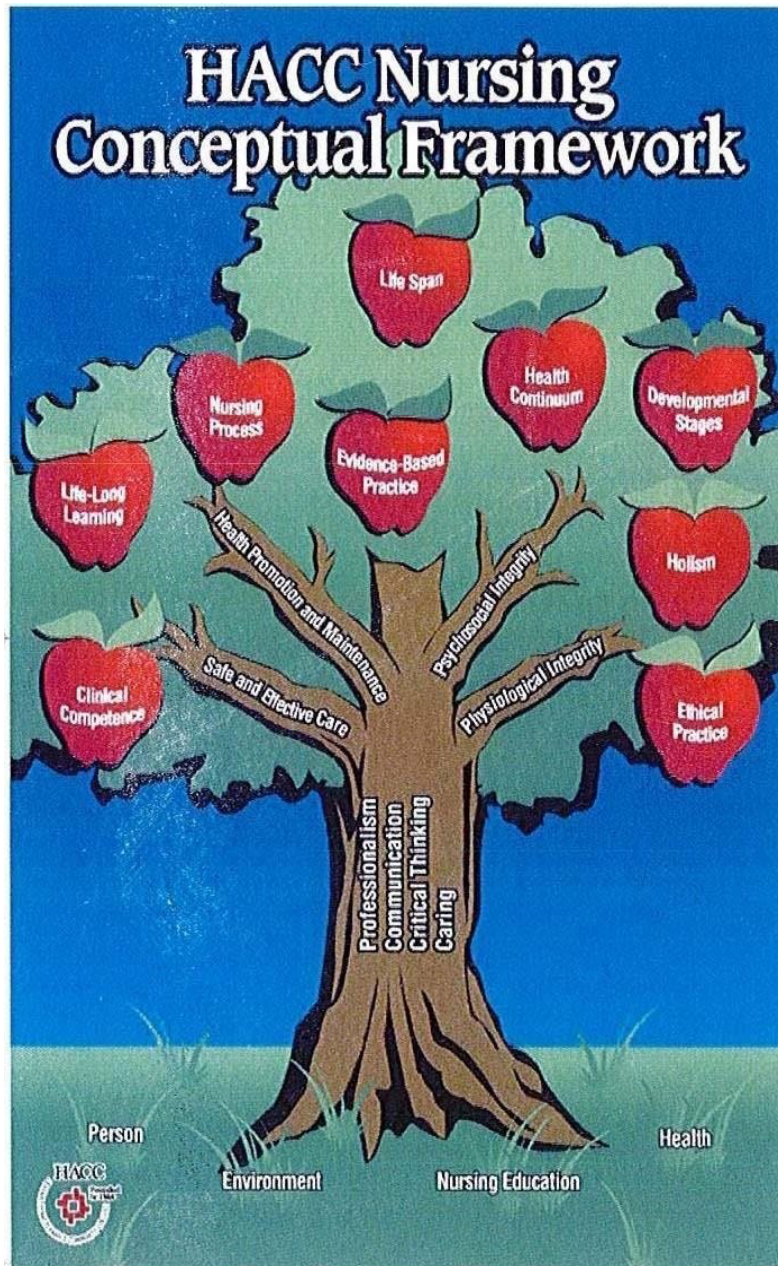




NURSING STUDENT HANDBOOK 2025-2026

Statement of Student Rights Syllabus Requirement

Notification and Acknowledgement of student rights under Title IX of the Education Amendments of 1972, Americans with Disabilities Act as Amended (ADAAA), Sections 504/508 of the Rehabilitation Act of 1973, The Pennsylvania Human Relations Act (“PHRAct”) and The Pennsylvania Fair Educational Opportunities Act (“PFEOAct”)

It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, student access and/or student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

Harrisburg Area Community College is committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX of the Education Amendments of 1972.

Harrisburg Area Community College is equally committed to providing reasonable accommodations to qualified students with disabilities to ensure that they have an equal opportunity to succeed and participate in their college and career goals. The College in accordance with federal compliance of the Americans with Disabilities Act as Amended (ADAAA), Sections 504/508 of the Rehabilitation Act of 1973 and Title IX of the Education Amendment of 1972. Title IX provides protection for students who are pregnant, parenting and may need to take a medical leave of absence due to pregnancy, childbirth, miscarriage, abortion and or recovery. Additionally, within compliance of The Pennsylvania Human Relations Act (“PHRAct”) and The Pennsylvania Fair Educational Opportunities Act (“PFEOAct”)

Please note that College Policy 870 designates all employees, as non-confidential and responsible Employees, must report all disclosures of sex or gender-based discrimination or violence to Harrisburg Area Community College Title IX Coordinator. The Title IX Coordinator will reach out to provide resources, support, and information after receiving a report, but community members are not required to respond to such outreach. Reported information will remain private.

For more information regarding Harrisburg Area Community College’s Title IX procedures, reporting, or support measures, please visit

<https://www.hacc.edu/CampusLife/InclusionDiversityandBelonging/DiversityEquityandInclusionPolicies/title-ix.cfm>.

Title IX Coordinator

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Deputy Title IX Coordinator for Students

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Leader Building, York Campus, Room 134F caallen@hacc.edu

717-780-3279

Deputy Title IX Coordinator for Employees

Olajiwon McCadney, AVP for Diversity Studies and Intercultural Affairs okmccadn@hacc.edu
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Investigator and Title IX Liaison

Briana Legerlotz, Coordinator, Equity, Inclusion & Belonging bjlegerl@hacc.edu

Title IX Representative for Accessibility, Allied Health and Nursing Deborah Bybee, Coordinator, Student Access Services (SAS) dabybee@hacc.edu

The Student Access Services Department, ensures no qualified person will be denied access to, participation in, or the benefits of, any program or activity operated by the college because of disability, pregnancy, or related conditions. Nor will individuals with a disability be subjected to discrimination while participating in college programs or activities due to disability. The College in accordance with federal compliance of the Americans with Disabilities Act as Amended (ADAAA), Sections 504/508 of the Rehabilitation Act of 1973 and Title IX of the Education Amendment of 1972. Title IX provides protection for students who are pregnant, parenting and may need to take a medical leave of absence due to pregnancy, childbirth, miscarriage, abortion and or recovery.

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The Pennsylvania Human Relations Act (“PHRA”) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEAct”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at <http://www.phrc.pa.gov/Pages/default.aspx#.V2HOujFuNS0>.

Whether students had an IEP in high school or not, they may be eligible for accommodations. Student Access Services encourage students who feel they may benefit from accommodations to contact us to learn more and review our webpage at:

<https://www.hacc.edu/Students/AcademicSupport/StudentAccessServices/index.cfm>

Students can self-referral or referral by a caring employee for ADA or Title IX Pregnancy and Parenting can be done by completing this form: https://hacc-accommodate.symlicity.com/public_accommodation/

Student Access Coordinator contact and location information is available at:
<http://www.hacc.edu/Students/DisabilityServices/Contact-Disability-Services.cfm>

ADA/504 Coordinator for Students:

Vicki Van Hise, MSW Assistant Vice President for Holistic Support and Engagement Deputy Title IX Coordinator
Phone 717 358 2972
Email: vlvanhis@hacc.edu

Student Access Coordinators:

HACC—Gettysburg Campus

Erin Rose, Coordinator, Student Access Services G127B
Phone: 717-339-3533
Email: elrose@hacc.edu

HACC—Lebanon & Harrisburg Campuses Deborah Bybee, Coordinator, Student Access Services Lebanon 316A
Email: dabybee@hacc.edu

HACC—Lancaster Campus

Martin Sica, Coordinator, Student Access Services RM 221D
Phone: 717-358- 2273
Email: masica@hacc.edu

HACC—York Campus

Anessa Deppen, Coordinator, Student Access Services YL102J
Phone: 717-801-3276
Email: addeppen@hacc.edu

NON-DISCRIMINATION POLICY

It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, or any legally protected classification.

All instances of discrimination are considered to be a serious offense and warrant immediate action. There will be no assignment of students based on race or other protected characteristics.

Any student who believes he/she is being subjected to discrimination should report the situation to the appropriate authority as described below.

Procedure:

Step 1. Concerns should be discussed with a faculty member. In instances when a student perceives a serious misconduct by the faculty member that would not be appropriate to address initially with that person; the student may begin at the second step of this process.

Step 2. Unresolved concerns should be taken to the Title IX Coordinator/College Diversity Officer, One HACC Drive, Harrisburg, PA 17110, 717-736-4100 Code of Ethics (Health Career Code of Ethics)

HARASSMENT POLICY

PURPOSE: The Nursing Programs of HACC are committed to the education of nursing students in a safe and conscientious manner consistent with the regulations of the Pennsylvania State Board of Nursing and of the College. In order to provide an environment which is conducive to learning, the nursing faculty will not tolerate any form of harassment.

According to SGP 871, the College defines harassment as any behavior, verbal or physical, which creates and intimidating, hostile or offensive work or learning environment, especially if the behavior is repeated and/or if it continues after the offending party is informed of the objectionable and/or inappropriate nature of the behavior. Harassment is behavior that is based on individual or group characteristics including, but not limited to, race, color, ethnicity, gender, age, disability, religion, political belief or affiliation, marital status, ancestry, veteran status, sexual orientation or membership in any other protected group under federal, state or local law. This is in compliance with SGP 825 **Harassment Policy** and will **not** be tolerated at any time in either classroom or clinical settings.

Harassment, sexual misconduct or violence that occurs outside of these settings, even away from the HACC campus, may be grounds to withdraw a student from the Nursing Course. **Any member** of the College community who believes he/she is being subjected to harassment shall report the situation to HACC's Title IX Coordinator. Please see [Title IX](#) information.

Gender of Sex Discrimination and Misconduct (Title IX)

HACC, Central Pennsylvania's Community College, is committed to cultivating and maintaining a safe and nondiscriminatory educational and employment environment for all members of the College community.

HACC will be vigilant in providing a College environment that is free of any form of discrimination on the basis of sex, which includes sexual harassment, sexual violence, sexual assault and dating or domestic violence. This commitment, which includes prohibition of all forms of gender-based harassment (sexual and non-sexual), is implemented regardless of gender, gender identity, gender expression or sexual orientation.

HACC's Sexual Misconduct Policy is [available here](#).

Any individual may make a good faith report alleging violation of the College's Sexual Misconduct Policy. Reports should include as much detail as possible. Once a report is received, someone will reach out to you privately. HACC's Title IX Coordinator Dr. Armenta Hinton and she may be reached with questions at aehtinton@hacc.edu or 717- 736-4102

Legal Name/Preferred Name Policy

All students have the right to be recognized by their chosen name or gender. Nursing faculty strive to respect student preferences and foster a welcoming culture. Students are encouraged to share their preferences with faculty.

Legal Name Requirements

Students must use their legal name in certain instances, including:

- Nursing licensure applications
- IDs issued by clinical agencies
- Photo IDs and name pins worn at clinical
- All legal documents requiring a signature

Preferred Name and Gender Acknowledgement

To be formally acknowledged by their preferred name and gender, students must notify the Registrar. This ensures that non-legal records (e.g., ID badges, phone directory, name plates) align with the student's identity as asserted at the College. Note that this does not replace a legal name change.

The Request for Non-Legal Name and Gender Acknowledgement form is available on MyHACC under the student tab. Click on Registration/Records, then under Student Records, find the Preferred Name/Gender Request link. Complete and send the form to the Registrar

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SECTION 1: CURRICULUM

HARRISBURG AREA COMMUNITY COLLEGE NURSING PROGRAMS' PHILOSOPHY

According to the standards and criteria for accreditation by the Accreditation Commission for Education in Nursing (ACEN), nursing education programs should have a philosophy of nursing education which is congruent with the core values and goals of the governing organization (HACC's Strategic Plan). The following philosophy was developed by HACC nursing faculty to reflect the values, missions and goals of the nursing programs at HACC. The conceptual framework for the visualization of this philosophy is represented visually using the apple tree image located on the cover of this handbook.

PERSON

Persons are unique holistic beings with complex physiological, psychological, cultural, social, ethical, and spiritual dimensions. Each person's response to internal and external factors influences his/her attainment of hierarchical human needs. Persons have inherent worth and deserve respect and the right to self-determination. As a member of society, each person has responsibility and accountability to others.

ENVIRONMENT

A person's environment includes developmental changes, internal and external stressors, spiritual, biological, physiological, cultural, socioeconomic, and political forces. There is a dynamic interaction between the person and the internal and external components of her/his environment. It is the adaptation to these changes which affects overall health.

HEALTH

Health is a dynamic state ranging from optimal wellness to death. The degree of health a person experiences is directly affected by internal and external environmental factors. Individual health is defined by the interaction of those factors, recognizing the patient's preferences, values and needs.

NURSING

Nursing as a profession empowers individuals, families, and society to achieve their highest possible level of health. Nursing practice is guided by an interactive process with the person, resulting in individualized interventions that are holistic and ethical. Nursing is committed to the values of respect, caring, communication, collaboration, critical thinking and both technological and clinical competence.

NURSING EDUCATION

The faculty is committed to excellence in nursing education. Nursing education is a shared responsibility between faculty and students and provides the foundation for lifelong learning. The faculty believes that evidence-based practice, critical thinking skills, and self-direction are integral to nursing education and practice.

Learning is a complex, interactive process of growth, during which students acquire knowledge, self-awareness, and develop a professional role. Mutual sharing of ideas supports the personal and professional growth of both students and faculty.

The faculty recognizes the ***NLN Core Competencies for Graduates of Associate Degree Nursing Programs and Core Competencies of Graduates of Practical Nursing Programs*** as organizing frameworks for educational outcomes. Graduates of both the practical nursing and associate degree nursing programs must function in accordance with their respective standards of practice, the Nurse Practice Law, and Nurse Practice Act of their state.

In this document, we are using the word patient to designate patient, client, resident, family, or community; any one individual or group of individuals receiving and participating in health care.

HACC—CENTRAL PENNSYLVANIA'S COMMUNITY COLLEGE NURSING PROGRAM'S CONCEPTUAL FRAMEWORK

The conceptual framework underlying the curriculum of HACC – Central Pennsylvania's Community College represents the conceptualization of the faculty's view of nursing and nursing education. It is an eclectic view that incorporates concepts from various nursing theories and disciplines. The roots of the conceptual framework spring from the nursing program philosophy statement and are consistent with the mission of the College. Components included in the philosophy are Person, Environment, Health and Nursing Education.

The curriculum is built upon four core concepts, which act as a foundation for the organization of the educational course content within the various levels of the nursing program. The development of these four core concepts is derived from the National League for Nursing (NLN) ***NLN Core Competencies for Graduates of Associate Degree Nursing Programs*** and the ***NLN Core Competencies of Graduates of Educational Programs in Practical Nursing***. These four core concepts, which reflect the faculty's contribution, are Professionalism, Communication, Critical Thinking and Caring.

From these four core concepts, the curriculum content is organized into four Client Needs categories. These Client Needs categories act as a link between nursing education and clinical practice. These Client Needs categories, based upon the National Council Licensure Examination ***NCLEX-RN and NCLEX-PN Test Plans*** are: Safe and Effective Care, Health Promotion and Maintenance, Psychosocial Integrity, and Physiological Integrity. They are consistent with expectations for licensure and state law/rules and include an emphasis on nursing interventions and identified competencies of a graduate nurse.

