



COLLEGE OF THE
FLORIDA KEYS

**The College of the Florida Keys
Department of Nursing and Health Sciences
Nursing Student Handbook**

Island Living, Island Learning

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

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

Welcome

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

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

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

The Faculty and Staff of CFK Nursing

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MISSION STATEMENTS

CFK MISSION STATEMENT

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

NURSING PROGRAM MISSION STATEMENT

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

ACCREDITATION

The College of the Florida Keys is accredited by the Higher Learning Commission, a historically regional accreditation agency recognized by the U.S. Department of Education.

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

Contact information for ACEN:

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

or call 404-975-5020 for questions about the accreditation of the CFK Nursing Program

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

ADMISSION CRITERIA

The CFK Department of Nursing & Health Sciences utilizes a point system in determining entrance eligibility. In general, minimum requirements are as follows:

- Cumulative GPA of 2.7 (HS or College)
- Essay submission
- Interview

HEALTH SCREENING

Prior to admission to the nursing program, the student must meet the Essential Functions of Clinical Course work by having the Health Screening form completed and signed by a licensed physician, Physician's Assistant (PA) or Advanced Registered Nurse Practitioner (ARNP). It is the responsibility of the student to maintain copies of individual health record documentation and to be able to provide this documentation when requested. All healthcare screening documents

are at the expense of the student. The Health Certificate forms, including a documented physical examination, immunization records, and a valid Purified Protein Derivative (PPD) or chest x-ray results must be mailed or delivered directly to the Department of Nursing & Health Sciences. If these documents are not available by the specified deadlines, the student will be denied admission to the program.

IMMUNIZATIONS

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

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

#	TYPE	TIMEFRAME	FREQUENCY
	(if history of positive PPD)	who have positive PPD's will need to submit a current chest x-ray prior to admission.	

DRUG SCREENING

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

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

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

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

LEARNING OUTCOMES

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

Communication:

- Demonstrate the concept of structure in different forms of writing
- Identify and respond to the author's purpose in communication
- Research, cite, document and evaluate source material
- Use conventions of format and structure appropriately to the rhetorical structure
- Constructively critique the work of self and others

Global, Cultural, Environmental Awareness:

- Recognize multiple perspectives
- Evaluate diverse socio-cultural perspectives

- Evaluate ethics of issues in relation to cultures and groups
- Make informed and principled decisions with respect to individual conduct, the community, and environment
- Analyze and interpret diverse human experience and values

Critical Thinking:

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

Technology:

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

THE COLLEGE OF THE FLORIDA KEYS NURSING PROGRAM OUTCOMES

The Nursing program at CFK strives to graduate students who are:

- At or above the national average for first time licensing exam pass rates
- At or above state average for student retention
- At or above state average for student satisfaction
- Meeting the needs of local employers

PROGRAM CONCEPTS

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

Patient Centered Care (PCC): The provision of compassionate, age, and culturally sensitive care that is based on a patient's physiological, psychological, sociological and spiritual needs as well as preferences, values and beliefs which respects the patient and designee to promote safe, quality care (adapted from Massachusetts Nurses of the Future, 2010, NLN, 2010). *[CFK Outcomes-Global, Cultural, Environmental Awareness]*

Teamwork and collaboration (TC): The delivery of a coordinated approach to patient-centered care in partnership with the patient, other nurses, and inter-professional team members, fostering open communication, mutual respect, and shared decision-making to achieve safe, quality care (Adapted from QSEN, 2007, Giddens, 2013). *[CFK Outcome-Communication]*

Evidence-based practice (EBP): The integration of best current evidence and clinical expertise to guide nursing practice in achieving optimal patient-centered care (Adapted from Massachusetts Nurse of the Future, 2010, Giddens, 2013). *[CFK Outcome-Global, Cultural, Environmental Awareness, Communication, Critical Thinking]*

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

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

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

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

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

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

PROFESSIONAL CONDUCT

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

responsible for staying current on CFK and Nursing Department policies and for maintaining clinical requirements (see Clinical Guidelines).

