Bachelors in Science in Nursing Program Traditional

Columbia College
Columbia Campus

Professional Nursing Program Student Handbook

2023-2026

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Welcome From Faculty and Staff of the Columbia College Nursing Department

Welcome to Columbia College Professional Nursing Program!

We are delighted that you have selected Columbia College to pursue your career goals and nursing education. Nursing is a high-demand, significant and noble profession. Nurses are in high-demand in the health care industry, offering greater career opportunities to graduates in a range of settings. Courses in this program are designed to enhance complex clinical reasoning, decision-making and collaborative skills, contributing to patient safety and quality processes. The nursing courses are challenging and rewarding in your goal for higher education. We recognize you will make a difference in every person in your professional care. We value your goal for a higher degree and look forward to working with you, to help you succeed.

Our very best,

Faculty and Staff

About Columbia College

Columbia College, a private, coeducational institution, offers associate, baccalaureate, and masters degrees that prepare students of differing backgrounds and abilities for entry level or advanced positions in various occupations and professions. Founded in 1851 by charter of the Missouri legislature, and then named Christian Female College, Columbia College assumed its current name and became coeducational in 1970. Although it retains a covenant with the Christian Church (Disciples of Christ), Columbia College is a nonsectarian institution.

The College is accredited by the Higher Learning Commission of the North Central Association and holds specialized accreditation in its Education programs.

All members of the campus community are responsible for being aware of and complying with Columbia College policies, rules, regulations, and standards of conduct; enrollment is considered acceptance of the standard specified herein. However, the provisions of this handbook do not constitute a contract being students and Columbia College. Columbia College reserves the right to change policies and practices as described in the handbook as circumstances and efficiency of operations may require.

COLUMBIA COLLEGE STATEMENT OF MISSION

Columbia College improves lives by providing quality education to both traditional and nontraditional students, helping them achieve their true potential.

The liberal arts and sciences and professional programs of the college embrace and profess these values:
- We believe all students deserve access to affordable, quality education
- We believe higher learning should be individualized, innovative and flexible
- We believe a liberal arts core curriculum produces globally engaged citizens who are creative, curious and ethical
- We believe people of all beliefs and backgrounds should engage in civil discourse and discovery

Our vision is to be a highly innovative institution of higher education, dedicated to excellence in both its traditional and nontraditional programs nationwide.
(Adopted January 2018)

MISSION AND PHILOSOPHY OF NURSING PROGRAM

Mission

The Department of Nursing improves lives by providing a quality, innovative nursing education to both traditional and nontraditional nursing students, helping them to achieve their true potential as a professional nurse.

Philosophy

The philosophy of the nursing program at Columbia College evolved from and is aligned with the Mission Statement of Columbia College: consistent with the mission, goals and objectives of Columbia College and is based on shared values of our constituents.

> "Teaching within the Nursing Department is accomplished through deliberate acts and interventions to promote learning, using planned objectives and outcomes needed to prepare the graduate with knowledge, information, understanding, and skills.
> Students bring culturally diverse backgrounds and unique learning styles to the academic environment, which supports the development of critical thinking skills in preparation for professional nursing. We believe that nursing, as a discipline, is a dynamic profession based on and directed toward contributing expertise to comprehensive healthcare. The role of the professional nurse requires critical thinking through the use of the nursing process, clinical competence, accountability, and patient advocacy."

Nursing Program Values:

The values of the Department of Nursing evolved from and are congruent with the values of Columbia College:

- We believe all students deserve access to quality education which is demonstrated by utilizing *critical thinking* skills and the *nursing process* as a framework for delivering nursing care.
- We believe higher learning should be individualized, innovative and flexible which is demonstrated through *collaboration* with members of the healthcare team.
- We believe a liberal arts core curriculum produces globally engaged citizens who are creative, curious and ethical which is demonstrated through *professional behaviors* and engagement in lifelong learning by utilizing the principles of *teaching and learning* for client and self-learning needs.
- We believe people of all beliefs and backgrounds should engage in civil discourse and discovery which is demonstrated through *culturally competent management of care* within and across the health care setting.

-Revised by Nurse Faculty, 04/2018

THE BACCALAUREATE ESSENTIALS

We incorporate the Essentials of Baccalaureate for Professional Nursing Practice (AACN, 2008) to delineate the outcomes of the graduates of the BSN nursing program. The nine essentials are:

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
> A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
> Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Essential III: Scholarship for Evidence Based Practice
> Professional nursing practice is grounded in the translation of current evidence into one's practice.

Essential IV: Information Management and Application of Patient Care Technology
> Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Essential V: Health Care Policy, Finance, and Regulatory Environments
> Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
> Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Essential VII: Clinical Prevention and Population Health
> Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: Professionalism and Professional Values
> Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Essential IX: Baccalaureate Generalist Nursing Practice
> The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

**COLUMBIA COLLEGE BACHELOR OF SCIENCE IN
NURSING PROGRAM
GRADUATE COMPETENCIES**

1.	ANA Standard of Practice 2 -Diagnosis

The registered nurse analyzes assessment data to determine actual or potential diagnoses, problems, and issues.

- Lists actual or potential risks to the healthcare consumer's health and safety or barriers to health, which may include but are not limited to interpersonal, systematic, cultural, or environmental circumstances.
- Describes assessment data, standardized classification systems, technology, and clinical decision support tools to articulate or potential diagnoses, problems, and issues.
- Describes the diagnoses, problems, and issues with the individual, family, group, community, population, and interprofessional colleagues.
- Lists diagnoses, problems, and issues based on mutually established goals to meet the needs of the healthcare consumer across the health-illness continuum.
- Lists diagnoses, problems, and issues in a manner that facilitates the determination of the expected outcomes and plan.

2.	ANA Standard of Practice 5A - Coordination of Care

The registered nurse coordinates care delivery.

- Explains the components of the plan.
- Discusses with the consumer to help manage health care based on mutually agreed upon outcomes.
- Recognizes a healthcare consumer's care in order to reach mutually agreed upon outcomes.
- Recognizes healthcare consumers in self-care to achieve preferred for quality of life.
- Asks the healthcare consumer to identify options for care.
- Discusses with the healthcare consumer, interprofessional team, and community-based resources to effect safe transitions continuity of care.
- Asks for the delivery of dignified and holistic care by the professional team.
- Discusses the coordination of care.

3.	ANA Standard of Practice 5B - Health Teaching and Health Promotion

The registered nurse employs strategies to promote health and a safe environment.

- Lists opportunities for the healthcare consumer to identify needed healthcare promotion, disease prevention, and self-management topics.
- Discusses health promotion and health teaching methods in collection with the healthcare consumer's values, beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture and socioeconomic status.
- Describes feedback and evaluation from the healthcare consumer to determine the effectiveness of the employed strategies.
- Describes technologies to communicate health promotion and disease prevention information to the healthcare consumer.
- Describes healthcare consumers with information about intended effects and potential adverse effects of the plan of care.
- Recognizes consumer alliance and advocacy groups in health teaching and health promotion activities for healthcare consumers.

- Describes anticipatory guidance to healthcare consumers to promote health and prevent or reduce the risk of negative health outcomes.

4.   ANA Standard of Practice 6 -Evaluation

The registered nurse evaluates progress toward attainment of goals and outcomes.
- Discusses a holistic, systematic, ongoing, and criterion-based evaluation of the goals and outcomes in relation to the structure, processes, and timeline prescribed in the plan.
- Discusses with the healthcare consumer and others involved in the care or situation in the evaluation process.
- Describes, in partnership with the healthcare consumer and other stakeholders, the patient-centeredness, effectiveness, efficiency, safety, timeliness, and equitability (IOM, 2001) of the strategies in relation to the responses to the plan and attainment of outcomes. Other defines criteria (e.g., Quality and Safety Education for Nurses) may be used as well.
- Describes ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies.
- Describes evaluation data and conclusions with the healthcare consumer and other stakeholders in accordance with federal and state regulations.
- Discusses the results of the evaluation.

5.   ANA Standard of Practice 7 - Ethics

The registered nurse practices ethically.
- Describes the *Code of Ethics for Nurses with Interpretive statements* (ANA, 2015) to guide nursing practice and articulate the moral foundation of nursing.
- Demonstrates with compassion and respect for the inherent dignity, worth, and unique attributes of all people.
- Discusses for healthcare consumers' rights to informed decision-making and self-determination.
- Recognizes guidance in situations where the rights of the individual conflict with public health guidelines.
- Discusses the understanding that the primary commitment is to the healthcare consumer regardless of setting or situation.
- Discusses therapeutic relationships and professional boundaries.
- Explains for the rights, health, and safety of the healthcare consumer and others.
- Defines the privacy and confidentiality of healthcare consumers, others, and their data and information within ethical, legal and regulatory parameters.
- Describes professional accountability and responsibility for nursing practice.
- Explains competence through continued personal and professional development.

6.   ANA Standard of Practice 11 -Leadership

The registered nurse leads within the professional practice setting and the profession.
- Discusses to the establishment of an environment that supports and maintains respect, trust, and dignity.
- Describes innovation in practice and role performance to attain personal and professional plans, goals, and vision.
- Discusses how to manage change and address conflict.
- Identifies colleagues for the advancement of nursing practice and the profession to enhance safe, quality healthcare.
- Defines accountability for delegated nursing care.

- Discusses to the evolution of the profession through participation in the professional organizations.
- Discusses policy to promote health.

7.   ANA Standard of Practice 13 - Evidence-based Practice and Research
The registered nurse integrates evidence and research findings into practice.

- Discusses the values of research and its application relative healthcare setting and practice.
- Classifies questions in the healthcare setting and practice that can be answered by nursing research.
- Describes current evidence-based knowledge, including research findings, to guide practice.
- Discusses evidence when initiating changes in nursing practice.
- Defines the formulation of evidence-based practice and the healthcare setting.
- Describes ethical principles of research in practice and the healthcare setting.
- Discusses nursing research for optimal application in practice and the healthcare setting.
- Discusses peer-reviewed research findings with colleagues to integrate knowledge into nursing practice.

8.   ANA Standard of Practice 14 - Quality of Practice The registered nurse contributes to quality nursing practice.

- Discusses that nursing practice is safe, effective, efficient, equitable, timely, and patient-centered (IOM, 1999; IOM, 2001).
- Describes barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and patient-centeredness.
- Lists strategies to improve nursing quality.
- Discusses creativity and innovation to enhance nursing care.
- Defines quality improvement initiatives.
- Discusses data to monitor the quality of nursing practice.
- Lists in efforts to improve healthcare efficiency.
- Describes critical review and/or evaluation of policies, procedures, and guidelines to improve the quality of health care.
- Cites in formal and informal peer review process.
- Discusses with the interprofessional team to implement quality improvement plans and interventions.
- Defines nursing practice in a manner that supports quality and performance improvement initiatives.
- Describes professional certification, when available.

9.   ANA Standard of Practice 17 – Environmental Health
The registered nurse practices in an environmentally safe and healthy manner.

- Describes a safe and healthy workplace and professional practice environment.
- Lists environmental health concepts in practice.
- Identifies environmental health risks to self, colleagues, and healthcare consumers.
- Discusses information about environmental health risks and exposure reduction strategies.
- Recognizes the safe, judicious, and appropriate use and disposal of products in health care.
- Lists technologies to promote safe practice environments
- Describes products or treatments consistent with evidence-based practice to reduce environmental threats.

- Describes in developing strategies to promote healthy communities and practice environments.

COMMUNITY ADVISORY COMMITTEE

The Nursing Program has a Community Advisory Committee which provides a link between the healthcare community and the nursing programs. Its function is to give advice and lend assistance for program improvements.

Area health-care professionals and interested community members serve on the committee, as well as faculty, student representatives and Nursing Alumni. The Advisory Committee meets at least once a year.

ACCREDITATION

Columbia College is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools.

Approved for teacher preparation by the Missouri State Department of Elementary and Secondary Education.

The Columbia College Nursing Programs has full approval by the Missouri State Board of Nursing.

The baccalaureate degree in nursing program at Columbia College is accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation).