The faculty further identified nine key components, which will act as threads throughout the curriculum and come from definitions found in the Nursing Program Philosophy. These nine key components are Clinical Competence, Life-Long Learning, Nursing Process, Evidence-Based Practice, Health Continuum, Life Span, Developmental Stages, Holism and Ethical Practice.

The conceptual framework is best understood through the description of and elaboration upon the four core concepts and their components.

Professionalism:

Professionalism within nursing practice is characterized by a commitment to the profession of nursing. The graduate of a nursing program at Harrisburg Area Community College (HACC) uses legal, ethical, and regulatory frameworks, in addition to the nursing process, to provide evidence-based care. By adhering to the standards of professional practice and accepting responsibility and accountability for individual actions, the graduate nurse will demonstrate clinical competence. Professionalism includes empathy for others as demonstrated by the ability to care for diverse patients. This is also reflected by the graduate's ability to value the profession of nursing and development of professional identity and continued professional growth.

Communication:

Communication in nursing is a goal-directed interactive process where information may be exchanged verbally, non-verbally, in writing, or using informatics. Effective communication must

take into consideration relationships, family dynamics, cultural influences, developmental stages, spirituality, and patient needs. Therapeutic communication assists with adaptation to change, development of interpersonal relationships, and the integration of new information. The goals of therapeutic communication are to develop trust, obtain or provide information, show care, and explore feelings. When communicating, it is important that all forms of communication are congruent to facilitate understanding of the message. Nursing can have a positive influence on health through effective communication with patients. Collaborative communication is demonstrated by respectful interactions with the entire health care team.

Critical Thinking:

Critical thinking in nursing uses evidence-based practices and the nursing process to accurately collect, assess, analyze, and integrate information to formulate nursing judgments and direct positive patient outcomes. The merging of critical thinking and the nursing process results in the nurse's ability to accurately problem-solve, and safely implement and evaluate a plan of care. Critical thinking incorporates self-reflection, intuition, and clinical reasoning, resulting in a transformative process, in which nurses can provide effective patient care.

Caring:

Caring is the fundamental ethic of the holistic healing relationship between nurse and patient. Within this relationship, caring behaviors by the nurse provide a safe, compassionate, nurturing environment. These behaviors encompass both direct physical care of the client as well as emotional caring behaviors of touch, presence and psychological support. Caring acknowledges the dignity of each patient and respects individual values, beliefs and cultural influences as the client and nurse interact. Caring also includes information interventions such as teaching, health promotion and assisting the patient to navigate the healthcare system. Caring should ultimately result in the outcome of the patient achieving an optimal level of wellness and function. These caring interventions are based on sound nursing judgment.

Patient/Client Needs Categories

The four Patient/Client Needs categories are best understood through the definitions provided in the ***NCLEX-RN and NCLEX-PN Test Plans***.

Safe and Effective Care:

The registered nurse promotes achievement of patient outcomes by providing patient centered nursing care, in accordance with National Patient Safety Guidelines, to protect patients and other health care personnel.

The practical nurse collaborates with health care team members, in accordance with National Patient Safety Guidelines, to facilitate effective patient-centered care, to protect patients and other health care personnel.

Health Promotion and Maintenance:

The registered nurse directs and provides patient-centered nursing care that advocates for the patient in ways that promote human dignity, self-determination, physiological/psychological integrity, and ongoing personal growth as a human being.

The practical nurse promotes human dignity, self-determination, physiological/psychological integrity and personal growth of the patient, oneself and members of the health care team.

.Psychosocial Integrity:

The registered nurse directs and provides patient-centered nursing care that promotes and supports the emotional, mental, and social well-being of the patient.

The practical nurse provides patient-centered nursing care that promotes and supports the emotional, mental, and social well-being of the patient.

Physiological Integrity:

The registered nurse promotes physical health and wellness by providing patient centered care and comfort, reducing risk potential for the patient and assisting them with health alterations.

The practical nurse assists in the promotion of physical health and well-being by providing patient-centered care and comfort, reducing risk potential for the patient and assisting them with the management of health alterations.

Key Components

The nine key components are defined as:

Clinical Competence:

Nursing graduates demonstrate clinical competence using nursing judgment and evidence based practice. Clinical competence includes an understanding of the legal boundaries in which a nurse's function. The ability to practice with competence is inherent to the nursing code of ethics.

Life-Long Learning: Learning is a life-long process based on intellectual curiosity which allows nurses to grow professionally and personally and to progress to the highest educational and practice levels of which they are capable. Life-long learning occurs through continuing education, self-study, and constant inquisitiveness about individual and collective nursing practice, and the nursing profession itself. Nurses who are lifelong learners possess a spirit of inquiry. They have the ability to access and manage information, and to analyze, evaluate, and adapt it to practice.

Nursing Process:

The Nursing Process is the application of the scientific method as a guiding framework to support nursing judgment.

Evidenced-Based Practice:

Evidence-Based Practice is the conscientious use of best current evidence based on nursing research in order to make decisions regarding patient care. This approach to decision making provides the nurse an opportunity to render the highest quality of care in meeting the needs of the patients.

Life Span:

Life begins in utero and concludes with death.

Health Continuum:

Health is a dynamic state throughout the life span. This range is viewed as the Health Continuum. The nurse provides care to individuals at every level of health in collaboration with the patient and other members of the health care team

Developmental Stages:

Development is a multidimensional process with distinct and overlapping phases. Nurses engage in the promotion of human flourishing to the patients of all ages. Nurses serve as advocates for patients to promote their self-determination, integrity and ongoing growth as human beings. During developmental stages, distinct nursing judgments and actions are necessary to promote health and to improve the quality of life.

Holism:

Persons are complex beings with diverse interacting biological, psychosocial, cultural, and spiritual dimensions. Holism in nursing care attends to all of these dimensions in promoting, maintaining, or restoring health. Nurses utilize this holistic framework as part of the nursing process in order to individualize caring interventions for patients.

Ethical Practice:

The nursing profession is grounded in moral values defined in the ANA Code of Ethics including selfdetermination, personal growth, and integrity. Respect for people, responsibility, accountability, and honesty are integral to the practice of nursing and the nurses' professional identity. Nurses apply these fundamental ethical standards to their nursing practice to provide nursing care which recognizes the profession's contract with society.

Associate Degree Registered Nursing Program Outcomes (ADN-RN)

The AD graduate, at the completion of the nursing program will demonstrate:

Professionalism

Possess a sense of **professional identity**, a **spirit of inquiry** and a commitment to the profession of registered nursing.

- Demonstrate the ability to practice as a generalist, using clinical reasoning to provide **safe**, competent, **patient-centered care** to patients across the **lifespan** and **healthcare continuum**.
- Provide **evidence-based clinical nursing practice** by using evidence to make sound clinical judgments and to deliver safe, competent excellent care.
- Consistently demonstrate accountability, **ethical behavior**, and adhere to the standards of professional registered nursing practice.

Communication

Communicate effectively, in a therapeutic way with the patient, promoting human dignity, integrity, and **human flourishing** across the **life span**.

- Demonstrate the ability to utilize **informatics**, computer-based information management systems and patient care technology to navigate the healthcare system in the provision of **patient-centered care**.
- Demonstrate the ability to respectfully communicate information verbally, nonverbally and in writing, while promoting an environment that supports interprofessional communication and **collaboration** in the provision of **patient-centered care**.

Critical Thinking

Demonstrate the ability to recall and comprehend information to problem solve using the **nursing process**, **evidence-based practice** and concepts foundational to quality registered nursing practice.

- Utilize **evidence-based practice** to formulate nursing judgments that include the cognitive abilities to apply and analyze data that will direct patient outcomes.
- Demonstrate the ability to apply critical thinking to deliver **clinically competent** care regarding a clinical problem in accordance with the national patient **safety** initiative.

Caring

Engage in caring behaviors to provide a **safe**, compassionate, nurturing environment that promotes **human flourishing**.

- Provide **holistic** care, across the **health continuum** *respecting individual needs and preferences*.
- Provide compassionate and **holistic** patient care.

(Bolded words reflect NLN competencies, while bolded underlined words reflect Quality and Safety Education for Nurses (QSEN) competencies. Bold and italicized words are concepts that thread throughout the Harrisburg Area Community College Nursing Program Conceptual Framework).

Practical Nursing Program Outcomes PN

The PN graduate, at the completion of the nursing program will demonstrate:

Professionalism

Possess a sense of **professional identity**, a **spirit of inquiry** and a commitment to the profession of practical nursing:

- Demonstrate the ability to practice as a member of the health care team, whose practice reflects ***holistic patient-centered care***, integrity, and ***ethical behavior***.
- Provide ***evidence-based clinical nursing practice*** by using evidence to promote change and excellence.
- Consistently demonstrate accountability, ***ethical behavior***, and adhere to the standards of professional practice.

Communication

Communicate effectively, in a therapeutic way with the patient, promoting human dignity, integrity, and **human flourishing** across the ***life span***.

- Demonstrate the ability to utilize ***informatics***, as a communication and information gathering tool to support ***patient-centered care***.
- Demonstrate the ability to respectfully communicate information verbally, nonverbally and in writing, while delivering **patient-centered care** in partnership with multidisciplinary members and to achieve continuity of care and positive patient outcomes.

Critical Thinking

Demonstrate the ability to recall and comprehend information and problem solving using the ***nursing process*** and concepts foundational to quality nursing practice.

- Utilize critical thinking skills to make nursing judgments regarding a posed clinical problem that demonstrate the use of the ***nursing process***.
- Demonstrate the ability to apply nursing knowledge to implement interventions and to reach a nursing judgment regarding the patient response to interventions in accordance with the national patient ***safety*** initiative.

Caring

Engage in caring behaviors to help achieve desired therapeutic outcomes and promote **human flourishing**.

- Contribute to the plan of care to promote comfort and optimal level of functioning along the **health care continuum**.
- Provide comprehensive patient care that aligns with individual health needs and preferences

(Bolded words reflect NLN competencies, while bolded underlined words reflect QSEN competencies. Bold and italicized words are concepts that thread throughout the Harrisburg Area Community College Nursing Program Conceptual Framework).

ASSOCIATE DEGREE NURSING PROGRAM GRADUATION REQUIREMENTS

All courses of study including general education courses and nursing courses must be completed with a 'C' or better to progress through the nursing program.

PRACTICAL NURSING PROGRAM GRADUATION REQUIREMENTS

General Education <u>Requirements</u> Science Courses: Non-Science Courses: Clinical Nursing Courses:	BIOL 121 BIOL 221 PSYC 101 ENGL 101 COMM 101 <u>Concept-Based Curriculum</u> PNUR 140 PNUR 141 PNUR 142 PNUR 143 PNUR 144 PNUR 145 PNUR 242 PNUR 243 PNUR 244 PNUR 245 PNUR 150 PNUR 151 PNUR 152
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All courses of study including general education courses and nursing courses must be completed with a 'C' or better to progress through the nursing program.

COHORT PROGRESSION

Students will be assigned to a cohort and must follow the sequence of courses assigned to the cohort by the college

4 SEMESTER ASSOCIATE DEGREE COHORT PROGRESSION

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
1ST MINI SEMESTER	Nurs 140	Nurs 150	Nurs 240	Nurs 250
	Nurs 142		*** one of the specialty courses, as assigned to the cohort by college	*** one of the specialty courses, as assigned to the cohort by college
	Nurs 143			
2ND MINI SEMESTER	Nurs 141	Nurs 151	Nurs 241	Nurs 251
	Nurs 144		*** one of the specialty courses, as assigned to the cohort by college	

- Students will register for 1st mini semester and 2nd mini semester courses prior to the start of the semester
- Students who do not achieve a grade of “C” or above and a “met” clinical evaluation in 1st minisemester courses, will not qualify to move forward with cohort into the 2nd mini semester courses. Students are required to successfully achieve a grade of “C” or above in the courses

** Specialty Courses are: NURS 242, NURS 243, NURS 244

Student must attend specialty course, as assigned by the college

Due to clinical site requirements, a specialty courses may be scheduled in a mini semester or full semester as assigned by the college

8 SEMESTER ASSOCIATE DEGREE COHORT PROGRESSION

SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6	SEMESTER 7	SEMESTER 8
NURS 140	NURS 141	NURS 150	NURS 151	NURS 240	NURS 241	NURS 250	NURS 251

NURS 142	NURS 144			*** one of the specialty courses, as assigned to the cohort by college	*** one of the specialty courses, as assigned to the cohort by college	*** one of the specialty courses, as assigned to the cohort by college	
NURS 143							

*** Specialty Courses are: NURS 242, NURS 243, NURS 244
Student must attend specialty course, as assigned by the college

PN CERTIFICATE COHORT PROGRESSION

	FALL SEMESTER 1	SPRING SEMESTER	SUMMER SEMESTER	FALL SEMESTER 2
Full Semester	PNUR 140	PNUR 141		PNUR 152
1st mini semester	PNUR 143	PNUR 144	*** two of the specialty courses, as assigned to the cohort by college	PNUR 150
2nd mini semester	PNUR 142	PNUR 145	*** two of the specialty courses, as assigned to the cohort by college	PNUR 151

*** Specialty Courses are: PNUR 242, PNUR 243, PNUR 244, PNUR 245

Student must attend specialty course, as assigned by the college

A student who is not successful in a specialty course may progress to Fall Semester 2, if they qualify for readmission to the program

The student will request readmission to the next summer semester to retake the required course and complete graduation requirements of the program

Pre-Requisite Courses: ADN Program

In the left-hand column of the table below, each NURS course within the ADN curriculum is listed. In the right-hand column are the courses that are **Pre-Requisite** courses for that course.

The student will not be able to register for a course, unless they have successfully completed the course listed in the corresponding right hand column.

NURS course	Pre-Requisite Course
NURS 140	Biology 121
NURS 141	NURS 140, NURS 142
NURS 142	Biology 121
NURS 143	Biology 121
NURS 144	NURS 140, NURS 142
NURS 150	All NURS 140 courses
NURS 151	All NURS 140 courses and NURS 150
NURS 240	Biology 122 All NURS 140, 150 courses
NURS 241	All NURS 140, 150 courses NURS 240
NURS 242	All NURS 140, 150 courses
NURS 243	All NURS 140, 150 courses
NURS 244	Psychology 101 All NURS 140, 150 courses
NURS 250	Biology 221 All NURS 140, 150 courses NURS 240 and NURS 241
NURS 251	All NURS 140, 150 courses NURS 240, 241, and 250

Pre-Requisite Courses: Practical Nursing (PN) Program

In the left-hand column of the table below, each NURS course within the PN curriculum is listed. In the right-hand column are the courses that are **Pre-Requisite** courses for that course.

The student will not be able to register for a course, unless they have successfully completed the course listed in the corresponding right hand column.

