and written form
Mobility	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
Motor skills	Gross and fine motor skills sufficient to provide safe and effective patient/client care
Hearing	Auditory ability sufficient to monitor and safely assess health needs
Visual	Visual ability with or without corrective lenses sufficient for observation and assessment necessary in safe patient/client care
Tactile	Tactile ability sufficient for physical assessment of patient/client
Professionalism	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 public settings. The ability to demonstrate sufficient understanding of the cumulative effect that behavior, appearance, and communication has on the health science professional image.

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.
http://www.caspercollege.edu/security/downloads/CC_emergency_response_guide.pdf

Title IX

Casper College is an equal opportunity institution and as such, does not discriminate on the basis of race, sex, color, national origin, religion, age, veteran status, political affiliation, disability, sexual orientation, gender identity, or any other characteristic protected under applicable federal, state, or local law in admission or access to or treatment or employment in its educational programs or activities. Direct inquiries or complaints to Linda Toohey, vice president for student services at 125 College Dr, Casper, WY 82601, 307-268-2667, or linda.toohey@caspercollege.edu, or the U.S. Department of Education, Office for Civil Rights, 1244 Speer Blvd, Ste 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. If the student does not have access to Health Insurance please contact the director.

Social Media Policy Statement

Prohibited Recording Device Use, Social Networking Participation, and Public Disclosures of Care

To ensure compliance with both Federal and State student and 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 classroom, laboratory, simulation, clinical and/or field experiences.

Students are strictly prohibited from including or posting information pertaining to classroom, laboratory, simulation clinical and/or field experiences on social networking websites 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.

As representatives of a Casper College School of Health Science program and aspiring member of the medical community, students are held to a high standard of professional conduct, including via social media. Students are required to adhere to all professional conduct requirements of the Health Science programs within social media including but not limited to social networking sites, blogs, message boards, chat rooms, and online forums.

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.
   1. Make student aware of the faculty's/ supervisor's allegations.
   2. Review the procedure.
   3. Present documentation concerning student's behaviors and provides the student with opportunity to discuss the observations.
   4. 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.
   5. Documentation is dated and signed by the faculty/ supervisor (s), director of the program and the student as soon as possible.
   6. Original is placed in student file and copy is given to student.

7. 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.
8. 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- 5/2018

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 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 End-of Program Student Learning 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. The consistent demonstration of nursing core values as evidenced by working with others to achieve optimal health and wellness outcomes in patients, families, and communities by wisely applying ethical principles.
6. Utilize the nursing process and a broad knowledge base to maximize health.

ReNew C & E committee 8/24

Assessment Results

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. Achievement of End-of-Program Student Learning Outcomes:
   1. Provide safe nursing within the healthcare system.
      i. At least 50 percent of students successfully completing NURS 2400 will score greater than 3 on selected KSA (Knowledge, Skill, and Attitude) for Safety on the Medical/Surgical Clinical Evaluation Tool.
      ii. At least 70 percent of students successfully completing NURS 2400 will achieve a 73-78 percent predicted passing probability on QSEN Safety items for ATI RN Predictor examination.
   2. Incorporate prior knowledge, current research, and clinical experiences in decision-making.
      i. At least 50 percent of students successfully completing NURS 2400 will score greater than 3.0 on selected KSA for Clinical Judgement on the Medical Surgical Clinical Evaluation Tool.
      ii. At least 70 percent of students successfully completing NURS 2400 will achieve a 73-78 percent predicted passing probability on Thinking Skills: Clinical Judgment/Critical Thinking on the ATI RN Predictor examination.
   3. Demonstrate leadership skills as part of an interdisciplinary team to promote desired outcomes.
      i. At least 50 percent of students successfully completing NURS 2400 will score 4.0 or greater on selected KSA for Leadership on the Medical/Surgical Clinical Evaluation Tool.
      ii. At least 70 percent of students successfully completing NURS 2400 will achieve a 70-79 percent predicted passing probability on Leadership items from ATI RN Predictor examination.
   4. Use effective communication and advocacy to provide individualized care.
      i. At least 60 percent of students successfully completing NURS 2400 will score 3.0 or greater on select KSA for Patient Centeredness on the Medical/Surgical

Clinical Evaluation Tool.

ii. At least 75 percent of students successfully completing NURS 2400 will achieve a score of 2.25 or greater on the grading rubric for Outcome 4 in the Portfolio Assignment Discussion of Core Competencies.

5. Practice within the core values, principles, and standards of the nursing profession.
   i. At least 60 percent of students successfully completing NURS 2400 will score 3.0 or greater on select KSA for Professionalism on the Medical/Surgical Clinical Evaluation Tool.
   ii. At least 75 percent of students successfully completing NURS 2400 will achieve a score of 2.25 or greater on the grading rubric for Outcome 5 in Portfolio Assignment Discussion for Core Competencies.
6. Utilize the nursing process and a broad knowledge base to maximize health.
   i. At least 70 percent of students successfully completing NURS 2400 will achieve a 70-79 percent predicted passing probability on Nursing Process items for ATI RN Predictor examination.
   ii. At least 75 percent of students completing NURS 2400 will achieve a score of 2.25 or greater on the grading rubric for Outcome 6 for Portfolio Assignment of Discussion Core Competencies.

5. Licensure Rate of Graduates:
   There will be an NCLEX-RN pass rate of at least 80% for first time writers.

6. Graduation Rate:
   At least 50 percent of those students who begin NURS 1100 or its equivalent will successfully complete the ADN program within three years (six semesters).

7. Employment of Graduates:
   At least 85 percent 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.

8. Associate Degree Graduates Pursuing BSN
   At least 60 percent of Associate degree graduates from Casper College will be continuing their education with UW or another BSN program.

9. 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.

10. 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 EC 12/22 –DON

Glossary of Terms

Accountable	● the state of being answerable for one's actions
client/patient/resident	● recipient of a health care service, to be used interchangeably as applicable
clinical	● settings in which students learn about and practice nursing care
clinical unsatisfactory	● student must withdraw from the semester but is able to return to the program.
clinical failure	● student is unable to return to the program due to an egregious event.
clinical laboratory	● experiences in nursing care in the on-campus laboratory
clinical practicum	● experiences in nursing care in the following settings: ● agency facilities and simulation
collaboration / teamwork**	● to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
commonly recurring health problems	● disorders statistically most common to a geographic region, culture, gender, or age group
communication	● a 2-way process involving the sending and receiving of messages
critical thinking	● a nonlinear cognitive or mental process that involves rational examination and analysis of all information and ideas and the formulation of conclusions and decisions
cultural	● related to a learned pattern of behaviors, beliefs, values, attitudes, and practices shared by a specific group of people
delegation	● transferring to a competent individual the authority to perform a selected nursing task in a selected situation.
developmental	● act or process of progressing in a prescribed manner
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
interdisciplinary	● involving two or more fields that are usually considered distinct
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
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)
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 recognizes 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
preceptor	● an expert or specialist who gives practical experience and training to a student.
psychological	● mental processes and relationships
Quality Improvement (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
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

