



RN-BSN Program
Nursing Student Handbook

2023-2024

Welcome!

On behalf of Pueblo Community College and the Nursing Department, we would like to congratulate you on taking the next step to furthering your nursing career. This next step will provide you the theoretical knowledge necessary to further your role as a professional nurse and future leader in the nursing industry. Our faculty and staff are committed to assisting you in your goals and provide a wealth of expertise to further develop your knowledge and skillsets. Please rely on their support to help you navigate this next chapter of your professional development.

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Welcome to the RN-BSN Program at PCC! I am the RN-BSN Coordinator and will help facilitate your journey in this program. I am available to help with questions, transcripts, planning your course schedules, and more. We look forward to supporting you in the next step of your nursing career and professional pathway. Best of luck!

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Nursing Student Handbook Provision

This Nursing Student Handbook (Handbook) contains pertinent information affecting students, current through the date of its issuance. The policies and procedures contained in this Handbook are to be used in conjunction with the general requirements, policies, and procedures of Pueblo Community College (PCC). To the extent that any provision of this Handbook is inconsistent with State or Federal law, State Board for Community Colleges and Occupational Education Policies (BPs) or Colorado Community College System Procedures (SP's), the law, BPs, and SPs shall supersede and control. BPs and SPs are subject to change throughout the year and are effective immediately upon adoption by the Board or System Chancellor, respectively. Students are expected to be familiar with and adhere to the BPs, SPs as well as College directives, including but not limited to the contents of this Handbook.

To access BPs and SPs, see [Board Policies and System Policies](#)

The faculty and Director of Nursing programs reserve the right to change Nursing Program policies. The nursing student will be informed in writing of policy changes in a timely manner. Any changes will be posted on PCC’s Learning management System, and announced in the classroom/lab setting.

Nothing in this Handbook is intended to create (nor shall be construed as creating) an express or implied contract or to guarantee for any term or to promise that any specific process, procedures, or practice will be followed or benefit provided by the College. Pueblo Community College reserves the right to modify, change, delete, or add to the information in this Handbook as it deems appropriate.

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Accreditation

PCC is accredited by the Higher Learning Commission and a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (312) 263-0456.

The baccalaureate degree program in nursing at Pueblo Community College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>)

PCC's ADN Nursing Program has continued full approval from the Colorado State Board of Nursing and is accredited by the **Accreditation Commission for Education in Nursing (ACEN)**, formerly NLNAC.

Colorado Board of Nursing

1560 Broadway, Suite 1350
 Denver, CO 80202
 (303) 894-2430

[Colorado Board of Nursing](#)

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, Georgia 30326

Phone: (404) 975-5000

Fax: (404) 975-5020

Email: info@acenursing.org

Web: [Accreditation Commission for Education in Nursing](#)

Mission Statement of PCC and the PCC Nursing Department

The Mission of Pueblo Community College states:

Pueblo Community College transforms lives, enriches communities, and strengthens the regional economy by empowering individual achievement through a continuum of education.

The mission of the PCC RN to BSN program states:

To provide excellent education that prepares the learner to become a member of the nursing profession and community, meeting the needs of diverse populations.

Philosophy of the PCC Nursing Program

The Pueblo Community College Nursing Program Philosophy states:

The faculty believe that nursing is the protection, promotion, and optimization of health and abilities; prevention of illness and injury; alleviation of suffering through the diagnosis and treatment of human response; and advocacy in the care of individuals, families, communities and populations. To practice effectively, the nurse must use nursing judgment and integrate evidence into practice. Critical thinking and clinical reasoning is evidenced through the use of the nursing process. These skills are also essential when interfacing with the clinical microsystem and the larger healthcare environment to deliver quality, safe, patient-centered care. An understanding of the healthcare organization allows the nurse to exhibit leadership, practice according to ethical, legal and professional/regulatory standards and improve the quality of care for patients, families and communities.

Educational Philosophy of the PCC Nursing Program

The educational process is seen as a cooperative effort requiring extensive interaction between students and faculty. Educational experiences are selected and developed by the faculty and are located in both the academic and the practice setting, appropriately enhanced by technology where useful. Learning activities include instruction and practice in the application of knowledge and effective performance of nursing skills and patient care. Curriculum content is designed to proceed from the simple to the complex and progresses from the known to new material. In addition to acquisition of factual knowledge, course content is designed to promote critical thinking, clinical reasoning and nursing judgment along with the incorporation of a caring attitude within an ethical value system

Integrating professional standards, guidelines, and competencies is the basis for the nursing curriculum, which reflects current nursing practice based on current nursing and healthcare initiatives. The curriculum provides an evidence-based foundation to meet today's healthcare needs. The following resources were used in the development of the nursing curriculum and are continued resources for instruction:

- American Nurses' Association [ANA] *Code of Ethics for Nurses*
- American Nurses' Association [ANA] *Nursing: Scope and Standards of Practice*.
- Commission on Collegiate Nursing Education [CCNE]
- *The Essentials of Baccalaureate Education for Professional Nursing Practice*.
- Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing at the Institute of Medicine *The Future of Nursing: Leading Change, Advancing Health* • National League for Nursing. *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing*.
- Quality and Safety Education for Nurses [QSEN]

The baccalaureate degree nurse is distinguished from the associate degree nurse in the breadth and depth of knowledge regarding evidence-based practice and research critique. Baccalaureate degree nurses are poised to take on leadership roles both within the hospital setting and, in the communities, they serve. They will demonstrate excellent critical thinking and clinical reasoning skills to the patients and populations they provide care for.