CLASSROOM ETIQUETTE

Refer to the [CFK Student Handbook](#)

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

NATIONAL STUDENT NURSES' ASSOCIATION, INC. CODE OF ACADEMIC AND CLINICAL CONDUCT

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

Code of Academic and Clinical Conduct - As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client 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 our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.

15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Students who violate any portion of the Code of Academic and Clinical Conduct will be subject to disciplinary action, up to and including dismissal from the nursing program.

For more details on the NSNA code of conduct, please visit [the NSNA Code of Ethics website](#).

CHAIN OF COMMAND

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

- **Course Instructor**
- **Lead Instructor**
- **Director of Nursing & Health Sciences**
- **Dean of Nursing, Arts, Hospitality, Health Sciences**
- **Executive Vice President of Academic Affairs**

STUDENTS ACCESSIBILITY SERVICES

The College is committed to providing full access to all programs, services, and facilities for qualified individuals with documented disabilities as mandated by the Americans with Disabilities Act of 1990 (ADA) and in compliance with Section 504 of the Rehabilitation Act of 1973.

Disabilities as outlined in the ADA and by the College may include specific learning disabilities, visual, hearing, speech, physical and other disabilities determined by individual situations. Student Accessibility Services assists students with disabilities in all aspects of college life to ensure their educational experience is successful.

Financial aid is available for students with disabilities who are enrolling part-time based upon a necessary disability accommodation.

Student Success Staff are available to meet with students to provide details about the services listed. We encourage interested individuals to contact Student Accessibility Services at (305) 809-3262 or nicole.gerrard@cfk.edu with questions.

To promote academic success, Student Accessibility Services offers a wide variety of accommodations and support services. Services include, but are not limited to:

- Information and referrals to campus and community services
- Advice on classroom accommodations
- Liaison between student and faculty, provide assistance to faculty on effectively working with the student
- Instructor notification of student with disability – with student's permission only
- Readers, note takers, tutors
- Modified or extended test taking
- Course substitutions
- Accessibility to classrooms and buildings
- Equipment loan
- Voter's Registration

ACADEMIC POLICIES

CLASSROOM ATTENDANCE

The Nursing Department follows the College's attendance policy for classroom instruction. Please refer to the [CFK Student Handbook](#) for details.

CLINICAL AND LABORATORY ATTENDANCE

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

WITHDRAWAL

The Nursing Department follows the College's withdrawal policy regarding class withdrawal. Please refer to the [CFK Student Handbook](#) for details. Withdrawing from any nursing course could result from withdrawal from the nursing program.

GRADES

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

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

Nursing Students must maintain a 77% exam average in all NUR courses to obtain a passing grade. This is outlined clearly in each nursing course syllabus.

GRADING POLICY

The nursing faculty has adopted the following grade scale:

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

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

COURSE FAILURE AND READMISSION

Nursing Course Failure

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

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

Readmission after Withdrawal from Program

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

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

Students seeking readmission to the program must meet with the lead Instructor of the course in which the student has failed or withdrawn. The student will need to submit in writing to the program Director or Dean of NASH, a reason for the prior failure and a plan to ensure future success in the course and nursing program. The lead instructor along with nursing faculty will review the success plan and determine if the student is eligible to proceed with readmission. Students approved for readmission to the program must take the readmission exam for the last successfully completed course, and earn a score of at least 77%. Readmitted students may be

required to successfully execute psychomotor skills related to that course to demonstrate competency of skills. This requirement is at the discretion of the lead instructor. Students who miss three consecutive semesters without taking any program-related classes will need to re-apply to the nursing program. ALL readmissions are subject to availability of space in the program.

