ASSOCIATE OF SCIENCE IN NURSING PROGRAM

STUDENT HANDBOOK
January 2027

www.coastalpines.edu

Jesup Instructional Site

1777 W. Cherry Street

Jesup, GA 31545

Polytechnic Building 4000

Classroom 4128

January 2026

Full Approval for Associate of Science in Nursing

Dear ASN Student:

Welcome to the Coastal Pines Technical College (CPTC) Associate of Science in Nursing Program. We are excited that you have chosen nursing as your career and that you have selected our ASN Program. The time that you spend with us will be very enriching, exciting, beneficial, and challenging. It is our desire that you grow into a caring, competent practitioner. It is our goal to prepare you for entry-level practice in the field of registered nursing.

This *ASN Program Student Handbook* has been created to inform you about the ASN Program. You are expected to be knowledgeable of and abide by the policies and procedures of both Coastal Pines Technical College and the ASN Program. This handbook is intended to be utilized in addition to, not in lieu of, the *Coastal Pines Technical College Catalog and Student Handbook*. Please read this booklet carefully and feel free to ask questions. It is your responsibility to be familiar with what is contained in this handbook. To enhance your understanding of the policies and procedures of the college and the ASN Program, you are required to attend the ASN Program orientation.

The handbook is kept as accurate as possible, but the information may not remain current for all of the academic year. Changes in courses, course content, credit, fees, regulations, semester calendar, curriculum, and other college matters may be changed in accordance with established college procedures and without prior notice. Such changes authorized by Coastal Pines Technical College apply both to prospective students and to those previously enrolled, unless the latter are specifically exempted. You will be notified through your official CPTC email address for all changes.

Again, we are delighted to have you! Please remember that the ASN faculty members are here to help you meet your goal. We are interested in your educational and professional development. We believe that students and faculty can make a positive impact on the nursing profession – together.

Sincerely,

ASN Faculty

Disclaimer: From the time of publication of the ASN Student Handbook and completion of the ASN Program, procedures may change. Procedure changes will be communicated each term through the course syllabus or email if the need should arise. Therefore, it is the student's responsibility to reference their syllabi for any changes in the program procedures between publications of the ASN Student Handbook.

ASN Faculty Contact Information

JESUP INSTRUCTIONAL SITE

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Coastal Pines Technical College

Associate of Science in Nursing

Program Overview

The Associate of Science in Nursing (ASN) is a 67-semester credit hour, seven-semester program of study. The curriculum is designed to produce highly educated, technically advanced, competent, and caring individuals who are prepared to practice professional nursing in a variety of health care settings.

Program graduates who meet exit requirements are eligible to apply to the Georgia Board of Nursing to take the national licensure examination for Registered Nurses (NCLEX-RN). Upon success of the NCLEX-RN, and licensure by the Georgia Board of Nursing, graduates are employable as registered nurses.

Career Opportunities

Graduates may find employment as providers and managers of nursing care in a wide variety of settings including, but not limited to, acute and long-term health care facilities (hospitals and nursing homes), home health care, health clinics, physicians' offices, government or private industry, and public health agencies.

Full Approval
The nursing program has been granted *continuing*
approval by: Georgia Board of Nursing
237 Coliseum Drive
Macon, GA 31217-2858
(478) 207-1640
http://sos.ga.gov/index.php/licensing/plb/45

The Associate nursing program at Coastal Pines Technical College at the Jesup Campus, 1777 W. Cherry Street located in Jesup, Georgia is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate of Science in Nursing program is Initial Accreditation (2022).

Coastal Pines Technical College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas, and technical certificates of credit. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 (www.sacscoc.org) for questions about the accreditation of Coastal Pines Technical College.

The three-fold purpose for publishing the Commission's address and contact numbers is to enable interested constituents (1) to learn about the accreditation status of the institution, (2) to file a third-party comment at the time of the institution's decennial review, or (3) to file a complaint against the institution for alleged non-compliance with a standard or requirement. Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission's office.

Equal Opportunity Statement of Compliance

POLICY: 2.1.1. (I.B; III.A; V.A)
Statement of Equal Opportunity
Revised: January 5, 2018; May 5, 2016; September 6, 2012, February 1, 2007, June 1, 2006, January 17, 2001, February 3, 1994
Last Reviewed: January 5, 2018
Adopted: July 7, 1988

POLICY: The Technical College System of Georgia and its constituent technical colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all TCSG, and technical college administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life and athletics. It also applies to the recruitment and employment of personnel and the contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veteran's Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

TCSG and the technical colleges are expected to promote the full realization of equal opportunity through affirmative and continuing practices. TCSG and each technical college shall develop Affirmative Action Plans based on federal guidelines to ensure compliance with applicable mandates. Each is required to report and monitor Affirmative Action Plan data as directed by federal compliance guidelines This College is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with Title IX of the Education Amendments of 1972, which prohibits the discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability, and with the American With Disabilities Act (ADA).

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following persons have been designated to coordinate the College's implementation of non-discrimination policies: Emily Harris, Title IX Coordinator, Jesup Campus, 1777 West Cherry Street, Jesup, Georgia, eharris@coastalpines.edu , 912.427.5876 and Emily Harris, 1701 Carswell Ave, Waycross, Georgia, 31501, eharris@coastalpines.edu; ADA/Section 504 Coordinator, titleix@coastalpines.edu, 1777 W. Cherry St., Jesup, Georgia, 31545, 912.427.1527.

Academic Regulations and Information

Students are admitted without regard to race, nationality, sex, or religion. Every effort is made to ensure that applicants are admitted to programs of instruction in which they have a reasonable chance to succeed.

The ASN Program is part of Allied Health Division of the College; therefore, the ASN student is a member of the College study body and is subject to applicable Coastal Pines Technical College (CPTC) regulations. Students are referred to the CPTC Catalog and Student Handbook for information regarding college procedures, academic regulations, and current fees. Orientation presentations are available online by accessing the College website.

Due to the cooperative educational relationship between many private and public healthcare agencies and CPTC students, faculty and staff are required to comply with individual policies outlined in the legal agreements for each institution. These include conduct and dress codes as well as compliance with health, insurance, confidentiality, and academic requirements.

Services/accommodations may be made available to those students who self-identify and provide appropriate documentation of their disabilities. All services are provided at no charge to qualified students. CPTC strives to provide reasonable, quality services/accommodations based upon the nature of the disability, the cost of the accommodation needed, and the availability of financial resources within the College and from other agencies. The type of service/accommodation provided will not be disruptive and will not fundamentally alter the nature of the program. Services available may include registration assistance, campus orientation, career exploration, test modification, recording/enlarging reading materials, accessible parking, counseling, special equipment, and others. For assistance, students may request services through the Counseling Office in Student Affairs. Students should request accommodations prior to beginning college courses.

CPTC Mission Statement

Coastal Pines Technical College, a unit of the Technical College System of Georgia, is a multi-campus, two-year college in Southeast Georgia that supports the workforce development and lifelong learning needs of communities, businesses, and industries. Through traditional and distance delivery formats, the learner-centered College offers associate degree, diploma, and technical certificate programs; continuing education opportunities; adult education services; and customized training for economic advancement.

Adopted by the State Board of the Technical College System of Georgia: October 3, 2013

Effective Date: July 1, 2014

Reviewed by the State Board of the Technical College System of Georgia: December 7, 2017 (No Edits)

ASN Program Mission Statement

The mission of the Coastal Pines Technical College Associate of Science in Nursing Program is to prepare graduates as novice practitioners to enter the nursing field providing safe and effective care. Through embodying areas of caring, critical thinking, related study fields of science, nursing, and humanities content knowledge; and refining individuals to practice nursing in a variety of settings in the healthcare workforce field, goal achievement is attained. The faculty of the nursing program supports state of the art teaching and learning activities through traditional and distance delivery.

ASN Program Purpose Statement

The purpose of the ASN program is to provide the student with the appropriate knowledge, skills, and attitudes to practice both safe and competent care as a novice nurse, in a variety of clinical settings. In addition, the program develops analytical thinking; incorporates knowledge from nursing, the sciences, and fine arts; incorporates general education courses; and emphasizes the values of safety, caring, holistic and cultural sensitivity.

Values of the ASN Program

The primary focus of each nursing course incorporates the nine core concepts of the associate degree program identified as Professional Behavior, Communication, Collaboration, Assessment, Clinical Decision Making, Nursing Interventions, Managing Care, Providing Care and Teaching/Learning. The integration of the core concepts allows the student to utilize a safe, caring, holistic, effective, and culturally sensitive methodology in the promoting of health.

Philosophy of the ASN Program

Coastal Pines Associate of Science in Nursing Program faculty holds a philosophical belief that involves the nursing profession encompassing a safe, caring, holistic, effective, culturally sensitive methodology in the promotion of health for individuals, families, and small groups. Through the carrying out of tasks as manager of care, and member of the profession, the nurse utilizes evidence-based practice in managing the needs of the client and meets the needs of the workforce. This philosophy reflects the beliefs and values of the faculty and gives direction to the curriculum. The faculty believes that nursing education is best achieved in institutions of higher learning by utilizing the functions of teaching, service, and clinical practice in an environment that fosters excellence in teaching through active learning. The Associate Degree Nursing faculty has established the following beliefs about safe, caring, holistic, effective, culturally sensitive methodologies in the promotion of health for individuals, families, and small groups.

We Believe:

- Safety is providing patient care that is free from harm or risk.
- Caring is the work or practice of looking after those unable to care for themselves, especially the sick and helpless. This work or practice should be carried out effectively if a desired or intend result is to be produced.

- Holistic is characterized by the treatment of the whole person, considering mental and social factors rather than just the physical symptoms of a disease.
- Culturally Sensitive is providing care while being aware and accepting of the differences that exist among people with different cultural backgrounds and therefore treating all people in a respectful manner.

Nursing concepts that support the End-of-Program Student Learning Outcomes (EOPSLOs) include:

1. Professional Behavior
2. Communication
3. Collaboration
4. Nursing Assessment
5. Clinical Decision Making
6. Nursing Interventions
7. Managing Care
8. Providing Care
9. Teaching/Learning

The nursing curriculum is designed to prepare students at Coastal Pines Technical College to assume the roles and responsibilities of an Associate of Science Nurse Graduate. It is consistent with the mission, philosophy and educational outcomes of the Technical College System of Georgia (TCSG) and the nursing program. The nine core concepts of associate degree nursing practice are Professional Behavior, Communication, Collaboration, Assessment, Clinical Decision Making, Nursing Interventions, Managing Care, Providing Care and Teaching/Learning. The integration of the core concepts allows the student to utilize a safe, caring, holistic, effective, and culturally sensitive methodology in the promoting of health. The ASN Faculty defines the core concepts as:

- **Professional behavior:** Professional behavior in nursing conforms to the technical and ethical standards of the nursing profession. The nursing profession demands that the individual be responsible, accountable, self-directed, and professional in behavior. The process of becoming a professional person begins upon entering a professional education program. Students demonstrate professionalism by attending classes and engaging in clinical experiences, exhibiting courteous behavior, being prepared for class/clinical assignments, and being punctual for class/clinical. As the student progresses, he or she practices within a professional, ethical, and legal context. Students are encouraged to participate in a professional nursing organization, as a student and as a graduate, to practice lifelong learning to remain current in a rapidly changing healthcare environment while working to achieve professional and personal goals.

