



UNIVERSITY of HAWAII®  
**KAPI'OLANI**  
COMMUNITY COLLEGE

## **ASSOCIATE IN SCIENCE DEGREE NURSING PROGRAM**

# **STUDENT HANDBOOK**

Revised: December 27, 2016

This Associate Degree in Nursing (ADN) Student Handbook and its policies therein will be applicable to the nursing student cohorts accepted in the Spring 2017 and thereafter. Nursing students accepted in semesters prior to Spring 2017 will follow the ADN Student Handbook in effect at the time of their admission into the nursing program. Policy and procedural changes as impacted by industry will be retroactively applied to all nursing students regardless of the student handbook publication date. Policy and procedural changes as impacted by industry and federal educational regulations will be applied retroactively to all nursing students regardless of the student handbook publication date.



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**Kapi‘olani Community College’s Associate Degree in Nursing Program is Accredited by the Accreditation Commission for Education in Nursing (ACEN) (formerly known as the National League for Nursing Accrediting Commission):**

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The Nursing Student Handbook Committee has made every reasonable effort to determine that information in this handbook is current. However, the Nursing Department may make changes without notice based on college decisions that directly affect the department’s policies and procedures.

### **Student Handbook Committee Members:**

Karen Boyer..... Nursing Department Chairperson  
Paulette Williams..... ADN Program Director  
Wesly Maekawa..... Nursing Department Counselor  
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## ***MISSION STATEMENT***

The mission of the Nursing Department at Kapi‘olani Community College is to prepare entry-level nurses who are safe, caring and competent providers of care across the health/illness continuum and responsive to the changing health care needs of our diverse community. The curriculum provides an innovative learning framework that fosters the development of critical thinking and problem solving skills that prepare our graduates to meet the rigorous employment standards in a variety of health care settings. Graduates will collaborate with other members of the health care team, be effective communicators, demonstrate leadership skills and commit to life-long learning.



## ***ASSOCIATE IN SCIENCE DEGREE IN NURSING (ADN) PHILOSOPHY***

The Kapi‘olani Community College Department of Nursing is committed to educating future competent, caring, and safe-practicing graduate nurses who will serve our island community. The Associate Degree in Nursing (ADN) Program’s goals for our nursing graduates are to nurture their ability to promote human health, to act on informed nursing practices, to develop their professional identity, and to maintain a continuous need to learn about the nursing profession.

Nursing graduates will advocate and promote health in order for their patients to flourish in health and ultimately in their lives. The nursing graduate will exercise nursing judgment developed through constant learning of real world events. From this experience, their knowledge will provide safe and quality care to their patients and their families. The nursing graduate will develop a professional identity based on integrity, responsibility, and ethical practices. The spirit of constant learning underlies clinical practice and will help the nursing graduate toward new nursing practices and help them gain insight for improved patient care. The core values within the Nursing Department philosophy are caring, diversity, ethics, excellence, understanding of holistic principles, integrity, and patient-focus.

Nursing students are unique and caring individuals with their own passion and personal motivation. The Kapi‘olani Community College nursing faculty engages in a collaborative relationship with students by offering guidance and support in their nursing student’s professional development. The Kapi‘olani Community College nursing educational program is based on concepts relating to humans, health, illness, and the environment.

**Humans:** Humans are unique beings with biological, psychological, sociological, cultural and spiritual dimensions. These dimensions are in constant interaction and inseparable. In order to function optimally and maintain a state of wellness, needs related to these dimensions must be met. Every human, throughout their lifespan, has the potential for growth and development in each of these components. Age and stage of development affects the nature and intensity of specific needs, as well as the ability to independently meet and/or communicate them.

Our program believes humans are unique with inherent qualities including dignity and worth. Humans have the right to direct their own lifestyle and are encouraged to communicate their needs and feelings to members of the health care team. They have the right to obtain health care services that will assist them in achieving the highest attainable standard of wellness. Humans have the right and responsibility to participate in the maintenance of their health and in the planning of related care during altered states of wellness.

**Health and Illness:** We believe that each human exists on a health-illness continuum that may move from high level wellness to severe illness and death. Humans are in a constant state of adjustment to internal and external environmental stresses as they strive to meet their personal needs. A common goal for all humans is to flourish as each defines their own state of being.

**Environment:** We believe that movement on the health-illness continuum is caused by internal and external stressors, which can affect humans and the attainment of their needs. The physical environment is an important aspect to understand how humans adapt within their environment. Successful adaptation leads to a state of optimal function and wellness. Unsuccessful adjustment may lead to changes in wellness, to illness, and possibly to death.

**Nursing:** We believe that nursing is an evidenced-based science that promotes, maintains, and, when possible, restores health. The goal of nursing is to assist humans to attain their maximal state of wellness on the health-illness continuum, including the support of a peaceful and dignified death.