Commission on Collegiate Nursing Education (CCNE)
Our baccalaureate degree programs in nursing at the Columbia College Nursing Department are accredited by the
Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
(202) 887-6791

CCNE Baccalaureate Accreditation	
Initial Accreditation Date:	February 8, 2016
Most Recent Accreditation Date:	April 7, 2021
Accreditation Term Expires:	December 31, 2024
Last On-Site Evaluation:	April 2021
Next On-Site Evaluation:	Spring 2024

The Higher Learning Commission
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Hours:

General hours for the Nursing Department Offices are: 8:30 am to 5:00 pm Monday through Friday.

The nursing program follows the Columbia College Day schedule/procedure for most holidays, academic breaks, and cancellations. Faculty reserve the right to change the schedule (with advanced notice to students) to meet the needs of the program.

Weather Cancellations:

Weather cancellations for clinical will be made by the clinical instructor in consultation with the Program Director and Coordinator/, with as much advance notice to students as possible. Weather cancellations for class are on a banner on the website for our campus as well as on radio and TV stations.

NON-DISCRIMINATION

Notice of Non-Discrimination and Equal Opportunity
Complete policy information can be found at the following link:
https://www.ccis.edu/policies/notice-of-non-discrimination-and-equal-opportunity.aspx

STUDENT'S RIGHT TO PRIVACY

The Family Educational Rights and Privacy Act (FERPA) policy can be found at:
https://www.ccis.edu/policies/family-education-rights-and-privacy-act.aspx

PROGRAM POLICIES

Student Advising
At the time of acceptance to the Nursing Program, all students are assigned a nursing faculty advisor. Faculty hold three office hours per week and times are posted each session. Students must meet with their advisor in person twice a year for academic advising.

Professional Standards
Students are expected to conduct themselves in a professional manner any time they are representing Columbia College in the role of a nursing student. This includes expectations in the areas of professional demeanor, professional communication, patient confidentiality, and clinical performance.
- Professional Demeanor
  Students will maintain a professional, ethical, and honest demeanor with their peers, staff, and faculty in every interaction, including in the classroom, skills lab, and clinical settings when acting the role of a Columbia College nursing student. Clinical settings include all facility properties - conference rooms, break rooms, cafeteria, parking lots, and smoking areas.
- Professional Communication
  Students are expected to use respectful, appropriate professional language in all interactions with peers, staff, and faculty, including classroom, skills lab, and clinical facilities when in the role of a nursing student of Columbia College.
- Patient Confidentiality
  Students are expected to maintain patient confidentiality and adhere to HIPPA standards in classroom, skills lab and all clinical settings when in the role of a nursing student. Audio taping of conversations that include any identifying patient information will be considered a violation of patient confidentiality.
- Clinical Performance
  Students are expected to be prepared for clinical and motivated for learning including clinical preplanning

(when applicable) and all required documentation. Students are expected to be actively engaged in learning and to provide safe, competent care. Students may be disciplined for any conduct which constitutes a hazard to the safety, mental or physical health, and well-being of members of the college community, including peers, staff, and faculty interactions, or for conduct that is deemed detrimental to the college's interests.

- All Columbia College students are expected to adhere to the Student Code of Conduct. https://www.ccis.edu/policies/student-code-of-conduct.aspx and the Academic Integrity Policies https://www.ccis.edu/policies/academic-integrity-policy-and-procedures.aspx

Technology

Participation in the nursing courses will require the basic technology for all students at Columbia College. Each student in the nursing program must have basic computer competencies. Students will be asked to complete assignments using various web-based applications. In order to successfully complete these assignments students must have access to technology that includes, but is not limited to:

- A laptop with reliable Internet access (Chromebooks and Apple products discouraged)
- A web browser, to access online sites
- Acrobat Reader
- Microsoft Office
- Flash Play (for video viewing)
- Email through Columbia College accounts.

Upon admission each student will be assigned a computer account and email address on Columbia Colleges network computer system. Correspondence from Columbia College, including the Nursing Department faculty and staff will be delivered via Columbia webmail address.
Students are required to check their email and notifications for their nursing classes daily, including Columbia College email.

Link to check operating systems: https://www.ccis.edu/online/technical-requirements

Cell Phone Policy/Laptop Computer Policy
Cell phones cannot be visible (must be in backpack/purse/pocket) or used during class/clinical except during breaks. Ring tones are to be turned off including the phone's message tone/ring, and remain off during class/clinical. Cell phone calculators cannot be used when taking quizzes or exams. Failure to adhere to this policy may result in Professional Conduct Warning. Students may be asked to put away laptop computers during class/clinical if it is determined that the use of the laptop computer is disruptive to the learning environment.

Social Networking/Media Policy in the Clinical Setting
All Columbia College nursing students must adhere to regulations provided by HIPPA, Code of Conduct, and assigned clinical agencies regarding any usage of electronic devices in or out of clinical, classroom, and research setting.

- Permission may be granted by nursing faculty and staff or assigned preceptors to utilize electronic devices for enhancing learning in patient care, classroom or research environment.

Some electronic communication, networking and postings are subject to public view; therefore, the student is responsible for all content, and subject to disciplinary action if misused.
Misuse of electronic devices includes, but may not be all inclusive to:

- Patient information and/or pictures of patients
- Communication or postings of illegal, obscene, defamatory and slanderous statements
- Postings of obscene photos or videos

Criminal Background Check
Criminal background checks will be completed as part of the application process for admission to the Nursing Program. If any type of offense is revealed prior to or occurs during the nursing program, the following procedure will be followed:

- The record will be reviewed by the Program Coordinator and Director & Department Chair of Nursing.
- The Program Coordinator and Director & Department Chair of Nursing will discuss with the student the Missouri State Board of Nursing Practice Act's section regarding eligibility to take the NCLEX-RN examination and be licensed in the State of Missouri.
- The student will be informed if the findings of the criminal background check for the Columbia College Nursing Program restrict the student from admission to the Nursing Program, thus requiring the student to drop the nursing courses and the Nursing Program.
- The student will be informed that if any clinical site (hospital, clinic, nursing home, home health agencies, etc.) used for clinical rotations restricts access to the student because of the findings of the background check, the student will be unable to complete the clinical and course requirements and thus, may have to drop from the course and the Nursing Program.
- The student will be told that the information revealed from the criminal background check could affect the eligibility of the student to remain in class and in the Nursing Program.
- All Columbia College applicants are expected to review and adhere to the Criminal History in Admissions Policy: https://www.ccis.edu/about/policies/criminal-convictions-background-checks

Admissions Requirements

All nursing students are required to take the HESI A2 exam prior to acceptance into the nursing program. The exam dates and times are listed on the nursing website here: https://www.ccis.edu/admissions/bachelors-and-associate/nursingexams.

The topics are:
Math 50 items
Reading 50 items
Vocabulary 50 items
Biology 25 items
Learning style, personality, and critical thinking 15 items

A 70% benchmark is required for the HESI A2 exam. The HESI A2 offers remediation after the first exam to help study if a second attempt to meet the 70% benchmark is required.

HESI A2 Study Guide is available at the Columbia College bookstore or can be ordered by the student.

https://evolve.elsevier.com/cs/product/9780323582261?role=student

Evolve Resources for Admissions Assessment Exam Review, 5th Edition
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Job Shadowing of a registered nurse is a requirement for a total of 8-hours **or** a submitted resume/application showing employment with health care experience. Link to Job Shadow Form**.**

Immunization Requirements

Official documentation of the following immunizations (month/day/year) and screening tests (copies from physician or clinic where immunizations were received) is required throughout the program. If you cannot provide official documentation of the immunizations, you must have a blood titer drawn to verify immunity, or be re-immunized. Please see your healthcare provider to order the titer and submit the lab results to CastleBranch.
- ❖ Tdap – within the last 10 years
- ❖ **2-step skin test** Tuberculosis screening – must be **administered 1-3 weeks apart within the past 12 months** * Annuals are 2-step as well
- ❖ Hepatitis B series (three). Series must be started prior to first day of class.

- ❖ MMR series (two). Series must be started prior to first day of class.
- ❖ Varicella series *(chicken pox)* (two). Series must be started prior to first day of class.
- ❖ Influenza annually**- vaccination must be for current flu season and submitted to CastleBranch by first day of class (times may vary for availability of the flu vaccination).**
- ❖ Covid-19 Vaccination (Proof of vaccination must be posted to CastleBranch) or Medical or Religious exemption.

CBD Cards

Nursing students are required to pass a drug test for each clinical site. If the student is positive for marijuana, in the required drug screen, the student will need to retest until they receive a negative screen. The clinical site will reject the applicant for the positive drug test. Students are treated as students and not employees of each clinical facility.

CPR Requirements

Proof of current CPR certification by the American Heart Association (AHA), Health Care Providers (BLS) or the Red Cross BLS for Healthcare Providers course is required throughout the program. The Columbia College Nursing Program holds AHA Skills testing classes several times a year requiring a printed or scanned AHA-BLS course completion online or in-person certificate. Once the Nursing Program receives the certificate of AHA course completion certificate, students can sign up for the AHA Skills testing to complete the course and receive their official AHA-BLS card, which lasts two years from completion.

Drug Testing

Urine drug screens will be required for all students accepted to the nursing sequence courses. A specific drug screen is required and must be purchased. The testing must be completed by the deadline established by the nursing program. Students whose drug test results are positive may be asked to provide documentation from the prescribing health care provider. Failed drug screens could result in dismissal from the nursing program and a referral to the Office of Student Conduct.

Ongoing - At any time during enrollment in the nursing program, the program director or coordinator may require the student to have a urine drug screen at the student's expense.

Alcohol and Other Drugs Policy: https://www.ccis.edu/about/policies/alcohol-drugs

Columbia College is a tobacco free environment: https://www.ccis.edu/about/policies/tobacco-free

Reference Requests

Whenever a student requests a reference from a faculty member (for employment, scholarships, educational programs, etc.) it is the policy of the school that the request must be in writing. A written request must be submitted by both the requesting institution/agency AND by the student (giving the school permission to give the reference).

ACADEMIC PERFORMANCE (EXPECTATIONS, GRADING)

Course Grades

Columbia College Nursing Program uses a two-tiered system to calculate course grades. Students must earn a minimum of 75% on the exams portion (tier one) of the lecture component in order to pass the course. Points/grades from other written course assignments (tier two) such as article reviews, take-homes, homework, formal papers and quizzes will be considered in determining the overall course grade only if the student's overall average on the exams/tests is 75% or greater. If less than 75% is earned, a "D" or "F" final course grade will be assigned at faculty discretion depending on class performance.

For courses that also include a clinical component, performance in clinical is evaluated on a satisfactory/unsatisfactory (pass/fail) basis.

Only one grade is awarded for a lecture/clinical course - that being the grade for the lecture component. In order to successfully pass a course, the student must pass both the lecture (minimum grade of 75%) and the

clinical component (satisfactory).

Nursing courses are sequential and may not be taken out of order. Progression into the next nursing course is contingent upon successful completion of all previous nursing courses.

Grading

Nursing course grades will be based on total points for both exam scores and any required papers and assignments. Point values and specific grading criteria will be determined by course faculty and will be detailed in each course syllabus. Clinicals are pass/fail.

The following scale will be used when assigning grades:

90 - 100%	=	A
82 - 89%	=	B
75 - 81%	=	C (75% is minimum for passing the NURS courses.)
62 - 74%	=	D
Below 61%	=	F

The student's final grade is a percentage based on total points. Percentages are NOT rounded. For example, if the final number of points needed for a "C" in the class is 300 out of 400, then 299 points is a "D", even though 299/400 is 74.7%. A grade of less than 75% in any Nursing Program course is considered a program failure.

In addition to the specific course/clinical evaluations, several courses include mandatory skills/tests that must be passed in order to continue in the course/pass the course. Environmental accommodations are not made for clinical masteries.

Course Drop/Withdrawal

If a student drops or withdraws from a course (withdraws from the program) the student may petition for re-instatement/re-enrollment. The Reinstatement Request Form (see Appendices) must be submitted to the program director at least eight (8) weeks in advance of the start of the course. Decisions about re-instatement will be based on space availability (in lecture, number of students per clinical group, as well as evening or day clinical group space) and the reason for the drop or withdrawal. A student who drops or withdraws from a course in good standing may be considered ahead of a student who withdraws or fails because of failure to achieve a passing grade in clinical, a mastery, or on a drug calculations test (See Reinstatement Policy). If course repetition is required, the student must complete all aspects of the course, including the lecture and the clinical components.