- **Communication:** Communication involves the act of conveying intended meaning to another with mutually understood methods and the receiving of such as well. Heightened transcultural sensitivity and the ability to communicate effectively are inherent in the roles of the nurse. Communication is an interactive process, which may be verbal, non-verbal, written or exchanged through information technology methodologies. Effective therapeutic communication is essential to build trust in the client-nurse relationship and enables a relationship that promotes caring principles, compassion, and cultural awareness. Communication techniques are introduced in foundations of nursing practice and strengthened in each subsequent course. Communication is the act of conveying intended meaning to another entity with mutually understood signs and semiotic rules. The basic steps of communication are the forming of communicative intent, message composition, and message encoding.

- **Collaboration**: Collaboration in nursing involves the effective functioning within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality client care. This competency utilizes managing care and collaboration as integrating constructs. Client advocacy and collaboration are essential elements of this competency and occur when the client, family, peers, interdisciplinary teams, and health care team join efforts to provide a holistic, client-centered care in a variety of healthcare settings. The nurse serves as an advocate, coordinator, and client/healthcare team liaison, to meet the needs of the client and family in a collaborative effort to move the client toward positive outcomes. Within the context of collaboration, the team adheres to the client needs, priorities, preferences, resources, and available services as they carry out mutual respect. Since collaboration is an essential core competency necessary to provide comprehensive nursing care, it is introduced in the first nursing course.

- **Nursing assessment**: This involves the gathering of information about a client's physiological, psychological, sociological, and spiritual status, and is the first step in the nursing process. Nursing assessment is used to identify current and future client care needs. It incorporates the recognition of normal versus abnormal body physiology. Efficient recognition of pertinent changes, along with the utilization of critical thinking, allows the nurse to identify and prioritize interventions appropriately.

- **Clinical Decision-Making:** This involves the use of critical thinking skills in determining the appropriate care provided to patients in varying clinical settings. Clinical decision-making encompasses: (a) providing accurate physical assessment, and (b) analysis and integration of knowledge to formulate clinical judgments. Clinical decision-making principles are introduced in the first nursing course and strengthened throughout the curriculum.

- **Nursing interventions:** These are the actual treatments and actions that are performed to help the client reach the goals that are set for him/her. The nurse uses his or her knowledge, experience, and critical thinking skills to decide which interventions will best help the client.

- **Managing Care:** Managing Care involves the nurse coordinating interventions to maximize efficiency of client care. Furthermore, it involves the provision of nursing care to an individual or group of patients through planning, prioritizing, and offering cost effective, culturally sensitive, quality care implemented directly by the student, or through delegation to other health care providers. Client advocacy and collaboration are vital concepts of this role. This role devises managing care and collaboration as integrating variables. The core competency of managing care is initially introduced in the foundational nursing courses and is implemented and expanded in the upper-level clinical courses. The clinical experiences flow from use of foundational nursing skills to the individual to managing elaborate nursing problems to a group of patients.

- **Providing Care:** Providing care involves the nurse directly carrying out given nursing interventions for client care. It encompasses the nursing behaviors and actions that assist the nurse in meeting the needs of the client and the health care team. Caring principles are a product of science, research, theory, and experiences that have shaped the response. Caring behaviors are nurturing, compassionate, client-centered, and protective. Trust is the desired outcome of providing a caring and nurturing environment, which respects the client's lifestyle, cultural beliefs, and values. Caring principles are introduced in the first nursing course and encouraged in each nursing course.

- **Teaching and Learning**: Teaching and Learning is the process of the nurse determining a teaching plan for a given client. The nursing courses are organized along a teaching-learning continuum that provides the didactic portion in the classroom followed by practical application in the clinical setting. Learning outcomes and clinical experiences are designed to move the student from guided to independent problem solving and decision-making by application of critical thinking skills. The use of evidenced based science and critical thinking skills provide the basis for appropriate clinical decision making and application of the nursing process, enhancing the teaching-learning process. Teaching and learning concepts are introduced in the first nursing course and strengthened throughout the curriculum.

Program Outcomes and End-of-Program Student Learning Outcomes (EOPSLOs)

Program Outcomes and EOPSLOs have been established by the CPTC ASN faculty for evaluation of student performance. Program Outcomes and EOPSLOs will be evaluated as a program and by separate cohorts as the program grows.

ACEN Program Outcomes

Program Outcomes for the ASN program were developed utilizing the definition by the Accreditation Commission for Education in Nursing (ACEN) as "Measurable indicators that reflect the extent to which the purpose of the nursing program is achieved and by which nursing program effectiveness is documented." The program utilized this definition since the next step is to achieve accreditation of the program through ACEN. The Expected Levels of Achievement (ELA) were established by the ASN faculty based on research conducted at the College level and TCSG State level. The three nursing program outcomes include:

Program Outcome #1: Licensure Examination Passage Rate

Successfully complete the National Council Licensure Examination for Registered Nurses (NCLEX-RN) upon graduating and meet the Licensure Examination passage rate.

Expected Level of Achievement (ELA): 80% for all first-time test-takers during the same 12-month period based on a calendar year (January to December).

Rationale for ELA: Based on requirements of ACEN and the Georgia Board of Nursing (GBON). All first-time programs in Initial Approval must have an 80% or above on the NCLEX-RN exam for the first cohort.

Program Outcome #2: Program Completion Rate

Successfully meet the Program completion rate. Expected level of achievement is not less than 60% as established by CPTC ASN faculty.

Expected Level of Achievement: not less than 60% over a 3-year average for the program completer's rate. Program completion is the number of students who are accepted into the nursing program and fulfill the College and Programmatic requirements. (Data based on academic year August 1 to July 31).

Rationale for ELA: The ELA was based on research from the program completion rates from a comparable program in South Georgia over a three-year term, which averaged 59.7%. After reviewing this data, the ASN Program adopted not less than a 60% completion rate for each cohort. In addition,

assisting in the development of the ELA was the three-year completion rate average of 73.8% of all A.A.S. degree programs at the college.

Program Outcome #3: Job Placement Rate

Successfully function as novice practitioners in the field of Professional Nursing through employment.

Expected Level of Achievement: not less than 97% within 12 months of graduation.

Rationale for ELA: This ELA was established by the ASN faculty after reviewing the past three years' placement rate of 97% for all A.A.S. degree programs at Coastal Pines Technical College. This ELA will be re-evaluated as the ASN program collects its own data for their students.

Coastal Pines Technical College End-of-Program Student Learning Outcomes (EOPSLOs)

The EOPSLOs are determined by the CPTC ASN faculty and are learner-oriented expectations. The outcomes express the knowledge, skills, or behaviors that CPTC ASN students should be able to demonstrate upon completion of the program. CPTC developed the EOPSLOs based on research conducted at the College and TCSG State level. The established professional TCSG standards for the CPTC ASN Program, which are still under development, as well as the professional standards, guidelines, and concepts (competencies) described earlier, were considered in the institutional development process. The CPTC ASN EOPSLOs provide a basis of support to the achievement of the Program Outcomes. The EOPSLOs are used to organize the curriculum, guide the delivery of instruction, and direct learning activities across curriculum and practice environments. The EOPSLOs represent the change from student to the novice entry-level practitioner at the ASN level.

EOPSLO #1: Students will deliver patient-centered care by integrating knowledge, clinical skills, and safety principles in collaboration with the healthcare team.

EOPSLO #2: Students will demonstrate evidence-based clinical skills that promote patient health, safety and quality outcomes.

EOPSLO #3: Students will apply the nursing process and critical thinking to provide safe, culturally responsive care that reduces risk and improves patient outcomes across the lifespan.

EOPSLO #4: Students will use informatics and healthcare technologies to support clinical decision-making and improve safety and quality of patient care.

EOPSLO #5: Students will apply safe medication administration principles, including accurate dosage calculations across the lifespan, to minimize risk and prevent errors.

EOPSLO #6: Students will demonstrate effective communication and collaboration with patients, families, and interprofessional team members to support safe and coordinated care.

EOPSLO #7: Students will demonstrate professional behaviors, including ethical practice, accountability, respect, and adherence to legal and regulatory standards.

In Summary: This Curriculum will be dynamic in nature and will stand strong, as the Mission, Philosophy, and Purpose will serve as the cornerstone for the program. The program will incorporate established professional nursing standards, guidelines, and competencies, which will be consistently interwoven throughout the curriculum. This program will incorporate the NLN Associate Degree Competencies (referred to in the program as nursing components), Roles of the context of the Nursing Process and an emphasis on QSEN The program will also utilize the 2026 National Council Licensure Examination for Registered Nurses (NCLEX-RN) Test Plan framework of patients' needs in the development of didactic and practice environment evaluation tools. The table below, Components of Professional Standards, Guidelines, and Competencies Supporting the End-of- Program Student Learning Outcomes, will provide an overview of the professional standards, guidelines, and nursing concepts (NLN Competencies of ASN Graduates). The American Nurse Association (ANA) and Standards of Nursing Practice Professional Behavior and Code of Ethics will also be utilized throughout the curriculum.

Table-Components of Professional Standards, Guidelines and Competencies Supporting the EOPSLOs

CPTC Nursing Concepts	**Nursing concepts:** NLN ADN Graduate Core Competencies	**Nursing roles:** NLN ADN Role of the graduate	**Nursing process** American Nurses Association (ANA) Standards of Professional Nursing Practice	**Client needs:** 2026 NCLEX-RN Test Plan	**Quality & Safety Education in Nursing** (QSEN)
Professional Behavior	Professional Behaviors – Professionalism	Provider of Care	Assessment	Safe/ Effective Environment	Patient - Centered Care
Communication	Communication		Analysis	Management of Care (RN)	Dimensions of Patient Care
Collaboration	Assessment		Planning	Safety & Infection Control	Pain & Suffering
Nursing Assessment	Clinical Judgement – Clinical Decision Making – Critical Thinking		Implementation	Health Promotion & Maintenance	Safety & Quality
Clinical Decision Making	Nursing Interventions		Evaluation	Psychosocial Integrity	Ethical – Legal
Nursing Interventions	Teaching & Learning – Patient Education			Physiological Integrity	Effective Communication
Managing Care	Collaboration/ Managing Care	Manager of Care & Member of the Discipline		Basic Care & Comfort	Teamwork & Collaboration
Provider of Care	Leadership	Member of the Discipline		Pharm & Parenteral	Member of a Tam
Teaching and Learning				Reduce Risk Potential	Scope of Practice
				Physiological Adaptation	Communication
					Systems/Team Functions
					Evidence-Based Practice (EBP)
					Research & EBP
					Quality Improvement (QI)
					Safety
					Basic Safety Design Principles
					Culture of Safety & Safety Monitoring
					National Patient Safety Resources

CPTC Nursing Concepts	**Nursing concepts:** NLN ADN Graduate Core Competencies	**Nursing roles:** NLN ADN Role of the graduate	**Nursing process** American Nurses Association (ANA) Standards of Professional Nursing Practice	**Client needs:** 2019 NCLEX-RN Test Plan	**Quality & Safety Education in Nursing** (QSEN)
					Informatics

Note: Shading denotes broad categories within specific components. Components below the shaded area are subcomponents of the broad category.