PNUR course	Pre-Requisite Course
PNUR 140	Biology 121
PNUR 141	PNUR 140
PNUR 142	PNUR 140
PNUR 143	Biology 121
PNUR 144	PNUR 140, 141, 142
PNUR 145	PNURS 140,141,142,144
PNUR 242	Biology 221 All PNUR 140 level courses
PNUR 243	Biology 221 All PNUR 140 level courses
PNUR 244	Biology 221, Psychology 101 All PNUR 140 level courses
PNUR 245	Biology 221 All PNUR 140 level courses
PNUR 150	All PNUR 140 level courses
PNUR 151	All PNUR 140 level courses PNUR 150
PNUR 152	All PNUR 140 level courses

Recommendation: students take Biology 221 in Fall Semester 1

SECTION 3: REQUIREMENTS OF THE PROGRAM

ESSENTIAL REQUIREMENTS FOR HEALTH CAREERS PROGRAMS NURSING AND PRACTICAL NURSING

All individuals, including persons with disabilities, who apply for admission to the Nursing program must be able to perform specific essential functions with or without reasonable accommodation.

The following outlines the abilities and behavioral characteristics necessary for the student to be admitted to, continue in, and graduate from, the Nursing program at HACC. **These essential requirements are standards of admission.**

The applicant should carefully review the essential requirements for the program and ask questions if not familiar with the activities or functions listed. The applicant must decide if he or she has any limitations that may restrict or interfere with the satisfactory performance of any of the requirements. It is ultimately the applicant's responsibility to meet these essential requirements if accepted into the program.

The applicant should consult with the program director to discuss any individual situation if he or she may not be able to meet these essential requirements. Requests for reasonable accommodation will be considered. Contact the program director if you have any questions about this matter.

COMMUNICATION

1. Communicate verbally using clear and effective English
2. Write legibly in clear and effective English using correct grammar, punctuation and spelling
3. Quickly and accurately comprehend and follow verbal instructions in English
4. Quickly and accurately read, comprehend and follow written instructions in English
5. Actively participate in group discussions
6. Use communication equipment – telephone, computer, other device used for communication.

PHYSICAL SKILLS

Possess fine and gross skills sufficient to handle equipment and provide safe and effective patient care

1. Exert maximum physical force to lift, push, pull or carry objects up to 35 pounds (oxygen cylinders, beds, patients, or any other type of equipment) as indicated by Occupational Safety and Health Administration (OSHA) and National Institute for Occupational Safety and Health (NIOSH) Guidelines (9/2021)
2. Move quickly, freely and safely around the assigned work area and patient care settings
3. Sustain professional activities for up to 8 or more hours
4. Reach above shoulder level (to manipulate equipment)
5. Reach below waist level (to manipulate equipment)
6. Move upper and lower extremities, back, hips, and knees without restriction - bend, stoop, and squat

7. Keep hand and arm steady while moving arm or while holding arm and hand in one position
8. Make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects
9. Coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down

OBSERVATION AND SENSORY SKILLS

1. Hear, comprehend and interpret conversation and sounds not solely based on visual cues (including alarms, monitors, faint sounds, such as heart and breath sounds, taking blood pressure)
2. Ability to see details at close range (within a few feet of the observer) and at a distance
 - a. Function efficiently in various degrees of light, from dark to bright lighting
 - b. Differentiate colors, varying shades of same color, and shades of black, white and gray
 - c. Read fine print and handwriting
3. Detect and distinguish odors from clients and environment
4. Distinguish textures, degrees of firmness, temperature differences, pulse rate and vibrations; feel anatomical landmarks and veins
5. Distinguish and describe patient's affect, body language and physical responses which the patient cannot verbally relay (i.e. facial expressions, sweating, trembling, color change, bleeding, etc.)

INTELLECTUAL, COGNITIVE, AND CRITICAL THINKING SKILLS

1. Concentrate on a task over a period of time without being distracted
2. Apply principles of critical, logical thinking to define problems, collect data, establish facts, and draw sensible and valid conclusions
3. Combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
4. Perform multiple tasks simultaneously
5. Arrange things or actions in a certain order or pattern according to a specific rule or set of rules (alphabetize)
6. Integrate information quickly, consistently, accurately, especially in an emergency

BEHAVIORAL / SOCIAL SKILLS / ETHICS

1. Display a high level of professionalism and discretion in all actions and communication (written, oral and electronic)
2. Function effectively and display integrity, poise and emotional stability under stress (emergency, critical, or dangerous situations) in actions with all (peers, patients, staff, and faculty)
3. Use team approach to carry out responsibilities
4. Respond to all persons sensitively and with respect for cultural diversity
5. Maintain general good health and self-care
6. Display flexibility and adapt to changing environments
7. Manage time effectively
8. Accept responsibility for own behavior and be forthright about errors or uncertainty

9. Refuse to perform or participate in any illegal, unethical, or incompetent acts, to include but not limited to the following: falsifying or knowingly making incorrect entries into a patient's record or related document; copying other student's written assignments; cheating on a quiz or examination; making untrue statements to a faculty member or administrator
10. Monitor/assess performance of self, other individuals, or organizations to make improvements or take corrective action
11. Capable of developing mature, sensitive and effective relationships (with patients, staff, coworkers, etc.)

Legal Requirements

Legal Requirements for Nursing Programs – Students entering nursing programs will be required to **undergo an annual Pennsylvania Child Abuse History Clearance, FBI Check, and State Police Criminal Record Check**. These clearances will be due yearly, and due dates will vary by campus, and program of admission. No student will be admitted or retained in the program with a disqualifying criminal history or child abuse clearance

Legal Limitation on Qualification for Licensure - The Professional Nursing Law of the Commonwealth of Pennsylvania states that the Board of Nursing may refuse to license a person who has been found guilty or pleaded guilty to felony charges. The application for licensure asks "Have you been convicted * of a misdemeanor, felony; felonious act; an illegal act associated with alcohol, an illegal act associated with substance abuse(s)?"

*Convicted includes judgment; admission of guilt; pleas of nolo contendere; probation without verdict; incomplete ARD (this refers to both RN and LPN licensure applications)

Applicants should be aware of these limitations **prior** to entering the nursing programs. Practice of deceit in the application procedure is cause for dismissal from the program.

Legal Essential Requirement document must be initialed and signed by the student and submission to Castle Branch confirmed, before attending the first class/lab or clinical session of the program.

Nursing and Health Careers Regulation on Drug/Alcohol Screening

Initial and Annual Screening

All nursing and health career students will be required to have laboratory screenings for drugs and alcohol upon admission to the phase of the program and on a yearly basis while participating in clinical experiences. All results must be on file in the program office. If results are positive, the student will be dismissed from the program immediately and referred for appropriate counseling.



Screening for Suspicion

Any student who is suspected of being under the influence of drugs or alcohol who is in a health career program clinical or laboratory setting with a HACC faculty member:

- Will be removed from the setting
- Must submit to immediate substance screening
- Must agree to release results of the screening to the program representative

Any student assigned with a preceptor/clinical instructor (non-HACC faculty), in an observational setting, or engaged in any other program required activity, who is suspected of being under the influence of drugs or alcohol:

- Will be removed from the setting
- Must agree to notification of the program representative as to why the student was removed
- Must submit to immediate substance screening
- Must agree to release the results of the screening to a program representative

Additional Information

- The student has the right to refuse any of these requirements. Refusal will result in dismissal from the program.
- Any student with a positive screen will be withdrawn involuntarily from the program and referred for appropriate counseling.
 - A request for readmission will be considered, after a minimum of one semester
 - Status for readmission will be based off the department readmission procedure, as published in the HACC student nurse handbook.
 - Students will need to show proof of counseling to qualify for readmission
 - Students must have a negative drug screen prior to their return.
- Any questions regarding the accuracy of drug or alcohol screening should be directed to the testing agency. HACC cannot be responsible for discrepancies in third party testing.
- All costs associated with drug and alcohol screenings are the responsibility of the student.

Implementation Procedure for Nursing and Health Careers

Regulation on Drug/Alcohol Screening



Statement of Philosophy

HACC is dedicated to the safety of patients, students and the community. In order to ensure students engaged in clinical education are drug- and alcohol-free, HACC requires preadmission and annual screening of all health career clinical students.

Additionally, HACC requires screening for suspicion if a student at a clinical site exhibits behaviors indicating he/she is under the influence of drugs or alcohol.

Guidelines for preadmission/annual screening:

- Uniformity of screening will be maintained within the program
- A 12-panel drug and alcohol **urine** screen will be used for **annual** screenings
- The vendor used will be at the program's discretion
- Students testing positive will be referred to HACC Counseling Services.

Guidelines for screening for suspicion of use of Drugs or Alcohol while in the Clinical Setting:

When a student is suspected of being under the influence of drugs or alcohol:

- The student will be removed from patient contact immediately.
- An objective second opinion should be obtained.
- A "Reasonable Suspicion Documentation Form" (available in the nursing office) should be completed and signed by **two** individuals having supervisory responsibilities for the college prior to the testing. (i.e., clinical instructor, preceptor, director of clinical education, program director, staff technologist, etc.). Note: If a second opinion is not available, continue with procedure.
- The clinical instructor or HACC representative (preceptor) should notify the program director immediately by phone or email. The student will be required, per policy, to submit to drug and alcohol screening.
 - For students suspected of being under the influence of drugs, **urine** testing will be required.
 - For students suspected of being under the influence of alcohol, either **blood** or **breath** testing will be required.
- If screening can be done at the clinical site, the student should be escorted to the screening. If it must be done off-site, arrangements should be made as indicated below. *
- At the completion of the screening, if results are positive or pending, the student must be escorted home, as indicated below. *
- Additionally, the actions taken related to the incident should be documented by the instructor or HACC representative on a Student Conference Form and submitted to the program director for inclusion in the student's file.
- The instructor or HACC representative should not let the student leave the site, or depending on results, the screening without escort (* see Transportation of Students below).

***Transportation of Students suspected or documented as under the influence of drug or alcohol**

The college assumes the responsibility for making transportation arrangements to have students under the suspicion transported to a testing facility if onsite testing is unavailable. The college assumes the

responsibility for making arrangements to have the student transported home if test results are positive or are not immediately available.

This responsibility falls on the program director or his/her designee. Each program should have a published “chain of command” that should be followed whenever the program director is unavailable to act.

Options for transportation to consider are:

- Notify an individual the student has identified as an emergency contact and ask him/her to transport the student. (Programs should maintain a record of contacts. Permission from the student to contact the individual in the case of an emergency should be obtained at the start of the program). An Emergency Contact Form may be used for this purpose.
- Make arrangements to have the student transported via taxicab (Local taxicab companies can be found listed in the Yellow Pages. Some companies will accept charge card

HEALTH POLICY RELATED TO ILLNESS OR INJURY

In the event a student experiences an acute or chronic illness, or injury, the student must inform the Course Coordinator as well as their clinical instructor(s). The student must submit a statement from the healthcare provider stating the student is able to meet the Essential Requirements for Health Careers Programs Nursing and Practical Nursing and may continue to participate in clinical nursing experiences.

It is the student’s responsibility to report any change of condition to the course faculty coordinator and faculty. In the event the student misses clinical days, written approval from a licensed provider must be submitted to the Coordinator prior to returning to the clinical experience.

Faculty will make reasonable effort to allow make-up of missed clinical experiences; however, the student must understand that extended absences may result in the inability of the student to meet clinical objectives.

Students who withdraw from nursing courses for documented health problems are permitted to apply as per the readmission procedure.

HEALTH POLICY RELATED TO PREGNANCY

In the event a student becomes pregnant, the student must submit a statement from the attending obstetrician or midwife, which will be submitted to the nursing office on the respective campus.

The obstetrician or midwife must state that the student may continue to participate in clinical nursing experiences. Recommended Center for Disease Control (CDC) guidelines related to avoidance of exposure to infectious diseases during pregnancy will be followed.

After delivery, written approval must be given prior to returning to clinical experience. Faculty will make reasonable efforts to allow make-up of missed clinical experiences; however, the student must recognize that extended absences may result in the inability to meet clinical objectives.

Students who withdraw from courses for documented health problems* – including pregnancy – are allowed readmission to the course by submitting an Application for Readmission. Forms are available in the campus nursing office.

* Please Note: Title IX is a federal law that protects students from sexual based discrimination. This includes protections for students who may be: pregnant, parenting, experience pregnancy loss, and conditions related to pregnancy. Student Access Services assist students who may need to take medically necessary leave among other accommodations. Please contact Student Access Services for more information about how their office can help you.

<https://www.hacc.edu/Students/DisabilityServices/index.cfm>

I have read the above policy and I will submit the required statement from my physician.

(Name please print)

(Signature)

Prohibitive Offense Procedure for Health Career Programs

I. Purpose

Outline the steps to be taken in all cases of criminal findings. It is HACC's position, in order to protect the safety of the client and the ethics of the HACC health career programs, individuals who

have committed certain crimes cannot be placed in the position of caring for older adults, children, and/or working in a health career environment. This procedure applies to all health career programs except the non-credit nurse aide program.

II. Definition

- A. Criminal record: Any history of conviction of a misdemeanor or felony crime.
- B. Pending charges: Any criminal charges as yet unresolved by the courts.
- C. Court documents: Original source documents identifying the outcome of any criminal charge and/or conviction
- D. Background check: The process required by HACC for admission into any clinical component of any health career, to include PA State Police Criminal Record Check, PA Child Abuse History Clearance and FBI Background check.
- E. Conviction: Being convicted, pleading guilty or entering a plea of nolo contendere, or receiving probation without verdict, accelerated rehabilitative disposition (ARD) or receiving any other disposition (excluding acquittal or dismissal) for any criminal offense.

III. Procedure

- A. Students must complete this process for all criminal convictions and any pending or new criminal charges. Review of criminal charges can delay a student from starting in the clinical track of a health career program: therefore, students should begin the process at the time of admission to the college or at the time of application to a health career program.
- B. All convictions and pending or new charges must be reported to the director of the health career program immediately upon offer of admission. These include all felony and misdemeanor convictions.
- C. Students must have a PA State Police Criminal Record Check, PA Child Abuse History Clearance and FBI Background check once offered admission to the clinical portion of

the health career program and yearly in programs that are more than 12 months in length.

- D. Students with a criminal conviction in the following majors:
1. Dental Hygiene
 2. Nursing
 3. Respiratory Therapy

Must Visit:

<https://www.dos.pa.gov/ProfessionalLicensing/Documents/PreliminaryDeterminationInstructions.pdf> to receive a preliminary determination that must then be submitted, along with your background checks to the program director.

- E. All other students with a criminal conviction in a health career major not listed above must submit their background checks to the program director for consideration by the Prohibitive Offense Committee. The offenses for students NOT listed in letter D above can be found in Appendix A. Please note that considerations from Appendix B will factor into the committee decision.
- F. A student with any conviction or pending charge may not be eligible for entry or continuation in a clinical program. As noted below, HACC will consider for admission students with a record of other felony or misdemeanor convictions on a case-by-case basis.
- G. Falsification of an application or any information related to a conviction will disqualify a student from admission and/or continuation in any health career program at HACC.
- H. Failure to disclose a criminal record, charge, or pending charge will result in dismissal from the program
- I. A decision by HACC to admit a student to a health career program despite criminal convictions does not guarantee that if the student completes the program and obtains the appropriate degree or certificate, the student will be eligible for licensure or credentialing by a governmental body or will be eligible to work for a particular employer. Licensure and credentialing authorities apply their own standards for evaluating whether criminal convictions are disqualifying, as do employers. HACC accepts no liability in cases where a third party deems criminal convictions sufficiently serious to cause denial of the applicable license or credential, or to refuse employment opportunities. A student with a conviction or convictions is responsible for contacting the appropriate licensure or credentialing board to investigate eligibility and employability prior to entering the non-clinical portion of the health career program.
- J. A decision by HACC to admit a student to a health career program despite criminal convictions does not guarantee that a student will be able to participate in experiences at any clinical site. Clinical sites apply their own standards for evaluating whether students are eligible to undergo a clinical experience at their facility, and HACC accepts no liability for a student's rejection by a clinical facility. The clinical facility may require the student to provide additional information before they decide. The health career program will contact the appropriate clinical sites and supply them with information regarding the convictions and the college decision. This will be done in writing and a record of all correspondence, and answers will be maintained in the student's program

file as dictated by the program's records procedure. The decision reached applies only to the program that the student is entering. If the student wishes to change programs, this process must be repeated and may have a different outcome due to the use of different clinical sites.