* Adapted from Keating, S.B. (2006). *Curriculum development and evaluation in nursing*. Philadelphia: Lippincott Williams and Wilkins.
** adapted from: Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55(3)122-131. Retrieved April 24, 2010, from http://www.qsen.org/teachingstrategy.php?id=58

Revised: S, 4/29/10 EC, 5/6/16 TNF

The H.E Stuckenhoff Department of Nursing at Casper College has joined with the other Community College Nursing programs and the Fay W. Whitney School of Nursing at the University of Wyoming to develop a common nursing curriculum for the state of Wyoming. The "Revolutionizing Nursing Education in Wyoming" (ReNEW) curriculum is a baccalaureate nursing curriculum with an Associate Degree in Nursing benchmark. Under the ReNEW curriculum, persons who enter a nursing program at a community college in Wyoming will be able to complete their Associate Degree in Nursing (ADN), sit for the national licensure exam (NCLEX-RN) and begin working as a registered nurse as they complete the ReNEW BSN. All ReNEW Completion coursework from UW is delivered at distance. The majority of ReNEW Completion coursework is available concurrently with the ADN Benchmark. All UW coursework can be completed after earning the ReNEW ADN Benchmark.

Casper College
ReNEW Associate Degree in Nursing (ADN) Benchmark curriculum

Casper College Nursing ReNEW Curriculum Plan - ADN

Note: **Proficient** score or higher on **TEAS** necessary for application to program.

						Total ADN Credits
Prerequisites	ENGL 1010: English Composition I			3		
Green courses are prerequisites for the ADN Program.	MATH 1400: Pre-Calculus Algebra			4		
	ZOO 2040 and ZOO 2041/2015: Human Anatomy/Lab (or equivalent)			4		
	HMDV 1300: On Course			2		
	HLTK 1300: Nursing Boot Camp			1		
				Total credits		**14**
ADN Year One	**Semester 1**	**Credits**	**Semester 2**		**Credits**	
Blue courses are co-requisites (or may be taken with BSN prerequisites) All blue courses are available at Casper College**	NURS 1100: Professional Nursing Care in Health Promotion	10	NURS 1200: Professional Nursing Care of the Patient with Chronic Illness		10	
	ZOO 2110/2025: Human Physiology (or equivalent)	4	PSYC 1000: General Psychology		3	
	CMAP-1550 e-Portfolio	1				
	Total Semester Credits	**15**	**Total Semester Credits**		**13**	**28**
				Total	**Credits**	**42**
	Completion of all requirements to this point meets benchmark for optional PN Certificate					
ADN Year Two	**Semester 3**	**Credits**	**Semester 4**		**Credits**	
	NURS 2300: Professional Nursing Care of the Patient with Acute Illnes	10	NURS 2400: Professional Nursing Care of the Patient with Complex Illness		10	
	ENGL 1020	3	POLS 1000: US and WY Gov't		3	
	Total Semester Credits	**13**	**Total Semester Credits**		**13**	
				Total	**Credits**	**26**
Associate Degree in Nursing Benchmark with Degree conferred. Total AND credits.						**68**

Students should be aware that changing from the Associate Degree in Nursing (ADN) to the Associate of Applied Science (AAS) or Associate of Science (AS) in another Casper College program may need additional courses to meet general education requirements of the degree.

ReNEW BSN Completion at UW consists of three parts: 1) the ReNEW ADN Benchmark completed at a Wyoming ReNEW program, 2) related coursework such as microbiology, nutrition, etc., and 3) UW ReNEW Coursework. For individual planning, contact the FWWSON at: ReNEW@uwyo.edu or visit the generic ReNEW Plans of Study at: http://www.uwyo.edu/nursing/programs/renew/index.html.

UNIVERSITY OF WYOMING | College of Health Sciences Fay W. Whitney School of Nursing

BSN COMPLETION PROGRAM OF STUDY: ReNEW

For graduates and current students of a Wyoming ReNEW ADN program

2024-2025

UNIVERSITY STUDIES PROGRAM (USP): All UW students complete the University Studies Program: www.uwyo.edu/unst

RELATED COURSEWORK: *This coursework adds depth and breadth to BSN education. Grades of C or better are required.*

MATH 1400 – College Algebra 3
STAT 2050 **or** 2070 – Statistics 4
FCSC 1140 **or** 1141 – Nutrition 2-3
Humanities Elective Course 3
LIFE 1010 – General Biology 4
CHEM 1000 or 1020 – Intro to General Chemistry 4
Must have a grade of B or better if taking CHEM 1000
MICR/MOLB 2021 **or** 2240 – Microbiology 4
PHCY 3450 – Foundational Pathophysiology 4
***Prereq's**: LIFE 1010, CHEM 1000/1020, Human Physiology*
PHCY 4470 – Fundamentals of Pharmacology 4
***Prereq's**: PHCY 3450*

Total Related Coursework Hours: 32-33

NURSING COURSEWORK: *2-credit courses are delivered as 8-week, half-semester blocks. Fall and Spring semesters offer first- half and second-half blocks. Summer semester is a single block. Grades of C or better are required.*

ENTRY POINT: Students can enroll in these courses while enrolled in a Wyoming ReNEW ADN program.

NURS 3006 – Distance Foundations 2
NURS 4665 – Healthcare Informatics 3
NURS 4055 – Application of Evidence in Nursing Practice 3
*Satisfies USP COM3; **Prereqs**: STAT 2050/2070, COM1 & COM2*

Enrollment open AFTER NURS 3006 completion:

NURS 4630 – Public/Community Health 2
NURS 4635 – Community as Client 2
NURS 4640 – Health Equity 2
NURS 4645 – Population Health..... 2
NURS 4830 – Leadership in Healthcare Today 2
NURS 4840 – Healthcare Systems and Policy 2

Post-ADN Completion Courses: Students can enroll after earning a ReNEW ADN and formalizing ReNEW BSN enrollment.

NURS 4835 – Leading Nursing Practice 2
NURS 4845 – Innovation in Nursing Practice 2

EXIT POINT: This is the last class that a student will take in their degree program (can be taken concurrently with NURS 4835 and NURS 4845).