RN-BSN Nursing Program Organizing Framework

Program student learning outcomes along with their related competencies reflect the expected knowledge, skills, and attitudes of the graduates of Pueblo Community College's Baccalaureate degree program. The RN to BSN program builds on the knowledge gained in a two-year ADN program and provides the graduate with additional skills in leadership, quality management, technology and informatics, critical thinking/clinical reasoning, population-based health, and integration of evidence into nursing practice. The emphasis on liberal education provides the graduate with the knowledge and skills needed to practice in a holistic and inclusive manner across the continuum of healthcare settings, and opens new avenues for career opportunities. The RN to BSN program addresses the local employer demands for Baccalaureate prepared RNs and gives RNs the means to advance their careers through ongoing post-graduate education.

In keeping with sound curriculum design principles, the program student learning outcomes are used to organize the course student learning outcomes. These student learning outcomes will be the basis for all activities related to the teaching/learning process, including delivery of instruction and evaluation of student progress.

PCC RN-BSN Nursing Program Student Learning Outcomes (PSLOs)

Upon completion of the RN-BSN Nursing Program, the following outcomes are expected of the graduate:

1. Interpret research to promote best practice and use data to monitor the outcomes of care processes. Propose an evaluation process to continuously improve the quality and safety of health care systems and deliver quality care to individuals and diverse populations. (QSEN, 2007/MA Nurse of the Future Competencies 2016).
2. Formulate a plan that demonstrates an enhanced commitment to professionalism embracing excellence, caring, legal and ethical practice, civility, accountability, and professional development.
3. Evaluate effective communication and collaboration with colleagues, inter-professional groups, and members of the community to promote health, safety, and well-being across the lifespan and across the continuum of the healthcare environment.
4. Evaluate the contribution of leadership, quality improvement principles, and impact of organizational systems in transforming, managing, and coordinating safe, quality, and cost-effective person-centered care.

5. Integrate a systematic process of critical inquiry with nursing, natural and behavioral sciences, arts, and humanities to make evidence-based practice decisions to improve the nursing care of individuals, families, populations, and communities.

Below are the definitions of major concepts used in the program student learning outcomes. Each Program Learning Outcomes has a corresponding college learning outcomes (ISLO) and essential curriculum content for BSN education.

Quality care (E3)

Interpret research to promote best practice and use data to monitor the outcomes of care processes. Propose an evaluation process to continuously improve the quality and safety of health care systems and deliver quality care to individuals and diverse populations. (QSEN, 2007/MA Nurse of the Future Competencies 2016). (ISLO 1, 3, 4, 5), (E2, E3, E4, E7, E9)

Professionalism (E8) policy (E5)

Formulate a plan that demonstrates an enhanced commitment to professionalism embracing excellence, caring, legal and ethical practice, civility, accountability, and professional development. (ISLO 2, 4, 5), (E2, E5, E6, E8, E9)

Communication (E6), Prevention (E7)

Evaluate effective communication and collaboration with colleagues, inter-professional groups, and members of the community to promote health, safety, and well-being across the lifespan and across the continuum of the healthcare environment. (ISLO 2, 3, 5), (E2, E6, E7, E8, E9)

Leadership (E2)

Evaluate the contribution of leadership, quality improvement principles, and impact of organizational systems in transforming, managing, and coordinating safe, quality, and cost-effective person-centered care. . (ISLO 1, 2, 3, 4, 5), (E2, E3, E5, E6, E8, E9)

Critical thinking/clinical reasoning (E1)

Integrate a systematic process of critical inquiry with nursing, natural and behavioral sciences, arts, and humanities to make evidence-based practice decisions to improve the nursing care of individuals, families, populations, and communities. (ISLO 1,3, 4, 5), (E1, E2, E3,E4, E5,E6.E7, E8, E9)

American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author. Retrieved from <http://www.aacnursing.org/EducationResources/AACN-Essentials>

RN-BSN Nursing Program Goals & Outcomes

Nursing Program Outcomes are developed as performance indicators that provide evidence that the PCC RN-BSN nursing program is meeting its mission and goals set by the faculty. Program Outcomes show the effectiveness of the educational program and serve as a mechanism to guide program development and revisions. RN-BSN Program Outcomes have been developed using the Commission of Collegiate Nursing Education (CCNE) standards and guidelines. The following RN-BSN Nursing Program Goals & Outcomes are congruent with the mission and philosophy of PCC and the Nursing Program.

Goal 1: Students will understand data-driven decision-making using evidence-based practice and research.

Related Program Outcomes:

1. The BSN graduate will acquire professional knowledge to fulfill leadership roles in order to provide safe, quality, and effective healthcare.
2. Graduates will utilize evidence-based knowledge to inform their critical-thinking decisions.

Goal 2: Students will be prepared for a lifelong professional development and education journey.

Related Program Outcomes:

1. Students will obtain an educational background that allows them to explore professional values, ethics, nursing theory, and self-care.
2. Students will prepare a professional development plan which includes certifications, continued formal education, and other personal goals.