At CPTC, ASN students will be provided with opportunities to collaborate inter-professionally. In the skills laboratory practice environment, numerous simulations incorporate professionals with whom a student will be expected to work. Furthermore, in the community clinical practice site settings, students have the opportunity to interact with not only nursing staff, but physicians, physical therapists, speech language pathologists, occupational therapists, respiratory therapists, radiologic and lab professionals while learning to provide and manage their assigned patient's care needs.

Through the utilization of current standards in educational pedagogy, courses are developed to incorporate learning activities that are presented in various formats in order to accommodate multiple learning styles, lab classes, and practical application. The learning process takes place as Faculty Instructors facilitate it being carried out. Courses will be taught using a variety of strategies including a combination of lecture, small groups, web enhanced instruction, videos, lab assignments, and one-on-one faculty interaction.

The use of active learning strategies and technology best practices in educational pedagogy is encouraged. To ensure current best practices, the ASN nursing courses have a hybrid/blended component that uses the Learning Management System (LMS) known as Blackboard Ultra. Faculty are introduced to these strategies in best practices initially through orientation to the learning management system through the Georgia Virtual Technical Connection (GVTC)/Distance Learning Department upon employment. Faculty training for distance education incorporates modes of delivery, developing and building of courses, use of approved courseware, evaluating distance education instruction, and updating distance education courses using the latest technology and software. Each faculty member can request on the Annual Staff Development Plan to receive training in activities such as Blackboard Training and Office 365 Training that will enhance the development and improvement of online/internet instruction modalities. ASN faculty engages students by utilizing multiple educational tools. Examples of resources available for classroom use will include Classroom Response Clickers, Electronic Health Records, Evaluation of Instruction (Lockdown Browser) for exams to provide for an NCLEX- RN testing environment experience, and Hybrid/Blended classroom. Best practices in the practice/clinical environments are incorporated in the CPTC 2027 ASN Student Handbook, Simulation Lab Procedures, and clinical site orientations, as well as clinical courses' Clinical Guides and Clinical Evaluation Tool.

The program evaluation methodologies used in the program will reflect current evidence-based theory, professional practice, and competencies and measure the achievement of the EOPSLOs. The diagram below provides an overview of the varied integrative evaluation methodologies that will be used in the ASN CPTC curriculum to support Program Outcomes and EOPSLOs.

Technical Standards

Allied Health Science has specified the following nonacademic criteria (technical standards) which all applicants and enrolled students are expected to meet to participate in the programs of the Allied Health Science and professional practice. Working in a clinical setting eight to twelve hours a day performing physical tasks requiring physical energy without jeopardizing patient, self, or colleague safety.

1. Frequent bending, reaching, stooping, lifting, and the use of manual dexterity in the manipulation and operation of frequent equipment and accessories, as well as for the use/creating of immobilization devices. This includes sufficient tactile ability for performing a physical examination, as well as, manipulating syringes, and inserting needles into an ampule or vial and removing the contents without contaminating the needle or solution.
2. Assisting the transporting, moving, lifting, and transferring of patients weighing up to 600 pounds from a wheelchair or stretcher to and from beds, treatment tables, chairs, etc.
3. Lifting devices (weighing up to 50 pounds).
4. Possess sufficient visual and aural acuity. This is necessary to report visual observations of patients and equipment operations as well as to read the patient's medical records and medical information. Aural acuity must be adequate to hear the patient during all phases of care as well as to perceive and interpret equipment signals.
5. Ability to communicate clearly, monitor and instruct patients before, during, and after procedures.
6. Have sufficient problem-solving skills that include measuring, calculating, reasoning, analyzing, evaluating, and synthesizing with the ability to perform these skills in a timely fashion.
7. Criminal background checks and drug toxicology are required of all medical programs. Due to results of these checks, some students may be ineligible to participate in the clinical component of the program. Cost associated with these screenings will be paid by the student.

Documentation of Standards

- *Items 1-5 are documented by physical exam.
- *Item 6 is documented by satisfactory completion of ENGL 1101 (Literature and Composition) for degree level students, and by satisfactory completion of ENGL 1010 (Fundamentals of English I) for diploma level students. Satisfactory completion of these courses is documented by the attainment of a grade of C or better in the course.
- *Item 7 is documented by satisfactory Admissions Placement Exams.
- *Item 8 is documented by satisfactory criminal background checks and drug toxicology, as appropriate for the selected program.

Competencies/Standards:
Coastal Pines Technical College Associate of Science in Nursing recognizes that nursing is an intellectually, mentally, and physically demanding profession. Students seeking admission should be aware that all graduates are expected to assimilate basic competencies and abilities throughout their education, with or without reasonable accommodation. Competencies and functional abilities required of all nurses are summarized in the table below. The competencies and functional abilities presented here are not intended to be a complete list of professional nursing practice behaviors but rather a sampling of the types of abilities needed by the nursing student to meet program goals. The Program reserves the right to amend this list based on the identification of additional standards or criteria for nursing students.

Core Competencies	Standard	Examples not meant to be inclusive
Critical Thinking and Analytic Thinking	Critical thinking ability that includes the ability to recognize cause/effect and analyze potential solutions sufficient for clinical judgement.	Identify cause-effect relationships in clinical situations. Develop nursing care plans. Synthesize knowledge, recognize problems, solve problems, prioritize, and invoke long and short-term memory.
Interpersonal Skills	Demonstrate therapeutic communication and relationship skills. Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	Establish rapport with patients/patients and colleagues. Engage in conflict resolution; establish rapport, and non-judgmental attitude. Work as a member of the healthcare team in a collaborative manner.
Communication	Communication abilities sufficient for interaction with others in verbal and written form using English as the primary language.	Explain treatment procedures, initiate health-teaching, document and interpret nursing actions and patient/client responses. Participate in patient conferences, interpret nonverbal cues.
Mobility	Demonstrate physical abilities consistent with role sufficient to move from room to room and maneuver in small spaces.	Move around in patient's room, workspaces, and treatment areas, administer cardiopulmonary procedures.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective	Bend, stoop, or reach for objects, maintain balance, write legibly, manipulate

Core Competencies	Standard	Examples not meant to be inclusive

	nursing care. Exhibit ability to move, sit, stand, and walk safely. Demonstrate ability to write, grasp, pick up, or manipulate small objects.	syringes, calibrate and use equipment, position patients/patients.
Mental Health Status	Maintain focus, emotional stability in stressful situations and respond to needs of others.	Manage own emotions, respond appropriately in crises, adapt to change readily, and maintain therapeutic boundaries.
Hearing	Auditory ability sufficient to monitor and assess health needs. Hear with or without aids, voices, sounds, and monitoring alarms necessary for safe practice.	Monitor blood pressures, hear patients speaking, respond to equipment alarms, emergency signals, auscultate lung sounds, and cries for help.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care. Distinguish color and visual images within normal range.	Determine color changes during physical assessment, observe patients in hallways, read computer/monitoring screens and observes patient/client responses.
Tactile Sensation	Interpret sensations, temperature, and environmental temperature. Tactile ability sufficient for physical assessment.	Perform palpation, functions of physical examination, and/or those related to therapeutic intervention, e.g., insertions of a catheter. Respond to environmental temperature changes.
Olfactory Sensation	Detect odors, unusual smells, or smoke.	Assess odors during physical assessment and detect odor of smoke.
Psychomotor Skills	Perform tasks congruent with nursing roles.	Perform patient assessment, change dressings, and give injections.
Reading	Read and comprehend written materials.	Read and interpret policies and procedures and read progress notes.
Mathematical Ability	Demonstrate proficiency with arithmetic functions, measurements, and calculations	Calculate drug dosages; convert to metric system, read monitoring equipment, record numerical

Core Competencies	Standard	Examples not meant to be inclusive
	reading/recording of numerical information.	assessment/monitoring data.

Physical Stamina	Exhibit physical strength and endurance appropriate to professional nursing roles throughout assigned shifts.	Lift or move patients, support patients walking, work complete shifts, and conduct CPR.
Physical Health Status	Maintain physical health consistent with employment responsibilities and commitments.	Monitor own health needs.

Source: Southern Council on Collegiate Education for Nursing (SCCEN). (2008). The Americans with Disabilities Act: Implications for Nursing Education. Atlanta

Academic Misconduct

Please refer to the CPTC Catalog and Student Handbook

Computers in the Classroom/Computer Tests

Computers in the classroom are not for personal email, surfing the web, social media, completing work for other courses, completing work to turn in which should have been completed prior to class, etc.

The only items which should be seen on computer screens are Blackboard Learn when indicated, PowerPoint, which students may take notes on – if these are provided. If a student has no need for those, he/she should turn the power off on the computer. The IP address on each computer is monitored for activity.

Grading Procedure for the ASN Program

The final course grade will be determined from the theory component of the course. In addition, the student must earn a satisfactory "S" in the skills lab and in the clinical setting to successfully pass the course. Course syllabi and the clinical evaluation tool(s) list the identified behaviors being evaluated. The clinical evaluation tool is given to the student in each class with a clinical component. When the clinical grade is passing "S", and the skills lab component is passing "S", a letter grade for each course will be established from the theory component according to the following scale.

Theory/Classroom Grading Scale

Credit Courses:	Grade	Numeric Score	Quality Points
	A	90 – 100	4
	B	80 – 89	3

Credit Courses:	Grade	Numeric Score	Quality Points
	C	70 – 79* Students must achieve 75% average on exams within course.	2
	D	60 – 69	1
	F	0 – 59	0
	W	Withdrawn	Not Computed
	WP	Withdrawn Passing	Not Computed
	WF	Withdrawn Failing	0 (zero)

	I	Incomplete	
	IP	In Progress	
	AC (A, B, C)	Articulated Credit	Not Computed
	AU	Audit	Not Computed
	TR (A, B, C, M)	Transfer Credit	Not Computed
	EXE, EXP	Exemption Credit	Not Computed

*As of 2020, per the CPTC Catalog, Withdrawn Passing and Withdrawn Failing are no longer given but may still appear on a student's transcript if that determination was made prior to that time.

Grading in the classroom is designed to objectively measure a student's mastery of knowledge and its application related to the practice of nursing. A theory grade is determined from content exams and the comprehensive final exam in the course. All classroom assignments must be completed satisfactorily and on time.