DRESS CODE

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

- Wear approved CFK uniform
- Wear CFK ID for all clinical and lab experiences
- Keep CFK student ID with you when attending class
- No smoking while attending clinical, and no tobacco or vaping products should not be carried on your person while in clinical
- Hair must be of a natural color (ie. Black, blonde, brown, ruddy) and pulled back and off of the face
- No visible tattoos
- Cell phones must be silenced and are not permitted in patient care areas
- Nails must be kept clean and short (no longer than ¼ inch). No artificial nails may be worn. Artificial nails include but are not limited to gels, acrylics, overlays, extenders, tips, silk wraps, shellac (gel and nail polish hybrids), bonding material, or ornaments. No Nail Polish, no Exceptions
- Cosmetics, if worn, must be conservative. No fake eye lashes
- No cologne or perfumes are permitted in the Clinical Setting. No Consistency
- Jewelry:
 - Rings: No rings permitted (exception: plain band)
 - No gauges
 - Piercings: Lip, eyebrow, tongue, and nose jewelry may not be worn. Pierced ears are limited to two (2) piercings per ear and are limited to stud-type earrings only, NO hoops
 - No bracelets
 - No smart watches or Meta glasses
 - No ear buds
- Students are to wear a watch with a second hand to lab and clinical.
- Uniforms are **not** to be worn out in the community except for specific clinical experiences, which could contribute to the spread of disease
- No gum chewing at any time in a clinical setting
- Shoes should be closed toe and back, leather, and predominantly white or black. Shoes should be kept clean at all times. Students may wear tennis shoes; however, the preferred footwear is something that can be wiped clean.
- NO Hair/head coverings are allowed exception - religious purposes with approval
- Uniforms should be clean and free of wrinkles
- Students are allowed to wear a plain long sleeve shirt under their scrub top; the color must be white, black, grey, or royal blue.

- No hoodies or scrub jackets are to be worn.

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

SUBSTANCE ABUSE POLICY

The College of the Florida Keys Nursing Program is committed to maintaining high standards of health education and practice. Safe practice includes the efficient and reliable functioning of students in the clinical area. Students are expected to perform health-related activities without the use of any chemical substance that could alter thinking or practice. These chemical substances would include controlled substances, alcohol or illicit drugs. **Students using prescribed medications at any time throughout the program are expected to inform their instructor and provide prescription information.** Your instructors are responsible for protecting the public and assuring the safe care of the client. It is the responsibility of faculty to observe any student behaviors that could threaten the safety and well-being of clients. Examples consistent with unreliable/unsafe behavior include, but are not limited to, the following: ***drowsiness, slurred speech, glassy eyes, unsteady gait, change in personality/mood, suspected alcohol on breath, altered thinking, inability to understand or follow instructions, inappropriate behavior.***

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

SOCIAL MEDIA AND PRIVACY

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

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

GENERAL GUIDELINES WHEN UTILIZING SOCIAL MEDIA

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

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

CLINICAL REQUIREMENTS AND GUIDELINES

ESSENTIAL FUNCTIONS FOR CLINICAL COURSE WORK

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

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

National Council of State Boards of Nursing (1999). Guidelines for using results of functional abilities studies and other resources.

1. **Gross Motor Skills** – Students must be able to: move within confined spaces; sit and maintain balance; stand and maintain balance; reach above shoulders (IVs); reach below waist (plug-ins).
2. **Fine Motor Skills** – Students must be able to: pick up objects with hands; grasp small objects with hands; write with pen or pencil; key/type (use a computer); pinch/pick or otherwise work with fingers (syringe); twist (turn knobs with hands); squeeze with finger (eye dropper).