Goal 3: We will build on the PCC Nursing Program reputation of graduating highly sought after students.

Related Program Outcomes:

1. Align with community partners to recruit and enroll new RN-BSN students.
2. Provide accessible, high-quality, convenient online education for practicing RNs.

Goal 4: We will develop future leaders in nursing.

Related Program Outcomes:

1. The BSN graduate will acquire professional knowledge to fulfill leadership roles in order to provide safe, quality, and effective healthcare that is relevant to the dynamic needs of today's healthcare environments.
2. Graduates will collaborate with interdisciplinary teams to provide safe and patient-centered care.
3. Promote the practice of professional nursing through leadership activities and advocacy.

Goal 5: We will meet the needs of our diverse community of interest.

Related Program Outcomes:

1. Understand the community served in order to provide safe and compassionate care and teaching plans to diverse families, populations, and communities they serve.
2. Graduates will work to alleviate health disparities in the underrepresented members of our community.

Measurable benchmarks for the above Goals and Outcomes for the RN-BSN Program are as follows:

-
- **Outcome #1 Program completion:** At least 70% of our students will complete the program within 150% of the time of starting their first RN-BSN nursing course. The completion rate will be analyzed over the three most recent years.
 - **Outcome #2 Employment Rate:** At least 70% of our RN-BSN graduates surveyed will be either employed or have returned to school to complete a graduate degree.
 - **Outcome #3 Program satisfaction:** At least 80% of program graduate survey respondents will report satisfaction with their program of study.

Dual Enrollment

The RN-BSN program offers a dual-enrollment option for its Associate Degree in Nursing (ADN) program to accelerate their attainment of a BSN degree. Students must successfully complete their first year of nursing school prior to enrolling in the RN-BSN program. ADN students are required to maintain satisfactory performance in the ADN program and may not be on any behavioral contracts to be eligible to progress in the RN-BSN program.

ADN students interested in the RN-BSN program should contact the RN-BSN coordinator (cleary.wunder@pueblocc.edu) to discuss further requirements for dual-enrolled students.

Pueblo Community College RN-BSN Program Nursing Curriculum

RN-BSN Degree 120 credits total

71.5 Credits awarded for ADN/AAS degree or Diploma and an active RN license

30.5 Credits for RN-BSN Courses

18 General Education Credits

- English 1022 (3 credits)
- Math 1260 Statistics (3 credits)
- GT-HI1 History Course (3 credits)
- GT-AH1,2, 3, or 4 Arts & Humanities Courses (6 credits)
- GT-SS1,2 or 3 Social Sciences (3 credits)

Courses in the RN-BSN Curriculum

- NUR 3001 Integration into BSN Practice (3 credits)¹
- NUR 3002 Trends in Nursing Practice (3 credits)¹
- NUR 3003 Nursing Research & EBP (3 credits)³
- NUR 4008 Legal & Ethical Issues (3 credits)
- NUR 4009 Leadership in the Nursing Profession (3.5 credits)²
- NUR 4010 Community Health Nursing & Practicum (6 credits)²

- NUR 4011 Senior Seminar (3 credits)

Plus choose 2 of the following electives:

- NUR 3004 Informatics Healthcare Technology (3 credits)
- NUR 3005 Emergency Preparedness (3 credits)
- NUR 3006 Gerontology Nursing (3 credits)
- NUR 3007 Behavioral Health (3 credits)

¹ Prerequisites to all subsequent 3000 & 4000 level BSN courses.

² Unencumbered RN License required.

³ Pre-requisite course MAT 1260 required

Transfer Policy for NUR Courses

Students may meet with the RN-BSN program coordinator or Nursing Program Director to gain approval to transfer in courses from another BSN program. The student is responsible to provide the syllabus, course description, and copy of a transcript showing credit hours and grade earned for the course they are attempting to transfer in. The course must match a NUR course offered in the RN-BSN program in credit hours and content provided. This will be evaluated on a case by case basis. Additionally, students must have 30 credits (not counting the block credits) earned from PCC to be awarded a degree from PCC.

NUR courses taken at another Colorado Community College will be allowed transfer if instructed to the current CCCS RN-BSN curriculum guidelines.

Sample of Student Progression through a 5-semester Program of Study

Semester	Course #	Course
1st Semester	3001	Integration into BSN Practice 3 credit/45-hour theory course
	3002	Trends in Nursing Practice 3 credit/45-hour theory course
2nd Semester	3003	Nursing Research / EBP (pre-requisite of Math 1260 Stats) 3 credit/45-hour theory course
Choose 1 elective	3004, 3005, 3006 OR 3007	Informatics / Healthcare Technology 3 credit/45-hour theory course; Emergency Preparedness, 3 credit/45-hour theory course, Gerontology Nursing, 3 credit/45-hour theory course, Behavioral Health, 3 credit/45- hour theory course.