Student Evaluation

Students must pass each course with an overall grade of 70% or higher and achieve an overall 'Satisfactory' for clinical components according to the Clinical Evaluation Tool scoring system to progress to the next nursing course. Additionally, an average of 75% on all didactic theory exams, which include all Unit Exams including the Final Exam, IS REQUIRED for progression to the next semester. End of course grades are NOT rounded. Any student scoring less than 75% on any unit exam will be assigned remediation. The student must complete remediation assignments prior to next scheduled exam. A student will not graduate or be recommended to the Board of Nursing to sit for the NCLEX-RN until the student has successfully completed all program requirements.

Incomplete (I) Grades

This grade signifies that a student has satisfactorily completed 80% of the class days of the required coursework, but for non-academic reasons beyond the student's control, has not been able to complete the course. The Incomplete is assigned only after the student has planned with the Faculty Instructor for fulfilling the course requirements and received approval from the Vice President for Academic Affairs or designated representative. Grades of "I" not cleared within the first two weeks of the next term will be converted to an "F". Extraordinary circumstances may merit an appeal for an extension of time. Extensions of time must be requested by the Faculty Instructor and approved by the Vice President for Academic Affairs or a designated representative; however, under no circumstances shall an extension of time extended beyond the term. (See the CPTC Catalog and Student Handbook).

Examinations and Quizzes

Students are expected to take all scheduled examinations, quizzes, **and final exams.** A student must take unit exams and final exams on the scheduled dates. If a student is unable take a unit exam, the student must plan with their Faculty Instructor **before** the test. Students with extenuating circumstances may schedule a make-up test at the discretion of the Faculty Instructor.
Alternate formats for make-up tests will be used if the Faculty Instructor approves the make-up test. Students must provide legitimate documentation (hospitalization, death of an immediate family member, court-ordered appearance, etc.) for missed tests. Immediate family is defined as parents, spouses, siblings and children. If an exam/presentation is missed without notification or proper documentation, the student will earn a "0" for that test/presentation and will not be given opportunity for make-up. There will be no make-up exam on the Final Exam.

ATI Course Proctored Exams/ATI Comprehensive Predictor Guidelines/Drug Calculation Exams:

ATI Course Exams and ATI Comprehensive Predictor Exam:

1. Students will be given an ATI course proctored exam for that designated course. Proctored assessments will be scheduled to be given within the final 2-3 weeks of each semester. **Proctored assessments, except for the Comprehensive Predictor, will count 5% of your final grade in that designated course.**

2. **Students must have completed the course RNSG 2033 to be eligible to take the program ATI Comprehensive Predictor. Completion of the program requires a 75 average on unit exams that includes the final exam. The student will have two attempts to complete the predictor. Your first attempt will not go towards your final grade, but outline remediation needed. Your second attempt will count 10% of your RNSG2033 final grade. The score that will be recorded in the grade book is the "Percentage of Passing the NCLEX on the First Try" also known as "PoP" score. All students are required to complete the remediation plan as outlined below. Unsuccessful completion of the remediation will cause you to forfeit taking the comprehensive exam, resulting in a grade of F for RNSG2033. If the student is unable to complete the program the student may apply for readmission into the ASN program if applicable, following the readmission policies. The student will complete a focused review for areas of the comprehensive predictor that were missed. The student must spend a minimum of 2 hours in the remediation content before it is considered complete. The student will not be allowed to take the second attempt until the remediation is completed.**

3. **Drug Dosage Calculation Competency Exam Procedure**
   A drug dosage calculation competency exam will be administered after midterm in Pharmacology in Nursing (RNSG 2024). Students must score at least 100% on the exam to pass. Should a student be unable to score the required 100% on the first attempt, two additional drug calculation exams may be attempted with the minimum passing score of 100%. Any student who is unable to score the required minimum score of 100% by the third attempt will not be allowed to progress in the nursing program and will earn an "F" in the associated course. If a student is successful in passing the exam with a minimum score of 100%, the student may then participate in medication administration in clinical rotation. In the future nursing courses (after successful completion of RNSG 2024) drug calculation problems will be a part of course exams to maintain student proficiency.

Testing Guidelines for All Examinations

- All personal belongings, including cell phones, will be relocated to another part of the testing room.
- All personal belongings will be placed at the front of the testing room. Cell phones and smart watches will be silenced or turned off and placed in the holders provided in the classroom. Any student who is caught in possession of a cell phone and/or smart watch after the testing period has begun will be dismissed from the testing area.
- Students may have scratch paper/pencil and calculator provided by the instructor. For exams where calculations are being tested, the instructor will provide a list of formulas on the projector screen.
- There will be no conversation during the testing period.
- If needed, a restroom break is permitted provided that the student leaves their electronic devices in the device holder while in the restroom.
- Students who are less than 10 minutes tardy will be allowed to take the test for the time remaining.
- Students are not allowed to congregate in the hallway outside of the testing area.
- Occasionally, technical problems may occur while attempting to take an exam. The student will be given the same amount of time to take his or her exam as their classmates had to complete the exam. If more than 15 minutes are needed to get the student logged into their Blackboard, he or she will be placed in another room to complete their exam

Post Test Analysis

- The course faculty will review the item analysis of individual test items as well as other significant issues prior to posting test grades.
- Decisions to exclude or keep a test item are determined by exam analytics.

Guidelines for Test Reviews

Purposes

- Allows the student the opportunity to identify areas where further study is required.
- Provides clarification and rationales for correct answers.
- Provides the opportunity for the student to identify issues with test taking skills.
- Provides remediation assignments.

Rules for Test Reviews

- Students are able to schedule test review time with an instructor, except for the final exam, which is not reviewed. Students may make an appointment with the course faculty during available office hours.
- Any student not scoring a 75% on any exam will be required to complete remediation.
- In-class review of any exam will not occur.

ASN Grade Appeals

The following process will be used for grade appeals:

A student may appeal a final grade or other academic decision in accordance with CPTC procedure. A student may appeal by submitting a typed letter of appeal to the instructor who awarded the grade or made the academic decision within ten (10) business days from the date the student learned or reasonably should have learned of the final grade or other academic decision.

If the appeal to the instructor does not satisfactorily resolve the student's concern, he or she may further appeal to the ASN Program Director by submitting a typed letter or email of appeal and the results of the appeal to the Director within twenty (20) business days from the date the student learned or reasonably should have learned of the final grade or other academic decision.

If the student is not satisfied with the decision of the Dean, the student may appeal to the Vice President for Academic Affairs by submitting a typed letter or email of appeal and the results of appeals to the Vice President of Academic Affairs within thirty (30) business days from the date the student learned or reasonably should have learned of the final grade or other academic decision. The decision of the Vice President for Academic Affairs shall be final.

Please refer to the CPTC Catalog & Student Handbook for more information.

ASN Attendance Procedure

CPTC emphasizes the importance of class attendance. If you are to be out, you need to notify the Faculty Instructor. In the traditional classroom environment, the attendance procedure is outlined in the student handbook below:

Clinical Attendance Procedure

In the event of an unavoidable absence, students are required to make up missed clinical time within the same semester. Make-up time will be scheduled at the end of the semester at the

Instructor's discretion. Students whose clinical time has not been made up by the last day of the course will receive an "I" for the course. All missed clinical time MUST be made up BEFORE the next semester to ensure continuity of progression. A failing grade for the course will be given if a student does not complete all required clinical hours prior to the beginning of the next semester. The incomplete will change to "Fail" if time is not made up. If a student receives an 'F" in any course, they cannot continue in the program.

Students are allowed to have two (2) clinical absences in a combination of Associate of Science in Nursing courses and will be dropped from the clinical course(s) on the 3rd absence unless extenuating circumstances exists (hospitalization, death of immediate family member—spouse, parent, sibling or child, court ordered appearance). Documentation must be provided. The student will receive a (0) in work ethics for the term.

Clinical Tardiness

Tardiness is not tolerated on the job and will not be tolerated during the clinical rotation from habitual violators. Students who arrive more than 10 minutes late for a clinical experience are considered tardy. Three (3) tardies will equal one absence. All absences during the clinical rotation will count against the student's work ethics grade and result in a Level I deficiency with each absence. Students must call the Faculty Instructor before coming to the clinical site on a tardy day to confirm that he or she is needed. If patient care assignments have already been assigned to other students, it may be difficult to reassign. A 'no call, no show' will result in disciplinary action as set forth by the college Student Code of Conduct policies and procedures. Simulation Lab is treated as any other clinical day. Simulation Lab will make up 10% - 25% of students' clinical rotation. Students are expected to arrive on time, in uniform and prepared for the day as any other clinical day. Uniforms also include stethoscope, pen, watch w/second hand & notepad. Refer to the Clinical Guidelines Booklet for dress code and code of conduct. In addition to accruing the minimum required

points for any given clinical rotation (as indicated on the Clinical Evaluation Tool), the student must achieve a satisfactory rating for professional conduct. A student may be given an unsatisfactory if more than 3 tardies.

Class (Didactic/Skills Lab) Attendance Procedure:

Associate of Science in Nursing students are enrolled in a Cohort, and all classes are taught each day sequentially. Therefore, attendance and absences will be counted daily and not by class periods. You are expected to attend all scheduled classes; however, we understand that emergencies will occur occasionally (hospitalization, death of immediate family member—spouse, parent, sibling or child, court ordered appearance). All program students are allowed a total of three (3) absences in a combination of Associate of Science in Nursing courses excluding the clinical component scheduled per semester. The student will be dropped from the program on the fourth (4th) cumulative absence.

Class Tardy Procedure

Tardiness is unacceptable and disrupting to classes already in session. All classroom tardiness exceeding 10 minutes will be documented in Blackboard attendance and a total of two (2) tardies in any combination (being late in the morning or leaving early in the afternoon) will result in one (1) absence.

The following program handbook procedures about tardiness will be followed:

- Students who arrive more than 10 minutes late are asked not to enter classroom until the current session is over. Please refer to your schedule for class times.
- On exam days, any student who arrives after the exam period begins will not be allowed to come in and take the exam. A make-up exam will be scheduled at the instructor's discretion.
- Absence accumulation will occur as a result of leaving 30 minutes or more before classes are dismissed for the day. If a student leaves class early the time will be counted as an absence.
- Students will have a student/teacher conference with a written reprimand on the third (3rd) absence regardless of how the absences are accumulated. You will be made aware that the next absence you will be dropped from the program. A copy of the signed conference is forwarded to the Program Director and Vice President.
- The student who exceeds the absence requirement and is dismissed from the program will receive a (0) work ethics grade for the semester. Students who acquire 2 or more absences not exceeding four (4) absences will receive a (1) work ethic grade for the semester.

Electronic Device Policy

Computers are provided for each student in the classroom. The use of cell phones, smart watches, tablets, and personal computers are not permitted during lectures, exams, skills lab, simulation lab and clinical experiences. Devices must be placed in the provided device holders located in the classroom. If a device cannot fit in the provided space, you must leave the device in a book bag or at home. Students can use personal devices during group work in the common area to access digital products. Regular breaks will be provided for students to use their electronic devices for personal use. Students must notify the course instructor before the beginning of class if they anticipate receiving an emergency call (family emergency). The student must leave the device with faculty to monitor for the emergency call. Students may provide the administrative assistant's phone number (Gloria Jackson 912-427-5819) to family members, children's school officials, etc. if the student needs to be contacted while at the college.