NURS 4855 – Contemporary Nursing Practice..... 2

Total Nursing Coursework Hours: 26

MINIMUM HOURS REQUIRED FOR DEGREE.120

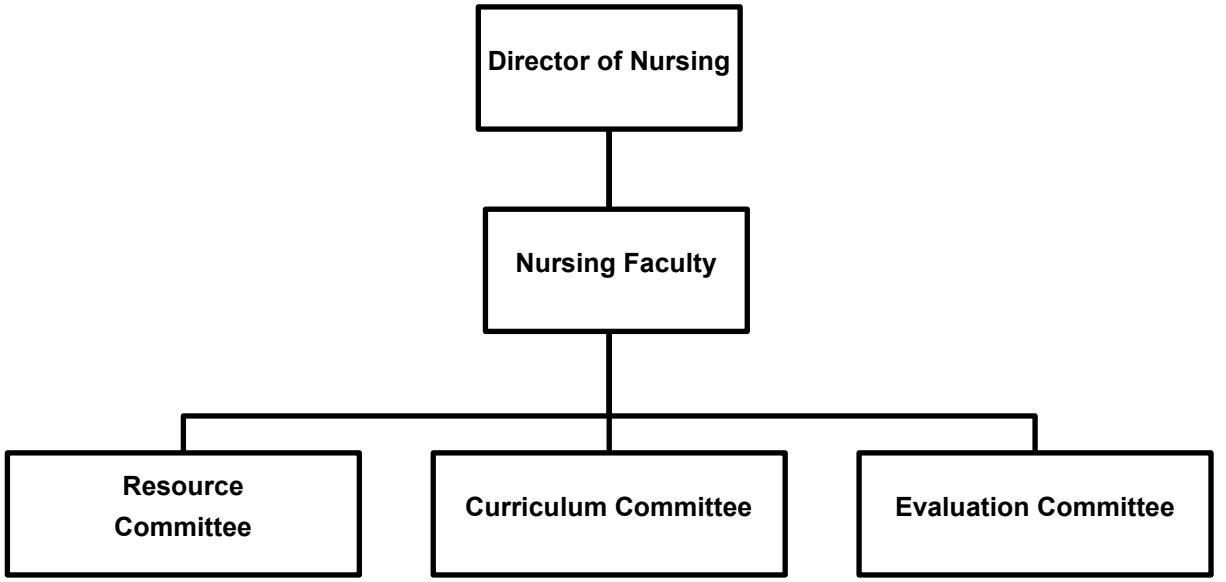
ADDITIONAL INFORMATION:

- USP REQUIREMENTS are met via the ReNEW ADN, verification of approved US & WY Constitutions course, and NURS 4055.

- If you have not yet completed the ReNEW ADN Benchmark, individual USP requirements will be reflected in your degree evaluation. When you complete your ADN and the coursework above, all USP requirements will be satisfied.

- Students will be awarded upper division credit for NURS 2400 upon receipt of official transcript with final grade.

2025-2026 NURSING DEPARTMENT
Committee Members



Members
Faculty
* L. Coulter (21-24)
C. Vang (24-27)
M. Dresang (F25 start)
T. King (ex officio)

Student:
Semester 2 student

Members
Faculty:
*T. Hope (22-25)
J. Gallagher (22-25)
R. Gardner (24-27)
H. Loucks (24-27)
T. King (ex officio)

Student:
Semester 3 Student

Members
Faculty:
*V. Sorensen (22-25)
C. Arross (24-27)
D. Corey (24-27)
T. King (ex officio)

Student:
Semester 4 Student

Revised S, F – revised 8/25 – 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. The semester cohort representative will communicate with their semester faculty via e-mail and/or attendance at monthly 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

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 6/18 DON

Guidelines for Student Cohort Representatives

For Reports to Semester Meetings and 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.

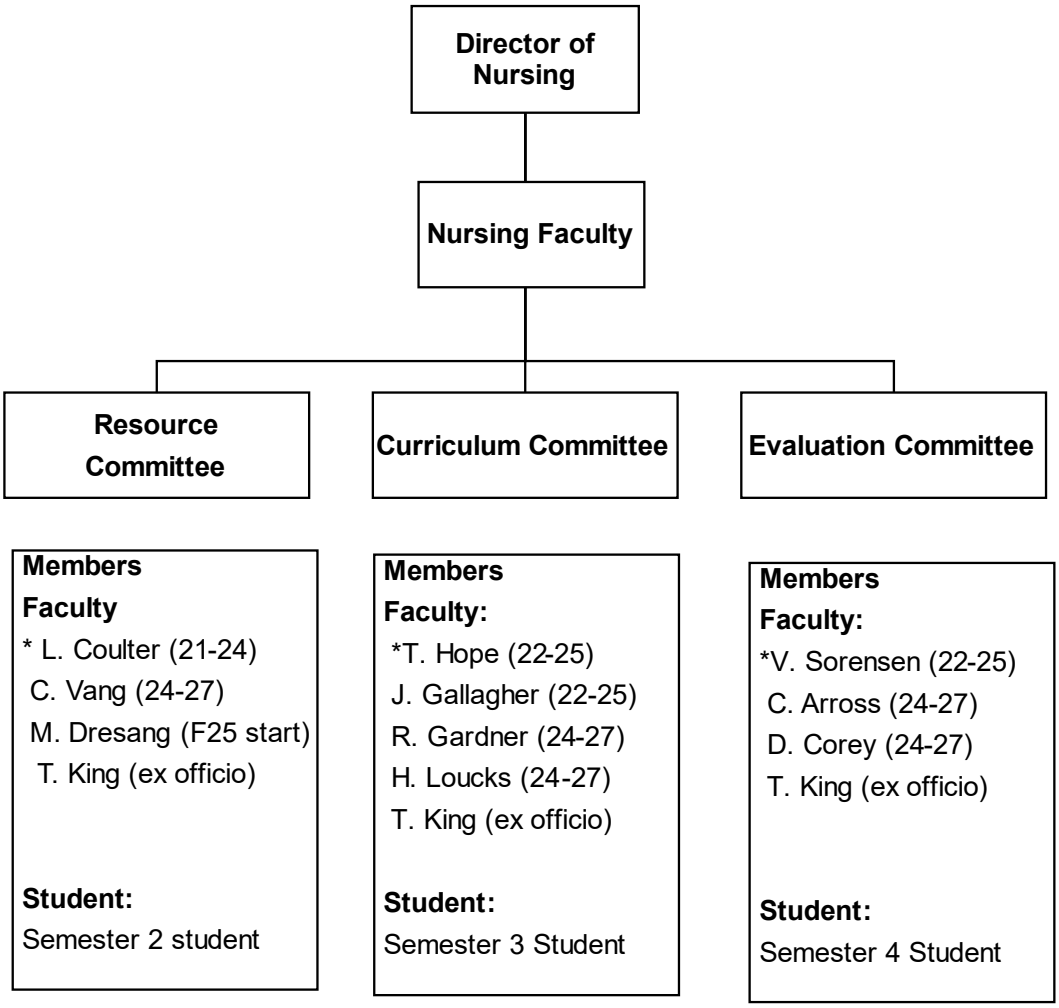
Suggested questions for gathering student feedback could include:

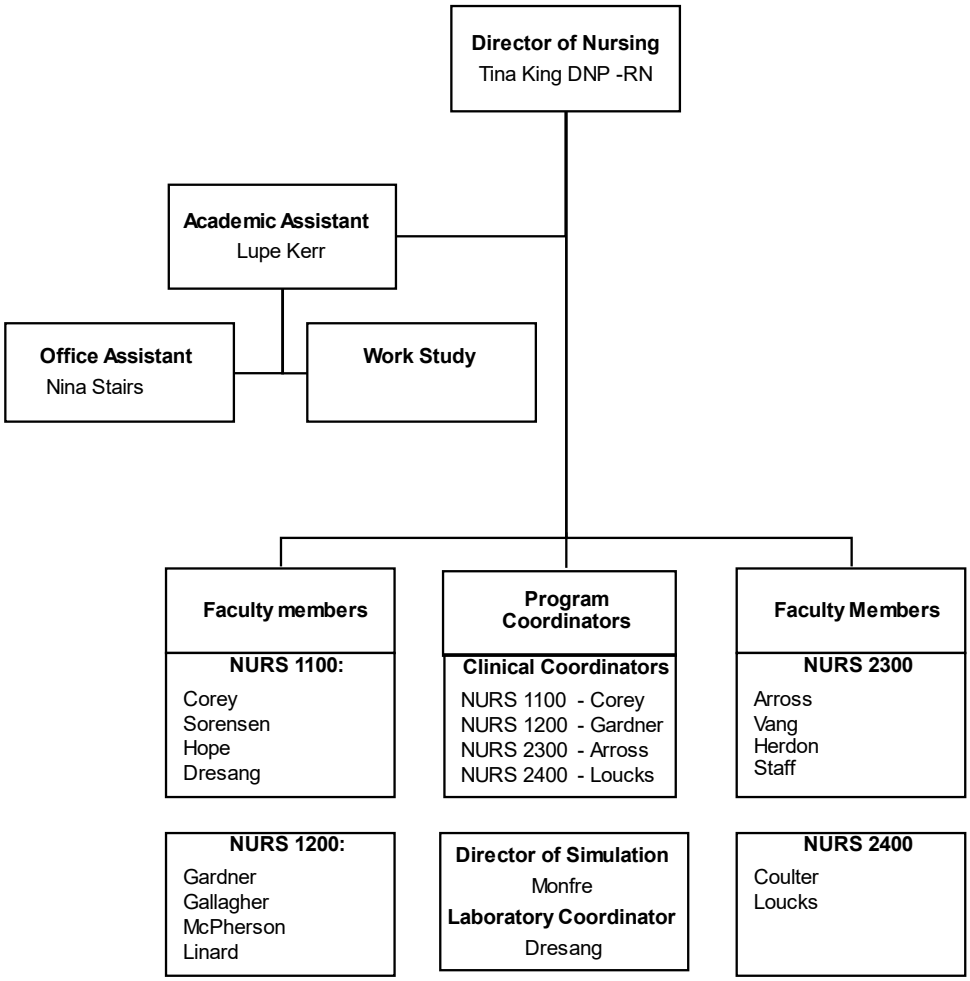
1. What is working well in lecture? In lab?
2. What is not working well in lecture? In lab?
3. Are there any needs that are not being addressed?
4. If applicable, have changes that have been implemented proved to be helpful? If so, how? If not, why?
5. Are there any other comments, situations or ideas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

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

Thank you for your time and energy in this important role.
Revised-DON – 8/23

Nursing Organizational Chart for the 2025-2026 Academic Year

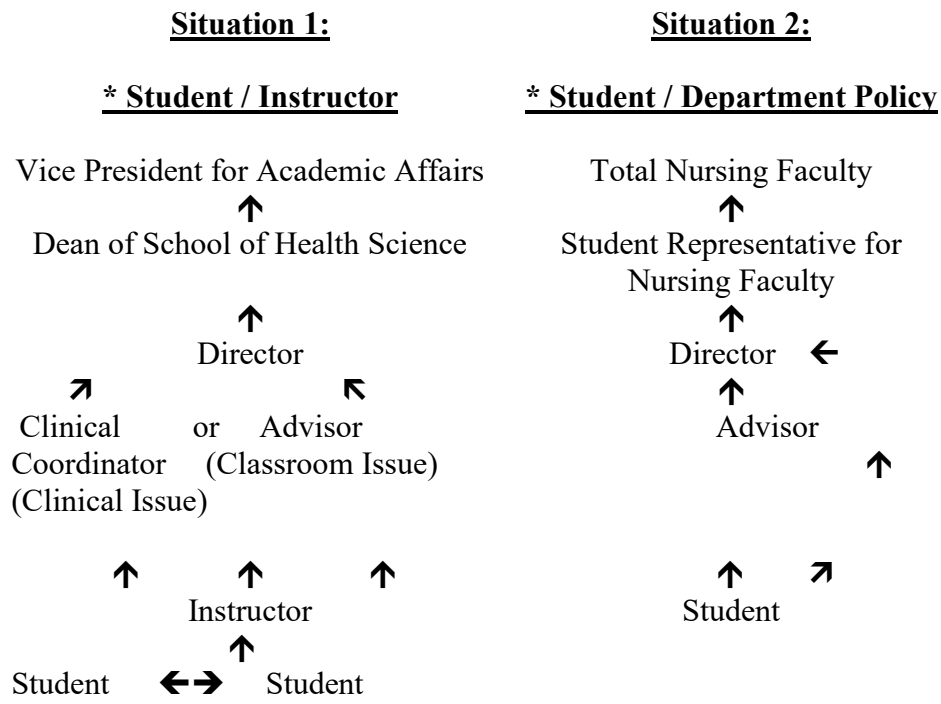




revised 1/26 DON

Channels for Resolution

School of Health Science



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.

There also is information in the code of conduct.

Revised-RC – 5/20

H. E. Stuckenhoff Department of Nursing
General Policies

Failure to comply with these policies will result in disciplinary action.

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.
2. Maintain confidentiality.
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. Refer to AI policy in Nursing Course Syllabus.
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: plagiarism

- 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 use of AI per the syllabus will be included in this misconduct.

- The student will be notified verbally and/or in writing of the charges with specific reference to the policy, rule or regulation allegedly violated.
- After notification, the student will provide a written response to the complaint.
- 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:
Osinski, K. (2003). Due process rights of nursing students in cases of misconduct. *Journal of Nursing Education,42(2),* 55-58.

National Student Nurses' Association (2003). *Code of Academic and Clinical Conduct*. Retrieved from http://www.nsna.org/pubs/index.html.

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
https://www.myclinicalexchange.com/MainPage.aspx?ReturnUrl=%2f
The cost is yearly.

Revised– 1/22 -DON

Drug Screening Policy

All nursing students must be tested for drug and alcohol prior to beginning the clinical experience. The Drug test must be a 10 panel. 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.

Revised– 1/22-DON

Confidentiality

Students and faculty are required to maintain client, family and peer confidentiality in every setting. The client's 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)

   Classes absences for a student with extenuating circumstances, must be approved by the faculty and the Director of Nursing. Otherwise, the student will fall under the Casper College absence policy.