- K. If a student has or anticipates a criminal charge or conviction, they must complete the following to participate in a clinical health career program at HACC. The student may not participate in the program until all documentation is received and a decision is reached.

Steps in the process of evaluating criminal records:

1. Complete the required background clearances. (The PA State Police Criminal Record Check, PA Child Abuse History Clearance and FBI Background check)
 - a. If the student has only summary offenses the student must meet with the program director and will be/remain eligible for the program. Go to Section 3 below.
 - b. If the student has a misdemeanor, felony convictions, or any pending charges, the student must obtain an original copy of the court records showing how the case was concluded by the court system. No decision will be made without court documentation. Go to section 2 below (Note: Since a decision must be made prior to participating in any health career program, the student should complete this process as efficiently as possible).
2. The program director will review these guidelines and the student will submit all documentation to the director, and the director will retain a copy of all documents.
 - a. The program director will forward the information to the chair of the Prohibitive Offense Committee for review.
 - b. The committee chair may consult with the department chair, who in turn may consult with the college attorney, for an interpretation of the conviction. The department chair will include the committee chair in any meetings with the attorney at this stage.
 - c. HACC will consider the applicant for admission but may reject the applicant because of the conviction(s) in its discretion. Factors to be considered are listed below in Appendix B. The program director will forward all information to the HACC Health Careers Prohibitive Offenses Committee and a decision will be made by a two-thirds majority vote of the members. In the event of a tie, the department chair who oversees the program in which the student wants to enter will be the deciding vote.
 - i. This committee will consist of a minimum of four health career program directors and two health career directors of clinical education.
 - ii. Members will serve two years.
 - iii. A committee chair will be chosen. The role of the chair will be to ensure the decision is made in a timely manner. The chair will keep a record of all meetings of the committee and notify the requested program director of the decision.

3. In all cases, once the decision has been made, the program director of the requested program will request an appointment with the student to discuss the decision and options for the student. The program director will then:
 - a. document the decision and meeting using the attached notification form
 - b. give one copy to the student
 - c. place one copy in the student's confidential file
 - d. forward the original form to the committee chair.

APPENDIX A: Prohibitive Offenses

<u>Prohibitive Offenses***</u>		
Offense Code	Prohibitive Offense	Type of Conviction
CC2500	Criminal Homicide	Any
CC2502A	Murder I	Any
CC2502B	Murder II	Any
CC2502C	Murder III	Any
CC2503	Voluntary Manslaughter	Any
CC2504	Involuntary Manslaughter	Any
CC2505	Causing or Aiding Suicide	Any
CC2506	Drug Delivery Resulting in Death	Any
CC2702	Aggravated Assault	Any
CC2901	Kidnapping	Any
CC2902	Unlawful Restraint	Any
CC3121	Rape	Any
CC3122.1	Statutory Sexual Assault	Any
CC3123	Involuntary Deviate Sexual Intercourse	Any
CC3124.1	Sexual Assault	Any
CC3125	Aggravated Indecent Assault	Any
CC3126	Indecent Assault	Any
CC3127	Indecent Exposure	Any
CC3301	Arson and Related Offenses	Any
CC3502	Burglary	Any
CC3701	Robbery	Any
CC3901	Theft	1 Felony or 2 Misdemeanors
CC3921	Theft By Unlawful Taking	1 Felony or 2 Misdemeanors
CC3922	Theft By Deception	1 Felony or 2 Misdemeanors
CC3923	Theft By Extortion	1 Felony or 2 Misdemeanors
CC3924	Theft By Property Lost	1 Felony or 2 Misdemeanors
CC3925	Receiving Stolen Property	1 Felony or 2 Misdemeanors

CC3926	Theft of Services	1 Felony or 2 Misdemeanors
CC3927	Theft By Failure to Deposit	1 Felony or 2 Misdemeanors
CC3928	Unauthorized Use of a Motor Vehicle	1 Felony or 2 Misdemeanors
CC3929	Retail Theft	1 Felony or 2 Misdemeanors
CC3929.1	Library Theft	1 Felony or 2 Misdemeanors
CC3929.2	Unlawful Possession of Retail or Library Theft Instruments	2 Misdemeanors
CC3930	Theft of Trade Secrets	1 Felony or 2 Misdemeanors
CC3931	Theft of Unpublished Dramas or Musicals	1 Felony or 2 Misdemeanors
CC3932	Theft of Leased Properties	1 Felony or 2 Misdemeanors
CC3933	Unlawful Use of a computer	1 Felony or 2 Misdemeanors
CC3934	Theft From a Motor Vehicle	1 Felony or 2 Misdemeanors
CC4101	Forgery	Any
CC4114	Securing Execution of Documents by Deception	Any
CC4302	Incest	Any
CC4303	Concealing Death of a Child	Any
CC4304	Endangering Welfare of a Child	Any
CC4305	Dealing in Infant Children	Any
CC4952	Intimidation of Witnesses or Victims	Any
CC4953	Retaliation Against Witness or Victim	Any
CC5902B	Promoting Prostitution	Felony
CC5903C	Obscene and Other Sexual Materials to Minors	Any
CC5903D	Obscene and Other Sexual Materials	Any
CC6301	Corruption of Minors	Any
CC6312	Sexual Abuse of Children	Any
CS13A12	Acquisition of Controlled Substance by Fraud	Felony
CS13A14	Delivery by Practitioner	Felony
CS13A30	Possession with Intent to Deliver	Felony
CS13A35(i), (ii), (iii)	Illegal Sale of Non-Controlled Substance	Felony
CS13A36, CS13A37	Designer Drugs	Felony
CS13Axx*	*Any Other Felony Drug Conviction Appearing on a PA RAP Sheet	Felony

***Any felony conviction or two misdemeanor convictions within the CC3900 series would prohibit the applicant from admission. The CC3900 series is any offense that starts with CC39. The two misdemeanor offenses do not need to be the same offense.

Pennsylvania Child Abuse History Clearance

Any student with a finding on the Pennsylvania Child Abuse History Clearance and/or FBI Clearance which indicates the student may not work with children will be ineligible for participation in the clinical programs.

Other Offenses Not On The Prohibitive List Which Will Be Considered In Admission Decisions

(Note: Any felony or misdemeanor conviction or equivalent from another jurisdiction will be considered.

This is not an inclusive list.)

Shoplifting	Fraud	Bribery
Harassment	Stalking	Extortion
Abuse or neglect in any form	Simple Assault	Prostitution
Weapons	Violation of protection from abuse order	2 or more Driving Under the Influence of drugs or <u>alcohol</u> , or Driving while intoxicated convictions. This includes ARD
Terrorism/terroristic threats	Hate Crimes	Possession of Paraphernalia
Falsification of any legal document/record	Possession and/or distribution of a controlled drug (to include ARD)	Any other felony drug conviction

*The decisions of HACC are based on Protection of Older Adults Act, the Child Protection Laws, the Pennsylvania Department of Education, and the standards of the clinical sites for the programs.

**Form to notify the student of the [decision](#) next page.

Appendix B

The following Assessment Factors and Exceptions are taken from the Pennsylvania Department of State Best Practices Guide to Act 53, 2020

The following process will be utilized when making admission decisions for ALL individuals with criminal histories.

1. The facts and circumstances surrounding your conviction.
2. The number of convictions you have.
3. Whether the criminal conduct for which you were convicted involved an act or threat of harm against you.
4. The increase in your age or maturity since your conviction.
5. Your criminal history, or lack of criminal history, after the date of the conviction.
6. Whether you have successfully completed any training or educational activities, such as those offered through programs within an SCI or county correctional facility.
7. References from employers or others, including probation/parole officers, etc.
8. Whether you can show evidence of progress in personal rehabilitation since your conviction.
9. Whether you meet all of the other licensing/credentialing qualifications for the type of license/credential you are seeking.
10. Any other factor which the board deems relevant, and any additional information that you may wish to provide, or that the board may request.

There are three notable exceptions to the two-stage evaluation process.

Exception 1: Sexual Offenses:

If you have been convicted of any of the "sexual offenses" provided at Appendix A, you are prohibited from practicing or being licensed as a *health care practitioner* (this term is defined in Act 53; it includes, for example, doctors, nurses and a number of other professions and occupations).

Exception 2: Crimes of Violence:

A conviction for one of the “crimes of violence” provided at Appendix B is not necessarily a bar to obtaining a license, if you can show that:

- (for those who were incarcerated) at least three years have passed since your release and you have remained conviction-free during that three-year period, or
- (for those who served or are serving a sentence other than incarceration) at least three years have elapsed since your sentence was imposed, and you have remained conviction-free during that three-year period.

You will also need to demonstrate significant rehabilitation since your conviction for a crime of violence.

Finally, the board must reach a determination that granting you a license does not pose a substantial risk to others’ health and safety. The board will utilize the Assessment Factors, above, to make that determination.

The board also takes into consideration the extent to which granting a license might increase the risk of additional convictions because the nature of the occupation might present opportunities for criminal activity.

Exception 3: Drug Trafficking Offenses:

Some boards have restrictions on granting licenses to individuals who have been convicted of one of the “drug trafficking offenses” provided at Appendix C. If you have been convicted of a drug trafficking offense, these boards may only grant you a license if:

- Ten (10) years have elapsed since the date of the conviction.
- You can demonstrate to the board that you have made significant progress in personal rehabilitation since your conviction for a drug trafficking crime.
- The board makes a determination, using the Assessment Factors, that granting you a license does not pose a substantial risk to others’ health and safety. The board also takes into consideration the extent to which granting a license might increase the risk of additional convictions because the nature of the occupation might present opportunities for criminal activity.
- You satisfy all of the other requirements and qualifications for the type of license you wish to obtain.



Notification of Eligibility Decision

(for entering/continuing in a clinical component of a health career program at HACC
based on criminal background findings)

The purpose of this document is to provide written documentation for the student with a criminal record.

Name of Student: _____ HACCID: _____

Health Career Program: _____ Date: _____

In attendance at the meeting were: _____

The subject of the meeting was as follows:

- To provide a review of the findings on the criminal background check required by the HACC health career program
- To communicate the decision made related to the student's eligibility to participate/continue in the clinical component of a health career program at HACC

If it is decided the student is qualified to apply/continue in the health career program, the subject of the meeting was as follows:

- To communicate the possible effect of the convictions on acquisition of licensure/certification following graduation
- To establish it is the student's responsibility to contact the licensing/credentialing board and employers to determine the effect of these findings on practice in the health career profession.
- To discuss the licensing/credentialing board requirements in the application process, related to criminal records

The student was notified of the following decision of regarding application/continuation in the health career program:

_____ The student is qualified to apply/continue in the clinical program.***

_____ The student is not qualified to apply/continue in the clinical program due to the following reason/s:

Offense/s: _____

Comments: _____

*This decision does **NOT** mean that a student will be able to get a license or a credential in their chosen healthcare field. HACC has no affiliation with these boards and students must contact those boards directly.*

Prohibitive Offense Committee Chair, if applicable: _____ Date: _____

Signature of Program Director: _____ Date: _____

Signature of Student: _____ Date: _____

A copy of this form will be given to the student, one will be placed in the student's confidential file and the original will be placed in the office of the dean of health careers. (Send completed forms to RCAUMILL)

SECTION 4: STANDARDS OF CONDUCT

All students admitted to the Nursing Program are expected to exhibit standards of student conduct, which are acceptable to the total community. The standards listed below have been established to reflect the position of the Nursing Program as well as the College.

While enrolled in the HACC Nursing Program, it is expected that the student will:

- Not use or consume illegal substances. The College reserves the right to refer students to a physician in the event of a violation or a suspected violation of this provision. The student is responsible for all of the costs of this referral.
- Comply with the College conduct policies as stated in the Statement of Individual Rights and Statement of Unacceptable Behavior as presented in the [College Student Handbook](#)
- Conduct himself/herself on or off campus in a manner consistent with the standards of the academic and professional community. This conduct extends to respect for faculty, and respect for the rights of other students to have private discussions with the faculty.
- Any student with criminal charges must immediately disclose such charges to the Director of Nursing Programs on his/her campus. Failure to immediately disclose any criminal charge will result in dismissal from the Nursing Program. Any student with criminal charges may not participate in clinical practice until the charges are resolved. Charges will be considered on an individual basis and may result in the student's dismissal from the program. **Violations of the Standards of Student Conduct may lead to the discipline of a student up to and including expulsion from the program.**

ATTENDANCE AND LATE ARRIVAL- School of Health Sciences

Students are required to attend all scheduled classes, simulations, labs, and clinical dates.

Failure to comply may result in academic consequences outlined below:

Classroom Attendance:

- Faculty may drop a student if unexcused absences or failures to participate exceed 15% of total class hours.
- Excessive absences, whether excused or unexcused, may prevent students from meeting course learning outcomes.

Clinical Attendance:

- No makeup sessions will be provided for students missing more than 15% of clinical hours. ○ (SGP 601)
- Completion of all scheduled clinical hours is essential to meet course objectives.

Petitions for Exceptions:

- Exceptions for extenuating circumstances may be requested through a petition to the nursing operations team, accompanied by documented evidence.
- Petition contacts:
 - Gettysburg Campus: Dr. Arletta Molnar, aamolnar@hacc.edu
 - Harrisburg Campus: Jennifer Miller jlmille2@hacc.edu
 - Lancaster Campus: Connie Dagen, cldagen@hacc.edu
 - York Campus: Margie Hinkle, mshinkle@hacc.edu

Late Arrivals and Makeup Dates:

- Late arrivals to clinical sessions, whether on scheduled dates or makeup dates, will be marked as absent and the student will be sent home. A clinical make-up day will then be required.
- Students needing to leave clinical more than 30 minutes early will need to make-up the entire clinical day
- The college is not required to schedule additional makeup dates beyond those already published.
- Students are responsible for keeping their schedules clear to attend any published makeup clinical sessions.
- Consideration of extenuating circumstances may be made after consultation between the supervising clinical faculty and the program director/director of clinical education.

Withdrawals from courses adhere to the college's procedures and policies for academic decisions.

Resource:

- SGP 601 Credit Enrollment, Withdrawal, Attendance and Refunds Policy
- SGP 601 Credit Enrollment, Withdrawal, Attendance and Refunds Procedure

ACADEMIC HONESTY- School of Health Science

Students must uphold integrity in all academic endeavors, as it is a fundamental principle of the College.

Honesty is an essential value in all health careers, and students in HACC's health career programs will be held accountable to the integrity standards of academic and professional communities.

Academic dishonesty is a serious breach of conduct and can lead to disciplinary actions.

Any verifiable act of dishonesty may result in a disciplinary action ranging from a zero for the assignment to removal from one course or all health career courses within the semester.