3rd Semester Choose 1 Elective	3004, 3005, 3006 OR 3007	Emergency Preparedness, 3 credit/45-hour theory course, Gerontology Nursing, 3 credit/45-hour theory course, Behavioral Health, 3 credit/45- hour theory course.
4th Semester	4008	Legal & Ethical Issues 3 credit/45-hour theory course
	4009	Leadership in the Nursing Profession 3.5 Credits (41.25 theory hours and 22.5 practicum hours)
5th Semester	4010	Community Health Nursing Practicum 6 Credits (67.5 hours theory and 45 practicum hours)
	4011	Senior Seminar 3 credit/45-hour theory course

**** In addition, 18 credits of general education courses must be completed for graduation.**

PCC Student Standards of Conduct

Along with this Nursing Student Handbook, the PCC Nursing Program follows the policies and procedures listed under the PCC Student Code of Conduct and Colorado Community College System Board Policy (BP) 4-30 and System Procedure (SP) 4-30a, Student Behavioral Expectations and Responsibilities. Students are expected to adhere to both sets of policies and procedures at all times. Any student who does not follow these or any Program requirements shall be subject to disciplinary action, up to and including dismissal from the RN-BSN Nursing Program and expulsion from Pueblo Community College.

Complete information for the PCC Student Code of Conduct, BP 4-30, and SP 4-30a can be accessed at the websites list below. In addition, the Nursing Program has additional policies and expectations for nursing students. (See also Technical Standards/Essential Requirements Policy, and the Nursing Program Code of Conduct section [below]).

The PCC Student Code of Conduct can be accessed at:

https://www.pueblocc.edu/Student_Handbook

BP 4-30 can be accessed at:

<https://www.cccs.edu/policies-and-procedures/board-policies/bp-4-30-student-behavior/> .

SP 4-30a can be accessed at: <https://www.cccs.edu/policies-and-procedures/system-presidents-procedures/sp-4-30a-studentbehavior-procedure/>

Nursing Program Student Code of Conduct

Any student who does not follow these or any Program requirements shall be subject to disciplinary action, up to and including dismissal from the Nursing Program and expulsion from Pueblo Community College.

The Student must safeguard the patient's right to privacy by maintaining the confidentiality of information concerning the patient. As part of this, the student must understand and comply with the Health Insurance Portability and Accountability Act (HIPAA) at all times.

1. Safe nursing practice is expected at all times. Any mistake, accident, or unusual occurrence involving a student must be reported immediately to the instructor and the appropriate healthcare team member so that prompt action can be taken to initiate treatment or to alleviate harm.
2. Any substantiated instance of falsification of medical records will result in dismissal from the Nursing Program.
3. Students must comply with all policies of individual clinical sites to which they are assigned.
4. Students must adhere to required student documentation required for clinical and comply with due dates. Students without current documentation will not be allowed to go to a clinical site under any circumstance and will be held out for that semester. (See Student Readmission Policy)
5. Students must maintain a "C" or better in each required course.
6. Professional conduct and courtesy toward peers, faculty, staff, patients, and families are expected in all classes, conferences, labs, simulations, and clinical experiences. Tardiness, personal conversations, extraneous noise, leaving class frequently, etc. are distracting to others in the learning environment
7. Students are required to notify the course faculty of impending absences, tardiness, or early departure. (See individual course syllabi).
8. Students must be able to meet the Technical Standards and Essential Requirements to complete the course and clinical objectives. (See Technical Standards/Essential Requirements Policy).

Student Concerns

If concerns arise, please follow the chain of command. The chain of command is as follows:

1. Instructor
2. RN to BSN Program Coordinator
3. Program Director
4. Dean of Medical & Behavioral Health

See the following link for the grievance procedures: [Student Handbook | Pueblo Community College \(pueblocc.edu\)](#)

Email Communication

All email communication will be through PCC Student and Faculty College email accounts. Faculty will not acknowledge student's email messages via personal email accounts. It is the responsibility of the college faculty, according to the Family Educational Rights and Privacy Act (FERPA) to maintain confidentiality by communicating only to the student enrolled in the class and not others who may have access to personal email accounts. Students can only email faculty utilizing faculty's college email accounts. Grades are only to be communicated via posting through the College's Learning Management System, D2L/MyCourses.

Connor's top twelve student ground rules for online discussion.

Participate. There will be no lurking in the background. This is a shared learning environment, which means everyone will participate in the learning environment. It is not enough to log on and read the discussion posts of others. Everyone must contribute.

Report glitches. Discussion forms are electronic. They break. If for some reason you are experiencing difficulty with the discussion forum, contact me and let me know. Chances are you are not the only one. If you don't tell me, I don't know that you are having problems.

Help others. If you see one of your classmates is struggling be willing to help them. Sometimes hearing it from a fellow student helps a lot.

Be patient. Read everything in the discussion thread before replying. This will help you to not repeat what someone else has already contributed. Acknowledge the points that you agree with and suggest alternatives for points with which you don't.

Be brief. Be clear and articulate your point without being preachy or pompous. Be direct and stay on point. Don't lose yourself or your readers to overly wordy sentences or paragraphs.

Use proper writing style. This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction, and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.

Cite your sources. Another big must! If your contribution to the conversation includes intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles- online or in print- they must be given proper attribution.

Emoticons and Texting. Social networking and text messaging have spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and **c u l8r's**.

Respect Diversity. It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is – or could be construed to be – offensive towards others. Racists, sexist, and heterosexist comments and jokes are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and/or age.

No yelling. Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody. **(NOT TO MENTION BEING HARD ON THE EYE).**

No Flaming. Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects a higher-order language.

You Can't Un-Ring the Bell. Language is your only tool in an online environment. Be mindful. How others perceive you will be largely- as always- up to you. Once you've hit the send button, you've rung the bell. Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.