Course Failure

A student reinstated into the program is allowed one chance to repeat a course in which a passing grade was not achieved. ***A second withdraw/failure of any nursing class or the failure of two nursing classes results in dismissal from the program with no chance to return.***

It is the responsibility of the student to seek help from the instructor when encountering academic/clinical difficulty. Individual tutoring must be arranged by the student.

Masteries

NURS 208 - Fundamentals of Nursing, NURS 314 - Health Assessment and NURS 300 - Foundations of Nursing, include masteries in basic and advanced nursing skills. All students are required to actively participate in lab practice sessions. The masteries are set up on a pass/fail basis and must be passed with a minimum of 90% of the points possible for that mastery. Students have the opportunity to demonstrate the acceptable level of skill on these masteries. Students are required to follow the specific mastery guidelines outlined in each course syllabi to successfully meet the course requirements and failure to do so may result in being withdrawn from the course and from the nursing program.

Drug Calculation Test

The nursing program includes two mandatory drug calculation tests. These tests are set up on a pass/fail basis (90% is passing). Students who do not pass the test on the first try are allowed one more chance by taking a different/comparable test. Students failing the calculations test on the second try have not successfully met the course requirements and must withdraw from the course and from the nursing program.

National Content Exam and Remediation Policy

National Content Exams – To successfully meet the objectives of the nursing sequence courses, students should achieve a score at or above the acceptable level on national content exams throughout the curriculum. Any student who scores below the minimum passing score on any of the offered national content exams must meet with the program director or director's designee.

Remediation - Students not achieving a score at or above the acceptable level of performance on a national content exam will need remediation to successfully master the course objectives. To remediate, students will be required to develop an on-line remediation plan through the exam publisher's website and meet with the program director or director's designee. Students who fail to develop the remediation plan prior to the start of the next nursing course in the sequence will not be allowed to attend the subsequent course until the plan is developed. The course attendance policy will determine if students continue in the program if they fail to develop a plan. Students will not be required to retake the national content exams to achieve the acceptable level of performance unless they wish to measure their progress.

Program Completion Policy – The purpose of this policy is to establish criteria for evaluation of student achievement of the graduate competencies for graduation at the completion of the BSN nursing program. The intent of this policy is to assist the student through evaluation, feedback and remediation to successfully achieve the objectives of NURS 491, the NCLEX-RN Test prep Course. Graduate competencies form the underlying construct of the nursing curriculum and are determined by the nurse faculty. The graduate competencies reference the 2015 ANA Competencies for Professional Registered Nursing. Minimum achievement of competency as a registered professional nurse is measured by the MO State Board of Nursing through the NCLEX-RN examination for licensure.

Students must successfully meet the course measurable learning objectives of the nursing sequence courses to progress through the nursing program. The learning objectives are determined by the graduate competencies. During the last session, the student will enroll in a one credit hour NCLEX-RN preparatory course (NURS 491). This review course includes a variety of resources that the faculty have determined to assist students in preparation to successfully pass the NCLEX-RN on the first attempt. Successful completion of this one credit hour course is a program requirement.

Exit HESI testing is administered to determine areas of strength and weakness needing review and remediation throughout the curriculum. A national review course is provided by faculty which includes a student assessment to determine NCLEX-RN readiness and identify student content weaknesses. Practice questions, test-taking strategies and review of material by lecture are provided to students through the course to assist in remediation. Additional resources are provided for learning and remediation through a national online web site which include videos, practice tests and rationales and other content.

Students are encouraged to utilize other practice test opportunities provided such as web applications, NCLEX-RN review books, course textbooks and videos through the Stafford Library.

Near the completion of the NURS 491 course, a second exit HESI test is provided to determine improvement and further areas of study needed.

If a minimal acceptable score is achieved on either the first or second Exit HESI tests, the student will have successfully completed the course. Remediation of Exit HESI's are mandatory.

Prior to the third attempt at an exit test, students must follow the recommendations outlined by the faculty. Once the student completes these requirements, they will be allowed to take a third exit HESI test(v3) at their cost. If the student achieves a minimal acceptable score, the student grade will be converted to a letter grade from an incomplete and the student will have completed the program.

If a student does not pass the exit HESI test on the third attempt, a plan of action to demonstrate competence will be determined by the faculty. Remediation, tutoring or further review course practice testing may be necessary. When a student has successfully completed the individualized remediation plan as outlined above, the student will successfully pass the program requirements.

Reinstatement National Content Exam requirements – A student who is requesting reinstatement into the Nursing program may be required to repeat any previously taken content exams if his/her score was below the acceptable level of performance. Reinstatement will not be considered until the student has achieved a score at or above the acceptable level of performance on previous content exams. These exams will be taken at the student's expense.

The cost of retaking a current content exam is approximately $55.

Policy Regarding Exams

If a student knows he/she is going to miss an exam, every effort should be made to contact the instructor prior to the exam. If a student misses an exam without first contacting the instructor, the student must contact the instructor as soon as possible after the exam but before the next scheduled class meeting.

Any time a student misses taking an exam on the designated date and time, that student will automatically receive a 10% reduction in the grade. The only exception to this reduction is a written physician's excuse or bereavement excuse which must be submitted the day of return to class (as approved by the instructor). Bereavement refers to the death/funeral of a close relative (as approved by the instructor).

Make-up exams will be given either one hour prior to the next regular class meeting time, or at a time mutually agreed upon between instructor and student.

Students who are late for class on an exam day may be required to take the exam on another day and may receive a reduction in grade for that exam. Exams are typically given during the first hour of class. If a student arrives within a half an hour of the test starting time, the student will be allowed to take the exam. The student will need to complete the exam within the allotted remaining time.

If the student is not allowed to take the exam during that class period, the test must be taken on the next scheduled class meeting day (unless alternative arrangements have been made), or the student will receive a zero "0" for that exam. The student will receive a 10% reduction in grade for that test (unless his/her lateness was "excused" as described above).

Certain classes involve quizzes. Typically, quizzes are given during the first 15 minutes of the class. Quizzes cannot be made up, so if the student is not present when the quiz begins, the student will not be allowed to start the quiz and will receive a score of "0" for that quiz.

Guidelines for Written Assignments

The American Psychological Association (APA) style is the approved style to be used for written work by students. All nursing students must use the APA style for written assignments. Online resources for APA are also accepted by the Columbia College Nursing Program.

- https://library.ccis.edu/nursing
- https://apastyle.apa.org/
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

The Publication Manual of the American Psychological Association is available at the Columbia College bookstore.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.
ISBN: 978-1-4338-3216-1

Written Assignments/Papers – Class

Papers and assignments must be turned in on the due date **at the start of class** or as outlined in the course syllabus, or they will be considered late. Late papers will receive an automatic 10% reduction in grade on the first late day. An additional 10% will be deducted for each additional day, up to 30%; after three days, the work will receive no credit. Weekend days (Saturdays and Sundays) are not counted. For example: a paper/assignment that is due at 12:30 pm on Thursday that is turned in late would result in the following deductions:

- If the paper was turned in by 12:30 pm on Friday, the deduction would be 10%
- If the paper was turned in after 12:30 pm on Friday, but before 12:30 pm on Monday, the deduction would be 20%
- If the paper was turned in after 12:30 pm on Monday, but before 12:30 pm on Tuesday, the deduction would be 30%
- If the paper was turned in after 12:30 pm on Tuesday, there would be no points awarded.

The deduction will be taken from the total points the student earned on that test/assignment. EXAMPLE: an assignment is worth 65 points. If the student earned/scored 60 pts out of 65 pts possible – BUT turned the assignment in a day late – that student would lose 6 points (10%). The student's score/grade would be 54 pts

out 65 points which is an 83% B.

The only exception will be with a documented physician's excuse or approved excuse from faculty. Assigned paperwork may be turned in early.

Formal papers must utilize APA style (American Psychological Association).

Written Assignments/Papers - Clinical
Written clinical assignments are due when designated in the clinical syllabus for each course. Late clinical work may warrant a student being placed on clinical performance probation or professional probation.

Late Work- Student Responsibility & Procedure
The following procedure must be followed any time a student turns in late work. It is the student's responsibility to make contact with the instructor. The student and the instructor will come to an agreement on the date the student will be expected to turn in the late assignment. The time and date the assignment is turned in will be documented directly on the assignment.

- The student must contact the classroom instructor/the lead faculty.
- It is not acceptable to drop the assignment off at the Nursing Department.
- It is not acceptable to put it in the faculty mailbox.
- It is not acceptable to turn the assignment into the administrative assistant – UNLESS the student has been given permission to do so by the instructor.

CLINICAL GROUPS AND PERFORMANCE EXPECTATIONS

Clinical schedules may consist of both day and evening hours. As class size permits, day and evening clinicals will be offered on a space available basis. Clinical group assignments will be made by faculty. Student requests will be considered. In order to maximize the learning potential, students who work on one of the units planned for clinicals may be required to do clinicals on another unit and/or at another clinical site.

Student requests to change clinical group assignments must be made in writing at least one month before the start of the clinical course. The final decision will be made by the lead course instructor.

Clinical Assignments
Students are typically assigned one or two patients to care for during the clinical week. In some courses the instructor will make the patient assignment; in other courses the students will be expected to select their own patients. In most courses, the patient assignments are made the day before the clinical. Specific clinical expectations are listed in the individual course syllabi.

Clinical Hours
Some clinical courses have rotations in hospital/facilities located outside of the Columbia or the Lake area. Clinical rotations/clinical groups are offered in hospitals, clinics, day care centers and schools in regional locations.

Hours for clinical may include pre-conference, post-conference or other site/instructor requirements that may alter your shift starting/ending times. Certain clinical courses may require that students arrive 15 to 20 minutes early to change clothes. Certain rotations may involve alternative learning (such as home health, pediatric clinic, Missouri State Board of Nursing, etc.) which may require clinical times that vary from the norm. For example, during the Med/Surg rotation, students will be required to attend a day meeting at the State Board of Nursing. Specific starting and ending times for clinicals will be given to students in writing prior to the beginning date of each nursing course.

Clinical Preparation/Clinical Paperwork Written
All students who are assigned patient care experiences are expected to report to clinical with the required pre-planning completed. Students who fail to come prepared may be sent home and assigned an alternate learning experience by the instructor. Students may also be placed on clinical warning/probation.

Students who turn in unexcused late clinical written work and/or medication sheets may be assigned a grade of unsatisfactory for that clinical and may be assigned additional written work.

Pre-planning requirements are determined by each course and are listed in the course syllabus. The time frame for posting of student assignments is determined by each clinical instructor and communicated to the student in writing.

Clinical Conferences

The patient care and observational experiences for the week will be discussed, as well as specific topics related to the course material. Students are expected to actively participate in both pre- and post-conferences. Students may be expected to present a topic, case study, etc. during post conference. Students are encouraged to introduce topics for discussion.

Clinical Evaluations

Clinical evaluations on each student will be completed by faculty during each of the clinical nursing courses. Most courses will include a mid-rotation/mid-semester evaluation and a final evaluation. Clinical evaluations are on a pass/fail (satisfactory/unsatisfactory) basis. Students must pass all clinical evaluations to graduate from the nursing program.

Clinical Restrictions

The nursing faculty has the professional responsibility to restrict a student from the clinical area whose

preparation/performance is unsatisfactory and/or when patient safety is in jeopardy. This will constitute a

clinical absence.

Students may be restricted from a clinical area for the following reasons:
- The student is unprepared to provide safe care for the assigned patient
- The student does not have sufficient theoretical background to function safely and competently in the clinical area.
- The student requires supervision in excess of that expected for the level of education.
- The student's performance directly or indirectly endangers a patient's safety and welfare.
- Medically imposed restrictions. Student may be asked to provide a written clearance from their doctor to return to clinical, which will be provided to Student Accessibility Resources to maintain student privacy.

Clinical expectations regarding performance and paperwork are listed in the syllabus for each clinical course.

Clinical Preceptors

Preceptors may be utilized in the Columbia College Nursing Program for designated student learning experiences. Preceptors serve as role models, mentors, and supervisors of students. Preceptors do not replace faculty in the education of the student but serve to assist faculty and the students in achieving the objectives of the course. The faculty of the nursing program is responsible for the final evaluation and assignment of the student's performance ratings or grades.

The preceptor will provide written feedback regarding the student's performance based on preselected objectives.