3. **Physical Endurance** – Students must be able to: stand (at client side during procedure); sustain repetitive movements (CPR); maintain physical tolerance (work entire shift).
4. **Physical Strength** – Students must be able to: push and pull 25 pounds (position clients); support 25 pounds of weight (ambulate client); lift 25 pounds (transfer client); move light objects up to 10 pounds; move heavy objects weighing from 10 to 50 pounds; defend self against combative client; carry equipment/supplies; use upper body strength (CPR, restrain a client); squeeze with hands (fire extinguisher).
5. **Mobility** – Students must be able to: twist; bend; stoop/squat; move quickly; climb (ladders, stools, stairs); walk.
6. **Hearing** – Students must be able to: hear normal speaking level sounds; hear faint voices; hear faint body sounds (BP); hear in situations not able to see lips (when using masks); hear auditory alarms.
7. **Visual** – Students must be able to: see objects up to 20 inches away; see objects up to 20 feet away; see objects more than 20 feet away; use depth perception; use peripheral vision; distinguish color; distinguish color intensity.
8. **Tactile** – Students must be able to: feel vibrations (pulses); detect temperature; feel differences in surface characteristics (skin turgor); feel differences in sizes, shapes (palpate vein); detect environmental temperature.
9. **Smell** – Students must be able to: detect odors from client; detect smoke; detect gases or noxious smells.
10. **Reading** – Students must be able to read and understand written documents.
11. **Arithmetic Competence** – Students must be able to: read and understand columns of writing (flow sheets); read digital displays; read graphic printouts (I&O); calibrate equipment; convert numbers to/from metric; read graphs (vital sign sheets); tell time; measure time (duration); count rates (pulse rate); use measuring tools (thermometer); read measurement marks (scales); add, subtract, multiply, divide; compute fractions (medication dosages); use a calculator; write numbers in records.
12. **Emotional Stability** – Students must be able to: establish therapeutic boundaries; provide client with emotional support; adapt to changing environment/stress; deal with unexpected (crisis); focus attention on task; monitor own emotions; perform multiple responsibilities concurrently; handle strong emotions (grief).
13. **Analytical Thinking** – Students must be able to: transfer knowledge from one situation to another; process information; evaluate outcomes; problem solve; prioritize tasks; use long term memory; use short term memory.
14. **Critical Thinking** – Skills Students must be able to: identify cause-effect relationships; plan/control activities for others; synthesize knowledge and skills; sequence information.
15. **Interpersonal Skills** – Students must be able to: negotiate interpersonal conflict; respect differences in clients; establish rapport with clients; establish rapport with co-workers.
16. **Communication Skills** – Students must be able to: teach (client, family); explain procedures; give oral reports; interact with others; speak on the telephone; influence people; direct activities of others; convey information through writing (progress notes).

OSHA GUIDELINES

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

program. The Health Certificate form, verifying the PPD for the year, must be completed and returned to the Department of Nursing and Health Sciences.

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

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

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

EMERGENCY / ILLNESS / INJURY DURING CLINICAL

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

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

EMERGENCY / ILLNESS / INJURY ON CAMPUS

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

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

RETURN TO SCHOOL AFTER ILLNESS / HOSPITALIZATION

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

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

CRIMINAL BACKGROUND CHECK AND FINGERPRINTING

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

BLS (CPR) CERTIFICATION

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

SAFETY POLICY

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

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

COMMUNITY SERVICE

Reflecting our commitment to community outreach for the nurse generalist, all student nurses of CFK **are required** to perform a minimum of eight (8) hours of community service per semester (excluding summer). This exemplifies our belief that community service is an integral part of professional nursing. Service hours may be accrued by participating in endorsed CFK Nursing

Program projects, CFK Student Nursing Association functions and meetings, Florida Student Nursing Association (FSNA) meeting attendance, recruitment activities, College sponsored events, or health-related activities as approved by nursing faculty. It is very important that verification of events that may qualify as community service be validated with the appropriate instructor prior to a scheduled event. Community service hours must be officially documented on the Volunteer Hours log sheet. Students not participating in the required community service hours will receive an incomplete "I" for the course until such requirements are met. It is the responsibility of the student to maintain an accurate log of all community service hours.