Skills Laboratory

The nursing skills laboratory augments classroom theory by teaching skills that are necessary in the application of theory. The following instructional methods are utilized in the lab: demonstration,

supervised practice, individual practice, skills check-off, computerized instruction, simulation, and independent viewing of tapes, CDs/DVDs, and other learning resources and media. Students will be required to complete skills competency checkoffs throughout the program.

Skills Laboratory Requirements
Students will be assigned to skills lab practice sessions and return demonstration sessions according to class schedules and learning needs. Students are required to attend all nursing laboratory experiences. Lab sessions may be held during morning or afternoon hours as determined by the faculty.

Students are expected to follow the guidelines listed below in relation to skills lab requirements:

1. Complete assigned readings before the nursing skills lab demonstration class. Reading assignments are important and should be read thoroughly. Students should also read the skills lab guide and skills checklist. These should be used as a guide for practicing skills and for performing checkoffs.
2. If an audiovisual (AV) assignment is given during the nursing skills lab and the student is absent, he or she will be responsible for completing the assignment prior to his/her make-up session(s). Students must show evidence of having completed the assigned AV materials as requested by faculty. If evidence is not submitted, the student will not be permitted to attend the skills lab session. This will constitute a skills lab absence and must be made up after viewing the assigned AV materials.
3. Students are expected to attend each scheduled skills lab. If unable to attend, the student must notify the course coordinator or other faculty member prior to the scheduled session. It is the student's responsibility to make up any missed skills lab. The attendance procedure of the ASN Program applies to all scheduled skills lab sessions.
4. The Nursing Skills Lab will be open for scheduled practice and skills check-off times. Students electing additional practice times will be allowed into the lab at times pre-arranged with the faculty.

Skills Laboratory Evaluation
Skills lab assessments are graded as 'S' for Satisfactory or 'U' for unsatisfactory. All skills must be completed with a Satisfactory to be successful in the course and be eligible for progression in the program. The original grade will be the grade earned for the assigned skill and the official grade recorded for that skill. Repeated attempts at any skill will be for mastery of the skill but will not change the official grade earned. Students will only be allowed to repeat a lab skill check-off three (3) times to achieve mastery. If a student is unsuccessful on the third attempt, required disciplinary/remediation action is implemented.

The ASN faculty will utilize a satisfactory (S) or unsatisfactory (U) rating scale to evaluate behaviors listed in the Fundamentals textbook and skills lab manual. The evaluation of satisfactory (S) or unsatisfactory
(U) is based on the following:

Satisfactory (S): Behavior is demonstrated safely and independently or with minimum assistance. The student can verbalize and apply scientific or theoretical principles related to behavior.

Unsatisfactory (U): Behavior is demonstrated ineffectively, incorrectly, or incompletely. Close supervision and/or consistent prompting and direction are required to perform expected behavior. Student is unable to verbalize and/or apply scientific or theoretical principles related to behavior.

Clinical Setting Evaluation:

The evaluation of Satisfactory (S) or unsatisfactory (U) will be earned based on the following:

Satisfactory (S): Behavior is demonstrated safely and independently or with minimum assistance. The student can verbalize and apply scientific or theoretical principles related to behavior.

Unsatisfactory (U): Behavior is demonstrated ineffectively, incorrectly, or incompletely. Close supervision and/or consistent prompting and direction are required to perform expected behavior. Student is unable to verbalize and/or apply scientific or theoretical principles related to behavior.

Clinical Experience

Student clinical experiences will be in a variety of settings and locations including the Simulation Lab. Students are required to attend all assigned clinical experiences. Students are notified at the beginning of each semester about the schedule and location of the clinical practicum. Students cannot request certain clinical locations and must attend the clinical sites as assigned, although consideration for a facility near the student's home will be given due to the high cost of transportation. Student clinical assignments are made at the discretion of the Clinical Coordinator.

Clinical/Simulation Lab Requirements

Students are expected to adhere to the following in relation to clinical experiences:

1. Participation in all scheduled clinical experiences is required.

2. Tardiness is an unacceptable behavior. Students who arrive more than 10 minutes late for the clinical experience will be sent home if patient assignments have already been given. Anytime a student is tardy, a notation will be placed on the evaluation tool.

3. Students are NOT to leave the assigned clinical area without permission from the clinical Faculty Instructor. Students must ensure that their assigned client always has nursing attendance. Students must notify the Faculty Instructor, the nurse(s) assigned to the client(s) care and ask a peer to cover their client prior to leaving the unit for any reason.

4. A student who is breast-feeding and involved in a clinical rotation may utilize her break and/or mealtime for collection of breast milk for future feedings. This procedure is to be completed in a private, hospital-staff approved area conducive to this procedure. It is expected that the student will notify her course coordinator and clinical Faculty Instructor at the onset of the clinical rotation experience that she is desirous of engaging in this behavior. The student will continue to notify the clinical Faculty Instructor and her client's primary nurse when she plans to physically remove herself from her assigned client's environment.

5. Students must abide by all rules and regulations of the affiliated clinical agencies.

6. Transportation to and from the clinical agencies is the responsibility of the student.

7. No student will be allowed to give care to any client before or after clinical lab unless a Faculty Instructor is present.

8. It is the student's responsibility to plan and implement nursing care according to the objectives on the clinical lab evaluation tool.

9. Students must be able to perform all nursing skills safely. If unsure as to how to perform or

proceed with a certain procedure or skill, it is the student's responsibility to contact the Faculty Instructor for assistance.

10. Students are expected to communicate with hospital staff, especially to nursing personnel to whom their patients are assigned. The student will report all pertinent client information to the nurse responsible for the client.

11. All students must strictly adhere to the CPTC dress code (See General Code of Discipline, CPTC Catalog and Student Handbook). If a student violates the dress code, he/she will be sent home and considered absent from the clinical setting or simulation lab.

12. Students will be assigned to clinical rotations by schedule, including alternate clinical units/sites, by the Clinical Coordinator and according to the learning level needs of the student. Clinical faculty may further alter clinical schedules for a student as necessary, according to the learning progress of the student in the clinical setting.

13. Students are to report to clinical with needed equipment and supplies. Students should not borrow from the Faculty Instructors or other peers as it is not conducive to the learning environment.

14. Students must come prepared to the clinical labs by having written assignments completed as specified on the laboratory guide(s)/syllabi for the nursing course.

15. Students must call the nursing unit/agency, and clinical Faculty Instructor (office and cell phone) prior to the beginning of any clinical and on each day to be missed. Students with an extended illness should contact the Program Director, Krystal Keith MSN, RN for proper procedure. Failure to contact all the above will result in an unexcused absence – DO NOT CALL A FRIEND TO TELL YOUR FACULTY INSTRUCTOR OF YOUR ABSENCE.
    a. Scheduling of make-up hours are contingent upon an excused absence. An excused absence requires documentation such as a physician's excuse, jury duty notice, obituary, etc. All others are subject to review and approval by the Program Director.

16. All clinical experience make-up work, including all paperwork, must be completed prior to the end of the semester.

17. If absent, regardless of the reason, a student is responsible for any material or announcements made on the day of absence.

18. Students will not be allowed to bring purses, suitcases or other large carrying cases to the clinical setting.

19. Cell phones, smart watches and personal electronic devices are NOT ALLOWED in the clinical setting (assigned floor, patient room, nurses station, etc.) for any reason. Cell phones and electronics must remain in the student's personal bag until scheduled break periods. Students may give their instructor's number to outside individuals for emergency purposes ONLY should you anticipate an urgent call. Any student who is caught with an electronic device on their person will be sent home and will receive a notation on his/her Clinical Evaluation Tool.

20. Students must adhere to the policies and procedures set forth by clinical sites and individual floors which includes but is not limited to: storage of personal belongings, use of water/drink bottles in the clinical setting, utilization of nursing station space, food at the nurses station. Students shall not congregate in nursing station space in a manner that disrupts nurse's charting

or personal space. Students shall not eat at the nurse's station and are not allowed to accept food from nursing staff at the facility. Students may bring a water/drink bottle into the nurse's station space only if expressly allowed by the nursing staff.

Students scheduled but unprepared to give medications will not be permitted to administer medications that day, will receive notations on the Clinical Evaluation Tool for the day, and will be assigned remediation that must be completed prior to the beginning of the students next clinical rotation. However, paperwork must be completed and turned in by the deadline.

Community Service Event

In support with the mission and vision of Coastal Pines Technical College (CPTC), students enrolled in the Associate Degree Nursing Program are required to complete community service. Because learning takes place not only in the classroom but also in the community, service learning is an important part of the nursing curriculum. **The Community Service 10-hour requirement** is the application of one's skills and time to meet identified community needs. Service learning promotes hands-on learning by:

- Fulfilling community needs
- Promoting civic and social responsibility
- Actively reflecting on and reinforcing classroom learning
- Developing strengths that last a lifetime
- Stimulating the development of leadership skills

The 10-hour Community Service requirement shall be conducted in the last semester in RNSG 2033. Plans for the community project is a Collaborative Disaster Drill. All students must actively participate in the planning and execution of the Disaster Drill. Details regarding this event shall be presented when the student is enrolled in RNSG2033 Medical Surgical Nursing III.

Preceptorship for RNSG 2033 *(*In the event Preceptorship is offered)*

Preceptorship is provided by CPTC and the clinical agency. You cannot recruit opportunities for preceptorship. We cannot guarantee clinical preceptorships as they are dependent on the facility options. If available, it is provided for you and is part of your clinical requirement for the RNSG 2033. In addition, preceptorship must be completed within a designated time frame given by the clinical coordinator. Preceptorships are provided by the clinical agency and the preceptors are not compensated by the education unit. Preceptorship clinical will be completed based on the preceptor's schedule that does not interfere with class time. Preceptor Agreement (see Preceptor Manual) must be completed and approved by the Program Director prior to clinical rotation.

In the event a preceptorship is secured for you, and you decline the spot, you will be asked to provide contacts/resources for possible placement.

Overall Clinical Evaluation

Established criteria will be utilized to evaluate a student's progress toward meeting the program outcomes. Each time students are assigned to care for real or simulated patients, faculty will be present and will evaluate student performance. This evaluation will include, but not be limited to, care given, the development of nursing concept maps, teaching plans, clinical pathways, process recordings, participation in clinical conferences, or any other clinical specific projects. Expected clinical behaviors are grouped according to the course outcomes. Faculty will evaluate students throughout the clinical learning experience using the Clinical Evaluation Tool associated with the specific course. Students must accrue the minimum required points for any given clinical rotation (as indicated on the Clinical Evaluation Tool), as well as achieve a satisfactory rating on each of the Nursing Critical Competencies. Behaviors designated as critical competencies shall be evaluated as Satisfactory (S) or Unsatisfactory (U). Failure to perform at a Satisfactory (S) level in any of the critical competency areas will result in a clinical notation. The accrual of 3 notations during the course of the program (6 courses with clinical rotation) will result in program failure, regardless of clinical performance in other areas of evaluation or academic performance. Students will receive an end of semester evaluation, unless clinical behavior requires an immediate clinical evaluation.