Depending upon the nature and severity of the conduct, the College reserves the right to determine the discipline for a student involved in a verifiable act of dishonesty in or out of the classroom.

Information on academic dishonesty can be found in the College Student Handbook.

Academic dishonesty breaches the Code of Ethical Conduct, and students found to be engaging in a breach of ethical conduct will not be considered in Good Standing. Therefore, the student may not be eligible for admission to another health career program within the college.

Acts of dishonesty include, but are not limited to:

- Falsifying patient records or related documents.
- Copying other students' assignments.
- Plagiarizing without citing sources.
- Cheating on exams and quizzes.
- Making untrue statements to faculty or administrators.

Specific actions that violate academic honesty include, but are not limited to:

1. Taking screenshots or sharing images of test questions.
2. Sharing test content with students who haven't taken the exam.
3. Recording test questions or reviews.
4. Discussing clinical/simulation assignments with students who haven't completed them.
5. Using unauthorized resources during testing, such as notes, textbooks, flashcards, handouts, electronic devices, or any other materials that constitute cheating.

Resource:

- SGP 506 Academic Dishonesty Policy
- SGP 506 Academic Dishonesty Procedure

DEFINITION OF PLAGIARISM

Plagiarism undermines academic integrity and can result in severe disciplinary action.

Plagiarism in an academic setting is the act of presenting someone else's work, ideas, or words as one's own without proper acknowledgment. This includes:

- Copying text or ideas from a source without citing it
- Failing to use quotation marks for direct quotes
- Paraphrasing someone's work without giving credit
- Submitting another student's work as your own
- Using information from the internet or other resources without proper citation

CODE OF ETHICAL CONDUCT (HEALTH CAREER CODE OF ETHICS)

In order to promote excellence in patient care, the HACC Health Career student, while in the program, this includes time when they are in clinical uniform, but not engaging in college related activities

- Treat patients with respect for the dignity, right and value of each individual
- Provide nondiscriminatory and equitable treatment for all patients
- Promote and strive to protect the health, safety, and rights of each patient
- Maintain confidentiality of patient information following privacy regulations required by law
- Not disclose or share information associated with their health career program about or relating to any patient, person, clinical facility or clinical experience outside of the sanctioned educational context of the classroom or online course environment with oversight of an instructor. This includes communication in any format including verbal, written and digital (includes but is not limited to text, email, photographs and social media)
- Perform procedures of functions within his/her level of education in the profession
- Refuse to participate in any illegal, unethical or incompetency acts
- Disclose any illegal, unethical or incompetent acts of others to the proper authority
- Avoid any conduct that creates a conflict of interest
- Demonstrate professional behavior that reflects integrity and a positive image of the profession and the college
- Follow all principles of ethical and professional behavior as identified in the Code of Ethics of his/her chosen health career

Students entering or currently enrolled in clinical programming may be dismissed from the program and denied access to any other health career program at HACC based on the severity of the infraction. Examples of breaches that may result in dismissal include but are not limited to the following

- HIPAA violation in which the clinical partner is denying student placement
- Theft of patient property
- Intentionally falsifying a medical record

Students found to be engaging in a breach of ethical conduct will not be considered in Good Standing. Therefore, the student may not be eligible for admission to another health career program within the college. These code of ethics violations will be evaluated on an individual basis

CONFIDENTIALITY POLICY

As students in a clinical setting, it is crucial to always adhere to the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule.

Breach of Confidentiality: Any breach of confidentiality will lead to disciplinary action, which may include:

- Removal from the nursing course
- Possible expulsion from the program

Breaches include, but are not limited to:

- Unauthorized possession, use, copying, or disclosure of a patient record
- Disclosure of patient, staff, or faculty information in unauthorized areas, including internet social networking sites
- Contacting a patient at their residence without authorization

Handling Confidential Information

- Do not remove any items with patient/client identifying information from the clinical setting.
- Discard any printed papers containing patient information in the appropriate receptacle before leaving the unit.

Access to Client Records

- Students may access client records only during designated clinical hours

CONFLICT (PROBLEM) RESOLUTION

Students having difficulty in any aspect of the Nursing Program are expected to follow the steps listed below in their attempt to resolve the problem.

- Step 1. Concerns should be discussed with the involved faculty member. In instances when a student perceives a serious misconduct by the faculty member that would not be appropriate to address initially with that person; the student may begin at the second step of this process. The person at the second step may, however, refer the student back to the instructor if appropriate.
- Step 2. If the student does not feel the problem was adequately resolved, concerns should be taken to the Course Coordinator.
- Step 3. Unresolved concerns should be directed to the Campus Director of Nursing.

SECTION 5: APPEAL OF ACADEMIC DECISION

Students have the right to appeal an academic decision based on the College's SGP608 policy. To do so, the student must identify one or more of the following grounds for appeal.

The student can obtain a copy of SGP 608, and the appropriate form for documentation of the appeal process through their Campus Director of Nursing Programs.

Grounds for Appeal:

- A practice/policy at variance with accepted College practice/policy.
- Faculty/calculation error.
- Inconsistent application of grading standards within a respondent's sections of the same course.
- Arbitrary application of standards concerning grading, curriculum, or placement status.
- Allegation of academic dishonesty not supported by evidence.

Procedure:

The steps in this procedure must be followed in sequence, and the student bears the burden of providing evidence in support of the grounds for appeal.

Step One – Meet with the faculty member within ten (10) business days from the date when the decision was made available to the student. This date shall begin two (2) business days after the last day of the term or the date shown on any letter or other written communication advising the student of the academic decision.

In the event that outcome of Step 1 is not a resolution of the appeal, the student should refer to SGP608 for subsequent steps and procedures, and important deadlines related to the next steps of the appeal of academic decision process.

Note: During the appeal process, students may attend the next course, including class sessions but not clinical session

Resource:

- SGP 608 Appeal of Academic Decision Policy
- SGP 608 Appeal of Academic Decision

SECTION 6: REGISTRATION- GRADING AND PROGRESSION

COURSE REGISTRATION PROCEDURE (Linked CRN's)

Within the HACC Nursing curriculum, certain courses require students to register for two separate CRNs: one for the lecture component and another for the clinical component. These CRNs are "linked," meaning the student must:

- Earn a grade of C or better in the lecture CRN
- Achieve a "met" evaluation status in the clinical CRN

Students who do not meet one or both of the criteria above **MUST** request a readmission to the program, and complete a second attempt of both the lecture component and clinical component of the course

COURSE EVALUATION

Student mastery of course content is assessed using various instruments, including:

- Computer-based unit quizzes/exams
- Computer-based standardized quizzes/exams
- Written assignments
- Direct observation
- Discussions
- Simulations

Assessment helps determine if a student is ready to advance and identifies areas needing improvement. Addressing these gaps is crucial for progress. Students should reach out to faculty early for support, as faculty are available to help identify and improve performance areas.

CLINICAL EVALUATION

In the clinical setting, assessments evaluate student progress from observation to supervised practice to independent practice. It is common for students to feel frustrated when progress does not meet expectations. A "Not Met" evaluation in clinical performance is not a personal judgment but an opportunity for improvement. These evaluations help identify areas for growth.

When receiving a "Not Met" evaluation, students must remediate the clinical behavior. Behaviors not meeting standards on the last clinical day will require remediation based on the complexity of the issue. Students who do not show improvement despite remediation will receive a grade of "F" in the course. The student will meet with the Campus Director of Programs (Gettysburg/York Campus) Director of Clinical Education (Harrisburg/Lancaster) to determine their ability to progress. (Details on remediation are provided in the Safety Remediation Prescription section of the Handbook).

Students will be evaluated using the Clinical Performance Evaluation Tool for the course. The clinical component of the nursing course is graded as PASS/FAIL. Students unable to demonstrate consistent clinical progress or competence throughout the semester, or those demonstrating clinically unsafe behaviors, will be withdrawn from the nursing course and assigned a grade of "F".

ASSOCIATE DEGREE (AD) NURSING PROGRAM GRADING SCALE

To successfully complete the AD Nursing Program, students must achieve at least a C (75% or above) in theory and a "met" status on all fundamental skills introduced in the course. Theory and clinical courses (CRNs) are linked and must be passed simultaneously to receive credit. A "not met" status on any skill or learning outcome in the clinical performance evaluation tool will result in an "F" for the course, regardless of the theory grade. Students must maintain an overall GPA of 2.0 and a "C" or better in all general education and nursing courses.

Grading Scale AD Nursing Program:

91 – 100%: A
83 – 90%: B
75 – 82%: C
67 – 74%: D
Below 67%: F

Any unsafe or inconsistent clinical performance can result in failure of the nursing course

PRACTICAL NURSING CERTIFICATE (PN) PROGRAM GRADING SCALE

To successfully complete the Practical Nursing Program, students must achieve at least a C (70% or above) in theory and a "met" status on all fundamental skills introduced in the course. Theory and clinical courses (CRNs) are linked and must be passed simultaneously to receive credit. A "not met" status on any skill or learning outcome in the clinical performance evaluation tool will result in an "F" for the course, regardless of the theory grade. Students must maintain an overall GPA of 2.0 and a "C" or better in all general education and nursing courses.

Grading Scale for the PN Nursing Program:

90 – 100%: A
80 – 89%: B
70 – 79%: C
60 – 69%: D
Below 60%: F

Any unsafe or inconsistent clinical performance can result in failure of the nursing course

INCOMPLETE GRADE

In accordance with college policy (SGP 601)

- Students may request an incomplete grade agreement, if they require additional time to meet course requirements
- Upon receiving a request for incomplete grade agreement from a student, students will be referred to the Campus Director
- Petitions for an incomplete grade agreement will be considered by the nursing operations team.
- Petitions must include documentation giving evidence of an **extenuating circumstance**
 - If the petition does not receive approval, the student will receive the grade earned in the course
 - If approved, the following must occur before a grade of “I” is entered as the grade
 - a) Student must schedule a meeting with the faculty of the course
 - If the meeting does not occur by the date grades are due to be submitted
 - to the college, the student will receive the grade earned
 - If the meeting occurs before the date grades are due to be submitted to the college, the faculty will develop an incomplete grade agreement which lists grade components which must be completed **and a deadline date for completion**
 - b) The incomplete grade agreement must be signed by the faculty member and the student
 - c) The student receives a copy of the agreement, and the instructor keeps a copy of the agreement for their records
 - d) A student who meets the components of the agreement, by the deadline, will have the grade changes from “I” (Incomplete) to the grade earned in the course
 - e) A student who does not meet all the components of the agreement, by the deadline, will receive an “IF” (Incomplete to Failure) grade for the course

LEAVE OF ABSENCE

Definition of leave of absence includes medical leave of absence (MLOA), emergency leave of absence (ELOA), Voluntary withdraw, Involuntary withdraw.

The student should make an appointment with the Campus Director of Nursing programs, to discuss emergency or medical situations that impact their ability to remain in the semester/program. Approved ELOA credits will not count against the six-credit limit for repeat program course credit.

Students who have a situation arise after the add-drop deadline, but before the end of the course must submit a petition through the **Welcome Center** for a retroactive withdrawal. The Campus Director will be able to provide the forms and procedure for making such a request

SECTION 7: CLASSROOM EXPECTATIONS

- Students are expected to arrive to class on time
- Children are not permitted in the classroom, or skills/simulation lab. • Cellphones are to be on silent mode during class and lab sessions
- Student are expected to be focused on the classroom/lab activities
 - Texting is not permitted during class
 - In the event of an emergent need for communication, students should exit the classroom
- Dress Code:
 - Classroom: the nursing program follows the dress code of the college
 - Skills Lab/Simulation Lab: this is a simulated clinical site ■ Full uniform
- Any device that allows for video/audio/image recording is not permitted in nursing courses. Patient case studies are often discussed in class and the nursing department restricts audio/video taping of lectures to avoid violations of HIPAA. Any student found utilizing such devices will be subject to the College Academic Dishonesty policy.

Testing Procedures

Expectation:

Students must take exams on the scheduled date in the course syllabus.

Makeup Examination procedure and point deduction guidelines are detailed later in this procedure

Location:

All testing will be on campus with a live proctor, regardless of enrollment in blended or face-to-face courses.

Student-Supplied Laptop:

Students must bring a laptop to all scheduled testing dates and as requested by faculty.

Time Limit:

Tests within the nursing program are limited to 2 minutes per question.

Test Security Measures

- Proctors can suspend a test for suspicious activity indicating a security risk.
- Students may not use any electronic device other than the laptop.
 - Cellphones must be silenced and out of view.
 - The testing software provides a calculator.
- Students may not exit the designated testing software during the test.
- Earplugs are not allowed unless approved by the faculty proctor.
- Only a laptop is allowed in the testing area. No food, drink, or personal belongings.
- Scrap paper, if distributed, must be submitted to the proctor before leaving.
- Clothing restrictions (exceptions for religious or medical reasons with documentation):
 - No hats, caps, or other headwear.
 - Hooded clothing must be worn down, not obstructing the face or ears.
 - No sunglasses.
 - Coats and jackets must be placed away from the testing area.

Test Navigation:

The nursing program will use an online testing format

Forward navigation on the test will be required

The student will not be able to return to a previous question

This mirrors the test navigation that will be used by the National Council of Licensure Examinations during NCLEX testing

Test Review:

Review of individual examinations is at the faculty member's discretion

Faculty will review the specific concepts identified as knowledge deficiencies

Test review may be scheduled at a time agreed upon between faculty and the student Students may not take notes or record the test review

Testing Accommodations:

Approved accommodations will be provided

Within the first week of the course, the student

- Contacts faculty to discuss the accommodation, and partner together to develop a plan for the accommodation within the semester
- Contacts the testing center, in the first week of the course, to make testing appointments for all test dates published in the course syllabus

Making all testing dates at the beginning of the semester will provide the student with a plan for completing the testing with accommodation before the test expires.

Test Makeup Procedure:

The option of a makeup examination without point deduction, on **one occurrence per course**, will be considered for students who are absent from all academic/clinical activities on the day of a scheduled examination, **due to a documented unexpected circumstance**, with the following conditions:

1. The student must notify the faculty member via email, or voicemail before the examination.
 - Email and voicemail messages will provide a date and time stamp for the communication
 - The student may also call the office of the Campus Director of Nursing programs, as an alternate contact for the communication
2. Upon return, the student must provide documentation validating the **unexpected** circumstance which caused the absence on the scheduled testing date.
3. Upon return from absence, the student must contact the testing center and make an appointment to complete the makeup examination by the next class day.
4. The student must send date and time of makeup test appointment confirmation to the faculty member

Failure to meet the four conditions above will result in the following examination point deduction

Will receive a 5%-point deduction from the examination (rounded to the nearest whole number) Example:

A test is worth 50 points

5% of 50 points= 2.5 points which will round to a 3-point deduction The

student earns a grade of 38 points out of 50 points (76%)

38 points- 3-point deduction= a grade of 35/50 (70%) which will be entered into the course calculation

Students who are absent on the day of a scheduled examination on more than one occurrence in a course

Will receive a 10%-point deduction from the examination (rounded to the nearest whole number)

Example: A test is worth 50 points

10% of 50 points= 5 points which will round to a 5-point deduction

The student earns a grade of 38 points out of 50 points (76%)

38 points- 5-point deduction= a grade of 33/50 (66%) which will be entered into the course calculation

SECTION 8: CLINICAL/SIMULATION GUIDELINES

UNSAFE BEHAVIOR OF STUDENTS PARTICIPATING IN CLINICAL SETTINGS

The nursing program at HACC is committed to the education of nursing students in a safe and conscientious manner, consistent with the regulations of the Pennsylvania State Board of Nursing and the College. Patient safety and well-being should be enhanced by the presence of nursing program students.