ACADEMIC PROGRESSION

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

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

Prerequisite Courses:

Students must earn a "C" or better AND average a "B" in the prerequisite courses listed below prior to admission to the nursing program.

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

Co-requisite Courses:

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

- BSC 1085 Anatomy and Physiology I
- BSC 1085L Anatomy and Physiology I Lab
- BSC 1086 Anatomy and Physiology II
- BSC 1086L Anatomy and Physiology II Lab
- CHM 1033 Chemistry for Health Sciences
- MCB 2010 Microbiology
- MCB 2010L Microbiology Lab
- DEP 2004 Human Growth and Development
- PHI 2010 Introduction to Philosophy

- In order to pass a nursing course (NUR), students must earn:
 - An average grade of 77% on all objective course exams (not rounded)
- AND**
- Overall theory/lecture course grade of C (77%) or better
- AND**
- A “satisfactory” grade (77%) in the clinical component of the course
- AND**
- A “satisfactory” grade (77%) in the skills component of the course

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

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

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

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

ASSESSMENT AND EVALUATION STRATEGIES

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

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

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

GRADUATION REQUIREMENTS

1. To qualify for graduation, students must complete all general requirements outlined in the [CFK College Catalog](#) as well as the prescribed nursing curriculum leading to the Associate in Science in Nursing degree. It is the students’ responsibility to see that all requirements are met. Failure to meet any requirement delays graduation and timely filing for State Board of Nursing licensure by examination.

2. Students must submit a completed graduation application to the College by the deadline listed in the semester schedule.
3. A grade of "C" or better in each of the designated courses in the nursing program is required. This includes general education/support classes as well as nursing courses.
4. Students must satisfactorily complete a standardized end-of-program competency assessment examination. Students must obtain a specified Predicted Probability of Passing the NCLEX-RN score. This specified probability score is subject to change and students will be notified at the beginning of the final semester.

STUDENT OUTCOMES AND COMPETENCIES

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

CONCEPT	Level 1 Student Outcomes & Competencies	Level 2 Student Outcomes & Competencies
Patient-Centered Care	Implement nursing care to patients and families across the lifespan from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.	Evaluate nursing care provided to patients, families, groups, populations, and communities across the lifespan from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.
Patient-Centered Care	Perform a general health assessment including physiological, psychological, sociological, and spiritual needs of patients and families across the lifespan experiencing stable health alterations in a variety of settings.	Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex health alterations in a variety of settings.
Patient-Centered Care	Use the nursing process to guide the delivery of patient care to achieve optimal outcomes.	Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes.
Patient-Centered Care	Demonstrate self-awareness of culturally	Provide culturally sensitive care for patients, families,

CONCEPT	Level 1 Student Outcomes & Competencies	Level 2 Student Outcomes & Competencies
	sensitive behaviors while caring for patients and families from diverse backgrounds.	and groups from diverse backgrounds.
Patient-Centered Care	• Use clinical decision making when providing nursing care based on evaluation of patient needs.	• Utilize clinical judgment when evaluating nursing care to improve patient outcomes.
Patient-Centered Care	• Advocate for patients and families regarding nursing care issues.	• Advocate for patients, families, and groups regarding nursing care issues and health care decisions.

CONCEPT	Level 1 Student Outcomes & Competencies	Level 2 Student Outcomes & Competencies
Teamwork & Collaboration	• Participate as a member of the inter-professional healthcare team in the provision of safe, quality patient-centered care.	• Collaborate with members of the inter-professional health care team to manage and coordinate the provision of safe, quality care for patients, families, and groups.
Teamwork & Collaboration	• Participate as a member of the health-care team.	• Coordinate patient care with members of the inter-professional healthcare team.
Teamwork & Collaboration	• Use communication techniques that support sharing patient-related information with members of the healthcare team.	• Integrate input from other members of the healthcare team to improve individual and team performance.