   All students will clock in and out of the clinical site via Trajecsys. Missed clock in's will be evaluated by the faculty.

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, unprofessional behavior, or under the influence of any substance.

C. Students are expected to complete any research that may be appropriate prior to attending any clinical lab or practicum.

D. Students must report all absences (or anticipated late 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. All students will log into their clinical site via the Trajecsys app.

E. No absence time will be approved for vacations.

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 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 when within a given semester.

I. Clinical practicum absence time criteria are as follows:

Course	**Practicum Absence Time (clock hours)**	**Make-up Time**
NURS 1100	Off campus clinical experience will be made up hour for hour at the assigned site.	
NURS 1200	>2 hours – 12.5 hours	1 make-up day
NURS 2300	>12.5 hours – 24 hours	2 make up days
NURS 2400	None, due to nature of preceptorship	Rescheduled shift

Clinical time: If greater than 2 hours to 12.5 hours of clinical time is missed, students will complete a make-up day scheduled toward the end of the semester. If greater than 12.5 hours to 24 hours is missed the student will complete a second scheduled make-up day. The student must successfully meet the clinical objectives *(This will be different each semester depending on how many hours per clinical week.) A presentation will be up to the discretion of the semester faculty.

No more than two makeup days per semester, if more than 24 hours missed in clinicals the student will be required to withdraw. The student will receive a clinical unsatisfactory.

Absence time for campus lab will not follow the clinical practicum absence time criteria. If more than in the campus lab is missed the student will be required to withdraw and receive a clinical unsatisfactory. The student will be responsible for learning the information missed and completing any check off or assignments per faculty discretion.

Absence time for more than two hours simulation will require a make- up simulation day.

1. The students have to come into the simulation center and watch the videos of their group.
2. They have to fill out the "Observer Checklist" and submit that to their instructor.
3. Complete a case study for a patient in The Point or ATI.
4. Complete a care plan for the case study and submit.

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 08/24 TNF/DON

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 in the 4th semester. Please note that ATI fees are non-refundable.

Revised 8/22 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
- **Students will only earn the 200 or 180 CP points if passing the course unit exams with 75% or greater average**.

Revised 1/12 – EC, Revised 1/23 DON

General Testing Policies

1. The course instructor(s) construct(s) the tests.
2. The course tests will be administered through Examsoft application software.
3. Semester 1, 2, and 3 can highlight in the Examsoft tests.
4. 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.
    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).
5. 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.

6. 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.
7. 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.
8. Questions are reviewed for effectiveness and nullification (all answers are accepted for credit) at the instructor's discretion.
9. Course points are outlined in the course syllabus. Point ranges correlate with the following percentiles in determining grades:

Grade	Point range based on the following percentage ranges
A	100-91
B	90-83
C	82-75
D	74-70
F	⩽ 69

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.

10. 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.
    d. If extenuating circumstance take place and the student is unable to take the final, the faculty and the Director of Nursing will review. If the circumstances warrant an incomplete, then the student will work with the director to complete the test.
11. 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. Jeans/pants with holes are not allowed.
    d. 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.
    e. 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.
    f. Additional electronic devices (i.e., Smart Watches, etc.) are not allowed to be used or worn during testing times.
    g. 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.

h. 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.
i. Students who are accommodated and finished with their test, will be placed in the back row of the class room to sit quietly without cell phone in HS 111. In HS 224 the student will come into the classroom and sit quietly.
j. 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.
k. Pencils will be provided by the faculty.
l. 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.
m. Test Remediation: NURS 1100 is as follows:

- **<u>Score on Exam (with collab points)</u>**
  Exceeds Standard = 91-100
  Meets Standard = 83-90
  Approaching Standard = 75-82
  Does Not Meet = 74 and below

***Submit a completed copy of the Test Remediation Instruction & Contract and completed remediation choices by the due dates listed below. For test 1 you will only submit the Test Remediation Instruction & Contract.**

- Test 1 Remediation is done in class together. S&O report will be available, in ExamSoft.
- Test 2 Remediation specific due date as per syllabus (bring the completed remediation choices to class) S&O report will be available, in ExamSoft.
- Test 3 Remediation (bring the completed remediation choices to class) S&O report will be available in ExamSoft.
- Test 4 Remediation (bring the completed remediation choices to class) S&O report will be available in ExamSoft
- Test 5 S&O report will be available in ExamSoft

n. Test Remediation: NURS 1200, 2300, 2400 is as follows:

- Students earning less than 75 on unit tests are required to remediate.
- View the Strengths and Opportunities (S&O) report in Exam Soft and determine the lowest content area on the test.
- Complete the test remediation assignment in Moodle. This will be due one week after the exam.
- If desired, you can meet with a classroom instructor to review the remediation assignment. Appointments are available for one week following the exam, and the remediation assignment must be completed before the appointment.
- Testing must begin on time. The classroom door will lock at 0900.

o. No reviews of final exams are allowed.
p. Food is not allowed during tests with the exception of hard candy per faculty instruction, and beverages must be in clear containers.
q. No transcription error from scratch paper to test answer will be accepted.

12. 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

Study Guidelines & Test-Taking Strategies

Test-Taking Strategies

Strategies

The best strategy a student can take to a test is ***knowledge***! Most of the questions on the exam will require that the tester ***apply*** knowledge or ***analyze*** information.

That is why it is so important to prepare for nursing exams by taking questions provided by Pearson My Nursing Labs, and ATI, and then ***reviewing*** topics you missed; building your knowledge.

This question illustrates the ***power*** of ***knowledge***:

A nurse is caring for an adult client admitted to the emergency department with a sprained right ankle.

Which of the following nursing actions would be most appropriate to include in the client's plan of care?

1. Place an ice bag on the injury site for 30 minutes

2. Apply a moist cold compress to the right ankle for 45 minutes

3. Immerse lower extremity in a warmed solution for 15-20 minutes

4. Directly apply a heated water flow pad to right ankle for 20-30 minutes

In order to answer this question correctly, you must know:

· What happens to tissues when they are injured

· The physiology of inflammation: acute and non-acute stages

· Effects of cold and heat and prolonged exposure to both

Safe and Effective Delegation

Safe and effective delegation of tasks and client care assignments is extremely important when setting priorities for client care. They do not allow for opinion and preference.

Follow them exactly so that the appropriate health care personnel are performing activities that they can administer and are safely within their scope of practice.

The delivery of safe and effective care is always the driving force behind delegation of tasks and client care assignments. Any other option will be incorrect.

"Nurture your mind with great thoughts; to believe in the heroic makes heroes." -Benjamin Disraeli

Client Teaching

RNs perform all client teaching. No matter how simple the teaching, it still must be done by the RN. PN's may reinforce teaching.

"It is our choices that show what we truly are, far more than our abilities."
- J. K. Rowling

Assessment

RNs should perform all admission assessments so that an accurate baseline is established. This includes the first set of vital signs, all aspects of the first physical assessment and a health history.