While performance can be affected by emotional, psychological or physical programs, each nursing student must be able to complete the clinical components of the program, as described in the course syllabus and clinical evaluation. The nursing program will actively address any unsafe behavior in the clinical setting in the following manner:

- Students and faculty have a duty to identify and report unsafe behaviors
- Students identified as exhibiting unsafe behavior will be removed from the clinical unit and referred to the course coordinator, Campus Nursing Director or Director of Clinical Education
- The student will be supported and referred to the student services provided by the college.

In cases where representatives of HACC have reasonable suspicion of drug/alcohol or substance use, HACC reserves the right to require drug/alcohol testing at the student's expense as a condition of remaining in the program. Refer to the drug screening in this handbook

CLINICAL REQUIREMENTS

To participate in clinical experiences, students must meet the health and immunization requirements upon admission; and the annual requirements that are set by HACC and clinical institutions. **Student Responsibility:**

The student holds the responsibility of monitoring the system used to document compliance with clinical requirements.

All annual responsibilities and CPR certification must be up to date

- Students with expired annual requirements, or expired CPR certification will be restricted from attending clinical until they have met the clinical requirements.
- Failure to attend clinical will impact the student's ability to meet clinical objectives.
- Clinical makeup is not guaranteed for missed days exceeding 15% of the total clinical time of a course

Physical Examination: students must submit the completed physical examination form provided by the nursing program. No other health form will be accepted.

Clearances: obtained via the system used by the college to document compliance with clinical requirements

Upon admission and **annually:**

PA DHS Child Abuse (Volunteer)	FBI Fingerprint	Pennsylvania State Police Background Check	Drug Test: 12 panel
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Health Requirements: students must adhere to the:

- Legal/Physical/Emotional Requirements of the Nursing Profession and Program ○ The requirements are outlined within this HACC Nursing Student Handbook
- Immunizations providing evidence, as outlined on the health form of immunity, or immunization dates/lab titers for

Rubeola	Mumps	Varicella	Rubella	Hepatitis B
Diphtheria	Tetanus	Pertussis	Influenza	COVID-19
Note: History of disease does not exempt the student from providing evidence of immunity/immunization or lab titers				

Tuberculosis Screening

To begin the program: All students must provide evidence of a **two step** TB screening or TB IGRA Blood Testing

Annually: the student must provide evidence of an annual one step TB screening or TB IGRA Blood Testing

Students with Positive Skin Tests for Tuberculosis or Allergies to Tuberculin Skin Testing

Chest X-ray: New students with a positive skin test must have a follow-up two-view chest X-ray within 2 years of the program admission start date.

Positive X-ray: If the chest X-ray is positive, the student must follow their primary care provider's recommendations and can only participate in clinicals with documentation stating they are not contagious for tuberculosis.

Negative X-ray: If the chest X-ray is negative, the student must submit annual Tuberculosis Status Screening results using the HACC Tuberculosis Status Screening form. This form is required yearly

Allergies to Tuberculin Testing:

Chest X-ray: Students with allergies must also have a chest X-ray completed within 2 years of the admission start date.

Positive X-ray: Follow primary care provider's recommendations and provide documentation that the student is not contagious for tuberculosis to participate in clinicals.

Negative X-ray: Submit annual Tuberculosis Status Screening results using the HACC Tuberculosis Status Screening form, required yearly.

The Tuberculosis Screening Form can be obtained from the Campus Director of Nursing Programs

Health Insurance:

Maintain personal health insurance to cover any illness or accidents during the program. Students are responsible for any incurred bills.

Basic Life Support (BLS) CPR Certification: must be kept current at all times

Must be BLS CPR Certification which includes current adult, child, and infant professional rescuer CPR Certification valid through the academic year, with in-person skills performance. This requirement must be met before entering the clinical area.

Use these links

For the online education you must go here: <https://elearning.heart.org/course/437>.

This course is paid directly to the AHA.

For the hands-on skills portion, go here: https://onlinewfd.hacc.edu/catalog?pagename=Heartcode_BLS

- Please note, **HeartSaver curriculum does not qualify** for nursing program CPR certification

Health Career Medical Marijuana Procedure

The Pennsylvania Department of Health is currently implementing the Pennsylvania Medical Marijuana Program, a component of the Medical Marijuana Act (MMA) that was signed as [law](#) on April 17, 2016. This program provides access to medical marijuana for patients with serious medical conditions as defined by the Pennsylvania Department of Health.

Currently, the federal government regulates drugs through the Controlled Substances Act, which does not recognize the difference between medical and recreational use of marijuana. Under federal law, marijuana is a Schedule 1 controlled substance, which means that it is considered to have no medical value. Practitioners may not prescribe marijuana for medical use under federal law.

Students entering any Health Careers Program are required to have laboratory screenings for drugs and alcohol upon admission to the clinical phase of the program and on a yearly basis while participating in the clinical experiences. As per current policy, if the results are positive, the student will be dismissed from the program immediately and referred for appropriate counseling.

Students using medical marijuana will not be eligible for clinical placement in any HACC clinical program, due to the current discrepancy between state and federal law regarding Drug Free Work Place Act and the MMA. Businesses who are not in compliance with federal law are at risk for criminal or civil charges; and additionally, may find issue with eligibility for federal contracts and grants. Additionally, Pennsylvania's Medical Marijuana statute specifically provides that an employer does not have to accommodate an individual in a safety sensitive position if that person is under the influence of medical marijuana. Most positions involving direct patient care will be considered safety sensitive positions.

Students should also understand that under current Pennsylvania State Board law, many health career licensing boards require drug screening at the time of application for licensure. Similarly, most health care employers will perform routine drug screening as a condition for employment, as these positions involve direct patient care, and are considered safety sensitive positions. **This discrepancy between federal and state law allows our clinical partners to deny student placement for clinical experiences and the State of Pennsylvania to deny licensure.**

In order to be transparent with this entire process, we recognize our responsibility to fully inform students of HACC's procedure regarding the use of medical marijuana. Due to current laws we cannot provide admission to the clinical phase in any of our Health Career Programs and students who have been admitted and are later to be found positive for medical marijuana will be removed.

Student Signature

Date

Clinical Expectations

General Guidelines:

Your behavior reflects the HACC nursing program. Students are guests in the clinical setting for educational purposes. In cases of discrepancies between HACC and agency policies, discuss them with the instructor immediately.

- Accept that clinical locations are at the discretion of the college •
- Accept that assignments are at the faculty's discretion.

Parking:

Follow the parking procedures of clinical agencies.

Professional Conduct:

- Address faculty, staff, and clients formally (e.g., "Dr.," "Professor," "Mr.," "Mrs.," "Miss") using their surnames unless they request otherwise.
- Keep conversations with patients or staff therapeutic and professional. Personal discussions should be confined to private areas where they do not disturb others.
- Always use respectful and professional language, avoiding profanity, slang, and expletives.
- Maintain a professional appearance during post-conference sessions.

Technology Use:

- Cell phones and smart watches may only be used for accessing Nursing Central. Personal use, including earbuds, is prohibited during clinical hours.

Compliance with Policies:

- Adhere to all agency-specific policies, including those related to facility IDs, smoking (including all tobacco products and electronic cigarettes), and parking.
- Keep all clinical ID's throughout the nursing program and return them, as directed by the program director/director of clinical education upon course completion, graduation or withdraw

Clinical Conduct:

- Notify the instructor and the primary nurse when leaving the clinical unit and ensure coverage for assigned clients.
- Do not visit or call the clinical unit
- Students may not begin clinical participation (client care) until the instructor is present on the unit
- Perform all medication administration and procedures in the presence of a clinical instructor.
- Avoid taking or appearing in photographs within the clinical setting.

Documentation and Assignments:

- Submit clinical paperwork for grading as instructed in the course syllabus
- Follow preparation guidelines as outlined in the Clinical Performance Evaluation.

Legal and Health Requirements:

- Obtain and keep updated clearances including criminal record checks, child abuse history, FBI clearance, drug screening, and TB testing.

SIMULATION LABORATORY EXPECTATIONS

The Nursing Simulation Laboratory is essential for learning nursing skills. Students must always act professionally and treat the manikins as if they were real patients. Failing to do so, like misusing the manikins or moving them without permission, could lead to failing the course

CLINICAL DRESS CODE AND UNIFORM REQUIREMENTS

Students assigned to clinical experience must adhere to the following uniform standards, failure to adhere with the standard will result in a “not met” clinical evaluation for the day, and dismissal from the clinical unit. This dismissal will count as an absence

RESTRICTIONS: The student is restricted from the following during a clinical experience

- Food or drink on the patient care unit, nurses’ station or computer area is not permitted
- Gum chewing is not permitted
- Tattoos may not be visible
- Artificial Nails may not be worn
- Nail Polish may not be worn
- Jewelry may not be worn (exception for watch, wedding ring and one stud style earring per lobe) ○ No piercings other than one per earlobe are permitted ○ No facial jewelry is permitted ○ Guage jewelry must be flesh colored
- Hair color must be a naturally occurring color

UNIFORM REQUIREMENTS

Personal Hygiene: free of perfume, cologne, smoke and body odor

Hair: clean, tied away from the face and off of the color

Hair must be a naturally occurring color

Facial Hair: may be restricted on units where a fitted N95 mask is required PPE Otherwise must be clean and well-groomed

Makeup: excessive makeup is not permitted

Nails: short, well-trimmed, clean

- In compliance with infection disease recommendations ○ No polish is permitted
- No artificial nails are permitted

Uniform: (all components must be purchased through the HACC Bookstore)

- Must be clean and pressed
- Simulation or Lab Skill on campus: Full student uniform
- Patient Care Clinical: Designated ceil blue and navy uniform top with HACC logo, and matching navy uniform pant
- **Note: The HACC nursing uniform is to be worn only when fulfilling the role of a HACC nursing student.**

Undergarments: appropriate undergarments must be worn

Shoes: must be clean

- Non-permeable to liquid
- White, Gray, Navy or Black (the shoe must be 95% or greater of one of the colors)
- Enclosed heel

Accessories required:

- Standard name pin (purchased from designated HACC vendor)
- Bandage scissors
- Hemostat (second level associate degree students only)
- Black ballpoint pen
- Stethoscope
- Pen light
- HACC photo ID with plastic holder (available from college security)
- All institution specific ID's as required

PN & AD NURSING PROGRAM
DOSAGE CALCULATION REQUIREMENTS

PNUR and NURS 141 Dosage Test

Requirement: All students in PNUR or NURS 141 must verify 100% competency in basic math/simple dosage by taking a ten-question dosage test. The student will have one hour to complete the test with one chance for corrections on the first attempt.

Calculators are permitted, but, ALL setup of formulas must be shown for the test to be graded. Competency requirement is 100%.

Test Preparation:

1. Utilize the formula method.

Formula Method:

$$\frac{D \text{ (desire)} \times Q}{\text{(Quantity)}} = \text{dose H} \\ \text{(have)}$$

2. Topics included on the test are basic math which includes multiplication and division of decimals, and oral dosages.
3. The student will be able to utilize a conversion chart when calculating the problems – this conversion chart will be attached to the 10-point dosage test.
4. Consider supplemental resources such as:
ATI: Dosage Calculation Desired Over Have
5. Seek help from nursing faculty for any questions as soon as possible.

Procedure:

1. The Dosage test will be given during the first week of 141.
2. The student will have one hour to complete the test and one chance for corrections within the one-hour allotment.
3. If the student does not achieve 100% on the 141 dosage test a remediation packet will be given.
 - a. The remediation packet must be completed and submitted to a 141 faculty member before a test retake can be scheduled.
4. After submission of the remediation packet, the student can retest twice **without** a chance for corrections to obtain 100% competency on the dosage test.
 - a. The test must be successfully completed by receiving 100% by the midpoint of the course.
 - b. **Calculators are permitted, but ALL set-ups of formulas must be shown for the test to be graded.**
5. If the student does not obtain 100% competency by the third dosage test, the student will be withdrawn from the course.

PN & AD NURSING PROGRAM
DOSAGE CALCULATION REQUIREMENTS

PNUR and NURS 151 Dosage Test

Requirement: All students in PNUR or NURS 151 must verify 100% competency in dosage calculation skills by taking a ten-question dosage test. The student will have one hour to complete the test including one chance for corrections on the first attempt.

Calculators are permitted, but, ALL setup of formulas must be shown for the test to be graded. Competency requirement is 100%.

Test Preparation:

1. Utilize the formula method

$$\frac{\text{Formula Method: } D}{(\text{desire}) \times Q} \\ (\text{Quantity}) = \text{dose H (have)}$$

2. Topics included on the test are oral dosages, IM/subcut dosages, reconstitution, and IV (drops/min and mL/hour), as well as all previously tested material.
3. Conversions must be memorized.
4. Consider supplemental resources such as:
ATI: Dosage Calculation Desired Over Have
5. Seek help from nursing faculty for any questions as soon as possible.

Procedure:

1. Register for the test by the deadline, according to instructions.
2. The student will have one hour to complete the test including one chance for corrections on the first attempt.
3. If the student does not achieve 100% on the 151-dosage test, he/she will have 2 more chances, with a one hour allotment, **without** a chance for corrections, to obtain 100% competency.
 - a. **Calculators are permitted, but, ALL set-ups of formulas, must be shown for the test to be graded.**
 - b. Faculty will schedule the test(s)
4. If the student does not obtain 100% competency by mid-course (third test), this will be considered a clinical failure, and will be noted as a “not met” in the Clinical Performance Evaluation. The student will be withdrawn from the course.

AD NURSING PROGRAM
DOSAGE CALCULATION REQUIREMENTS
NURS 250 Dosage Test

Requirement: All students in Nursing 250 must verify 100% competency in dosage calculation skills by taking a five-question dosage test. The student will have 30 minutes to complete the test including one chance for corrections on the first attempt.

Calculators are permitted, but, ALL setup of formulas must be shown for the test to be graded. Competency requirement is 100%.

Test Preparation:

1. Utilize the formula method

Formula Method:

$$\frac{D \text{ (desire)} \times Q}{(\text{Quantity})} = \text{dose H (have)}$$

2. Topics included on the test are IV drips (Lasix, Heparin, etc.), reconstitution, and pediatric dosage calculations, as well as all dosage material from previous semesters.
3. Conversions must be memorized.
4. Consider supplemental texts such as:
 - ATI: Dosage Calculation Desired over Have
 - Dosage Calculations Made Easy
 - Davis' Basic Math Review for Nurses
5. Seek help from nursing faculty for any questions as soon as possible.

Procedure:

1. Register for the test by the deadline, according to instructions.
2. The student will have 30 minutes to complete the test including one chance for corrections on the first attempt.
3. If the student does not achieve 100% on the N250 dosage test, he/she will have 2 more chances, with a 30-minute allotment, **without** a chance for corrections, to obtain 100% competency.
 - a. **Calculators are permitted, but, ALL set-up of formulas must be shown for the test to be graded.**
 - b. Faculty will schedule the test(s).
4. If the student does not obtain 100% competency by mid-course (third test), this will be considered a clinical failure, and will be noted as a "not met" in the Clinical Performance Evaluation. The student will be withdrawn from the course.