Reference:

Conner, P. (n.d.) Netiquette: Ground Rules for Online Discussion. *The Institute for Teaching and Learning*. Retrieved from <https://tilt.colostate.edu/TipsAndGuides/Tip/128>

Academic Integrity

The Academic Integrity Policy for all PCC students is listed below and can be accessed through the PCC Student Handbook, [Student Handbook | Pueblo Community College \(pueblocc.edu\)](#):

Academic Integrity: Plagiarizing, cheating, or committing any other form of academic misconduct including, but not limited to, unauthorized collaboration, falsification of information, and/or helping someone else violate reasonable standards for academic behavior. Students who engage in any type of academic dishonesty are subject to both academic consequences as determined by the instructor and to outcomes as set forth in the Student Behavioral Expectations and Responsibilities Resolution Procedure.

- **Cheating:** The act of using or attempting to use an examination or other academic work, material, information, or study aids which are not permitted by the instructor. Cheating includes, but is not limited to:
 - Using books, notes, or calculators or copying from or conversing with others during examinations (unless such external aids are permitted by the instructor).
 - Having someone else do research, write papers, or take examinations for someone else.
 - Submitting work completed in one class to fulfill an assignment in another class without prior approval from the instructor(s).
 - Stealing, distributing, selling, and buying tests or having someone take an exam on someone else's behalf.
- **Fabrication:** The invention of material or its source and its use as an authority in academic work. Fabrication includes, but is not limited to:
 - Inventing the data for a scientific experiment.
 - Inventing the title and author of a publication in order to use the invented publication as a source.
 - Knowingly attributing material to an incorrect source.
- **Plagiarism:** The act of using someone else's work without giving proper credit to the original source. The work can be written, artistic, musical, language, symbols, or media. Reusing one's own work without proper citation (or approval of instructor) is also plagiarism.

Students in the PCC Nursing Program will adhere to the Academic Integrity Policy and are expected to maintain academic integrity as it pertains their own education, that of others in the Program, and that of others at this institution.

Misuse of generative AI software such as ChatGPT and other AI language models—including copying content directly from an internet source for purposes of cheating and/or plagiarism—is a violation of PCC's Student Code of Conduct. Such violations may result in disciplinary action, including failing an assignment and/or failing a course and other penalties consistent with PCC's policy on Academic Integrity. Students should consult with individual instructors prior to assignments to determine misuse and appropriate use within each specific course prior to submitting an assignment.

Title IX: Preventing and Reporting Sexual Harassment and Sexual Misconduct

Title IX and Pregnancy Fact Sheet for Instructors – Colorado Community College System

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

In addition to protecting students, instructors, and staff from discrimination and harassment based upon sex, gender, and sexual orientation, Title IX of the Education Amendments of 1972 also prohibits any form of discrimination based upon pregnancy and parental status, including any and all related conditions, such as abortion.

Therefore, it is important for instructors to be aware of their responsibilities should they be notified by a student that she is pregnant:

- Pregnant students must be granted the same accommodations and consideration given to any other student with a temporary medical condition.
- Colleges are obligated to excuse absences and allow for the makeup of work missed due to pregnancy and related conditions, whether or not school policy allows for this in other cases.
- Students cannot be prevented from participating in classroom or extracurricular activities, nor from returning to class for a predetermined time period following childbirth. • Colleges must provide reasonable adjustments to a student’s educational environment, such as a larger desk, or allowing her to take longer/more frequent restroom breaks.
- Instructors may not call unwanted attention to or reveal a student’s pregnancy without her consent.

If you are informed that a student is pregnant, contact your Title IX Coordinator immediately.

Dana Moss
900 W. Orman Ave, Pueblo, CO 81004
719-549-3474 | dana.moss@pueblocc.edu

Pregnant students have the responsibility to notify the college of their status, and may only be granted certain accommodations (such as excused absences) for as long as they are medically necessary. However, instructors should not request documentation directly from the student. Maintaining appropriate records is the responsibility of the Title IX Coordinator.

Non-Discrimination Statement

Notice of Non-Discrimination

Pueblo Community College prohibits all forms of discrimination and harassment including those that violate federal and state law or the State Board for Community Colleges and Occupational Education Board Policies 3-120 and 4-120. The College does not discriminate on the basis of sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran

status, pregnancy status, religion, genetic information, gender identity, or sexual orientation in its employment practices or educational programs and activities. Pueblo Community College will take appropriate steps to ensure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.

The College has designated the Chief Human Resources Officer as its AA/EEO and Title IX Coordinator, with the responsibility to coordinate the college's civil rights compliance activities and grievance procedures. If you have any questions, please contact the Chief Human Resources Officer, 900 W. Orman Avenue, Central Administration Building, Room 111, telephone 719.549.3220, email HR.PCC@Pueblocc.edu. You may also contact the Office for Civil Rights, U.S. Department of Education, Region VIII, Federal Office Building, 1244 North Speer Blvd., Suite 310, Denver, CO 80204; phone: 303.844.3417.