Delegation and Assigning Tasks

Client care assignments are made by the RN not by support staff. Client care assignments should remain unchanged unless there is an authentic issue of client care safety or a healthcare provider safety is endangered.

Delegation to Assistive Personnel

A nursing assistant can perform tasks such as taking vital signs, range of motion exercises, bathing, bedmaking, obtaining urine specimens, enemas and blood glucose monitoring.

Nursing assistants cannot interpret results or perform any task beyond the skill level of the certification they received.

Communication

All communication between the RN and support staff should be direct, objective and complete to ensure the highest level of safe and effective care delivery.

Delegating Tasks

The PN is managed under the supervision of the RN. Certain higher-level skills can be delegated after competency has been established by the RN (e.g., dressing changes or suctioning)

Read Carefully

Read the question and all answer options carefully. Make sure you pay attention to words in the question stem such as "most important", "first", "initial", or "last".

Use these cues to help you select your answer, and make sure that the answer you select is answering the question.

Is the question asking for an intervention, an assessment, or an evaluation? Choose your answer accordingly.

Avoid Common Pitfalls

To avoid some common pitfalls when answering priority questions, be aware of the following:

Never perform ABC checks blindly without considering whether airway, breathing or circulation issues are acute versus chronic or stable versus unstable.

For example, a client who is quadriplegic and, on a ventilator, has chronic airway/breathing problems. However, if there is not an acute consideration such as pneumonia, the client should be considered chronic and stable.

This client would not be the nurse's first priority.

Focus

If you find it hard to focus while reading all answer options, try reading the options backwards (start with "D" and work up to "A").

Read rationales for questions carefully as you are studying.

Many students remark that they can get the answer choices narrowed down to 2 and then can't seem to pick the right one.

A good tip for improving your ability to pick the BEST answer is to read rationales for correct answers and begin to understand WHY the correct answer is correct.

This will help you gain information that you can carry into future tests. Rationales provide insight into how NCLEX "thinks".

Don't undermine the power of positive thinking

You have worked hard to get to this point in your nursing career and a large part of your success on test day will be your belief that you CAN DO IT!!

Knowledge is power…review hard, take lots of questions, and do whatever you need to walk into the testing center with confidence.

Application Exercises in Review Modules

The application exercises in your review module books are a great way to get more practice with questions for each content area. Answer keys are provided right after each set of questions.

Answer each question and then read the rationale for immediate reinforcement of the concept. Chose application exercises in Chapters that correlate with your topics to review from each exam.

Early versus late

What do you know about questions asking you to identify early and late signs and symptoms? You should know they all have something in common.

Early clinical manifestations are generalized and nonspecific, whereas late signs are specific and serious. Eliminate incorrect answer choices using this strategy. (NCLEX TIPS)

Pre, post, and intra

You may be asked about complications associated with certain procedures. What should you do if you know little or nothing about the procedure?

Pay attention to whether the question is asking about "pre-procedural," "intraprocedural," or "postprocedural" concerns.

Eliminate the options that do not correspond to what is being asked. The correct answer may be quite obvious when viewing the question from this perspective. (NCLEX TIPS)

Time elapsed

The priority nursing action will change based on the time interval stipulated. Obviously the closer the client is to the origination of risk, the higher the risk for complications.

Sometimes the time issue will be stated in terms of hours or days. In other instances the physical location of the client will tell you how long it has been since the origination of risk.

Watch closely for whether the client is in the "recovery room," "postsurgical unit," or somewhere else.

The time issue buried in those words should help you eliminate incorrect answers that don't match what is being asked. (NCLEX TIPS)

Let Maslow's hierarchy of needs be your guide

When taking the NCLEX®, or a nursing exam keep in mind that physiological safety will always be more important than anything psychological.

You can eliminate answers based on the premise that physiologic safety must be established prior to initiating therapeutic psychologic nursing actions.

If you lack knowledge about what do to in a certain situation, let Maslow's hierarchy guide you toward the correct answer.

Remember, the hierarchy starts with physiological needs and proceeds to safety and security, then love and belonging, self-esteem and, finally, self-actualization. (NCLEX TIPS)

Remember: most complete = least room for error

You'll encounter items on the NCLEX® that will ask you to choose the instruction or documentation that is most accurate. What should you do if you don't remember much about the subject matter?

Choosing an answer that is most complete will typically result in the least room for error and subsequent delivery of safe and effective care.

To help you determine which answer is most complete, evaluate answers based on how much objectivity (fact) versus subjectivity (opinion) there is in the answer choices.

A specific value, like a blood pressure, is factual, whereas a client's report of past incidences of "high" blood pressure is subjective. Responses that are subjective are generally not correct. (NCLEX TIPS)

Use What You Know

Graduate and student nurses taking nursing exams or the NCLEX ® have a tendency to focus on what they *don't* know rather than on what they *do* know. The ramifications of this mental approach are devastating.

When you focus on your lack of knowledge about a particular topic, you are likely to become anxious and start guessing or changing answers.

There is also a carryover effect that can reduce your ability to answer the items that follow the item causing you distress. You might start losing confidence. When that happens, suddenly the test begins controlling you.

You should pause, take a deep breath, try to relax and move on. Stay focused.

One of the most important factors in achieving NCLEX ® and nursing exam success is feeling in control of the test. This comes from understanding the test construction and administration, and systematically managing the test items. (NCLEX TIPS)

Words of Magnitude

Read the question and options closely for words asking about direction or magnitude.

For instance, stop and concentrate on the terms *intra-* versus *inter-* ; *hyper-* versus *hypo -* ; *increase* versus *decrease* ; *lesser* versus *greater* ; and *gain* versus *lose* .

It is common to misread these terms by simply skimming over them too quickly. (NCLEX TIPS)

Cause no Harm

When in doubt, always choose a nursing action that could result in harm to the client if not recognized.

Even if you don't know whether it is related to the stem, it is still a life-saving maneuver that, in all likelihood, is correct. (NCLEX TIPS)

Using Your Presence

Seldom will a correct answer have the nurse physically leave the client. Choose an answer that keeps the nurse with the client. (NCLEX TIPS)

Ruling out an Answer Associated with Something Else

In some instances, rule out an option if you know it is associated with something else. For example, you may not know about the labs for Coumadin therapy, but you do know the labs for heparin and aspirin.

Those labs can be eliminated because you are "using what you know." (NCLEX TIPS)

Pay attention to Communication Skills

Graduate Nurses taking the NCLEX-RN ® have a tendency to use the same communication skills regardless of whether the client has anxiety, depression, schizophrenia, bipolar disorder or obsessive-compulsive disorder.

Everyone wants to use empathetic listening and everyone wants to be caring. Unfortunately, these are not therapeutic responses for all disorders and every situation. Keep it very simple and apply it correctly. Use what you know.

· Responses that are open-ended acknowledge the client's feelings and seek more information. This approach is appropriate for the client with anxiety, a knowledge deficit or depression.