Nursing is a dynamic profession that has both a personal knowledge and scientific base. It requires knowledge of the principles of biological and behavioral sciences and of the humanities as they apply to the practice of nursing. The nursing process is used to assess human needs and functioning, determine nursing diagnoses, plan nursing care, implement nursing actions, evaluate outcomes, and modify nursing actions as necessary.

**ADN Graduate:** We believe the ADN Graduate assists humans to meet their needs, prevent illness, and attain wellness by promoting balanced and integrated biological, psychological, sociological, cultural and spiritual functioning. The ultimate goal for nursing practice is to promote “human flourishing” by advocating for patients and families in ways that promote their self determination, integrity, and ongoing growth of their good health. The ADN graduate’s professional actions are based on core nursing values, ethics, professional standards of practices and the law.

The ADN graduate uses comprehensive assessments of data collection, and analyzes and synthesizes relevant data to gain a holistic view of the client. The ADN graduate utilizes the nursing process and facts derived from evidenced-based practice to make clinical decisions to ensure accurate and safe nursing care. The development of correct nursing judgment relies on the integration of context and environment, knowledge and science, and the promotion of quality and safety. Graduates make judgments in their nursing practice that are substantiated by evidence of safe and quality care practice, and also promote the health of patients within a family and community context.

The ADN graduate provides caring interventions in an environment that encourages hope, trust and respect for cultural values, beliefs and lifestyle. These caring interventions aim to protect and promote client dignity. Patient-centered care serves as the foundational basis for nursing care for our ADN graduate.

The ADN graduate facilitates communication with clients and families using techniques of therapeutic communication. The ADN graduate also utilizes appropriate channels to communicate relevant, accurate and complete client information in a concise and clear manner.

The ADN graduate incorporates teaching and learning principles when providing education for promotion, maintenance and restoration of health. The process is implemented in collaboration with the client, family and other members of the health care team.

The ADN graduate collaborates in the shared planning, decision making, problem solving, goal setting and assuming of responsibilities with the client, family and those who comprise the interdisciplinary team. The ADN graduate acts as an advocate, liaison, coordinator, and colleague to collaborate and coordinate the client's care across health care settings and towards positive outcomes.

The ADN graduate manages care through the efficient and effective use of a variety of resources within the health care system. Through planning, organizing, delegating and controlling resources, the ADN graduate, in collaboration with the health care team, assists the client to move toward positive outcomes, transitioning across health care settings and accessing available resources in a cost-effective manner.

The ADN graduate is responsible for their own personal and professional development through continued reflection, self-analysis, and self care. Committed to scholarly study and application of current evidenced-based knowledge and science, the ADN graduate examines the evidence that underlies clinical nursing practice and challenges the status quo by questioning underlying assumptions. Through the spirit of inquiry, the ADN graduate offers new insights that improve the quality of care for patients, families, and communities. The professional identity of the ADN graduate nurse is based on a foundation of integrity, responsibility, ethical practice. A commitment to caring, advocacy, and safe, quality care for diverse patients in various contextual settings is also important to our ADN graduate.

**Nursing Education:** We believe it is the responsibility of the faculty to design and implement a curriculum which promotes student learning by utilizing a systematic approach. The curriculum is designed to foster self-directed learning, which increases in depth and breadth as students progress through the program. Students are required to take responsibility for their own education and development, by actively participating in learning activities that integrate previously learned concepts with newly acquired content through a spiraling pattern. Self motivation is an essential element in the learning process and is deemed as requisite for successful completion of the program.

The goal of nursing education at Kapi'olani Community College is to develop competent, caring nurses who demonstrate clinical judgment and clinical thinking in the delivery of safe, quality care for residents and visitors of our island community. Life-long learning is expected to continue after graduation. Consistent with KCC's philosophy, the ADN Program may be the pinnacle point in the student's formal education, or it may provide an opportunity for the student to matriculate with an accredited Baccalaureate Nursing Program.

ADN graduates are eligible for admission to the fourth year of the Bachelor of Science in Nursing programs at the University of Hawai'i at Mānoa and the University of Hawai'i at Hilo upon completion of appropriate courses.

## ***NATIONAL LEAGUE FOR NURSING (NLN) CORE VALUES***

The Nursing Department at Kapi‘olani Community College is guided by the Core Values as established by the National League for Nursing. These core values are described below.

**Caring:** Promote health, healing and hope in response to the human condition.

**Integrity:** Open communication, ethical decision-making, humility and truth telling are encouraged and expected.

**Diversity:** Recognize differences among persons, ideas, values and ethnicities, while affirming the uniqueness of each. A culture of diversity embraces acceptance and respect.

**Excellence:** A commitment to continuous growth and understanding. The status quo and mediocrity are not tolerated; rather a culture of transformation is embraced.

**Holism:** Care for the whole person, taking into account social norms, cultural values, experiences, religious beliefs and practice, and moral and ethical constructs when planning, implementing and managing care for patients.