CONCEPT	Level 1 Student Outcomes & Competencies	Level 2 Student Outcomes & Competencies
Evidence-Based Practice	• Identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.	• Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.
Evidence-Based Practice	• Identify reliable sources for locating best current evidence and clinical practice guidelines.	• Analyze best current evidence for its application to practice when providing

CONCEPT	Level 1 Student Outcomes & Competencies	Level 2 Student Outcomes & Competencies
		and managing patient centered care.
Evidence-Based Practice	• Use best practice resources when developing individualized patient-centered plans of care.	• Integrate best current evidence into clinical judgments that indicate the need to modify nursing care.

CONCEPT	Level 1 Student Outcomes & Competencies	Level 2 Student Outcomes & Competencies
Quality Improvement	• Participate in data collection processes that support established quality improvement initiatives.	• Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.
Quality Improvement	• Identify patient care issues that can impact quality of care.	• Use recognized nursing standards to improve and advance the quality of health care services.
Quality Improvement	• Identify gaps between current patient outcomes and desired patient outcomes.	• Use quality improvement tools to gather data related to the gap between current and desired patient outcomes.
Quality Improvement	• Identify the relationship between Nurse Sensitive Indicators and patient outcomes.	• Participate in the collection of data related to a Nurse Sensitive Indicator.

CONCEPT	Level 1 Student Outcomes & Competencies	Level 2 Student Outcomes & Competencies
Safety	• Implement strategies that minimize risk and provide a safe environment for patients, self, and others.	• Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings.
Safety	• Identify safety risks and environmental hazards in health care settings.	• Anticipate safety risks to patients, self and others in healthcare, home, and community settings.
Safety	• Practice performance of psychomotor skills that	• Implement actions that promote a culture of safety, minimize safety risks, and

CONCEPT	Level 1 Student Outcomes & Competencies	Level 2 Student Outcomes & Competencies
	minimize safety risks and environmental hazards.	environmental hazards in healthcare settings.
Safety	List National Patient Safety Goals that promote safety in healthcare settings.	National Patient Safety Goals in healthcare settings.

CONCEPT	Level 1 Student Outcomes & Competencies	Level 2 Student Outcomes & Competencies
Informatics	Use evidence-based information and patient care technology in the provision of safe, quality patient-centered care.	Use evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.
Informatics	Describe the effect that computerized information management systems have on the delivery of nursing care.	Use patient care technologies effectively when assessing and monitoring patients.

CONCEPT	Level 1 Student Outcomes & Competencies	Level 2 Student Outcomes & Competencies
Communication	Utilize verbal and nonverbal communication strategies with patients and families from diverse backgrounds that promote an effective exchange of information and the development of therapeutic relationships	Utilize verbal and non-verbal therapeutic communication strategies with patients, families, groups, and populations from diverse backgrounds that promote the nurse-client relationship.
Communication	Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients and families.	Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients, families, groups, and populations.
Communication	Integrate changes in communication and use of self, in relation to communication barriers,	Integrate changes in communication and use of self, in relation to communication barriers, when caring for patients,

CONCEPT	Level 1 Student Outcomes & Competencies	Level 2 Student Outcomes & Competencies
	when caring for patients and families.	families, groups, and populations.
Communication	Communicate effectively with members of the healthcare team and report issues utilizing the appropriate chain of command.	Communicate effectively with members of the healthcare team and report issues that indicate conflict that is impacting patient care.

COMPREHENSIVE PREDICTOR

The end-of-program online Comprehensive Predictor Assessment exam is designed for the student to achieve a passing score on the first try. If a student is unsuccessful on the first end-of-program online Comprehensive Predictor Assessment exam attempt, they must attempt to see their faculty member immediately for instructions.

If a student is unsuccessful on the second online Comprehensive Predictor Assessment exam, they must make an appointment with the program director for further counseling.