Student responsibilities include: knowing the clinical objectives for the experience, reporting to the preceptor at the designated date and time, being dressed professionally, and participating in the preceptor's daily work to the extent the student role allows.

The clinical faculty person is available by pager for consultation with the student and the preceptor should any problems arise.

ATTENDANCE POLICY

There are separate policies regarding classroom and clinical attendance.

Classroom Attendance Policy

One hundred percent attendance is highly recommended. Roll will be recorded, and class attendance time will be documented. Deductions in time will be made for arriving late and/or for leaving early - i.e., before being dismissed by the instructor. Any student who misses more than the allowed number of absences may be withdrawn from the class/course by the instructor. In that case, a withdrawal from the course means a withdrawal from the program. Each instructor will inform students at the beginning of the session, through the syllabus, the number of allowed classroom absence hours. For all nursing courses, the maximum hours of absence allowed will be 5 hours.

Clinical Attendance Policy

All six-credit nursing courses have a clinical component equal to 120 contact hours. Clinical time will typically require an average of ten to sixteen hours per week in two clinical rotations.

Starting times for clinical and the clinical objectives for each clinical course are listed in the course syllabus. Students are expected to attend all scheduled clinicals. Punctuality and preparedness are expected at all times. A written learning assignment will be required for all clinical absences of an hour or more.

Students who know they will be absent or late are **required** to contact the assigned clinical instructor **prior to the start of clinical**. Students are asked to give as much notice as possible. Students who are late for clinical but did not call the instructor will be considered absent for that clinical day and given a professional conduct warning. Proper procedure for calling in absent/late is given to students in writing in the clinical orientation for each nursing course.

The maximum amount of allowed absence in a clinical course is equivalent to two clinical days. Clinical hours are outlined in the course syllabi.

Students may be required to make up missed clinical experiences by doing clinicals or by completing an alternate learning experience (assigned papers, readings, case studies, etc.). Alternate learning experiences may also be assigned if the clinical instructor is ill and a replacement cannot be provided.

All tardy time counts as absence time. Tardy is defined as being any time past the stated start time. Repeated tardiness is defined as being tardy more than two times. **Repeated tardiness will result in a professional conduct warning.** Students absent more than the allowed amount of absence time will be placed on **clinical absence warning** and will be required to make-up the clinical time in order to remain in the program.

Learning Assignment for Clinical Absence

A learning assignment will be required for all clinical absences, whether the student was assigned in a hospital, observational, laboratory, or a community setting. The learning assignment will be determined by the lead course instructor with consultation of the clinical instructor. For each clinical absence and/or each instance of absence time equal to or greater than 60 minutes, the student will be expected to complete the learning assignment and turn it into the clinical instructor on the designated due date.

For example:

- a student who is an hour or more late for the clinical shift
- a student who misses an hour or more of clinical time
- a student who leaves clinical/lab early or prior to being dismissed by the clinical instructor

The assignment may involve the following:

- Three nursing articles and a written review/critique of each
- Adaptive Quizzing (AQ)
- Case studies
- Other activities or experiences as assigned by the instructor(s)

Clinical Make–Up Time

To minimize disruption to the clinical facility, the <u>minimum</u> time a student may schedule for clinical make-up is <u>four hours</u>. The make-up clinical time must be completed before the end of the course and must be scheduled at a time mutually agreed upon by the student and clinical faculty. If the clinical time is not made up the student will receive either a failing grade (F) or an incomplete (I) for that course, at the discretion of the course instructor in consultation with the program director/coordinator.

If clinical absences are approved and must be made up, the student should expect to pay a fee of $200.00 per clinical shift to the school for the faculty/clinical instructor to supervise the make-up clinical time. The fee must be paid prior to the make-up clinical time.

Cancellations

Weather cancellations for clinical will be made by the clinical instructor in consultation with program coordinator/director, with as much advance notice to students as is possible. Students should call their nursing instructor and check the Columbia College website at: www.ccis.edu for information.

COURSE AND CLINICAL EVALUATIONS

Students will be asked to complete course and clinical competency self-evaluations for each course and clinical rotation and a graduate competency self-evaluation.

Clinical Facility Evaluations

Data from several sources will be gathered regarding the clinical site. Part of the clinical evaluation completed by students includes a section for the student to give feedback regarding the clinical site. In addition, the clinical site staff will have the opportunity to give written feedback about the clinical experience.

POLICY ON ACADEMIC MISCONDUCT

Academic Integrity Policies and Procedures: Academic integrity is the backbone of institutions of higher education and Columbia College expects all students adhere to and value the Academic Integrity Policies and Procedures **https://www.ccis.edu/policies/academic-integrity-policy-and-procedures.aspx**

Exam/Quiz Policy
- No electronic devices, including but not limited to cell phones, computer devices, cameras, computer watches, textbooks or notes at desk, in pockets or on the person.
- No hats or sunglasses.
- Calculators will be provided, personal calculators not allowed.
- Eating or drinking during exams will be allowed upon faculty discretion.
- No eating or drinking is allowed in the computer labs.
- No talking allowed during exam administration.
- Students are not allowed to leave the exam room for any reason. Bathroom breaks are upon faculty discretion.
- Anyone caught cheating on an examination/quiz will automatically receive a "0" (F) for that exam/quiz. See the Columbia College Policy Library for further information about procedures regarding academic dishonesty.

STUDENT RETENTION

The faculty in the Bachelor's Degree Nursing Program is committed to providing every opportunity for the nursing student to be successful. <u>It is the responsibility of the student to seek help from the instructor when having academic/clinical difficulty</u>. Any student who feels that he/she is struggling academically is strongly encouraged to meet with the course instructor to discuss strategies for success and to arrange individual help/tutoring. Warning letters may be issued whenever a student's performance (academically, clinically, etc.) falls below the acceptable/passing level. Warning letters are used as an opportunity for educational and professional growth, not as a punitive action. Warning letters are designed to provide the student with specific feedback about areas that need to be corrected or strengthened. A student who has not

successfully met the course requirements and withdraws/drops/fails from a course/from the nursing program **may repeat the course one time only upon reinstatement to the program.**

When a student withdraws/drops/fails from a nursing course, their enrollment in the nursing program is end dated in the student record system and the student must complete a Declaration of Major form on CougarTrack prior to enrolling in any Columbia College course.

Students may be allowed, upon reinstatement to the program, one chance to repeat a course in which any of the following was not completed successfully/passed: academic performance, clinical performance, mastery demonstrations, or a drug calculations test. *__After the initial reinstatement, a second withdraw/failure of any nursing class results in dismissal from the program with no chance to return.__*

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WARNING LETTERS
Areas of Concern in Student's Performance

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Five types of warning letters may be used in the nursing sequence courses: Academic, Classroom Absence, Clinical Absence, Clinical Performance, and Professional Conduct. A letter of warning may be initiated by faculty at any point during the semester. There will be specific, written expectations the student must meet to pass the course after receiving a warning letter.

Academic Warning

Students must achieve a grade of C (75%) or above in all nursing courses and may be placed on academic warning anytime their average falls below 75%. Students will be expected to bring this grade up to at least passing level by the end of the course.

Classroom Attendance Warning

Students whose classroom absences exceed the allowed limit, as stated in the course syllabus, may be withdrawn from the course by the instructor.

Clinical Absence Warning

The following is a partial list of reasons a student may be placed on Clinical Absence Warning. The instructor is not limited to the reasons on this list.

1. Repeated tardiness: Starting time for clinical is determined by the course/clinical instructor. "Tardy" is defined as being <u>any</u> time past the stated start time. "Repeated tardiness" is defined as being tardy more than two times.
2. **Accruing more than the "allowed" amount of excused clinical absence time per course. Any/all tardy time counts as absence time.**

Clinical Performance Warning

The following is a partial list of reasons a student may be placed on Clinical Performance Warning or receive an unsatisfactory (fail) grade for clinical. The instructor is not limited to the reasons on this list.

1. Failure to meet any of the clinical objectives.
2. Initiating and/or performing unsafe nursing measures, procedures, or actions.
3. Unsupervised performance of any skill that has not been previously checked off by the clinical instructor.
4. Failure to adequately pre-plan or come prepared for patient assignments (what constitutes "adequate" pre-planning will be determined for each specific course).
5. Failure to have medication sheets and/or have sufficient knowledge of the medications.
6. Major medication errors - for example: violation of the "5 rights," documentation errors, any error that could cause harm to the patient.
7. Clinical performance that directly or indirectly endangers a patient's safety and welfare.
8. Clinical performance that requires supervision in excess of that expected for the level of education.
9. Failure to follow the clinical site's policies and procedures.

Professional Conduct Warning

The following is a partial list of reasons a student may be placed on Professional Conduct Warning. The instructor is not limited to reasons on this list.

1. Inappropriate and/or unprofessional verbal and/or non-verbal behavior to patients, staff, peers or instructor.
2. Failure to maintain patient confidentiality.
3. Failure to maintain HIPAA standards.
4. Failure to maintain legal/ethical standards of practice.
5. Failure to maintain poise and self-control in all situations.
6. Failure to stay within the bounds of limitations as a student of professional nursing.
7. Failure to comply with the nursing sequence course dress code and maintaining a natural hair color.
8. Repeated tardiness for clinical (defined as being tardy more than two times).
9. No call/no show for clinical results in automatic placement on professional conduct warning.
10. Failure to follow established protocol for calling in absent and/or late.

Academic, Clinical Absence, and Clinical Performance Warning expectations must be successfully completed by the deadline indicated in the warning letter in order for the student to pass the course and be able to progress to the next course in the nursing sequence. Special circumstances may warrant a student's placement on Professional Conduct Warning for an entire course and even for the entire nursing sequence.

Reported behavior in violation of the Columbia College student code of conduct may be referred to the Office of Student Conduct. https://www.ccis.edu/policies/student-code-of-conduct.aspx

DISMISSAL AND REINSTATEMENT - NURSING PROGRAM
Student Eligibility to Return to the Nursing Sequence
Reinstatement Policy

Dismissal

Students may be dismissed from the program for failure to meet course/clinical objectives. Immediate dismissal may occur for failure to meet attendance requirements and/or serious professional/clinical conduct violations. Students may also be dismissed from the program for consuming alcoholic beverages or illicit drugs during classroom hours and/or clinical hours. This type of dismissal from the nursing program renders the student ineligible for reinstatement. Any student whose drug testing results are positive will be dismissed from the program. Students who have the appropriate documentation, which is to be provided to Student Accessibility Resources to maintain student privacy, will be exempt from this dismissal as long as the medication does not interfere with the student's ability to perform safely in the clinical/classroom area. Information revealed from the criminal background check could affect the eligibility of the student to be admitted and/or remain in the program. Students may also be reported to the Office of Student Conduct and may face additional disciplinary outcomes. Any student whose criminal background check prior to or during the Nursing Program restricts admission into the Nursing Program or results in dismissal from the Nursing Program will not be eligible for reinstatement in any Columbia College Nursing Program.

Failure in any nursing course results in dismissal from the program. Students are eligible to petition for reinstatement to the Nursing Program after failure in one nursing course. Students may be allowed (upon reinstatement) one chance to repeat a course in which any of the following was not passed: academic performance, clinical performance, mastery demonstrations, or a drug calculations test. *A second withdraw/failure of any nursing class or the failure of two nursing classes results in dismissal from the program with no chance to return.*

Reinstatement Policy – Eligibility for Readmission to the Nursing Program

If a student withdraws from or fails a nursing course, he/she is automatically withdrawn from the nursing program and may petition for reinstatement. A student is not eligible to petition for reinstatement if a failing grade is received in any two nursing courses (same course or a different course).

A written request for reinstatement and a letter of commitment must be submitted to the Director & Department Chair of Nursing a minimum of 8 weeks in advance of the start of the desired course by using the Reinstatement Form. A student who withdraws, drops, or fails a course at one campus may request reinstatement to the Nursing Sequence at either campus. ***Application for reinstatement to the Nursing Program does not guarantee reinstatement to the program.*** Only 10% of each cohort may be reinstated students. Extraordinary circumstances may dictate the reinstatement committee to allow additional number of students beyond the 10% per class cohort. A student will be allowed only one time to apply for reinstatement to the Nursing Program. Only extraordinary circumstances will allow for a student to apply for reinstatement more than one time and this will be determined by the reinstatement committee. Examples for this allowance may include: unexpected injury or illness, death of family member, etc. Any student who wishes reinstatement to the first nursing course (NURS 208 Fundamentals of Nursing) must complete the general admissions process to the nursing program. In this case, only pre-requisite courses will be included in the student's grade point average calculations for admission to the program. The Director & Chair of Nursing will appoint the reinstatement committee.