Aviso de no discriminación

Pueblo Community College (PCC) prohíbe todas formas de discriminación y acoso, inclusive violación de leyes federales y estatales o las políticas educativas 3-120 y 120 4 del Consejo Estatal de Colegios Comunitarios y Laborales. El Colegio no discrimina en base al sexo/género, raza, color, edad, credo, origen nacional o étnico, incapacidad física o mental, estado de veterano, estado de embarazo, religión, información genética, identidad de género o orientación sexual en sus prácticas de empleo, programas educativos, o actividades que ofrece el Colegio. PCC tomará medidas apropiadas para asegurar que la falta de conocimientos del idioma inglés no será un impedimento para la inscripción y participación en programas de educación vocacional.

El Colegio ha designado al Director de Recursos Humanos como su Coordinador de AA/EEO y Título IX, con la responsabilidad de coordinar las actividades de cumplimiento de los derechos civiles de la universidad y los procedimientos de quejas. Si tiene alguna pregunta, comuníquese con el Director de Recursos Humanos, 900 W. Orman Avenue, Central Administration Building, Room 111, teléfono 719.549.3220, correo electrónico HR.PCC@Pueblocc.edu. También puede comunicarse con la Oficina de Derechos Civiles, Departamento de Educación de los Estados Unidos, Región VIII, Edificio de Oficinas Federales, 1244 North Speer Blvd., Suite 310, Denver, CO 80204; teléfono: 303.844.3417.

Drug Testing/Alcohol Testing/Criminal Background Check

Clinical agencies used during the program may require that students successfully complete a background check and a urine drug screen. Students must submit proof of a successful background check and drug screen if requested by the clinical facility. If a background check and drug screen are required the student needs to arrange with PCC to complete current checks in order to be compliant with clinical partners for practicums. Malpractice insurance prior to practicums must be purchased from PCC cashier's office and the receipt sent to the RN-BSN Coordinator.

If a student is convicted of any criminal offense while enrolled in the nursing program, the RN-BSN Coordinator and Director of Nursing must be notified. Failure to report may result in

dismissal from the program. The degree of offense may affect continuation/reapplication to the program.

Technical Standards/ Essential Requirements Policy

PCC Nursing Student: Performance Standards/ Functional Abilities Requirements Policy

1. **Disability-Related Information** - Students are expected to participate fully in activities required by the Program. (See the Essential Skills and Functional Abilities for Nursing Students, shown below).
2. Students who have a documented disability may be eligible to receive accommodations for courses within the program. Please contact the Disability Resource Center at 719.549.3446 for further information.

Performance Standards and Functional Abilities for Nursing Students

Individuals enrolled in the PCC Nursing Program must be able to perform the essential skills as established by the Program. If a student believes that he or she cannot meet one or more of the standards without accommodations, the student should PCC's Disability Resource Center at 719.549.3446.

Gross Motor Skills

- Move within confined spaces
- Sit and maintain balance
- Stand and maintain balance
- Reach above shoulders (e.g., IV poles)
- Reach below waist (e.g., plug electrical appliance into wall outlets)

Fine Motor Skills

- Pick up objects with hands
- Grasp small objects with hands (e.g., IV tubing, pencil)
- Write with pen or pencil
- Key/type (e.g., use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., eye dropper)

Physical Endurance

- Stand (e.g., at client side during surgical or therapeutic procedure)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work entire shift)

Physical Strength

- Push and pull 25 pounds (e.g., position clients)
- Support 25 pounds of weight (e.g., ambulate client)
- Lift 25 pounds (e.g., pick up a child, transfer client)
- Move light objects weighing up to 10 pounds (e.g., IV poles)
- Move heavy objects weighing from 11 to 50 pounds
- Defend self against combative client
- Carry equipment/supplies

- Use upper body strength (e.g., perform CPR, physically restrain a client)
- Squeeze with hands (e.g., operate fire extinguisher)

Mobility

- Twist
- Bend
- Stoop/squat
- Move quickly (e.g., response to an emergency)
- Climb (e.g., ladders/stools/stairs)
- Walk

Hearing

- Hear normal speaking level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
- Hear in situations when not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells)

Visual

- See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
- See objects up to 20 feet away (e.g., client in a room)
- See objects more than 20 feet away (e.g., client at end of hall)
- Use depth perception
- Use peripheral vision
- Distinguish color (e.g., color codes on supplies, charts, bed)
- Distinguish color intensity (e.g., flushed skin, skin paleness)

Tactile

- Feel vibrations (e.g., palpate pulses)
- Detect temperature (e.g., skin, solutions)
- Feel differences in surface characteristics (e.g., skin turgor, rashes)
- Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)
- Detect environmental temperature (e.g., check for drafts)

Smell

- Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.)
- Detect smoke
- Detect gases or noxious smells

Reading

- Read and understand written documents (e.g., policies, protocols)

Arithmetic Competence

- Read and understand columns of writing (flow sheet, charts)
- Read digital displays
- Read graphic printouts (e.g., EKG)
- Calibrate equipment
- Convert numbers to and/or from Metric System
- Read graphs (e.g., vital sign sheets)
- Tell time
- Measure time (e.g., count duration of contractions, etc.)
- Count rates (e.g., drips/minute, and pulse)
- Use measuring tools (e.g. thermometer)
- Read measurement marks (e.g. measurement tapes, scales, etc.)