School of Health Sciences
Policy on Student Injury or Accidental Exposure to
Infectious Agent

All injuries, blood and body fluid exposures, or exposure to a potentially infection TB patient for whom infection control procedures have not been taken must be reported to your instructor, preceptor or supervisor immediately. He/she will follow the appropriate guidelines to assist you in receiving immediate medical attention. He/she will ask you about the incident and initiate the appropriate incident report and treatment processes. Be as specific as possible when giving details around the incident including the location and/or identification of the source or source person.

AN INCIDENT REPORT MUST BE FILED FOR EVERY INJURY OR ACCIDENTAL EXPOSURE.

In case of accidental exposure to blood or body fluids, or exposure to TB, students are expected to follow the procedure outlined after the incident report.

All forms will be retained on a secure drive by the Coordinator of Health Careers

School of Health Sciences
Post Exposure Responsibility Form

Student Name: _____ Student HACC ID: _____ Date of Incident _____

This form must be completed by the student within 24 hours after the exposure and submitted to the program director within 48 hours after exposure.

ALL STUDENTS MUST be seen in the emergency department/employee health department within 2 hours for blood and body fluids exposure or TB exposure. Failure to comply will result in dismissal from program. It is the student's responsibility to obtain medical treatment and follow-up after exposure to blood or body fluids or tuberculosis. Treatment following exposure includes initial screening; counseling concerning risk, health, and relationships; and follow up testing.

Initial all statements which are correct.

_____ I have been seen in the emergency department/employee health department or by my personal health care provider within 2 hours after a blood and body fluid exposure or within 24 hours of a TB exposure.

_____ My exposure was to blood or body fluids and post exposure prophylaxis (PEP) measures were taken as appropriate (PEP measures may include blood work for baseline HIV, Hepatitis B and C; administration of immunizing agents; administration of antiretroviral treatment; and administration of immunoglobulin.)

_____ My exposure was to TB, and I previously have had no history of a positive PPD test, a PPD test was placed and I was provided counseling related to signs and symptoms of TB.

_____ My exposure was to TB, and I have a previously known positive PPD test, a PPD test was not placed but I was provided counseling related to signs and symptoms of TB and recommended follow up measures.

_____ I plan to fully participate in all follow-up medical care as recommended by the emergency department/employee health department or my personal health care provider.

_____ I have had a blood or body fluid exposure and I do not plan to participate in follow-up care as recommended.

_____ I have had a TB exposure and I do not plan to participate in follow-up care as recommended. I understand my decision to not participate in continued monitoring for the presence of TB will require that I withdraw from the program.

The student must initial each statement below. The student's initials indicate understanding of each statement.

_____ I realize that I am responsible for any health care expenses related to this situation.

_____ I realize that I have the right to refuse to be tested for exposure/infection.

Student signature

Date

Witness signature

Date

Witness printed name

THIS FORM MUST BE MAINTAINED FOR THE DURATION OF MY CLINICAL EDUCATION EXPERIENCE PLUS 30 YEARS.

School of Health Sciences

Student Injury or Accidental Exposure to Infectious Agent Incident Report Form



Directions: This form should be completed by the student within immediately after an incident occurs. Clinical preceptor and Program Director/Director of Clinical Education should be notified immediately. Form must be in Program Director's office within 24 hours.

Student Name: _____ Student HACC ID: _____

Date of Incident: _____ Date of Report: _____

Place Incident Occurred (specify facility and unit/department): _____

Person(s) involved in the Incident: _____

Instructor/Preceptor/Supervisor Name: _____

Describe the Incident:

Detail what equipment was being used:

Initial Action(s), such as flushing, washing, medical care, etc...:

Describe planned follow-up action(s), such as medical care, etc.:

The student must initial each statement below. The student's initials indicate understanding of each statement.

_____ I realize that I am responsible for any health care expenses related to this situation.

_____ I realize that I have the right to refuse to be treated for injury and accept all responsibility.

Signature of Student: _____ Date: _____

Student Address: _____

Phone Number: _____

Accidental Exposure to Blood or Body Fluids

IMMEDIATELY after you have been exposed to blood or body fluid (i.e. needle stick, splash, and exposed mucosa) WASH THE EXPOSED AREA WITH SOAP AND WATER OR FLUSH EYES WITH AT LEAST ONE (1) LITER OF WATER OR NORMAL SALINE SOLUTION.

Follow the appropriate procedure based upon where the exposure occurred:

Clinical Agency without on-site medical services	Clinical Agency with on-site medical services
1. Report incident to faculty member/preceptor. If the student is working with a preceptor, the preceptor should contact the program coordinator (Campus Director of Nursing Programs) and the appropriate health care agency administrator	
2. If the exposure is on campus, the faculty member will contact HACC security and report the incident so a record can be made of the incident. If the exposure occurs off campus, complete an agency incident report	2. Follow clinical agency's protocol for accidental exposure. Typically, this will require completing an agency incident report
3. Report to local hospital emergency room for immediate evaluation and treatment. Post exposure prophylaxis should occur immediately, but no later than 2 hours after exposure	3. Report immediately to the emergency department of employee health (as determined by the institutional protocol for post-exposure prophylaxis)
4. Complete the HACC Health Career Programs Blood or Body Fluid or TB Incident Report within 24 hours	
5. Report incident to program coordinator (Campus Director of Nursing Programs)	
6. Sign the HACC Health Career Programs' Post Exposure Responsibility Form indicating prophylactic treatment was initiated or that student refused prophylactic treatment after consultation with emergency department physician	
7. It is expected that the student will follow all recommended post exposure follow-up treatment. This may include counseling, further testing, and medication	

8. All expenses incurred are the responsibility of the student

** HACC Health Career Programs' Post Exposure Responsibility Form will be maintained in the student file for 30 years

Accidental Exposure to infectious TB

Clinical Agency without on-site medical services	Clinical Agency with on-site medical services
1. Report incident to clinical instructor/preceptor who will then report the exposure to the appropriate health care agency administrator	
2. Follow clinical agency's protocol for accidental exposure. Typically, this will require completing an agency incident report	
3. Report immediately to your primary care provider or local health department for placement of a baseline PPD test This must be administered as soon as possible post-incident. Student should also receive counseling from a health care provider related to sign and symptoms of TB If the student has a previously known positive PPD. A PPD test is not required. The student will need to provide a letter from their health care provider indicating they have been counseled concerning the signs and symptoms of the disease and that they will be receiving follow up care and monitoring for TB Follow up care may include a chest x-ray to establish that no active disease is present	3. Report immediately to the emergency department or employee health (as determined by institutional protocol) for placement of a baseline PPD test If the student has a previously known positive PPD. A PPD test is not required. The student will need to provide a letter from their health care provider indicating they have been counseled concerning the signs and symptoms of the disease and that they will be receiving follow up care and monitoring for TB Follow up care may include a chest x-ray to establish that no active disease is present
4. Complete the HACC Health Career Programs Blood or Body Fluid or TB Incident Report Within 24 hours	
5. Report incident to Campus Director of Nursing Programs, or Director of Clinical Education	
6. Sign the HACC Health Career Programs Post Exposure Responsibility Form Student must provide the program administrator (Campus Director of Nursing Program) PPD results Within 24 hours of receiving results. Student with a previously known positive PPD must provide a letter (see #3) from their health care provider within 48 hours after exposure	

7. It is expected that the student will follow all recommended post exposure follow-up treatment. The student who previously tested negative for TB **must have a PPD test placed 12 weeks post exposure**. Results must be given to the program administrator (Campus Director of Nursing programs) **within 24 hours** of the test being read. If the test is positive for TB exposure, the student will be advised to undergo further medical evaluation and treatment. The student will not be permitted to continue in the program until the student provides sufficient documentation indicating that no active disease is present

The student who has previously had a positive PPD (prior to exposure) will be required to provide a letter from their medical provider 12 weeks post exposure indicating that they have been examined and that no active disease is present. If the student is found to have symptoms or a positive chest x-ray, the student will not be permitted to continue in the program until the student provides sufficient documentation indicating that no active disease is present

8. All expenses incurred are the responsibility of the student

** HACC Health Career Programs' Post Exposure Responsibility Form will be maintained in the student file for 30 years

CLIENT SAFETY

Newborn/Pediatric Safety

- If a student has a concern about patient safety, contact the clinical instructor immediately.
- Crib rails must be in the full "UP" position for all newborns, infants, and toddlers when unattended. No exceptions.
- Students must keep one hand on a child if crib rails are in the "DOWN" position and may never turn away.
- Infants and toddlers must not be left unattended in a highchair, even with a waist strap.
- Newborns/infants must not be left unattended by students, staff, or family caregivers. No exceptions.
- Newborns/infants must be placed on their back or side in a bassinet and transported in a bassinet.
- Newborns and young infants must be held in the student's lap for feeding.
- Students must check ID bands before returning a newborn to a parent.

Adult Safety

- Maintain adult client safety by assessing risks and implementing strategies, including the use of side rails, reducing physical hazards, and considering developmental stage, aging-related changes, and environmental concerns.
- Unsafe actions or behaviors that jeopardize client safety, cause physical injury, or result in a Sentinel Event will lead to clinical failure. Each incident will be evaluated individually.

SAFETY REMEDIATION PRESCRIPTION

1. In many instances, the student is unaware of the implications of unsafe behaviors in the clinical setting. When such behaviors occur, the student will receive a remediation prescription from the instructor for unsafe behavior in the clinical setting, in addition to receiving a Not Met Evaluation in the Clinical Evaluation Tool.
2. The instructor will assign the student to complete a Safety Remediation Prescription. The student will explore the unsafe behavior and the implications involved.
3. The completed form must be submitted to the Course Coordinator within one week of receiving the remediation prescription.



HACC, Central Pennsylvania's Community College Nursing Program Safety Remediation Prescription

In many instances the student is unaware of the implications of unsafe behaviors in the clinical setting. This form requires the student to explore an unsafe behavior for which they are responsible, and the implications involved. The completed form must be submitted to the Course Coordinator within one week of receiving this prescription.

Name of Student _____
Date Issued: _____
Faculty Member: _____

The student should in this area, briefly describe the incident:

The student should describe the implications of the unsafe behavior and indicate resources that were used to support the discussion:

The student should develop a plan to prevent further occurrences of this behavior:

Student signature _____
Date submitted _____
Course Coordinator Signature indicating review of completed prescription

Date Review completed _____

*****The student must re-perform this behavior to return the clinical objective to a MET rating in the clinical evaluation tool.*

NURSING LEARNING LABORATORY EDUCATIONAL PRESCRIPTION

Nursing Learning Laboratory Educational Prescription

- If a student is evaluated as "Not Met" in a clinical skill, they may receive an Educational Prescription from the instructor to practice the skill in the Nursing Lab.
- The student must demonstrate competency in the specified skill to have the prescription signed by the Nursing Lab faculty.
- Skills must be evaluated as satisfactory/MET by the date on the prescription. Failure to do so will result in an additional "Not Met" on the clinical evaluation tool.

Procedure Upon Receiving an Educational Prescription

1. **Appointment:** The student must make an appointment with the Nursing Lab faculty to practice the specified skill.
2. **Demonstration:** The student must demonstrate competency in the skill by the date listed on the prescription.
3. **Evaluation:** If the skill is not evaluated as proficient by the Nursing Lab faculty, the student will continue to receive a "Not Met" status.

Consequences of Non-Compliance

- The student will be unable to participate in the clinical component of the nursing course.
 - The student will remain at a "Not Met" status for clinical objectives, placing them at risk for course failure.

Nursing Learning Laboratory Educational Prescription

DATE OF EVENT: _____

_____ has been instructed to go to the
Nursing Lab, at HACC, by this date: _____ to practice _____

DATE GIVEN TO STUDENT: _____

DATE COMPLETED IN LAB: _____

Signature of Referring Instructor

Performance in Lab: MET _____

NOT MET _____

Date _____

Signature of Campus Laboratory Faculty

SECTION 9: STUDENT NURSES ORGANIZATION (SNO)

Student Nurses Organization (SNO)

The Student Nurses Organization (SNO) is fully approved by the Student Government Association of HACC. For more information or to get involved, please contact the representatives at your campus:

Harrisburg Campus

Carlen Ly, Assistant Professor of Nursing

- Office: SM 218D
- Phone: 717-221-1318
- Email: cscorcor@hacc.edu

Lancaster Campus

Kelsey Czajka, Nursing Instructor

- Office: Main 215M
- Phone: 717-358-2805
- Email: klczajka@hacc.edu

Emma Markel, Nursing Instructor

- Office: Main 217C
- Phone: 717-358-2278
- Email: ebenders@hacc.edu

Sara Tucker, Assistant Professor of Nursing

- Office: Main 217J
- Phone: 717-358-2200
- Email: sctucker@hacc.edu

Gettysburg Campus

Susan Ray, Associate Professor of Nursing

- Phone: 717-339-3564
- Email: sbray@hacc.edu

York Campus

Wendy Grubbs, Nursing Instructor

- Office: YL151D
- Phone: 717-801-3283
- Email: wlgrubbs@hacc.edu

Please contact these representatives and get involved with your organization!

SECTION 10: INCLEMENT WEATHER PROCEDURES: NURSING AND HEALTH CAREERS CLINICAL PROGRAMS

GENERAL PROCEDURE

Should there be any cancellation, the Dean for the School of Health Sciences and the Department of Nursing will handle messaging for cancellations. Please check your D2L Announcements and HAWKmail for these notifications. The College will continue to use E2-Campus for facility updates. To receive immediate updates on College Campus issues, facility issues (water main breaks, electrical outages), please sign up for E2-Campus.

WEATHER EMERGENCY ANNOUNCEMENTS

When we experience inclement weather or other emergencies, HACC may issue one or more of the following messages. Because of limited character length, our messages through e2Campus and social media (for example) will provide critical and abbreviated information and direct you to visit the webpage for more details.

HACC campuses are closed due to inclement weather.

- All on-campus day and evening classes, labs and services and off-campus clinicals and internships are canceled.
- All remote work, remote instruction and virtual learning courses will continue on a normal schedule.

HACC campuses are closing early due to inclement weather.

- All on-campus classes, labs and services and off-campus clinicals and internships beginning at ____ a.m./p.m. or later are canceled.
- All remote work, remote instruction and virtual learning courses will continue on a normal schedule.
- All approved on-campus day classes are canceled.
- Employees approved to be on campus should not report to campus.
- All on-campus day classes, labs and services are canceled.
- An update will be provided by 2 p.m. regarding on-campus classes, labs and services scheduled to begin at 4:30 p.m. or later.
- All remote work, remote instruction and virtual learning courses will continue on a normal schedule.

HACC will resume all approved on-campus classes, labs and services at 4 p.m.

- All on-campus evening classes, labs and services beginning at 4:30 p.m. will meet on a normal schedule.
- All remote work, remote instruction and virtual learning courses will continue as scheduled.
- Should there be any cancellation, please check D2L for specific instructions. Notifications will also come through E2Campus, but specific instructions will be on D2L.
- Remote class will start as scheduled, on time.
- Face to face clinical skills lab will be cancelled and rescheduled.
- Face to face clinical will be cancelled and rescheduled.
- Please sign up for E2-Campus to receive immediate updates on College updates or facility issues (water main breaks, electrical outages) or other issues that may result in delays.