Reinstatement Committee
Decisions about reinstatement will be made by a six person committee made up of nursing department representatives. The committee will include the Director & Chair of Nursing, Nursing Site Coordinators, and Nursing Faculty. The Director (or designee in their absence) will be a non-voting member unless a tie vote occurs. The lead faculty member for the last course in which the student was enrolled will serve on the committee, and submit a recommendation and will be a voting member. A simple majority will be required for committee decisions. All committee decisions are final.

Material Reviewed by the Reinstatement Committee
The following information will be part of the material for committee review:
- Reinstatement form (from back of nursing student handbook).
- Copy of the student's written request for reinstatement; letter of commitment.
- Academic records, including admission composite scores, test scores from all nursing courses, and copies of all warning letters (academic, clinical, professional, etc.)
- Clinical and/or laboratory performance evaluations
- If the student's withdraw is the result of a disability/condition, and a doctor's clearance is needed to be released to participate in the nursing program, students will be asked to provide a written clearance from their doctor. This will be provided to Student Accessibility Resources (SAR) to maintain student privacy. Confirmation of the clearance will be provided by SAR to the Program Director.

Once all the material has been compiled and submitted to the Director, the Director will appoint the committee and forward the petitioning student's materials to the committee. Committee members will review the reinstatement materials. The committee will render a vote regarding each student's reinstatement application. The Director will notify the student of the committee's decision. Decisions regarding reinstatement will be based on the reasons for the withdrawal/failure and student management of the situation. Students who have withdrawn from a course in good standing will be given preference over students who have withdrawn or failed a course because of absences, tardiness, professional conduct/academic warnings, failure to pass a clinical, a lecture portion, a mastery exam or a drug calculation test.

Students will be notified, in writing, whether their reinstatement request has been approved or denied. Reinstatement to the Nursing Program does not guarantee readmission to a specific class. Readmission is determined by space availability. Students will not be readmitted to a class until all reinstatement requests for that course have been reviewed and all those approved have been ranked.

Possible Committee Outcomes:
- Denied reinstatement
- Approved for reinstatement

- If more than one student is approved for the same class, the students will be ranked for reinstatement.
- Students will be admitted to a class on a space-available basis, with the rank determining the order of admission.
- If a student is approved for reinstatement but is not able to return to the program immediately because of space limitations, the student will remain approved but must be re-ranked by the committee the next time the class is offered.

Depending on the length of time from the date of withdrawal/drop/failure from a nursing class, the student may be required to audit or retake one or more of the previous nursing classes and/or to demonstrate specific masteries before being allowed to return to the Nursing Sequence. If course repetition is required, the student must complete both lecture and the clinical/laboratory components for the course.

If a student is reinstated, at the discretion of the Site Coordinator or Director & Chair of Nursing, they will be required to: a). re-draw and submit the standard admission drug testing; b). update their application or resubmit the application; c). update their immunizations, TB testing, functional testing and obtain an updated physical exam; d). obtain a new background check.

GRADE APPEALS

Students who wish to appeal a semester grade for a course in which they were registered must follow these steps:

1. Home Campus Nursing Students: Follow the Grade Appeal Process as outlined in the current Academic Year Day Undergraduate Catalog.
2. Lake Campus Nursing Students: Follow the Grade Appeal Process as outlined in the current Academic Year Nationwide Undergraduate Catalog.

STUDENT COMPLAINTS/GRIEVANCE PROCEDURE

The Student Complaints and Grievance Procedure can be accessed at the following link:

https://www.ccis.edu/about/policies/general-student-complaint

BSN TRADITIONAL PROGRAM CORE REQUIREMENTS

In addition to the nursing courses listed in detail below, the students are also required to take a sequence of co-curriculum courses as listed in the catalog course descriptions. The course descriptions, objectives, and credit hours for all courses can be accessed online at http://catalog.ccis.edu

Traditional Bachelors of Science in Nursing 4-Year Degree Plan

Freshman			Sophomore	
First Semester	**Second Semester**		**First Semester**	**Second Semester**
*BIOL 110 -3	*BIOL 223 - 3		BIOL 326 - 3	NURS 314 - 3
*BIOL 110L -2	*BIOL 233L - 2		BIOL 326L - 2	NURS 212 - 3
*MATH 150-3	*PSYC 101 - 3		NURS 208 - 6	NURS 311 - 3
*ENGL 133W-3	BIOL 221 -3		COMM 110 - 3	MATH 224 - 3
*CHEM -3	BIOL 221L - 2			ARTS 105, MUSI 122, or ENGL 207 - 3

COLL 133 - 3		HIST 121, HIST 122, or POSC 111 - 3				
Total hours - 17		Total hours - 16		Total hours - 14		Total hours - 15
Junior				**Senior**		
First Semester		**Second Semester**		**First Semester**		**Second Semester**
NURS 300 - 6		NURS 301 - 6		NURS 302 - 6		NURS 450 - 5
NURS 312 - 3		NURS 409 - 3		NURS 303 - 5		NURS 413 - 3
NURS 310 - 3		GEOG 101, BIOL 115, or ENG 267W - 3		SOCI 112, ARTS 111, ENGL 264 W, or HIST 112 - 3		NURS 490 - 2
NURS 211 - 3		PHIL 330 or 60– Ethics - 3				NURS 491 - 1
						GE Elective Area III - 3
Total hours - 15		Total hours - 15		Total hours - 14		Total hours - 14

*Courses used for GPA to apply to the Nursing Program

The GPA used for acceptance into the nursing program will be based on your grades in the following courses, which must be completed at the time of the nursing application deadline. Prerequisites for the bachelor in nursing are:

o MATH 110, MATH 150, MATH 250 or MATH 201
o PSYC 101, ENGL 133w, CHEM 109 or CHEM 110, BIOL 110 and 110L, BIOL 223 and 223L or BIOL 326 and 326L.
o You must have a minimum GPA of 2.75 for general education, mathematics, science and nursing prerequisite classes. No class may have a grade of less than a C.

NURS 208 – Nursing Fundamentals
Prerequisites/Corequisites: Admission to Bachelor level Nursing Program, BIOL 221, BIOL 221L, BIOL 326, BIOL 326L, CHEM 109 or CHEM 110 and CHEM 112 (BSN). Prerequisite or corequisite: BIOL 223, BIOL 223L (BSN)
Credit hours: 6
Lecture and lab practicum
Sessions offered: Course rotation for Day program: Fall Semester (BSN)
Course description: This course is designed to introduce students to the fundamental concepts of nursing across the lifespan and the role of the registered nurse. The nursing process will be utilized to identify and provide the building blocks of nursing care in a variety of healthcare settings. Emphasis is placed on developing skills needed to assess, implement and monitor selected nursing interventions and technologies. Concepts presented include beginning professionalism, therapeutic communication, documentation and information technology, lifespan considerations, skills for supporting patient care, physical assessment, infection control, patient education, and safety and nursing interventions. These concepts are presented and practiced in the skills lab and in the clinical area.

NURS 314 – Health Assessment in Nursing Practice
Prerequisites: Admission to the Bachelor Level Nursing Program; NURS 208 (BSN)
Credit hours: 3
Lecture
Sessions offered: Spring
Course description: This course assists the student to develop skills for health assessment as a registered professional nurse. Assessment skills will be developed for diverse and complex situations. The impact of variables will be addressed, such as nutritional status, developmental stage, cultural and spiritual factors, disease states and nursing concerns such as holistic intervention. By applying the nursing process, the registered nurse will develop assessment skills that expand clinical decision-making with an emphasis on

primary and secondary prevention strategies.

NURS 212 – Pharmacology for Nursing
Prerequisites: Admission to either the Associate or the Bachelor Level Nursing Program; NURS 209 and NURS 210 (ASN); MATH 150 (BSN).
Credit hours: 3
Lecture
Sessions offered: Spring (BSN)
Course Description: This course is designed to provide the nursing student with a sound basis for the clinical application of pharmacology. The basics of core drug knowledge, including pharmacotherapeutics, pharmacodynamics and pharmacokinetics, with patient-related variables affecting pharmacotherapy are presented. Emphasis is placed on learning drug classification by categories affecting various body systems and disease states. Legal aspects of drug administration, including nursing safeguards are included. Students who have had a previous Pharmacology course for nurses may apply for a course waiver. If the student has not had a previous Pharmacology course, the student may complete the test-out process, take this course in-seat, or take the course online with faculty approval. Lab fees may apply.

NURS 311 – Pathophysiology
Prerequisites: CHEM 109, BIOL 223, BIOL 223L, BIOL 326, BIOL 326L, BIOL 221 or BIOL 312, BIOL 221L or BIOL 312L (BSN).
Credit hours: 3
Lecture
Sessions offered: Spring
Course Description: This pathophysiology course provides an in-depth study of human pathological processes and their effects on homeostasis. The course is designed to promote the understanding and application of disease processes in the clinical settings. General concepts of disease include etiology, pathogenesis, and clinical significance. Pathophysiological concepts include cell injury, necrosis, inflammation, wound healing and neoplasia. These concepts are applied in a systems-oriented approach to disease processes affecting musculoskeletal, cardiopulmonary, renal, nervous, gastrointestinal, immune, hematological, neurological and endocrine systems.

NURS 300 – Foundations of Professional Nursing
Prerequisites: Admission to either the Associate or Bachelor Level Nursing Program; NURS 209, NURS 210 and NURS 212 (ASN) or NURS 208, NURS 212 and NURS 314 (BSN).
Credit hours: 6
Lecture and Clinical
Sessions offered: Fall
Course Description: This course is designed to provide the foundation for the role of the registered professional nurse. Nursing as a profession, nursing standards and legal-ethical issues in nursing are explored. Communication principles, nutrition, and patient teaching continues to be discussed. Principles of medication administration, math as applied to medication administration, intravenous therapy and physical assessment skills are also covered. Critical thinking skills and evidence-based practice concepts are applied to multiple nursing situations. General principles of caring for patients across the lifespan with common medical surgical health deviations are the clinical focus. Accompanying skills lab and clinical experiences are designed to increase the knowledge, judgment, skill level, and professional behaviors in the nursing student. Lab fees may apply.

NURS 312 – Principles and Applications of Human Nutrition
Prerequisites: Admission to either the Online RN to BSN or the Bachelor Nursing Level program; CHEM 109 or CHEM 110 and CHEM 112; BIOL 110 and BIOL 110L; MATH 150 (BSN).
Credit hours: 3
Lecture
Sessions offered: Fall
Course description: This course emphasizes the basic principles of human nutrition related to nutrients and

food sources and how they are utilized in the human body for growth and health throughout the lifespan. This course includes the study of assessment data, nutritional support, food and drug interactions, herbal remedies, weight management and nutritional interventions for various disease processes. This course also assesses contemporary nutrition issues.

NURS 310 – Professional Nursing Practice

Prerequisites: Admission to either the Online RN to BSN or the Bachelor Level Nursing Program; NURS 208 (BSN).

Corequisite:

Credit hours: 3

Lecture

Sessions offered: Fall

Course Description: The focus of this course is to transition the student nurse to a professional nursing practice. Personal values, philosophy and goals are examined as part of the process of creating a professional portfolio. Content includes: historical, ethical, legal and theoretical foundations of nursing, social justice and diversity, and professional nursing issues and trends. This course is writing intensive.

NURS 211 – Mental Health Nursing

Prerequisites: Admission to either the Associate or Bachelor level Nursing Program; NURS 210 (ASN) or NURS 208 (BSN)

Credit hours: 3

Lecture/lab/clinical

Sessions offered: Fall (BSN)

Course Description: This nursing course is designed to provide the foundation for entry level competence in mental health nursing across the lifespan. Interpersonal, behavioral, psychosocial and communication concepts provide the basis for effective and therapeutic mental health nursing. Critical thinking skills and evidence based practice concepts are applied and analyzed. Emphasis is placed on selected pathophysiology and related care using the nursing process. Therapeutic communication skills within the nurse-patient-family relationship are highlighted in the care of patients with psychosocial, substance dependence and other mental health deviations. These concepts are presented and practiced in the skills lab and in the clinical area. Other topics integrated throughout the course are legal-ethical issues, patient education, pharmacological and sociocultural principles. Alternative therapies and treatments are investigated and discussed, as well as the roles and responsibilities of the professional nurse, including collaboration with other disciplines and organizations as resources and support mechanisms. Lab fees may apply.