CFK COMPREHENSIVE PREDICTOR ASSESSMENT – GRADING RUBRIC

The grading rubric uses a combination of the practice and proctored assessments to achieve **10% of the course grade**:

85% on Practice Assessment A = 4 points
<i>Must score 85% or higher on the practice assessment prior to taking the comprehensive predictor test.</i>

Standardized Proctored Assessment			
95% or Above Passing Predictability 4 Points	85% - 94.9% or Above Passing Predictability 3 Points	80% - 84.9% or Above Passing Predictability 1 Point	< 80% or Below Passing Predictability 0 Points
<i>Remediation:</i> Minimum 1-Hour Focused Review	<i>Remediation:</i> Minimum 2-Hour Focused Review	<i>Remediation:</i> 1. Minimum 3-Hour Focused Review 2. Level Up to 85% on Required Retake	<i>Remediation:</i> 1. Minimum 4-Hour Focused Review 2. Level Up to 85% on Required Retake

Proctored Assessment Retake

No Retake (optional)	No Retake (optional)	Retake Required	Retake Required
2 points	2 points	2 Points if all Remediation Is Completed and Student Levels Up to 85% on 2nd Retake	2 Points if all Remediation Is Completed and Student Levels Up to 85% on 2nd retake
		<i>Remediation: After Live Review: 1. Retake a Third Time</i>	<i>Remediation: After Live Review: 1. Retake a Third Time</i>
10/10 points	9/10 points	7/10 points	6/10 points

STANDARDIZED TESTING

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

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

PROCTORED ONLINE ASSESSMENT EXAMS

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

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

Students are expected to achieve a Level II score on all proctored content mastery exams. Students who do not achieve a Level II score will need to set an appointment with the course instructor to develop a remediation plan. The student will be able to retake the exam after completion of the remediation plan. If the student does not pass the second time, the student will meet with their instructor and the program Director or Dean of NASH to develop a focused review

plan. Failure to complete the remediation plan and/or focused review within the designated time frame will result in a “D” in the course, and the student will need to retake the course, subject to the readmission process. Please refer to the CFK Content Mastery Series Online Assessment Grading Rubric below. Students who earn a Level 2 score or higher will receive points to be awarded as outlined in the course syllabus.

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

CFK CONTENT MASTERY SERIES ONLINE ASSESSMENT GRADING RUBRIC

The grading rubric uses a combination of the practice and proctored assessments to achieve **10% of the course grade:**

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

Standardized Proctored Assessment			
Level 3 4 POINTS	Level 2 3 POINTS	Level 1 1 POINT	Below Level 1 0 POINTS
<i>Remediation:</i> Minimum 1-Hour Focused Review	<i>Remediation:</i> Minimum 2-Hour Focused Review	<i>Remediation:</i> 3. Minimum 3-Hour Focused Review 4. Level Up to 85% on Required Retake	<i>Remediation:</i> 3. Minimum 4-Hour Focused Review 4. Level Up to 85% on Required Retake
No Retake Necessary	No Retake Necessary	Retake Required	Retake Required
2 POINTS	2 POINTS	2 POINTS	2 POINTS

Proctored Assessment Retake			
<i>The 2 points are only awarded if the student completes all remediation and then “levels up” to a minimum of Level 2 or above on the re-take.</i>			
10/10 POINTS	9/10 POINTS	7/10 POINTS	6/10 POINTS

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

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

SURVEY

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

GRADUATION AND PINNING

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

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

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

- A planning representative or representatives from each location will be selected to help coordinate the ceremony
- The pinning ceremony will be held within the graduation ceremony
- Students will receive their official nursing pins during the graduation ceremony from the program Director or Dean of NASH
- During the pinning ceremony at graduation. The International Council of Nurses' Pledge will be recited

STUDENT ACKNOWLEDGEMENT OF ATI GRADING RUBRIC AND POLICY

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

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

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

Initial all and sign below:

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

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

Student Printed Name: _____ DATE: _____

Student _____ Signature: _____