· Reality orientation is important for the client with paranoia and delusions.

· Distraction is more appropriate for the client with obsessive-compulsive disorder. (NCLEX TIPS)

Use the Nursing Process

Use of the nursing process can be helpful. Always remember to "assess" first. Even if your knowledge of the topic is gray, you can still recognize that an answer choice is an "assessment" rather than an "intervention." (NCLEX TIPS)

Look for the layers

It would seem that life and death issues would be very easy to recognize in the text of a question.

Unfortunately, they are usually not obvious. Instead, they are buried beneath words that, at first glance, seem to bear no clinical significance.

To prevent glancing over these words and missing the most critical or impending symptom, you will need to ask yourself "What could be the possible clinical significance of each answer choice?" (NCLEX TIPS)

Go with your First Instinct

Your first response to a question is usually correct. DO NOT change your answers unless you have a compelling reason for doing so.

Reference NCSBN- NCLEX Test Strategies and ATI

Revised DON 8/18

Accessing Grades – MyCCInfo

1. Go to the Casper College homepage at 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 Trajecsys. 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 "Professionalism" 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, these evaluations will be done through Trajecsys.

Revised -8/22 DON

Classroom Evaluation

Course evaluations for those courses required following admission into the program will be completed using Qualtrics 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 8/24 - 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

Announcements

Students are responsible for checking their course or General Information for Nursing Students (GINS) Moodle site *at least* one time each week for program announcements and information or through your class Moodle. Student notification of specific program information or changes may be posted on announcements or sent via e-mail through this Moodle shell. 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.

Revised –6/17 DON

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** – a two-step TB test (two separate test), or a QuantiFERON TB will be required one time only. 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). If concerns please contact the DON.
7. **Chicken pox** –proof of two (2) immunizations or a 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** the program and may be required yearly per clinical facility policies.
12. **Proof of flu vaccine** due once a year in the fall or per facility policies.
13. **Covid vaccine** preferred but not required for most facilities. Some facilities are requiring exceptions forms to be filled out. This is subject to change according to facility requirements and then students will be held to the Covid requirements.
14. **Covid testing** may be required per facility policies.
15. **PPE for Covid** may be mandatory per facility policies.

Revised 8/24- DON

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.

All requirements will be uploaded into MyClinicalExchange (MCE)

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 – 08/22 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

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 or lab 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 and lab per the department absence 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.

Due to Covid, special consideration may be taken by Nursing Department Faculty and Director of Nursing.

Reviewed - 3/11 – EC Revised 8/24 DON

Clinical Setting Waiver

I, _____, have a medical release to return to the clinical setting on
(Print name)
_____ 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.

Rules of the Simulation Department will be followed including civility and professionalism.

Revised 8/22 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 must be purchased through the college. Supportive, non-slip, solid black shoes with no holes and solid 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. No leggings are acceptable.
   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. Black, red, or white long- or short-sleeved turtleneck or crew neck undershirts without logos or advertisements may be worn under the uniform tops for additional warmth if needed.
   G. Students are required to follow the dress code during practicum experiences, 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 and Socks

Solid black shoes with a low or medium heel are required. Laces must be black. The toe must be closed. No shoes with holes. Black rubber soles and heels are preferred. Solid black socks must be worn with uniform.

3. Lab Coats

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

4. 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.

5. Cosmetics

These are to be used in moderation for daytime wear. Fingernail polish must be free of chips and accessories. Natural fingernails should be shorter than a 1/4in in length and neatly trimmed. Nail polish only - that can be easily removed with nail polish remover. No artificial nails are permitted this includes acrylics, gels, tip wraps, nail art and gel or shellac applications cured under UV light. **No fake eyelashes are allowed**.

6. 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 including sparkly braids and tinsel.

7. 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 ear. A single small stud may be worn in the nostril. 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.

8. Tattoos

Tattoos are allowed to be visible provided the tattoo(s) are not excessively large or considered offensive. e 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.

9. 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. Waist packs are acceptable.

10. Smoking
    There is to be no smoking or vaping during any clinical and lab time. Students may not leave the clinical or lab setting to smoke or vaping. Students may not subject others to their secondhand smoke. Students must refrain from smoking/ vaping prior to clinical and/or clinical activities as the smoke/ vaping can cling to clothes and be an irritant to clients and others. This includes vapor devices, per college policy.

11. Due to Covid, masks are optional at this time in the classroom and labs. In clinical facilities it is by the requirements of each facility. This may be subject to ongoing changes due to state, county and college regulations. Please make use of the hand sanitizer stations around campus, wash your hands thoroughly and regularly, and wear a face covering if needed, especially if feeling ill.

If a clinical site policy defines stricter guidelines, the clinical site policy will prevail. (TNF3/23,

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.

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.

Classroom:

A. 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 or large holey fabric on shirts is 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.
   - If jeans are worn with holes in them, the holes must not be higher than mid-thigh.

Business Casual Dress Guidelines

Throughout the nursing program, students may attend events where business casual dress is required. The following guidelines are offered:
Appropriate attire:

- Slacks similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, and
- nice-looking dress synthetic pants are acceptable.
- Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public.
- Casual shirts, dress shirts, sweaters, tops, golf-type shirts, and turtlenecks are acceptable. Most suit jackets or sport jackets are acceptable.
- Conservative athletic or walking shoes, loafers, clogs, boots, flats, dress heels, and leather deck-type shoes are acceptable. Wearing no stockings in warm weather is acceptable.

Inappropriate attire:

- Jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants such as people wear for biking.
- Short, tight skirts that ride halfway up the thigh, mini-skirts, skorts, sun dresses, beach dresses, and spaghetti strap dresses.
- Tank tops, midriff tops, shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans. Halter tops, tops with bare shoulders, sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress.
- Flashy athletic shoes, thongs, flip-flops, or slippers are not acceptable footwear.

General information:

- Clothing that reveals too much cleavage, back, chest, feet, stomach, or underwear is not appropriate.
- Clothing should be pressed and never wrinkled. Torn, dirty, or frayed clothing is unacceptable. All seams must be finished.
- Jewelry, makeup, perfume, or cologne should be in good taste with limited visible body piercing. Some people are allergic to chemicals in perfumes or colognes – wear these with restraint.