NURS 301 – Medical Surgical Nursing I

Prerequisites: Admission to either the Associate or Bachelor Level Nursing Program and NURS 300 (BSN and ASN)

Credit hours: 6

Lecture and Clinical

Sessions offered: Spring (BSN)

Course Description: This course is designed to integrate knowledge and skills from previous nursing courses to develop a progressing knowledge base in medical surgical nursing across the lifespan. Fluid and electrolytes and acid/base concepts are introduced. Common medical surgical health deviations are reviewed with an emphasis on pathophysiology, health promotion and nursing interventions. Principles of communication, patient teaching, pharmacology, nutrition, and culture/ethnic/socially diverse concepts are integrated with these topics to develop critical thinking skills in patient care. Introduction to leadership and management theories are presented. Lab fees may apply.

NURS 409 -- Nursing Research and Evidence-Based Practice

Prerequisites: Admission to the Online RN to BSN or the Bachelor Level Nursing Program; MATH 250 or BIOL/PSYC/SOCI 324 (BSN).

Credit hours: 3

Lecture

Sessions offered: Spring

Course Description: This theory course introduces the language and processes of research within the nursing profession. The research competencies to be examined include interpreting and using research in nursing practice, evaluating research, and conducting research. Course content focuses on retrieving, reading, evaluating, disseminating, and using research in nursing practice. This course will focus on current review of nursing literature and research utilization through evidence-based practice.

NURS 302 – Medical Surgical Nursing II

Prerequisites: Admission to either the Associate or the Bachelor Level Nursing Program; NURS 301 (BSN and ASN)

Credit hours: 6

Lecture and Clinical

Sessions offered: Fall (BSN)

Course Description: This course is designed to introduce students to specialty areas and technology associated with care of critically ill medical surgical patients. Emphasis is placed on developing skills needed to plan, manage and provide patient care to critically ill patients using the nursing process. Critical thinking skills and evidence-based practice concepts are applied to multiple nursing scenarios. Communication, legal-ethic concepts, patient education and pharmacological, nutritional and sociocultural principles are integrated throughout the course. Lab fees may apply.

NURS 303 – Women's and Infant's Health

Prerequisites: Admission to either the Associate or Bachelor Level Nursing Program; NURS 210 (ASN), NURS 211, NURS 212, NURS 300, NURS 301 (ASN and BSN).

Corequisite: NURS 491 (ASN)

Credit hours: 5

Lecture and Clinical

Sessions offered: Fall (BSN)

Course Description: This course is designed to provide the foundation for entry-level competence in women's and infant's health. Critical thinking skills and evidence-based practice concepts will be applied to multiple nursing scenarios. Emphasis is placed on developing nursing care for a woman with an uncomplicated or complicated pregnancy, the normal and high-risk infant and women's productive and post reproductive health and health deviations. Communication, legal ethical concepts, patient education and pharmacological, nutritional and sociocultural principles are integrated throughout the course. Labs fees may apply.

NURS 450 -- Nursing in the Community

Prerequisites: Admission to the Bachelor Level Nursing Program; NURS 409, NURS 302; NURS 303. Credit hours: 5

Session offered: Spring (BSN)

Course Description: This course includes both a didactic and clinical component. It introduces the theoretical basis for community-oriented nursing practice. It emphasizes the application of community/public health concepts applied to promoting and preserving the health of the community. Diverse populations across the lifespan and throughout the continuum of the healthcare environment will be examined. Community assessment, epidemiology, environment, political action, and case management frameworks are used to guide evidence-based nursing care delivery to individuals, families, and populations in community settings. The practicum introduces the student to community-oriented nursing practice. A community assessment/analysis project is completed. Upon completion and analysis of the community assessment the student is able to determine priority health objectives. In addition, an 80 hour clinical practicum will provide opportunities for community/public health nursing practice to individuals, families, and populations in community settings. Lab fees may apply.

NURS 413 – Leadership and Management in Nursing Practice

Prerequisites: Admission to either the Online RN to BSN or the Bachelor Level Nursing Program: NURS 409 (BSN).

Credit hours: 3

Lecture

Sessions offered: Spring (BSN)

Course description: This course provides an introduction to the fundamental principles of leadership and management pertinent to health care and nursing. Students will explore the interrelated processes of thinking systematically, developing reflective judgment and exercising leadership. Competencies necessary to succeed in a nursing leadership role in organizations and contemporary society are analyzed and applied to clinical scenarios. Students utilize self-reflection to assess their own leadership potential.

NURS 490 Senior Nursing Practicum

Prerequisites: Admission to the Bachelor Level Nursing Program
Corequisites: NURS 491; NURS 450 may be taken as prerequisite or corequisite
Credit Hours: 2
Sessions offered: Spring (BSN)
Course Description: This capstone course is designed to provide the baccalaureate nursing student with an experiential learning practicum in a healthcare setting. The practicum allows the student to integrate practice related knowledge and skills. Students will assimilate knowledge of nursing research and evidence-based practice, leadership and management, and nursing theories to develop and implement a project that is designed to improve client outcomes. The practicum will be designed in collaboration with a faculty member and carried out in an appropriate healthcare or community-based care setting.

NURS 491: NCLEX-RN Review

Prerequisites: Admission to either the Associate or Bachelor Level Nursing Program; NURS 302 (ASN and BSN)
Corequisites: NURS 303 (ASN) or NURS 490 (BSN)
Credit Hours: 2
Sessions offered: Fall & Spring (ASN); Spring (BSN)
Course Description: This course prepares the student for the professional nurse licensing examination. As a pre-licensure program, this course is required to expose the student to adaptive testing and review of program content.

GRADUATION REQUIREMENTS

The completion of all requirements for graduation is the responsibility of the student. The Bachelor in Science in Nursing is granted to candidates who have:

- Completed all of the general education and science courses required for the major, attaining a minimum of a C in all required Science, Math, and English courses.
- Completed all nursing courses with a minimum of C (75%). Achieve HESI exit test score at the acceptable level, as determined by the test psychometrics.

STUDENT AWARDS
Presented at Pinning Ceremony

Five awards will be presented at the Pinning Ceremony – "Excellence in Academic Achievement" "Excellence in Clinical Achievement," "Heart of Nursing," "Image of Nursing," and "The Nightingale Award."
- The award for academic achievement will be presented to the student who has the highest-grade point average based on grades from the nursing sequence courses.
- The award for clinical achievement will be presented to the student(s) who has excelled in the clinical area. This includes demonstrated excellence in clinical skills, motivation, initiative, attitude, attendance, documentation, and additional professional behaviors as appropriate. Clinical faculty has the opportunity to submit nominations.
- The award for Heart of Nursing will be presented to the student(s) who embody the qualities of caring with a passion for the profession of nursing.

- The award for Image of Nursing will be presented to the student(s) who exemplifies a positive professional image of nursing.
- The Nightingale Award is a unique award chosen by the graduating cohort, who choose one nursing student whom they feel epitomizes the art and science of nursing

Projected Student Expenses * During Nursing Sequence Courses (updated 2/2022)
*All fees and tuition are subject to change each academic year

Physical (required to start clinical) Physical exam, immunizations, and verification of health status compatible with the responsibilities of a nursing career.	Student's expense
Urine Drug Screen Testing / Background Check / Immunization Tracking	Student's expense
Uniforms for clinical Navy scrubs, shoes, hose, etc. for clinical (Available at campus bookstore)	Student's expense
Nursing Supplies Stethoscope, watch with second hand, penlight, bandage scissors, calipers, etc.	Student's expense
Parking fee for clinical (some clinical facilities charge a parking fee)	Student's expense
Graduation expenses nursing cap *(optional)*	$ 18.00
Transcript fee *(to be sent to the State Board of Nursing)*	$ 10.00
Fingerprinting	$44
State Board Application fee $40 waived, National Council NCLEX fee	$ 200.00

Nursing costs

Paying for college is an investment in yourself and your future. Columbia College offers a quality, innovative nursing education with associate or bachelor's degrees with opportunities to earn online or in-seat in Columbia, MO or at the Lake of the Ozarks location.

Description	Cost per credit hour
Associate in Science in Nursing (ASN)[1]	$405
Registered Nurse to Bachelor of Science in Nursing (RN to BSN)	$375
Certified Medical Assistant Certificate (CMA)	$375

[1] Nursing sequence courses are offered during the day on campus in Columbia, Missouri, and at the Lake of the Ozarks.

Main Campus nursing costs	
Description	Cost per semester
Bachelor of Science in Nursing (BSN)	$12,160 [2]

[2] Costs for incoming BSN students prior to Fall 2021 are different.

DRESS CODE

Classroom: See Columbia College policy for student conduct at:
https://www.ccis.edu/about/policies/student-code-of-conduct

Clinical Areas: Each clinical course will have a specific dress code that is listed in the course syllabus and/or clinical guidelines.

Navy scrubs are required with the Columbia College logo. Scrubs must be clean and neatly pressed. Only closed-toe shoes are allowed. Undershirts are encouraged; however, students must be able to wash their hands up to the elbows. Navy scrub jackets with the Columbia College logo may be worn at the discretion of the clinical instructor. See the specific course syllabus and/or clinical guidelines.

Clinical Experiences That Do Not Require Navy Scrubs:
Professional/business/casual attire is for clinical experiences that do not require the navy scrubs uniform. Some examples would be: home health experiences, State Board of Nursing visit, community experiences, etc. Slacks, skirts, dresses, etc. are allowed. No jeans or sweats, low cut tops, tight fitting clothes, large necklaces, long dangling earrings, high heels, or flip flops.

Dress code for pre-planning *(if applicable)***:**
When students go into the clinical facilities to preplan they must wear either the approved navy scrubs or professional/business/casual attire. Students must wear the school and/or the approved facility name tag.

Other Clinical Dress Code Requirements:
Hair must be of a style which is bacteriologically safe for patient care and maintain a natural human hair color. Students with long hair (touching the shoulders) are expected to pull their hair back and/or up.

Beards must be neatly trimmed and clean.

Jewelry should be kept to a minimum. Only one pair of small earrings (no large hoop earrings) is allowed. Wedding rings may be worn. Necklaces are discouraged, but if worn the necklace should be tucked into the uniform top/neck. Watches should be worn.

Visible body-piercing jewelry (nose, lips, etc.) is not allowed (clear plugs are allowed). Visible tattoos must be covered.

Nails are to be clean and neatly trimmed to a length that is considered reasonable for providing safe care to patients. Artificial nails may not be worn because they harbor bacteria. Only clear or light tones of nail polish may be worn. Long, brightly painted nails are not allowed.

Students must wear name tags at all times when in the clinical areas. This includes the times students go to the clinical areas to get their patient assignments or to do their preplanning.

CAMPUS RESOURCES

Campus Resources
Library, STF, 573-875-7381
The J.W. and Lois Stafford Library provides a place for students to study individually or in groups. Computers, printers, scanners, and copy machines are available for student use. Find more information at
https://library.ccis.edu/home

Writing Center and Tutoring Services, WIG 105, 573-875-7616

This free service assists Columbia College students with academic writing as well as with select courses in accounting, American Sign Language, chemistry, computer information systems, computer science, finance, and physics. Find more information at https://www.ccis.edu/directory/writing-center

Wellness, Health and Counseling, AHSC 210, 573-875-7423
The Counseling office provides professional counselors to work with students to manage stress, problem-solve, and address issues such as anxiety, test anxiety, sleep issues, depression, time management, relationships, conflict-resolution, eating disorders, dating and domestic violence, attention difficulties, concerns about drinking or drug use, and more. Student Health Services is staffed by a board-certified nurse practitioner. Visits are free to Columbia College students. Find more information at https://www.ccis.edu/student-life/counseling-services or https://www.ccis.edu/directory/wellness-health-counseling-services.