Unsafe Clinical Practice

Repeated evidence of unsafe clinical practice by a student will result in a clinical failure from the CPTC ASN Program. The clinical Faculty Instructor will document unsafe clinical practice on the Clinical Evaluation Tool and the student counseling form. Students demonstrating unsafe practice twice will earn an unsatisfactory (U) grade and fail the program.

Nursing care that is deemed to be unsafe clinical practice includes, but is not limited to:

- Failure to provide for the safety of the patient. Each student is required to practice without violating a) physiological safety, b) psychological safety, and c) infection control guidelines.
- Failure to observe the "five plus five rights" of medication administration according to agency procedure and accepted standards of care: a) right patient, b) right drug, c) right dose, d) right route, e) right time, f) right assessment, g) right documentation, h) right education, i) right evaluation, and j) right to refuse.
- Failure to acquire clinical Faculty Instructor's supervision.
- Administering nursing care when the nursing Faculty Instructor is not on the premises.
- Failure to confirm patient allergy status and/or code status.
- Violation of ethical standards such as: a) willful dishonesty regarding information given to faculty, college students, or hospital staff, b) stealing medications, equipment, supplies, books, etc., c) failure to ensure patient confidentiality, d) abuse or neglect of patients, or e) impairment or possible impairment through use of alcohol and/or un-prescribed chemicals.
- Failure to prepare, comprehend, and/or discuss with the clinical Faculty Instructor the assigned patient's pathophysiology and/or medications.
- Failure to notify clinical Faculty Instructor prior to leaving the clinical floor at any time.
- Absence from clinical assignment without proper notification (see Clinical Experience Requirements).

Repeated evidence of unsafe clinical practice by the student will result in clinical failure from the ASN Program. Students demonstrating unsafe practice twice will earn an unsatisfactory (U) grade and fail the program.

Uniform and Dress Requirements **Except Psychiatric Nursing Clinical(s) – see Procedure*

Students must wear the designated student uniform when in the clinical area on clinical assignment or other course assigned activities. All nursing Faculty Instructors have the right to dismiss a student from the clinical setting if he/she fails to meet these standards.

Guidelines

Personal Hygiene/Grooming

- Students are to be clean, neat, and well-groomed always.
- Odors can be offensive to sick patients. No perfumed substances of any kind may be worn during clinical experiences.
- Special attention should be given to achieving non-offensive breath and body odors. There is to be no smoking while in uniform. See "Tobacco Free Campus Procedure" in CPTC Catalog and Student Handbook.
- Hair must be presented in a conservative style. Conservative style is defined as hair off collar, neatly arranged and no hair ornaments, no hair designs, no pigtails, beehives, puffs, or loose strings in the face. Barrettes or clips, which are used to keep hair off collar, must be color of hair. Your hair color must be a natural color.
- All male students may be clear shaven or have a well-groomed (short and neatly trimmed) mustache or beard.

- Nails must be clean, neat, and not extend beyond the fingertips. No nail polish may be used. No artificial nails are allowed.
- Cosmetics/make-up: Moderate use of makeup.
- Gum chewing and use of tobacco (smoking, dipping, or any electronic tobacco device) are not allowed during clinical experience. See "Tobacco Free Campus Procedure" in CPTC Catalog and Student Handbook.
- Jewelry will be allowed as follows: a plain wedding band, watch with second hand (non-digital), small (white gold, gold, silver, or pearls) post earrings (one per ear; no hoops, drop or colored earrings); all visible body piercings must be removed
- White or skin tone long sleeve shirts may be worn in fall/winter or to cover skin decorations.
- CPTC lab coats can be worn in the clinical setting.

Uniform Requirements (General)

- Official CPTC ASN uniforms and lab coat for classroom and clinical-- white tops with college patch on left sleeve with approved pewter uniform pants-- clean and ironed; a clean uniform should be worn each day; dresses should be between mid-knee and mid-calf in length and require that you wear white run-free hose. (Support hose are recommended).
- Pants are also available to wear with the uniform top. Pants must be worn at the natural waistline; no undergarments or skin should be seen when bending or stooping. White hose, white mid-calf socks, or white knee-highs (footie must cover ankles) are permitted with the pants. The "jogger" style of pants is not permitted.
- Male students' pewter uniform pants, white crew neck T-shirt and white uniform top with program logo on the sleeves composes the acceptable uniform for the male students. Crew socks are to be worn with this uniform.
- The uniform is to be clean, neat, and worn in such a manner as to give a fresh, professional appearance.
- Shoes must be clean white, closed toe, and low-heeled professional shoes with rubber soles. Shoes and shoestrings must be cleaned before each clinical assignment. No canvas or cloth shoes or open backs are allowed. Exception: clogs with strap across back are allowed; "Crocs" are allowed with back strap and NO holes.
- The CPTC name badge is always visible and worn on the right side of the uniform and/or lab coat.
- Underwear must be worn and should be neutral or skin-colored; solid no prints; slips must be worn under dresses. Neutral or skin-colored bras must be worn during all clinical experiences. Males should wear an undershirt or T-shirt under lab top.
- No sweaters will be allowed.
- Students will no longer be required to cover tattoos in the clinical environment, classroom, and lab. However, students must continue to cover visible tattoos that could be seen as being offensive, discriminatory, sexist, racist, extremist, or indecent. Tattoos that contain nude depictions, curse words, or anything that could upset patients or clinical facility staff is prohibited and must be always covered at clinical, inside the classroom, and lab. Any tattoo on the face must be covered with appropriate make up.
- If your tattoo falls under any of the categories listed above, you are still responsible for wearing the necessary items such as turtlenecks, long sleeved shirts, Band-Aids, wrist bands, makeup, etc. upon your arrival to the clinical site, during skills check offs, and inside the classroom. Any student that is found to be in violation of the tattoo policy will be asked to leave the clinical facility, will not be allowed to perform the skills check off for that lab day, and dismissed from class if not covered. This policy can be withdrawn at any time as deemed necessary to keep in line with clinical facility policies.
- CPTC badge holders can be purchased from any CPTC bookstore unless provided by the clinical facility.

For Psychiatric Nursing Clinical Assignments (If required by the site)

Acceptable Dress

- Casual dress clothes (slacks, shirts, dresses, skirts, blouses).
- Flat heeled shoes; closed toe.

- Nails must be short and neatly trimmed; should not extend past fingertips, no nail polish and no artificial nails allowed.
- Only the following jewelry may be worn: Female: small post-type non-dangling earrings – only one pair. Male/females: plain wedding band.

Unacceptable Dress

- Jeans, coveralls, culottes.
- Bermuda shorts, pedal pushers, crop pants, above the ankle pants.
- "Dressy" dresses or clothing.
- Beachwear (thongs, flip-flops).
- High-heeled shoes or boots.
- Chains, ties.
- Clothing which is excessively bright in color or gaudy in appearance.
- Provocative clothing (clinging, thin, very close-fitting or tight, transparent material). No see- through arms or upper chest or back.
- Midriff tops.
- Any clothing with low necklines or low back line (sundresses, low cut blouses, or tops).
- See tattoos above.
- Cropped pants/short pants (must reach ankle).

Purchasing Uniforms

Uniforms may be purchased from any retailer that offers the required uniform. Uniform patches must be purchased through the college Bookstore.

1. Students are to purchase the following items:

- At least two (2) complete uniforms for classroom and clinical. Women – specified tops with skirt or pants or one of each with CPTC patch on left arm; Men – (2) complete uniforms with patch on the left arm. The "jogger" style of pants is not permitted.
- Lab coat with patch on the left sleeve.
- At least two nametags. Nametags must be obtained from the CPTC Safety Office with evidence of acceptance into the ASN Program.
- Classroom: Clean comfortable shoes, no open toes, no mesh, no crocs with holes.
- Clinical: One pair of clean white shoes, closed toe and back, and low-heeled professional shoes with rubber soles. (May purchase from any retailer). Clogs with back strap are acceptable. No Crocs are allowed.

2. Equipment for the Clinical Area to be purchased:

- Watch with second hand (non-digital).
- Black ink pens, black permanent marker.
- Bandage scissors.
- Pen Light.
- Dual headed stethoscope.
- Notepad for pocket

Failure from the ASN Program: (These apply to didactic/skills lab or clinical)

Unprofessional conduct may result in failure from the ASN Program. Behaviors for which a student may fail include, but are not limited to, the following:

- Performing acts beyond the scope of practice.
- Assuming duties and responsibilities without adequate preparation or when competency has not been achieved.
- Diverting supplies, equipment or drugs for personal or other unauthorized use.
- Falsifying or otherwise altering patient or agency records.

- Violating client confidentiality (for example, photocopying client records or removing computer generated printouts from agency premises).
- Abusing, neglecting, or abandoning patients.
- Willful commission of any act, which is a felony under the laws of the State of Georgia or of the United States, or any act which is a misdemeanor under such laws and involves moral turpitude.
- Providing nursing care in a manner contrary to standards of ethics or in such a manner as to make his/her practice a danger to the health and welfare of patients or other person.
- Inability to provide nursing care with reasonable skill and safety to patients for any reason including, but not limited to illness, use of alcohol, drugs, narcotics, chemicals, or any other type of material or as a result of any mental or physical condition.
- Disruptive behavior in the classroom or clinical area.
- Interruption of the teaching and learning process in classroom or clinical.

Unsatisfactory Classroom and/or Clinical performance may result in failure from the ASN Program.
Circumstances that indicate unsatisfactory performance in the classroom and clinical settings include:

- Failure to achieve a 75% or higher average of didactic theory unit exams and final exam in a course.
- Failure to achieve a 70% or higher overall average in any given course.
- Failure to achieve and/or maintain clinical performance guidelines as outlined in the ASN Clinical Evaluation Tool.

Readmission Procedures to the ASN Program

1. The student desiring readmission must reapply to the college by submitting a new college application for Admissions. This is a requirement to compete for admission to the program. The application can be found on the college's website, along with Spring program admission deadlines.