In the event of inclement weather, and the college remains open, all students are expected to make every reasonable effort to attend class/clinical. However, undue risk when traveling is to be avoided. Students who believe it is not safe to travel should notify the clinical area

and/or the clinical faculty or Campus Director of Nursing programs. Students will be responsible for making up missed assignments, and attending clinical makeup date as scheduled by the college

SECTION 11: EXTERNAL TRANSFER PROCEDURE

External Transfer ADN-RN Students

HACC will only review official transcripts of enrolled students. The records official at the other institution must officially authorize your transcript. (It must be an “official transcript”.)

- The official transcript must be sent directly from the transfer institution to HACC registrar – RECORD@HACC.EDU.
- Transcript evaluation will not be considered with courses in progress.
- Last date of enrollment in a nursing course must be no longer than 2 years for credits to be considered for transfer.

Transfer Institution must be

- Regionally accredited school
- Nursing program must be an accredited program

HACC credit transfer

- Limits a student to 45 credit transfer.
- Requires the student to take at least 16 credits of courses required for graduation in the credential. • Requires at least 6 NURS credits to be taken within the HACC nursing program.

All students requesting external transfer credits for a clinical nursing course must first:

- Meet the admission requirements for the HACC associate degree, Science, Nursing program
 - <https://www.hacc.edu/Admissions/upload/Nursing-PN-Adm.pdf>
- Apply, and receive an acceptance from HACC as a “Pre-Health Professions – Nursing Concentration” major.
 - This will allow the student to possess a HACC ID or “H number.”
- Request an official transcript, including the courses which the student is requesting for transfer, to be sent to the Office of the Registrar at HACC – RECORD@HACC.EDU.
- Have course syllabi from the courses, which the student is requesting transfer, available for review by Department Chair by the deadline (see below). If needed, the Department Chair will contact the student with instructions on how to submit the syllabi for review. Please do not send the syllabi, until/unless you are prompted to do so by the Department Chair.

Definition of Good Academic Standing:

A student who completed at least one nursing course at the transfer institution, and whose academic transcript does not show evidence of a grade of “D”, “F” or “W” for any nursing course.

Students with a grade of “C” will be reviewed, if the grade of “C” was considered a failing grade at the transfer institution, it will not meet the criteria for good academic standing at HACC .

Grade of C- in not considered in good academic standing.

Process:

1. Students in good academic standing at transfer institution

- a. Complete the online form (<https://www.cognitoforms.com/HACC2/RNClinicalTransferRequest>) to request external transfer from the nursing program admissions committee before the deadline.
 - b. Department Chair will contact student to:
 - i. Request course syllabi for nursing courses within the transcript
 - ii. Schedule a meeting to discuss transcript evaluation results and develop an educational plan.
2. Students who are not in good academic standing at transfer institution
- a. Complete the online form (<https://www.cognitoforms.com/HACC2/RNClinicalTransferRequest>) to request external transfer from the nursing program admissions committee.
 - b. Meet with an academic advisor.
 - c. Complete the TEAS examination. (TEAS must be TEAS 7 and completed in the last 3 years)
 - d. Apply to the nursing program, meeting all standard nursing program admission requirements and deadlines
 - e. Once accepted into the program (competitive entry)
 - i. Department Chair will contact student to:
 1. Request course syllabi for nursing courses within the transcript
 2. Schedule a meeting to discuss transcript evaluation results and develop an educational plan.

Validation of clinical skills will be required, related to the level at which the student will be entering.

- There is a non-refundable clinical lab fee of \$150 required prior to scheduling validation.
- Students who are unable to demonstrate skill competency after two repeat attempts, will not receive external transfer credit for the course in which those skills are taught.

External Transfer Deadlines

November 15th for a
January start decision

February 15th for a
May start decision

June 15th for an
August start decision

SECTION 12: LPN to RN

LPN to Associate Degree in Nursing Transitional Track Option

● LPN student graduating from HACC prior to December of 2020 ● LPN student graduating from a non- HACC PN program	▪ Must complete an application following the Application Criteria and Admission Cycle Deadlines Will ▪ be given credit for NURS 140, 141 with a valid unencumbered PA LPN license ▪ Credit by examination opportunity for NURS 144, 150, 242, 243, and 244
▪ LPN student graduating from HACC December 2020 or later ● Requirements for entry: ○ Overall GPA 2.5 ○ Minimum score of 70 on the TEAS exam (Version 7) ○ Unencumbered PA LPN license ○ BIOL 122 completed	▪ Must satisfy the RN application criteria ▪ Must contact the Nursing Director on the campus of choice and meet application deadlines for readmission ▪ If enrollment within two years will be given credit for NURS 140, 141, 142, 143, 144, 150, 151, 242, 243, and 244 ▪ credit bying credits exceeding 2 exam: ll need to be validated by ▪ - ATI Fundamentals Exam- Students scoring a Level II or higher would start in NURS 240. Students scoring a Level I would start in NURS 151. ▪ ATI Maternal Newborn Exam-students scoring a Level II or higher will get credit for NURS 242, students scoring below a Level II would need to repeat the course ▪ ATI Nursing Care of Children Exam-students scoring a Level II or higher will get credit for NURS 243, students scoring below a Level II would need to repeat the course

	Take the ATI Mental Health Exam and score a Level II or higher to get credit for NURS 244, students scoring below a Level II would need to repeat the course
- LPN student graduating from HACC December 2020 or later, who has previously been in the AD program Requirements for entry: - Overall GPA 2.25 - Minimum score of 70 on the TEAS exam (Version 7) - Unencumbered PA LPN license - BIOL 122 completed	- Must satisfy the RN application criteria - If enrollment within two years will be given credit for NURS 140, 141, 142, 143, 144, 150, 151, 242, 243, and 244 - Additional credits will be evaluated by the Campus Director and Department Chair to determine student placement - PN Nursing credits exceeding 2 years will need to be validated by credit by exam: - ATI Fundamentals Exam-Students scoring a Level II or higher would start in NURS 240. Students scoring a Level I would start in NURS 151. - ATI Maternal Newborn Exam-students scoring a Level II or higher will get credit for NURS 242, students scoring below a Level II would need to repeat the course - ATI Nursing Care of Children Exam-students scoring a Level II or higher will get credit for NURS 243, students scoring below a Level II would need to repeat the course - Take the ATI Mental Health Exam and score a Level II or higher to get credit for NURS 244, students scoring below a Level II would need to repeat the course - RN Nursing credits will follow the readmission policy

Credit by Examination for Transitional Track Students

Transitional track students can receive credit by examination for the following courses: NURS 144, NURS 150, NURS 242, NURS 243, and NURS 244 by completing the ATI examination. Only one attempt is allowed per exam. Exams are arranged through the campus Nursing Director **and must be completed before registration opens for the associated course.** Credits will be applied to the HACC transcript based on the following scores:

ATI RN Fundamentals Exam:

- **Level 2 or higher:** Credit for NURS 144 and NURS 150
- **Level 1:** Credit for NURS 144
- **Below Level 1:** No credit

ATI RN Maternal Newborn:

- **Level 2 or higher:** Credit for NURS 242

ATI RN Nursing Care of Children:

- **Level 2 or higher:** Credit for NURS 243

ATI RN Mental Health:

- **Level 2 or higher:** Credit for NURS 244

The nursing department is responsible for notifying the Registrar's office to post course credit to the student's transcript if the exam score is high enough. No entry will be made if the score is not sufficient.

Important Notes:

- Credit by examination must be completed before registration opens for the associated course
- The student must align their schedule to the testing schedule communicated by the campus.
- If the student misses the deadline (last date of the campus scheduled testing sessions), the testing option is forfeited.
- Once the decision to opt out of testing is made, it is final.
- Students hold responsibility to check with the Campus Director for testing dates.

Skill Validation:

- Must be completed before the first clinical course (NURS 144, NURS 150, or NURS 151).
- The student must align their schedule to the testing schedule communicated by the campus
- Validation of clinical skills is required for the entry level.
- A clinical lab fee of \$150 is required before scheduling validation.
- Students unable to demonstrate skill competency after two attempts must enroll in the appropriate course.
- Failure to keep the scheduled appointment without 24-hour notice will incur an additional \$150 rescheduling fee.

LPN Stack Students:

- Guaranteed placement in the March cohort on the Harrisburg or York Campus for immediate placement in the RN program.
- All other placements depend on seat availability.
- HACC PN stack students graduating in December do not need skill validation if readmitting by the following August to the RN program.

SECTION 13: READMISSION PROCEDURE

Qualifications for Readmission

The following criteria must be met to be eligible for readmission to the HACC nursing program.

- Associate Degree First semester students must have successfully completed one of the following courses: ○ NURS 140, NURS 142 or NURS 143
- Practical Nursing First semester students must have successfully completed one of the following courses:
 - PNURS 140, PNUR 143
- Repeated courses: student cannot readmit to the same course more than once
- Total credits: student cannot repeat 6 or more credits within the NURS courses of a curriculum

Exceptions will be considered for students who have an approved leave of absence on record from the nursing operations team.

Requesting Readmission within 1 year after departure:

To qualify for this option: the student will qualify for this option if they have been accepted as a readmission student and will register for courses in the same semester as departure, one year later. Example:

Fall	Spring	Summer	Fall	Spring
Semester of departure			Semester of readmission	Student no longer qualified for this option

Readmission is not guaranteed, decisions are based on availability of space and the scheduling of the courses on the requested campus

Requirements: Students who fail to meet the requirements of readmission will have their readmission offer rescinded

1. Must meet all admission requirements
 - a. GPA must be at 2.0 or above
2. Must have all clinical requirements up to date
 - a. Including background checks and drug testing within the past year
3. Request readmission by contacting the Campus Director of Nursing Programs
4. Receive notification the space is available, and readmission request has been approved
5. **Students who have been out of the program for more than 6 months will need to complete assigned skill validation, including a dosage calculation competency**
 - a. Students must meet competency "met" status within two attempts of the skill
 - b. Students who fail to meet the assigned skill validation time will be charged a fee of \$150 to reschedule the appointment
 - c. Student who fail to achieve a "met" status on a skill, and/or fail to score a 100% on the dosage calculation competency, after two attempts, will have their readmission offer rescinded and will need to audit the appropriate skills course, before another request for readmission will be accepted.

Requesting Readmission after 1 year but before 2 years after departure:

To qualify for this option: the student will qualify for this option if they have been accepted as a readmission student and will register for courses in the same semester as departure, two years later.

Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Semester of departure						Semester of readmission	Student no longer qualifies for readmission

Readmission is not guaranteed, decisions are based on availability of space and the scheduling of the courses on the requested campus

Requirements: Students who fail to meet the requirements of readmission will have their readmission offer rescinded

6. Must meet all admission requirements
 - a. GPA must be at 2.0 or above
7. Must have all clinical requirements up to date
 - a. Including background checks and drug testing within the past year
8. Request readmission by contacting the Campus Director of Nursing Programs
9. Receive notification the space is available, and readmission request has been approved
10. Complete assigned skill validation, including a dosage calculation competency
 - a. Students must meet competency “met” status within two attempts of the skill
 - b. Students who fail to meet the assigned skill validation time will be charged a fee of \$150 to reschedule the appointment
 - c. Student who fail to achieve a “met” status on a skill, and/or fail to score a 100% on the dosage calculation competency, after two attempts, will have their readmission offer rescinded and will need to audit the appropriate skills course, before another request for readmission will be accepted.
11. Complete knowledge validation as indicated below:
 - a. Request to enter at the 140 level: No knowledge validation required
 - b. Request to enter at the 150 level: ATI Fundamentals Proctored Examination with a score at Level 1 or above
 - c. Request to enter NURS 240 or NURS 241: ATI Fundamentals Proctored Examination with a score at Level 2 or above
 - d. Request to enter NURS 250: ATI RN Medical Surgical Proctored Examination with a score at Level 1 or above
 - e. Request to enter NURS 251: ATI RN Medical Surgical Proctored Examination with a score at Level 2 or above

Students who do not qualify for readmission:

- Can compete for placement within a future incoming student cohort by doing the following actions
 - Meeting all admission criteria for the nursing program including completion of TEAS testing within the past 3 years.
 - Apply to the program, as an incoming student, using the same application process and deadlines published on the HACC.edu website
 - Compete for placement in a cohort
- If accepted into a cohort, the student will be required to complete **all** nursing (PNUR/NURS) courses required to receive the credential (this will include the nursing courses that were successfully completed with a grade of “C” or better from past admission)
- NOTE: Financial Aid may not be available for courses that were successfully completed in past admissions

Associate Degree to Practical Nursing Transfer Option

- This option is only open to students who have completed one of the following courses: NURS 140, 142 or 143

- Request are made via the Request for Readmission form, available from the Campus Director of Nursing programs
- Advanced Placement will be considered for those students requesting readmission within 1 year of departure from the Associate Degree program
- Educational plans will be as follows:

Departing Associate Degree NURS 140 level in courses (NURS 140,142,143)			
ENTER Fall Semester	Spring Semester	Summer Session	Fall Semester 2
PNUR 140 PNUR 142 PNUR 143 Must repeat only those courses which earned a “W”, “D” or “F” in ADN program	PNUR 141 PNUR 144 PNUR 145	PNUR 242 PNUR 243 PNUR 244 PNUR 245	PNUR 150 PNUR 151 PNUR 152 Graduation in December

Departing Associate Degree from the NURS 140 level in courses (NURS 141,144)			
	ENTER Spring Semester	Summer Session	Fall Semester 2
	PNUR 141 PNUR 144 PNUR 145- Must take PNUR 145 And Must repeat the courses which earned a “W”, “D” or “F” in ADN program	PNUR 242 PNUR 243 PNUR 244 PNUR 245	PNUR 150 PNUR 151 PNUR 152 Graduation in December

Departing Associate Degree within the NURS 150 level			
		ENTER Summer Session	Fall Semester 2
		PNUR 242 PNUR 243 PNUR 244 PNUR 245 Must take PNUR 245 And Must take the PNUR 242, 243, and/or 244 course, if student did not take the NURS corresponding course And Must repeat the courses which earned a “W”, “D” or “F” in ADN program	PNUR 150 PNUR 151 PNUR 152 Must take PNUR 152 And Must repeat the courses which earned a “W”, “D” or “F” in ADN program Graduation in December

Departing Associate Degree within the NURS 240 level			
		ENTER Summer Session	Fall Semester 2
		PNUR 242 PNUR 243 PNUR 244 PNUR 245 Must take PNUR 245 And Must take the PNUR 242, 243, and/or 244 course, if student did not take the NURS corresponding course And Must repeat the courses which earned a “W”, “D” or “F” in ADN program	PNUR 150 PNUR 151 PNUR 152 Must take PNUR 152 Graduation in December

Departing Associate Degree from NURS 250 course			
		ENTER Summer Session	Fall Semester 2
		PNUR 245- 245 Must take I ONLY	PNUR 152 ake PNUR 152 ONLY Graduation December

Departing Associate Degree from NURS 251 course			
			ENTER Fall Semester
			PNUR 152 ake PNUR 152 ONLY Graduation i December