Career Services, MOH, 573-875-7425

The Career Center works with all students regarding career development, career exploration, creation of effective resumes and cover letters, interview preparation, job and internship searching, and graduate school selection. Find more information at https://www.ccis.edu/directory/grossnickle-career-services-center

Student Accessibility Resources (SAR), AHSC 215, 573-875-7626
This service provides all Columbia College students with academic, physical, emotional, and medical accommodations. Find more information at https://www.ccis.edu/directory/student-accessibility-resources
Student Accessibility Resources (SAR) leads the campus in the creation of inclusive learning environments and facilitates access through innovative services, programs, and partnerships. Disability is an aspect of diversity that is integral to our society and to the Columbia College community. The SAR office collaborates with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable and inclusive of all members of the college community.

Students who want to explore reasonable academic accommodations who have a documented disability/condition are encouraged to contact SAR to explore the possibilities and options without feeling a need to commit to utilizing any resources. All information is confidential and will be used only to coordinate accommodations with appropriate college personnel. Student Accessibility Resources can be reached at (573)

875-7626 or by emailing SAR@ccis.edu. The office is located in the Student Affairs suite on the second floor

of Atkins-Holman Student Commons. For more information please visit <u>Student Accessibility Resources</u>

Columbia College is committed to providing reasonable accommodations to individuals with disabilities. The nursing program has academic requirements that are essential to the instruction being pursued by the student and related to licensing requirements. It is important to note that the college may not be required to implement modifications or auxiliary aids/services that would result in a fundamental alteration to the nature of the service, program or activity.

APPENDICES

Missouri Eligibility to Apply for Licensure
State Board Withholding/Revoking Nursing Licensure

Successful completion of the program does not guarantee eligibility to take the licensure examination. According to the Nursing Practice Act, licensure may be denied, revoked or suspended due to controlled substance abuse, criminal prosecution, and a variety of other offenses. (See below)

The Missouri Nursing Practice Act, Chapter 335, Section 335.066 – dated August 28, 2018:

335.66. Denial, revocation, or suspension of license, grounds for, civil immunity for providing information — complaint procedures.

1. The board may refuse to issue or reinstate any certificate of registration or authority, permit or license required pursuant to this chapter[*] for one or any combination of causes stated in subsection 2 of this section or the board may, as a condition to issuing or reinstating any such permit or license, require a person to submit himself or herself for identification, intervention, treatment, or monitoring by the intervention program and alternative program as provided in section 335.067. The board shall notify the applicant in writing of the reasons for the refusal and shall advise the applicant of his or her right to file a complaint with the administrative hearing commission as provided by <u>chapter 621</u>.

2. The board may cause a complaint to be filed with the administrative hearing commission as provided by <u>chapter 621</u> against any holder of any certificate of registration or authority, permit or license required by sections <u>335.011 to 335.096</u> or any person who has failed to renew or has surrendered his or her certificate of registration or authority, permit or license for any one or any combination of the following causes:

(1) Use or unlawful possession of any controlled substance, as defined in <u>chapter 195</u>, by the federal

government, or by the department of health and senior services by regulation, regardless of impairment, or alcoholic beverage to an extent that such use impairs a person's ability to perform the work of any profession licensed or regulated by sections <u>335.011 to 335.096</u>. A blood alcohol content of .08 shall create a presumption of impairment;

(2) The person has been finally adjudicated and found guilty, or entered a plea of guilty or nolo contendere, in a criminal prosecution pursuant to the laws of any state or of the United States, for any offense reasonably related to the qualifications, functions or duties of any profession licensed or regulated pursuant to sections <u>335.011 to 335.096</u>, for any offense an essential element of which is fraud, dishonesty or an act of violence, or for any offense involving moral turpitude, whether or not sentence is imposed;

(3) Use of fraud, deception, misrepresentation or bribery in securing any certificate of registration or authority, permit or license issued pursuant to sections <u>335.011 to 335.096</u> or in obtaining permission to take any examination given or required pursuant to sections <u>335.011 to 335.096</u>;

(4) Obtaining or attempting to obtain any fee, charge, tuition or other compensation by fraud, deception or misrepresentation;

(5) Incompetency, gross negligence, or repeated negligence in the performance of the functions or duties of any profession licensed or regulated by this chapter[*]. For the purposes of this subdivision, **"repeated negligence"** means the failure, on more than one occasion, to use that degree of skill and learning ordinarily

used under the same or similar circumstances by the member of the applicant's or licensee's profession;

(6) Misconduct, fraud, misrepresentation, dishonesty, unethical conduct, or unprofessional conduct in the performance of the functions or duties of any profession licensed or regulated by this chapter, including, but not limited to, the following:

(a) Willfully and continually overcharging or overtreating patients; or charging for visits which did not occur unless the services were contracted for in advance, or for services which were not rendered or documented in the patient's records;

(b) Attempting, directly or indirectly, by way of intimidation, coercion or deception, to obtain or retain a patient or discourage the use of a second opinion or consultation;

(c) Willfully and continually performing inappropriate or unnecessary treatment, diagnostic tests, or nursing services;

(d) Delegating professional responsibilities to a person who is not qualified by training, skill, competency, age, experience, or licensure to perform such responsibilities;

(e) Performing nursing services beyond the authorized scope of practice for which the individual is licensed in this state;

(f) Exercising influence within a nurse-patient relationship for purposes of engaging a patient in sexual activity;

(g) Being listed on any state or federal sexual offender registry;

(h) Failure of any applicant or licensee to cooperate with the board during any investigation;

(i) Failure to comply with any subpoena or subpoena duces tecum from the board or an order of the board;

(j) Failure to timely pay license renewal fees specified in this chapter;

(k) Violating a probation agreement, order, or other settlement agreement with this board or any

other licensing agency;

(l) Failing to inform the board of the nurse's current residence within thirty days of changing residence;

(m) Any other conduct that is unethical or unprofessional involving a minor;

(n) A departure from or failure to conform to nursing standards;

(o) Failure to establish, maintain, or communicate professional boundaries with the patient. A nurse may provide health care services to a person with whom the nurse has a personal relationship as long as the nurse otherwise meets the standards of the profession;

(p) Violating the confidentiality or privacy rights of the patient, resident, or client;

(q) Failing to assess, accurately document, or report the status of a patient, resident, or client, or falsely assessing, documenting, or reporting the status of a patient, resident, or client;

(r) Intentionally or negligently causing physical or emotional harm to a patient, resident, or client;

(s) Failing to furnish appropriate details of a patient's, client's, or resident's nursing needs to

succeeding nurses legally qualified to provide continuing nursing services to a patient, client, or resident;

(7) Violation of, or assisting or enabling any person to violate, any provision of sections 335.011 to 335.096, or of any lawful rule or regulation adopted pursuant to sections 335.011 to335.096;

(8) Impersonation of any person holding a certificate of registration or authority, permit or license or allowing any person to use his or her certificate of registration or authority, permit, license or diploma from any school;

(9) Disciplinary action against the holder of a license or other right to practice any profession regulated by sections 335.011 to 335.096 granted by another state, territory, federal agency or country upon grounds for which revocation or suspension is authorized in this state;

(10) A person is finally adjudged insane or incompetent by a court of competent jurisdiction;

(11) Assisting or enabling any person to practice or offer to practice any profession licensed or regulated by sections 335.011 to 335.096 who is not registered and currently eligible to practice pursuant to sections 335.011 to 335.096;

(12) Issuance of a certificate of registration or authority, permit or license based upon a material mistake of fact;

(13) Violation of any professional trust or confidence;

(14) Use of any advertisement or solicitation which is false, misleading or deceptive to the general public or persons to whom the advertisement or solicitation is primarily directed;

(15) Violation of the drug laws or rules and regulations of this state, any other state or the federal government;

(16) Placement on an employee disqualification list or other related restriction or finding pertaining to employment within a health-related profession issued by any state or federal government or agency following final disposition by such state or federal government or agency;

(17) Failure to successfully complete the intervention or alternative program for substance use disorder;

(18) Knowingly making or causing to be made a false statement or misrepresentation of a material fact,

with intent to defraud, for payment pursuant to the provisions of chapter 208 or chapter 630, or for payment from Title XVIII or Title XIX of the federal Medicare program;

(19) Failure or refusal to properly guard against contagious, infectious, or communicable diseases or the spread thereof; maintaining an unsanitary office or performing professional services under unsanitary conditions; or failure to report the existence of an unsanitary condition in the office of a physician or in any health care facility to the board, in writing, within thirty days after the discovery thereof;

(20) A pattern of personal use or consumption of any controlled substance or any substance which requires a prescription unless it is prescribed, dispensed, or administered by a provider who is authorized by law to do so or a pattern of abuse of any prescription medication;

(21) Habitual intoxication or dependence on alcohol, evidence of which may include more than one alcohol-related enforcement contact as defined by section 302.525;

(22) Failure to comply with a treatment program or an aftercare program entered into as part of a board order, settlement agreement, or licensee's professional health program;

(23) Failure to submit to a drug or alcohol screening when requested by an employer or by the

board. Failure to submit to a drug or alcohol screening shall create the presumption that the test would have been positive for a drug for which the individual did not have a prescription in a drug screening or positive for alcohol in an alcohol screening;

(24) Adjudged by a court in need of a guardian or conservator, or both, obtaining a guardian or conservator, or both, and who has not been restored to capacity;

(25) Diversion or attempting to divert any medication, controlled substance, or medical supplies;

(26) Failure to answer, failure to disclose, or failure to fully provide all information requested on any application or renewal for a license. This includes disclosing all pleas of guilt or findings of guilt in a case where the imposition of sentence was suspended, whether or not the case is now confidential;

(27) Physical or mental illness, including but not limited to deterioration through the aging process or loss of motor skill, or disability that impairs the licensee's ability to practice the profession with reasonable judgment, skill, or safety. This does not include temporary illness which is expected to resolve within a short period of time;

(28) Any conduct that constitutes a serious danger to the health, safety, or welfare of a patient or the public.

3. After the filing of such complaint, the proceedings shall be conducted in accordance with the provisions of chapter 621. Upon a finding by the administrative hearing commission that the grounds, provided in subsection 2 of this section, for disciplinary action are met, the board may, singly or in combination, censure or place the person named in the complaint on probation on such terms and conditions as the board deems appropriate for a period not to exceed five years, or may suspend, for a period not to exceed three years, or revoke the license, certificate, or permit.

4. For any hearing before the full board, the board shall cause the notice of the hearing to be served upon such licensee in person or by certified mail to the licensee at the licensee's last known address. If service cannot be accomplished in person or by certified mail, notice by publication as described in subsection 3 of section 506.160 shall be allowed; any representative of the board is authorized to act as a court or judge would in that section; any employee of the board is authorized to act as a clerk would in that section.

5. An individual whose license has been revoked shall wait one year from the date of revocation to apply for relicensure. Relicensure shall be at the discretion of the board after compliance with all the requirements of sections 335.011 to 335.096 relative to the licensing of an applicant for the first time.

6. The board may notify the proper licensing authority of any other state concerning the final disciplinary action determined by the board on a license in which the person whose license was suspended or revoked was also licensed of the suspension or revocation.

7. Any person, organization, association or corporation who reports or provides information to the board of nursing pursuant to the provisions of sections 335.011 to 335.259** and who does so in good faith shall not be subject to an action for civil damages as a result thereof.

8. The board may apply to the administrative hearing commission for an emergency suspension or restriction of a license for the following causes:

(1) Engaging in sexual conduct as defined in section 566.010, with a patient who is not the licensee's spouse, regardless of whether the patient consented;

(2) Engaging in sexual misconduct with a minor or person the licensee believes to be a minor. **"Sexual misconduct"** means any conduct of a sexual nature which would be illegal under state or federal law;

(3) Possession of a controlled substance in violation of chapter 195 or any state or federal law, rule, or regulation, excluding record-keeping violations;

(4) Use of a controlled substance without a valid prescription;

(5) The licensee is adjudicated incapacitated or disabled by a court of competent jurisdiction;

(6) Habitual intoxication or dependence upon alcohol or controlled substances or failure to comply with a treatment or aftercare program entered into pursuant to a board order, settlement agreement, or as part of the licensee's professional health program;

(7) A report from a board-approved facility or a professional health program stating the licensee is not fit to practice. For purposes of this section, a licensee is deemed to have waived all objections to the admissibility of testimony from the provider of the examination and admissibility of the examination reports. The licensee shall sign all necessary releases for the board to obtain and use the examination during a hearing; or

(8) Any conduct for which the board may discipline that constitutes a serious danger to the health, safety, or welfare of a patient or the public.