2. Readmission to the ASN Program will be based on the individual student's circumstances and seat availability. The student must be in good academic standing before his/her request for readmissions will be approved.
    - First-time ASN students in a cohort who receive a failing grade and/or withdraw in only <u>one semester course</u> may be eligible to reapply for admission into the following cohort to retake that same course and attempt to progress.
        - First-time ASN students who receive a failing grade and/or withdraw in RNSG 2021 **<u>OR</u>** RNSG 2024 must reapply to the college and enter the application cycle for the next cohort selection under the ASN Competitive Admissions Criteria.
        - First-time ASN students who receive a failing grade and/or withdraw in only one semester course in the second, third or fourth semester (RNSG2022, RNSG2023, RNSG2029, RNSG2031, RNSG2033) must submit a Readmission Request Form to the ASN Program Director one semester prior to the desired course for readmission.
    - First-time ASN students in a cohort who receive a failing grade and/or withdraw from <u>both semester courses</u> in a single semester must wait and reapply to the nursing program two (2) years after the last nursing course failures under the ASN Competitive Admissions Criteria. If the student is selected for readmission, they shall begin the program again in RNSG 2021 and RNSG 2024.
        - Students whose prerequisite classes were taken beyond the 5-year expiration date from the time ASN Program Admission must retake these courses during the two-year waiting period.
    - Students who are eligible for readmission under the listed criteria shall be allowed to re-enter the program **<u>one time</u>**. If the student receives a failing grade and/or withdraws from ANY course during the readmission attempt, they are NOT eligible complete the program.

3. The ASN Program must be completed with three years from the date of first starting the ASN Program. All students desiring readmission must be able to complete the ASN Program within the three-year time frame. Students unable to complete the program in the three-year time frame will NOT be eligible for readmission.

**A First-time ASN Student is defined as a student who is accepted and enrolled into an ASN cohort for the first time.

4. Psychomotor/nursing validation – Nursing skill validation will be evaluated using procedure check off sheets. Skills will be selected from the skills learned in course(s) previously taken. Following each lab check-off session, the student will receive a rating for each skill that was completed. If a (U) was earned, the specific behavior of the student will be described in writing on the evaluation tool and will be shared with the student. The student will be expected to review and return for a second attempt with the Course Coordinator. If an unsatisfactory grade is assigned for the 2nd attempt, the student will be required to make an appointment with the Course Coordinator for remediation and make a video demonstrating competency of the skill. Satisfactory demonstration of the skill must be obtained prior to the final exam. If satisfactory demonstration of the skill is not accomplished, the student will earn a "U" and will receive an "F" for the course. The student must provide his/her own supplies for check off. If a partner is needed in the skill check off, the student must bring a partner to check off. If the student will need a section of the skills lab for practice, the student must check with faculty to make sure the lab is available for practice.

5. To ensure proper response, all inquiries regarding reentry to the ASN Program are to be directed to the Admissions Office, ASN Program Director, and, if necessary, the Vice President for Academic Affairs.

6. Any student that is out a semester and re-admitted to the ASN Program will be under the current ASN Student Handbook. It is the student's responsibility to obtain a new copy of the Handbook on the CPTC Website. It is especially important that students understand it is their responsibility to keep informed of all changes including academic requirements for graduation.

Students applying for readmission must have the following by the end of the semester preceding readmission:

- Drug Toxicology (PreCheck).
- A criminal background check completed within 30 days of acceptance back into the program. (Pre-Check)

Students applying for readmission will need to review and provide the below requirements:

- A copy of a current Basic Life Support Certification (BLS) Health Care provider from the American Heart Association.
- Current Immunizations: Current PPD (good for 12 months); MMR (x2); Varicella (x2 or titer); HEP B (x3 or titer); tDap (within 10 years); Flu (current) and, COVID vaccine, if required.
- During flu season (October-February), documentation of the flu vaccine is required. If clinical facilities allow declination, a mask must be worn for the ENTIRE time the student is in the clinical facility.
- COVID vaccine/booster or exemption if required by the agency/facility.

Library Resources

The NCLEX books located in the library have NCLEX style test questions and are excellent resources for practice. Please note that any books published before the NCLEX test plan that was published in April 2026 will not follow the current test plan.

Graduation Requirements (ASN Degree)

Students must meet all College and ASN Program requirements for graduation.

1. All courses in the Associate of Science in Nursing Program curriculum must be successfully completed in sequence for a student to graduate.

2. Students must successfully complete the ATI Comprehensive Predictor Examination.

3. Students must successfully participate in the Community Service Event in RNSG2033.

4. Upon meeting all requirements for graduation, a student must complete the graduation form. This form is located on the CPTC website | Services | Registrar | Forms | Graduation Application. It is completed upon registration to RNSG 2033. Failure to complete the graduation form will result in delay in receiving your degree or testing for the NCLEX-RN Exam.

5. The student will be provided instructions on how to register for Boards at the completion of RNSG 2033.

Work Ethics

A semester work ethic grade for all non-developmental occupational courses completed is issued to students and placed in the student's permanent academic record. Additional information pertaining to Work Ethics is in the College Catalog.

The grades assigned for work ethics are:

Description	Grade
Exceeds expectations	3
Meets expectations	2
Needs improvement	1
Unacceptable	0

GBON Rule Chapter 410-10 STANDARDS OF PRACTICE AND UNPROFESSIONAL CONDUCT

Rule 410-10-01 Standards of Practice for Registered Professional Nurses

(1) The Georgia Board of Nursing defines the minimal standards of acceptable and prevailing nursing practice as including, but not limited to the following enumerated standards of competent practice.

(2) The Board recognizes that assessment, nursing diagnosis, planning, intervention, evaluation, teaching, and supervision are the major responsibilities of the registered nurse in the practice of nursing. The Standards of Practice for Registered Professional Nurses delineate the quality of nursing care, which a patient/client should receive regardless of whether it is provided solely by a registered nurse or by a registered nurse in collaboration with other licensed or unlicensed personnel. The Standards are based on the premise that the registered nurse is responsible for and accountable to the patient/client for the quality of nursing care rendered. The Standards of Practice for Registered Professional Nurses shall establish a baseline for quality nursing care; be derived from the Georgia Nurse Practice Act; apply to the registered nurse practice in any setting; and govern the practice of the licensee at all levels of competency.

(a) Standards related to the registered nurse's responsibility to apply the nursing process (adapted from American Nurses' Association *Code for Nurses and Standards of Practice*). The registered nurse shall:

1. Assess the patient/client in a systematic, organized manner.
2. Formulate a nursing diagnosis based on accessible, communicable, and recorded data (which is collected in a systematic and continuous manner).
3. Plan care which includes goals and prioritized nursing approaches or measures derived from the nursing diagnoses.
4. Implement strategies to provide for patient/client participation in health promotion, maintenance, and restoration.
5. Initiate nursing actions to assist the patient/client to maximize her/his health capabilities.
6. Evaluate with the patient/client the status of goal achievement as a basis for reassessment, reordering of priorities, new goal setting and revision of the plan of nursing care.
7. Seek educational resources and create learning experiences to enhance and maintain current knowledge and skills appropriate to his/her area of practice.

(b) Standards related to the registered nurse's responsibilities as a member of the nursing profession. The registered nurse shall:

1. Function within the legal boundaries of nursing practice based upon knowledge of statuses and regulations governing nursing.
2. Accept responsibility for individual nursing actions and continued competence.
3. Communicate, collaborate, and function with other members of the health team to provide optimum care.
4. Seek education and supervision as necessary when implementing nursing practice techniques.
5. Respect the dignity and rights of the patient/client regardless of socioeconomic status, personal attributes, or nature of health problems.
6. Maintain each patient/client's right to privacy by protecting confidential information unless obligated, by law, to disclose the information.
7. Provide nursing care without discrimination based on diagnosis, age, sex, race, creed, or color.
8. Assign and supervise only those nursing measures which the nurse knows, or should know, that another person is prepared, qualified, or licensed to perform.
9. Retain professional accountability for nursing care when delegating nursing intervention.
10. Respect and safeguard the property of patients, family, significant others and the employer.
11. Notify the appropriate party of any unprofessional conduct which may jeopardize patient/client safety.
12. Participate in the periodic review and evaluation of the quality and appropriateness of nursing care.

(c) Standards related to the registered nurse's responsibilities in assignment of patient activities to unlicensed assistive personnel (UAP). The registered nurse shall:

1. Determine that the care and/or activity to be performed would be based upon orders of direction of a licensed physician, licensed dentist, licensed podiatrist, or person licensed to practice nursing as a registered professional nurse.
2. Assign only care and activities that do not require the skills and knowledge of a person practicing nursing as a registered professional nurse or licensure of another health care professional. The care activities to be assigned must meet all of the following criteria:
   a. The care and/or activities do not require complex observations or critical decisions.
   b. The care and/or activities can be safely performed according to exact, unchanging directions.
   c. The outcomes and/or results of the activities are reasonably predictable.
3. Verify the UAP has the necessary knowledge and skills to accept the assignment.
4. Periodically evaluate and review the quality and appropriateness of the care provided by the UAP.
5. Not assign activities, which require licensure to unlicensed assistive personnel.

Cite as Ga. Comp. R. & Regs. r. 410-10-.01
Authority: O.C.G.A. §§43-1-25**,** 43-26-2**,** 43-26-3**,** 43-26-5**,** 43-26-10**, and** 43-26-12**.**

Licensure Eligibility

After graduating from the ASN Program, students will be eligible to apply for recommendation to the Georgia Board of nursing to take the licensure examination (NCLEX-RN) to become a Registered Nurse in the State of Georgia.

Completion of a nursing education program does not guarantee eligibility for licensure as a registered nurse. The Georgia Board of Nursing has the authority to render a potential candidate ineligible for licensure as a registered nurse. The Georgia Board decision may be based on certain events in the candidate's life (i.e., such as a felony conviction). It is the student's responsibility to investigate her/his eligibility for licensure in the State of Georgia if there is a question. Coastal Pines Technical College cannot be held responsible for a student's ineligibility for licensure as determined by the Georgia Board of Nursing. As a potential candidate to take the NCLEX-RN, it is important for you to know of certain constraints, which may affect potential NCLEX applicants.

Licensure by Examination – Graduates of Traditional Nursing Education Programs Graduates of Georgia Board of Nursing Approved Schools in the State of Georgia may apply for licensure online or by submitting a paper application. Coastal Pines Technical College provides the transcript to the Georgia Board of Nursing. Georgia Board of nursing determines eligibility for testing.

Definitions:
The Companies/Boards/Affiliations

- Pearson Vue – the company that administers the NCLEX examination. They are only involved with test administration. They do not decide who can take the exam – that is done by the Georgia Board of Nursing.
  - You pay them $350 to take the exam.
- Georgia Board of Nursing (GBON)– the people that decide who can take the NCLEX.
  - You pay them $65 to review your application.
- Georgia Applicant Processing Services (GAPS)/Idemia – the people that do the background check and fingerprinting services for the Georgia Board of Nursing. You pay them $50 for your background check and fingerprinting. Remember you will not get your fingerprints done until the board sends you an approval code to move forward with the fingerprinting.

The Application and Forms

- Application for Licensure by Examination
  - This application is submitted to the Georgia Board of Nursing (GBON)
  - You must submit this application to be approved by the GBON to take the NCLEX examination.