- Add, subtract, multiply, and/or divide whole numbers
- Compute fractions (e.g., medication dosages)
- Use a calculator
- Write numbers in records

Emotional Stability

- Establish therapeutic boundaries
- Provide client with emotional support
- Adapt to changing environment/stress
- Deal with the unexpected (e.g., client going bad, crisis)
- Focus attention on task
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (e.g., grief)

Analytical Thinking

- Transfer knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve
- Prioritize tasks
- Use long term memory
- Use short term memory

Critical Thinking

- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

Interpersonal Skills

- Negotiate interpersonal conflict
- Respect differences in clients
- Establish rapport with clients
- Establish rapport with co-workers

Communication Skills

- Teach (e.g., client/family about health care)
- Explain procedures
- Give oral reports (e.g., report client's condition to others)
- Interact with others (e.g., health care workers)
- Speak on the telephone
- Influence people
- Direct activities of others
- Convey information through writing (e.g., progress notes)

ADA Notice

Reasonable accommodations will be provided upon request for persons with disabilities. To make a request, please notify the PCC Disability Resources Team at 719-549-3449 or email Disability.Resources@pueblocc.edu at least four working days before the event.

Graduation

Graduation requirements are presented in the PCC College Catalog. It is the student's responsibility to follow and complete all required graduation processes and applications by the due dates. Requests for graduation must be processed as indicated in the Pueblo Community College catalog/semester bulletin/schedule. Students will be responsible for submitting forms with correct information to the Records Department as well as ensuring all transfer credits are correctly recorded.

See link for graduation application and deadlines: [Commencement | Pueblo Community College \(pueblocc.edu\)](https://pueblocc.edu)

Withdrawal

PCC acknowledges a "W" grade, indicating a student withdrawal. A student may withdraw from any or all of their courses during the first 80% of the course length and receive a transcript grade of "W". Students are held financially liable for the courses from which they withdraw, and the course withdrawal is recorded on their transcripts. It is the student's responsibility to withdraw themselves from their courses – instructors will not withdraw students due to poor attendance. Students should speak with the instructor before withdrawing from classes; it is also highly recommended that students meet with the Financial Aid Office before withdrawing from any class to understand how their financial aid may be affected by the withdrawal. If students stop attending classes and do not withdraw themselves, instructors will assign the students the grades they earned. If the grade is a failing grade, the instructor must report the last date of attendance. No academic credit is earned for a withdrawal; however, the course will count in Attempted Hours and may impact the student's financial aid eligibility.

Students may view their course census and withdrawal dates in their MyPCC Portal, Student Tab, Registration Tools channel under the "Detailed Student Schedule with drop & withdrawal dates" link. Course census and withdrawal dates for Full Term and First and Second Half Term classes are also listed on the [Academic Calendar](#). It is the student's responsibility to be informed of dates and deadlines for withdrawal.

See link about withdrawal within Academic Regulations at [PCC academic regulations Incompletes](#)

PCC acknowledges an "I" grade. An incomplete grade indicates that, due to circumstances beyond a student's control, he/she is unable to complete all course requirements within the term in which the course was offered, but has completed at least 75% of the course with a "C" or better ("D" and "F" grades do not qualify for incomplete grades). Unless an earlier date is agreed to by the instructor and the student, all missing course requirements must be completed by the end of the next full-length term (excluding Summer) or the "I" grade will automatically be recorded as an

“F” on the student’s official college transcript. Neither re-registration or fees are required to complete the requirements. The Incomplete Grade Agreement provides a detailed description of the coursework required to resolve the Incomplete Grade. Incompletes are granted solely at the discretion of the course instructor.

Students receiving an incomplete grade in a nursing course will not be allowed to continue into any following courses until the incomplete is completed and a passing grade is earned.

Progression/ Continuation/ Dismissal/ Readmission Policy

NUR 3001 and NUR 3002 are prerequisites to all other 3000 & 4000 level nursing courses. The courses with a practicum component, NUR 4009 & NUR 4010, and the capstone course, NUR 4011, can only be taken by students with an active RN license.

To progress through the Nursing Program, a student must achieve a grade of “C” or better in every required course. Students with grades lower than a “C” in an RN-BSN course will need to repeat it at their own expense. Students must also maintain the professional behaviors identified for the Nursing Program. A student who does not achieve these standards may be dismissed from the Nursing Program.

The following policy outlines procedures for RN-BSN students related to program continuation and readmission. “Continuation” applies to students who have failed to successfully complete a course because they meet any of the following circumstances:

- The student has deferred, dropped, or withdrawn from a course within 3 semesters
- The student has stopped out (taken a break) from the program while in good standing, within 3 semesters.

“Readmission” applies to students who have deferred, dropped, withdrawn, or stopped out of the program for greater than 3 semesters. A student needs to meet with the RN-BSN Coordinator to discuss readmission processes.

Grading/Evaluation Policies

An overall GPA of 2.0 or higher must be maintained for the student to progress in the RN-BSN Nursing Program. The evaluation procedure for computing the theory grade and the general and specific performance criteria for each course are given to the student in writing in the syllabus and/or on the first day of class.

Percentage Value for Grades:

90 to 100	A
83 to 89	B
77 to 82	C
69 to 76	D
68 & below	F

A cumulative grade of 77% or above must be achieved to pass each NUR course.