Healthfield, S. M. (2018). Dress for work success: A sample business casual dress code. Retrieved from: https://www.thebalancecareers.com/business-casual-dress-code-1919379

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 Math for Meds 11th ed):
    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 – 8/18 – 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:

Item	Cost
Background check	$ 38.50 for one year all
Drug Screen	MCE
Books and online support programs (used through program)	$ 1000
Computer (compatible with Examsoft)	$1000
Supplies	$ 50
Uniforms and lab coat	$ 200
Lab fees which include ATI, Exmasoft, NurseThink and Trajecsys fees	$ 600
Watch with digital or sweep second hand	$ 30
Stethoscope	$ 20
Eye protection	$ 12
Bandage scissors	$ 7
Sharpie®	$ 2
Chicken pox titer	$ per individual lab
Chicken pox vaccine x2 (available at Public Health Dept.)	$ 100 each
Hepatitis Titer	$ per individual lab
Hepatitis immunization series	$ 90
MMR Titer	$ per individual lab
MMR Vaccine	$ 50
Health insurance (Mandatory)	Varies with carrier

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:

Item
● Books and supplies
● Application for nursing license fee + background check for PN exam
● NCLEX-PN exam

Finally, **Third and Fourth semesters** estimated expenses include:

Item	Cost
● Books and supplies	$ 50
● Lab fees which include ATI, Exmasoft, NurseThink and Trajecsys fees.	$ 800
● Health insurance	Varies with carrier
● Background check update if needed	$ 40
● Cap and gown fee	$ 30
● Application for nursing license fee + background check	$ 300
● NCLEX-RN exam	$ 300
● Pinning ceremony-depends on class decisions	?????

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 8/22 DON

CNA Certification and LPN Licensure

CNA License needs to be renewed or maintained until the student obtains their LPN License. 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 – 8/22 – DON

Math Competency Policy

Overall Goal: Nurses must be proficient in math in order to calculate correct medication dosages for the safety of the patient. Casper College requires nursing students to be competent in math in all 4 semesters of the program by achieving the set goal in each semester; Semester 1 80%, Semester 2 85%, Semester 90% and Semester 4 90%. The competency test will consist of 20 questions, 2.5 minutes per questions for a total of 50 minutes

Students not passing the competency test per the Semester requirement will not be able to continue in the semester and will have to withdraw from the course.

Please see syllabus for semester requirements. All math assessments are completed online, like the unit assessments.

Expected Outcomes: by the end of the program the student is expected to:

1. Interpret medication orders and standard abbreviations needed for dosage calculations
2. Convert within and between measurement systems (metric and household)
3. Calculate dosages for administration of medications by common routes (solid oral medications, oral liquid volumes, injectable medication volumes)
4. Calculate infusion rates and times for intravenous administration
5. Calculate dosages for administration of medications in complex situations (patient clinical data, safe/recommended range, multiple step medication administration in various clinical settings

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- 1/21 DON

Student Presentation Policy

A student earning two Unsatisfactory (1) grades for clinical performance and/or clinically related assignments or has exceeded absence time will complete a Student Success Plan. Due to the critical nature of some aspects of nursing care, one or two Unsatisfactory ratings may necessitate a presentation and faculty review of the student's continuation in the program. The review will be based on the performance of the 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. signs 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.

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.

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.
3. If have entered the program twice, the student may apply again to the program after 5 years and all current criteria has been met.
3. Students on the alternate list who are reentering the program may be admitted up to 2 weeks of the start of the semester if space becomes available.

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 12/21 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 the Casper College website to request a degree check for an Associate Degree in Nursing.
    - It can take 3-4 weeks to complete a degree check.

2. The student must submit an "Application for Graduation" through the Casper College website to graduate in NURS 2400 course prior to the deadline and for the PN Certificate in NURS 1200.

3. If the student needs copies of the academic transcript sent to other higher education institutions or the state board of nursing, request on line through the Casper College website.

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

Revised – F, S – 1/21- DON

BSN Completion

Refer to University of Wyoming for information and advising.
Revised 6/18-DON

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, no eating is permitted in the clinical lab area or MMC. Drinks must be covered.
4. Equipment may not be taken from the lab areas without completing a loan form and permission from faculty, lab coordinator or director dependent on the equipment.
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, beds left in high position, and doors closed and secured 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 lab coordinator or the director for the job description if interested in the position.

In conjunction with the college site, there are multiple local and state wide facilities to enhance the clinical experience for the nursing student.
Revised 6/18 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.

Simulation is counted as clinical time. All normal preparation for clinicals will be expected for Simulation Days. Simulation rules will apply.

Clinical Laboratory Rules

Lab #1, #2 (HS 221); Lab #3 (HS 217) Lab#4 (HS 122)
HS208 – Practice Lab
Multi-media Center (MMC)

1. Use “Sign In” book when using the lab
2. Place unoccupied beds in high position with rails down
3. Place occupied beds in low position with side rails up
4. Keep manikins covered when not in use
5. Make beds
6. Return items to bedside table when used
7. Place dirty linen in laundry bags
8. Hang wet linens out to dry before placing in hampers
9. No food in any lab
10. Covered drinks only
11. No children allowed in in any lab
12. Cell phones on silent/vibrate to minimize distractions
13. Turns off lights and shut doors when leaving
14. Goggles required in the campus lab when there is a possibility of exposure to blood or body fluids

0. Keep the lab and space organized and clean
0. Pick up after yourself
0. Report any broken equipment to lab coordinator via email ASAP

CASPER COLLEGE
HEALTH SCIENCE DEPARTMENT

Multimedia Center
Procedure

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 FOLLOW THESE RULES:**

- No viewing of pornographic sites.
- No installation of programs or downloading of non-course related files.
- No using the scanner as a copier.
- Student will provide their own paper for printing copies.
- The lab may not be accessible to students if reserved by another Health Science Department.
- No printing of non-course related materials (i.e. jokes, personal email, etc.)
- No food allowed inside the MMC.
- Drinks are permitted with screw on/non spill lid.
- DO NOT JUST log off. **SHUT DOWN** computers before you leave the MMC.

Revised 6/18 DON

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 group 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 may be contacted via email, phone or during posted office hours.

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, in the Wellness Center, 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. **Students may not miss scheduled class, lab, or clinical time for the purpose of accommodations without prior approval from the Director of Nursing (DON).**

Other Student Services

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

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. 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

All lockers must be rented out from the CCSNA through the designated sponsor.

1. A $5.00 key deposit will be collected at the time of the rental.
2. There is a maximum of 2 persons to each locker.
3. The individual(s) that have contracted out the locker are authorized to use the locker.
4. You may ***not*** store drugs, alcohol or other hazardous items in the lockers.
5. 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.
6. No refunds will be given after 3 weeks of initiating the contract.
7. 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 or check with the SFA office for more information on these scholarships.

Scholarship Listings:

http://stars.caspercollege.edu

Revised 5/11 – DON

* Students need to know that nursing is a high-risk occupation, particularly in the areas of infectious diseases (including HIV) and substance abuse.

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.

Wyoming State Board of Nursing Application for Licensure

Refer to the WSBN website for licensure questions.

CASPER COLLEGE
H. E. STUCKENHOFF DEPARTMENT OF NURSING

Student Agreement & Consent

Students are expected to complete the Student Agreement & Consent Form online as soon as they receive the email notification to do so.

Completion of this form is required for participation in the Nursing Program. Students may print a copy of their signed form from the online system for their personal records.

Revised 25/1/14 TNF, 12/28/15, 8/21/25 DON