- Citizenship Affidavit Form
  - This document is submitted with the Application for Licensure by Examination to the GBON
  - It validates your citizenship, and it must be notarized.
- GBON Criminal Background Check Release Form
  - This document is submitted with the Application for Licensure by Examination to the GBON
  - Remember to add your city, state and Zip code to your address.
  - It allows the GBON to look at and use your background check and fingerprint information.
- Secure and Verifiable Document
  - This document is submitted with the Application for Licensure by Examination to the GBON
  - It validates your identity.
- Authorization to Test (ATT)
  - Once you are approved by the GBON, NCSBN will send you an email containing an Authorization to Test (ATT), which is essentially just an email confirming your eligibility to take the NCLEX.
  - The email will direct you to a website where you can sign up for an actual time slot to take the NCLEX. You can choose any location and any open time slot.

OVERVIEW

The most important item to remember is that you must register and create an account first with Pearson Vue. Then, you must get approval to take the NCLEX by completing and submitting, an Application for Licensure by Examination to the Georgia Board of Nursing.

- To approve the Application for Licensure by Examination, the Georgia Board of Nursing needs verification of the following:
  - Confirmation of Degree sent to Georgia Board of Nursing by your school. (The school will send your transcript. You do not need to do this.)
  - Citizenship and Identity Info which includes:
    1) A notarized Citizenship Affidavit Form
    2) Copy of approved ID such as a passport or a driver's license (this is your Secure and Verifiable document).
  - Background check and fingerprints
    - This is done through Idemia/Georgia Applicant Processing Services (GAPS)
    - A signed GBON Criminal Background Check Release Form, which allows the Georgia Board of Nursing to view your background check.

Once all these required documents above are submitted and verified, you will receive an Authorization to Test (ATT) – aka an email that will allow you to sign up for a time slot to take the NCLEX.

Original Source: Georgia Board of Nursing https://sos.ga.gov/how-to-guide/how-guide-registered-nurse

GBON Fingerprinting

Company	City	State	County
Pak-Mail Centers of America	Waycross	GA	Ware
Camden Community Family Center	Kingsland	GA	Camden
The UPS Store #4534	Kingsland	GA	Camden
The UPS Store # 4014	Brunswick	GA	Glynn

NOTE: If a site is no longer providing fingerprint services, please send an email to GAApplicant@gbi.ga.gov and provide the Print Location's name, address and phone number if available and the date the applicant was told the location is no longer providing the service.

*Students choosing to take NCLEX-RN in another state must contact the Board of Nursing in that state.

General Policies and Procedures

Please refer to the CPTC Catalog & Student Handbook for the following general policies and procedures:

Student Complaints Grievances: https://catalog.coastalpines.edu/student-handbook/student-code-of-behaviorgrievances/student-complaints-grievances

Drug Free Campus Procedure: https://catalog.coastalpines.edu/student-handbook/safety-security-and-facilities/drug-free-campus

Student Code of Conduct: https://catalog.coastalpines.edu/student-handbook/student-code-of-behaviorgrievances/student-code-of-conduct

Student Rights and Responsibilities: https://catalog.coastalpines.edu/student-handbook/student-code-of-behaviorgrievances/student-rights-and-responsibilities

Safety, Security, and Facilities: https://catalog.coastalpines.edu/student-handbook/campus-safety-security/campus-safety-security-contact-information

CPTC Student Social Media Guidelines

As a Student:

DO – Remember that laws and CPTC policies governing inappropriate conduct such as sexual (or other) harassment, bullying, discrimination, defamation, infringement of copyright and trademark rights, and unauthorized disclosure of student records and other confidential and private information apply to communications by CPTC students, faculty, and staff through social media.

DO – Carefully consider the accuracy, clarity, length, and tone of your comments before posting them. Be mindful of spelling and grammar when posting anything online! Remember, your posts may last forever.

DO – Respect the views of others, even if you disagree. Be truthful, accurate, and complete in describing CPTC programs and services.

DO – Obey the Terms of Service of any social media site or platform in which you participate.

DO NOT – Use social media to harass, threaten, insult, defame, or bully another person or entity; to violate any College Procedure; or to engage in any unlawful act, including but not limited to gambling, identity theft, or other types of fraud.

DO NOT – Post or store content that is obscene, pornographic, defamatory, racist, excessively violent, harassing, threatening, bullying or otherwise objectionable or injurious.

DO NOT – Disclose confidential student information or patient information (when at clinical sites).

DO NOT – Make false claims, spread gossip, rumors, or other unverified information about CPTC Programs or services, and do not speculate or guess if you do not know the information.

DO NOT – Be rude or argumentative or use inappropriate language. [Correct factual inaccuracies but avoid negative exchanges whenever possible.]

Violation of these expectations may cause a student to be removed from the ASN program.

Professional Confidentiality & HIPAA Procedure

HIPAA is the Health Insurance Portability and Accountability Act of 1996 (PL 104-191). This law mandates patient confidentiality and enforces penalties if the law is not strictly adhered to.

1. All personal client information entrusted to the student will be held in confidence.

2. All written or oral information given to the student will be held in confidence unless required by law to divulge it.

3. Students will limit discussion of clients to structured learning situations (conferences and/or clinical).

4. Students will respect the rights of Faculty Instructors, colleagues, and classmates to keep personal information, classroom discussions, and papers confidential.

5. No taping will be allowed in the classroom, clinical or skills lab due to confidentiality.

6. Failure to comply with the above Professional Confidentiality Procedure represents unethical conduct for a nursing student. It will result in an unsatisfactory grade in the nursing course.

7. Confidentiality of Client/Agency Records: There will be no photocopying of client records. If client records are computer generated, any printout must be destroyed (shredded) prior to leaving the clinical site. Failure to comply with this Procedure is grounds for dismissal from the ASN Program.

Student Employment Procedure

Students may not represent themselves as student nurses except as a part of scheduled learning activities related to the Coastal Pines Technical College ASN Program. Students must understand their limitations when working as unlicensed healthcare personnel and should practice according to their job description. Students are accountable and responsible for their own actions in the employment setting. It is expected that students will not work the evening or night before a clinical day.

Guidelines for Prevention of Transmission of Disease

Standard Precautions

Nursing students will work in an environment that may contain pathogens (organisms that cause disease). Students will be educated on the topics of Bloodborne safety and Tuberculosis that includes Standard Precautions. Time will be set aside for students to ask any questions they may have concerning the guidelines.

Blood-borne safety is maintained by the use of Standard Precautions. Standard Precautions are the infection control actions used for all patients regardless of their condition or diagnosis. Standard precautions must be used to protect the student from blood, body fluids (except sweat), secretions, excretions, mucous membranes, and non-intact skin.

Guidelines for Standard Precautions

1. Wash hands immediately or as soon as feasible after removing gloves or other personal protective equipment (PPE).
2. Remove PPE after it becomes contaminated and before leaving the work area.
3. Used PPE may be disposed of in red garbage bags for disposal.
4. Wear appropriate gloves when it is reasonably anticipated that there may be hand contact with blood or Other potentially infectious materials (OPIM), and when handling or touching contaminated items or surfaces; replace gloves if torn, punctured or contaminated, or if their ability to function as a barrier is compromised.

5. Utility gloves may be decontaminated for reuse if their integrity is not compromised. Utility gloves should be discarded if they show signs of cracking, peeling, tearing, puncturing, or deterioration.
6. Never wash or decontaminate disposable gloves for reuse.
7. Wear appropriate face and eye protection when splashes, sprays, spatters, or droplets of blood or OPIM pose a hazard to the eye, nose, or mouth.
8. Waterproof gowns or aprons are to be worn if there is potential for a splash.
9. Remove immediately, or as soon as feasible, any garment contaminated by blood or OPIM, in such a way as to avoid contact with the outer surface.
10. Mouth-to-mouth devices should be used for resuscitation.
11. Sharp objects must be handled in a careful manner, so accidental penetration of the skin does not occur. The sharp must be placed in a puncture-resistant container.
12. Blood spills should be cleaned up using the mandated spill kit and housekeeping notified to apply a disinfectant or 10% bleach solution.
13. Dispose of body fluids according to the clinical facility procedure.
14. Avoid eating, drinking, smoking, applying cosmetics or lip balm, and manipulating contact lenses in the work area. No food or drink may be stored in areas where there is exposure to blood or blood products.
15. Laboratory specimens and specimen containers are considered potentially infectious and require special handling.

Prevention of Transmission of Hepatitis B (HBV)

Hepatitis B is an inflammation of the liver and is contracted through blood, sexual secretions, feces, and saliva. Because the student will be engaged in client care, there is a potential for exposure and every precaution must be taken to prevent this. Along with standard precautions, the vaccination series is strongly recommended. The vaccines are free of human blood products. The vaccine series is given in three doses. The three doses are given as follows: a. first dose; b. second dose, one month later; c. third dose, six months later. A titer should be drawn after the series is complete to verify adequate protection. Your physician or local health department should have the Hepatitis B Series available.

Anyone who does not elect to take the Hepatitis B Series must sign a statement of Declination of Hepatitis B Vaccine and it is kept on file with Dr. Faye Mathis, Exposure Control Coordinator.

Prevention of Transmission of Human Immunodeficiency Virus (HIV)

The HIV virus is transmitted through direct contact with bodily secretions of an infected person. Not everyone who encounters HIV becomes infected with the disease, but they will remain a carrier (someone who can spread the disease but does not have the symptoms of the disease) for life. For those who are infected, there is always a period between contact and the start of signs and symptoms of the disease because the body does not make antibodies during this time. In three to six months after the infection occurs, the body will begin to produce antibodies and is referred to as Acquired Immunodeficiency Syndrome (AIDS). To date there are no vaccines available to protect the student from acquiring HIV if an accidental exposure should occur.

Post-Exposure Protocol for Prophylaxis of HBV/HIV (and other potentially infection materials)

The use of personal protective equipment, appropriate engineering controls, and proper work practices must be continually reinforced among faculty and students to prevent exposure incidents to blood or other potentially infectious materials.

Initial Response to Exposure

1. Immediately apply first aid as appropriate
   a. Allow to bleed freely: clean with 70% alcohol (for needle stick/puncture injury)
   b. Wash thoroughly with soap and water
   c. Mucous membrane: flush copiously with water
   d. Eyes: irrigate and/or flush copiously with water

2. Document the incident, including:

a. Route of exposure
b. How and when exposure occurred
c. Identify source individual, if known
d. Report exposure immediately to the Faculty Instructor and appropriate supervisor at the clinical agency
e. Faculty Instructor will follow CPTC's Exposure Control Plan. Students will receive a copy of the exposure control plan during their first nursing course.

Tuberculosis/PPD

All nursing students must have a CURRENT PPD skin test or X-ray prior to clinical rotation. The PPD skin test must be updated yearly as recommended by the Centers for Disease Control (CDC) until graduation. A chest x-ray must be provided if at any time the student becomes symptomatic. Proof of having met these criteria must be presented and filed in the student files located in the ASN department before students will be allowed to participate in the clinical and/or laboratory experience. It is the responsibility of the student to maintain current documentation.

COVID:

Some facilities will require COVID vaccine/booster or exemption. CPTC does not require, but we must abide by the policy of the facility. If you cannot comply, you will be unable to progress.