Individual course grade requirements are specified in each course syllabi. All courses within the RN-BSN program do require discussion posts as part of the grade for the course. An example of a discussion post rubric is below, although depending on the course it may vary slightly

Discussion Post Rubric

Discussion rubrics include criteria/content area and points awarded for the level of achievement: non-performance, beginning, developing and accomplished. Although assignment grading rubrics are varied according to the assignment criteria, the 4 levels of achievement can be found in many.

Example discussion post rubric:

Discussion Post Criteria	Accomplished	Developing	Beginning	Non-performance
Demonstrates content knowledge with critical thinking (program outcomes 1,3,4)	<p>Post displays understanding of module concepts and integrates professional resources, evidence-based practice, and/or personal experiences to support reasoning.</p> <p>If appropriate, post uses a thought process that focuses on improving care for individuals, families, communities, and diverse populations.</p>	<p>Post displays understanding of module concepts but lacks an integration of professional resources, evidenced-based practice, and/or personal experiences to support reasoning.</p>	<p>Post displays little understanding of module concepts and lacks an integration of professional resources, evidenced-based practice, and/or personal experiences to support reasoning.</p>	<p>Post has little to no substance and does not include module concepts and reasoning.</p>
Professional practice (program outcomes 2,5)	<p>Provides evidence and/or reflection towards organizational systems or personal, professional, and/or ethical perspectives and relation to module content.</p> <p>If appropriate, incorporate leadership, quality improvement principles, and interprofessional experiences into the post.</p>	<p>Provides evidence and/or reflection towards organizational systems or personal, professional, and/or ethical perspectives but lacks how it relates to module content.</p>	<p>Provides minimal evidence and/or reflection towards personal, professional, and/or ethical perspectives and lacks how it relates to module content.</p>	<p>Does not provide evidence or reflection towards personal, professional, and/or ethical perspectives.</p> <p>Does not reflect on module content.</p>
Participation and quality of post (program outcomes 4,5)	<p>Incorporates professionalism by responding with metacognition, reflection, and/or inquiry to keep conversation active.</p>	<p>Post incorporates professionalism but lacks responses using metacognition, reflection, and inquiry to keep conversation engaging.</p>	<p>Post lacks professionalism due to responses that lack metacognition, reflection, or inquiry to keep engagement.</p>	<p>Unexplained lateness with discussion posts.</p> <p>Does not show professionalism or incorporate</p>

	Posts one initial discussion post and at least two responses to peers by due date(s). No grammatical errors, APA accurate Cites at least 2 references from reading or personal research.	Posts one initial post and one peer response. Some grammatical errors and/or APA errors. Cites less than 2 references.	Posts only once with no response to peers. Significant grammatical errors and APA errors Less than 1 reference cited.	metacognition, reflection, or inquiry. No references cited.
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Family Education Rights Privacy Act (FERPA)

Students are expected to follow FERPA guidelines [Student Handbook | Pueblo Community College \(pueblocc.edu\)](#) Example: do not post to social media any information about students' clinical assignments.

Social Media

Nursing students are expected to adhere to the PCC Standards of Conduct. Furthermore, nursing students are advised to exercise good judgment when using social media. A few recommendations on how to avoid problems are highlighted in The National Council of State Boards of Nursing (NCSBN) White Paper: A Nurse's Guide to the Use of Social Media (2011):

- First and foremost, nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.
- Do not identify patients by name or post or publish information that may lead to the identification of a patient in violation of the Health Insurance Portability and Accountability Act (HIPAA). Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse must establish, communicate, and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
- Promptly report any identified breach of confidentiality or privacy.
- Abide by all policies and procedures for social media set forth by clinical facilities.

PCC nursing faculty ask nursing students, when posting, to be mindful of the copyright and intellectual property rights of the Nursing Department.

Nursing students that use tablets, cellphones, laptops, smartwatches, and any other such electronic devices during clinical rotations do so with the understanding that such devices will be used only as authorized by the facility and/or PCC Nursing Department guidelines.

No personal phone conversations or texting are allowed while at the clinical site unless the student is on their break in a private space away from all patients, common patient care areas, and common work areas.

No student shall videotape or audio record clinical instructor or fellow students during the clinical rotation for personal or social media use. At **NO** time shall patients be videotaped or photographed.

Students who discuss confidential or unprofessional information do so at the risk of disciplinary action which may include course failure and/or dismissal from the Nursing Program.

Understand that all social media conversations that are exchanged through PCC accounts/social media channels may be subject to public records law. Each student is legally responsible for individual postings. Students may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (test and/or lecture materials, music, videos, photographs, text, etc.).

(Reference: National Council of State Boards of Nursing [2011]. White Paper: A nurse's guide to the use of social media. Retrieved from [National Council of State Boards of Nursing](#))

Liability Insurance

Each student is covered by a blanket liability/malpractice insurance policy through PCC. Students need to pay PCC's Cashier's office the liability/malpractice fee prior to enrolling in the practicum courses (NUR 4009 & 4011). Once paid, the receipt of the payment needs to be delivered to the RN-BSN Coordinator.

Policy Changes

The policies and procedures contained in this Handbook are to be used in conjunction with the general requirements, policies, and procedures of Pueblo Community College.

The faculty and Director of Nursing reserve the right to change Nursing Program policies. The nursing student will be informed in writing of policy changes in a timely manner. Any changes will also be posted on PCC's Learning Management System, D2L/MyCourses.