9. The board shall submit existing affidavits and existing certified court records together with a complaint alleging the facts in support of the board's request for an emergency suspension or restriction to the administrative hearing commission and shall supply the administrative hearing commission with the last home or business addresses on file with the board for the licensee. Within one business day of the filing of the complaint, the administrative hearing commission shall return a service packet to the board. The service packet shall include the board's complaint and any affidavits or records the board intends to rely on that have been filed with the administrative hearing commission. The service packet may contain other information in the discretion of the administrative hearing commission. Within twenty-four hours of receiving the packet, the board shall either personally serve the licensee or leave a copy of the service packet at all of the licensee's current addresses on file with the board. Prior to the hearing, the licensee may file affidavits and certified court records for consideration by the administrative hearing commission.

10. Within five days of the board's filing of the complaint, the administrative hearing commission shall review the information submitted by the board and the licensee and shall determine based on that information if probable cause exists pursuant to subsection 8 of this section and shall issue its findings of fact and

conclusions of law. If the administrative hearing commission finds that there is probable cause, the administrative hearing commission shall enter the order requested by the board. The order shall be effective upon personal service or by leaving a copy at all of the licensee's current addresses on file with the board.

11. (1) The administrative hearing commission shall hold a hearing within forty-five days of the board's filing of the complaint to determine if cause for discipline exists. The administrative hearing commission may grant a request for a continuance, but shall in any event hold the hearing within one hundred twenty days of the board's initial filing. The board shall be granted leave to amend its complaint if it is more than thirty days prior to the hearing. If less than thirty days, the board may be granted leave to amend if public safety requires.

(2) If no cause for discipline exists, the administrative hearing commission shall issue findings of fact, conclusions of law, and an order terminating the emergency suspension or restriction.

(3) If cause for discipline exists, the administrative hearing commission shall issue findings of fact and conclusions of law and order the emergency suspension or restriction to remain in full force and effect pending a disciplinary hearing before the board. The board shall hold a hearing following the certification of the record by the administrative hearing commission and may impose any discipline otherwise authorized by state law.

12. Any action under this section shall be in addition to and not in lieu of any discipline otherwise in the board's power to impose and may be brought concurrently with other actions.

13. If the administrative hearing commission does not find probable cause and does not grant the emergency suspension or restriction, the board shall remove all reference to such emergency suspension or restriction from its public records. Records relating to the suspension or restriction shall be maintained in the

board's files. The board or licensee may use such records in the course of any litigation to which they are both parties. Additionally, such records may be released upon a specific, written request of the licensee.

14. If the administrative hearing commission grants temporary authority to the board to restrict or suspend the nurse's license, such temporary authority of the board shall become final authority if there is no request by the nurse for a full hearing within thirty days of the preliminary hearing. The administrative hearing commission shall, if requested by the nurse named in the complaint, set a date to hold a full hearing under the provisions of chapter 621 regarding the activities alleged in the initial complaint filed by the board.

15. If the administrative hearing commission refuses to grant temporary authority to the board or restrict or suspend the nurse's license under subsection 8 of this section, such dismissal shall not bar the board from initiating a subsequent disciplinary action on the same grounds.

16. (1) The board may initiate a hearing before the board for discipline of any licensee's license or certificate upon receipt of one of the following:

(a) Certified court records of a finding of guilt or plea of guilty or nolo contendere in a criminal prosecution under the laws of any state or of the United States for any offense involving the qualifications, functions, or duties of any profession licensed or regulated under this chapter, for any offense involving fraud, dishonesty, or an act of violence, or for any offense involving moral turpitude, whether or not sentence is imposed;

(b) Evidence of final disciplinary action against the licensee's license, certification, or registration issued by any other state, by any other agency or entity of this state or any other state, or the United States or its territories, or any other country;

(c) Evidence of certified court records finding the licensee has been judged incapacitated or disabled under Missouri law or under the laws of any other state or of the United States or its territories.

(2) The board shall provide the licensee not less than ten days' notice of any hearing held pursuant to chapter 536.

(3) Upon a finding that cause exists to discipline a licensee's license, the board may impose any discipline otherwise available.

(L. 1975 S.B. 108 § 12, A.L. 1981 S.B. 16, A.L. 1995 S.B. 452, A.L. 1999 H.B. 343, A.L. 2007 H.B. 780 merged with S.B. 308, A.L. 2013 H.B. 315, A.L. 2018 H.B. 1719)

*Words "chapter 335" appear in original rolls.

**Section 335.259 was repealed by S.B. 52, 1993.

Questions regarding the relevance of this section to a particular situation should be addressed to the Director of the Program.

CONSTITUTION
Columbia College Student Nurses Organization

Article I
<u>Name of Organization</u>

COLUMBIA COLLEGE STUDENT NURSES ORGANIZATION

Article II
<u>Purpose</u>

Overall the purpose of the student organization is to provide a forum for students and faculty to discuss ideas/concerns pertinent to the nursing program. The student officers will serve as student representatives to faculty and will assist with planning graduation/pinning and other school matters.

Article III
Organization/Membership

Once students begin the nursing sequence they are considered members. Each class may decide whether they want to collect dues.

Elected offices will be: Class President / Vice-President / Secretary / Treasurer

These students will be elected by the student body and will remain in office during the nursing sequence. Each class will elect their own officers. Each class will have a faculty advisor. This faculty advisor will be one of the full-time nursing faculty members. Students may elect to have fund raising projects or activities. All officers will be required to attend as representatives of their cohorts in faculty and staff meetings quarterly throughout the academic year.

Article IV
Class Meetings

Class meetings will be held a minimum of once during each eight-week course. Additional meetings may be called at any time by request of the student body at large, class officers, or the faculty advisor.

Article V
Duties of the Class Officers

President:
- Set/announce meeting dates
- Plan meeting agenda
- Conduct the meetings
- Keep student body informed of issues, board review information, etc.

Vice-President:
- Conduct meetings when the President is absent
- Any other duties as assigned by the president

Secretary/Treasurer:
- Take minutes at all class meetings. Copies of the minutes will be retained by the Program Director.
- It shall be the responsibility of the Secretary/Treasurer to see that the faculty advisor receives a copy of the minutes.
- In addition, the Secretary/Treasurer will collaborate with the Faculty Advisor in submitting an annual report of the committee to the Director of Student Activities at Columbia College (Student Life Office, Columbia College Campus).

*As stated in the student handbook, the Class Officers may also serve as the student representatives for the Nursing Advisory Committee and as invited student representatives at faculty meetings.

Article VI
Role of Faculty Class Sponsor

Each class is assigned a Faculty Class Sponsor

Guidelines for the Faculty Class Sponsor

Purpose: To serve as a liaison between faculty and students.

Activities: The primary responsibility of the class sponsor is to bring forward any /all student issues/concerns

to the faculty. The class sponsor also assists the class in planning and executing a community-based project. Examples include but are not limited to: canned food drive, blood pressure checks, working at the food bank, work at March of Dimes walk, etc.

Expectations: During the term of the class tenure, the faculty class sponsor is expected to meet with the class officers once during each semester starting with the N208 session. Minutes of each of the meetings will be kept by the class officers and turned in to the class sponsor for review and record keeping.

FUNCTIONAL ABILITIES
Nursing Admission Requirements

Admission criteria shall reflect consideration of the potential to:
1.   Complete the program.
2.   Possess the necessary functional abilities (see below).
3.   Meet the standard to apply for licensure as a Registered Professional Nurse.

Students who are readmitted or transferred shall complete the same requirements for graduation as any other member of the class to which they are admitted.

Functional Abilities
The Bacheolor in Science in Nursing Program prepares the student for a nurse generalist role. Students must be in a state of health compatible with providing safe care and with the responsibilities of a nursing career. Functional abilities to meet this role include: behavioral/emotional, cognitive, communication, professional conduct, psychomotor skills, and sensory/perceptual.

Behavioral/Emotional: Ability to maintain effective, therapeutic relationships with patients, families, students, faculty, staff, and other professionals under all circumstances and settings, including highly stressful situations.

Possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities involved in the care of patients and families.

Cognitive: Ability to evaluate and apply knowledge and engage in critical thinking in the classroom and clinical setting.

Communication: Ability to communicate effectively and therapeutically with other students, faculty, staff, patients, family and other professionals in both oral and written forms.

Professional Conduct: Ability to reason morally and practice nursing in an ethical and legal manner. Be willing to learn and abide by professional standards of practice. Be able to deliver safe, effective nursing care to all patient populations, including but not limited to children, adolescents, and adults with various emotional, developmental, and medical problems and needs. Adapt to rapidly changing environments/situations while maintaining professional demeanor.
Psychomotor Skills: Ability to maintain motor coordination, strength, flexibility, dexterity, balance, and sensory capabilities sufficient for safe and accurate assessment of the patient and performance of patient care tasks.

Sensory/Perceptual: Ability to utilize vision, hearing, and senses of touch and smell to thoroughly analyze patient data and provide accurate and safe treatment/care.

COLUMBIA COLLEGE POLICIES

Columbia College believes that policies serve an integral role in supporting its institutional mission, values and vision, and in creating a culture of compliance College-wide for all members of the College community. The Policy Library is intended to decrease risk and increase compliance and consistency across the College as well as to make College policies organized and easily accessible to students, faculty and staff so that all individuals

are able to educate themselves regarding the College's policies, procedures, practices and processes. The policies set forth in the Policy Library are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter.To maintain an organized system and to ensure consistency throughout the College, individual web pages should not contain separate copies or versions of College policies or applicable procedures. Instead, individual web pages that reference College policies or applicable procedures should use hyperlinks to the web pages and/or documents located in the Policy Library.

Questions regarding the Policy Library should be directed to the Office of the General Counsel.

To access the College's policy library please visit: https://www.ccis.edu/policies.aspx

It is suggested all Columbia College students be fully aware of, but not limited to:

Columbia College Student Code of Conduct: https://www.ccis.edu/policies/student-code-of-conduct.aspx

Academic Integrity Policies and Procedures: https://www.ccis.edu/policies/academic-integrity-policy-and-procedures.aspx

Alcohol and other Drugs Policy: https://www.ccis.edu/policies/alcohol-and-other-drugs-policy.aspx

Reinstatement Application

Traditional BSN Program

Student to submit this form along with a formal request letter to be considered for reinstatement

Student Name:_____Students number_____

Date withdrew:_____Class withdrew:_____Instructor Name:_____

1. What course do you want to be reinstated into? Check one:

NURS 208 (BSN) or 210 (ASN)-Nursing Fundamentals ☐
NURS 211-Mental Health Nursing ☐
NURS 212-Pharmacology for Nursing ☐
NURS 300-Foundations of Professional Nursing ☐
NURS 301-Medical Surgical Nursing I ☐
NURS 302-Medical Surgical Nursing II ☐
NURS 303-Women's and Infants Health ☐
NURS 310-Professional Nursing Pract ☐
NURS 311-Pathophysiology ☐
NURS 312-Principles and Applications of Human Nutrition ☐
NURS 314- Health Assessment in Nursing Practice ☐
NURS 409- Nursing Research and Evidence-Based Practice ☐
NURS 413- Leadership and Management in Nursing Practice ☐
NURS 415- Cultural Awareness in Nursing Practice ☐
NURS 450- Nursing in the Community ☐
NURS 490- Senior Nursing Practicum ☐
NURS 491- NCLEX-RN Review ☐

2. What campus are you requesting reinstatement to? _____

3. What was the reason for leaving the program? (please check all that apply)

☐ a. Failure
☐ b. Illness
☐ c. Personal
☐ d. Financial
☐ e. Other (Please comment)

_____

4. What steps have you/ are you taking to make sure you are successful if you are reinstated?

_____

5. How have you been staying current with your nursing education while you have been away from the program? (Please check all that apply)

☐ Employment in health care
☐ Continuing to read my nursing books
☐ Other (please comment)

6. What year and month do you want to return?

_____

7. Attach formal request letter with reinstatement request form to Nursing Administrative Assistant.

_____   _____
Signature   Date

_____
Current Address

<u>*Please complete a Student Commitment Letter per Nursing Student Handbook guidelines and send to Director of Nursing, Dr. Corrine Floyd at cmfloyd1@ccis.edu</u>