**Safety:** Provide care that is safe.







## ***HAWAII STATEWIDE NURSING CONSORTIUM (HSNC) COMPETENCIES AND LEVEL BENCHMARKS***

### ***HSNC COMPETENCIES***

The competencies arise from the understanding of nursing as a theory-guided, evidence-based discipline. Graduates from the curriculum are expected to possess distinctive values, attitudes, habits, and skills in both professional competencies and nursing care competencies. The professional competencies include: define the values, attitudes, and practices that competent nurses embody and share with members of other professions; the nursing care competencies include: define relationship capabilities that nurses need to work with clients and colleagues, the knowledge and skills of practicing nurses, and competencies that encompass understanding of the broader health care system. In all cases, the client is defined as the recipient of care; is considered an active participant in care; and includes the individual, family, or community. Nursing care competencies recognize that a competent nurse provides safe care across the lifespan, directed toward the goals of helping clients (individuals, families, or communities) promote health, recover from acute illness or manage a chronic illness, and support a peaceful and comfortable death. The following describes the key competencies within the context of professional expectations for nurses. At the conclusion of the program, each graduate from the nursing program is prepared to begin practice in their respective roles as guided by these professional competencies and expectations.

- 1. A competent nurse's professional actions are based on core nursing values, professional standards or practice, and the law.**
  - 1.1 Core nursing values include social justice (from the American Nurses Association statement), caring, advocacy, respect for self and others, collegiality, and ethical behavior.
  - 1.2 Ethical dilemmas are embedded in clinical practice; an obligation of nurses is to notice, interpret, respond, and reflect on these dilemmas using ethical principles and frameworks as a guideline.
  - 1.3 It is essential for nurses to participate in discussions of ethical issues in health care as they affect communities, society, and health professions
  - 1.4 Professional nursing functions within legally defined standards of practice and state specific regulations.
  
- 2. A competent nurse develops insight through reflective practice, self-analysis, and self care through the understanding that:**
  - 2.1 Ongoing reflection, critical examination, and evaluation of one's professional and personal life improves nursing practice.
  - 2.2 Reflection and self-analysis encourage self-awareness and self-care.
  - 2.3 Pursuing and advocating healthy behaviors enhance nurses' ability to care for clients.
  
- 3. A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research with the understanding that:**

- 3.1 Knowledge and skills are dynamic and evolving; to maintain competency, one must continuously update his/her knowledge using reliable, current sources of information from the biological, social, medical, public health, and nursing sciences.
- 3.2 The nurse uses legitimate sources of evidence for decision-making, such as research evidence, standards of care, community perspectives, and practical wisdom gained from experience.
- 3.3 As best practices are continuously modified and new interventions are constant, the nurse incorporates changes into practice.

**4. A competent nurse demonstrates leadership in nursing and health care through the understanding that:**

- 4.1 An effective nurse is able to take a leadership role to meet client needs, improve the health care system, and facilitate community problem solving.
- 4.2 A competent nurse effectively uses management principles, strategies, and tools.
- 4.3 An effective nurse works with the health care team, including the delegation of responsibilities and supervision.

**5. A competent nurse collaborates as part of a health care team.**

- 5.1 The client is an essential member of the health care team.
- 5.2 A collegial team is essential for success in serving clients.
- 5.3 Effective team members must be able to give and receive constructive feedback.
- 5.4 Colleagues create a positive environment for each other that values holistic client care.

**6. A competent nurse practices within, utilizes, and contributes to the broader health care system.**

- 6.1 All components of the health care system must be incorporated when providing interdisciplinary care.
- 6.2 The effective nurse contributes to improvements of the health care system through involvement in policy, decision-making processes and political activities.

**7. A competent nurse practices client-centered care**

- 7.1 Effective care is centered around a respectful relationship with the client that is based on empathy, caring, mutual trust, and advocacy.
- 7.2 Nursing practice should reflect the attitudes, beliefs and values of clients.
- 7.3 An understanding of the culture and history of the community is fundamental in the practice of nursing.

**8. A competent nurse communicates and uses communication technology effectively through the understanding that:**

- 8.1 Effective use of communication is an essential part of all interventions to establish caring and therapeutic relationships to educate and advocate for clients.

- 8.2 When working with colleagues or clients, it is important to insure that accurate, timely, and complete communication has occurred.
  - 8.3 Successful communication requires attention to elements of cultural influences, variations in the use of language, and a participatory approach.
  - 8.4 Information and communication technologies provide essential information for delivery of effective nursing care.
- 9. A competent nurse demonstrates clinical judgment and critical thinking in the delivery of care of clients while maintaining safety through:**
- 9.1 Analysis and integration of available data.
  - 9.2 Implementation of prioritized care based on evaluation of data.
  - 9.3 Evaluation and analysis of the nurses' personal clinical performance.
  - 9.4 A competent nurse engages in risk reduction activities and recognizes, communicates and intervenes to promote client safety.

### ***LEVEL BENCHMARKS***

The aforementioned nine HSNC competencies were developed to reflect the expected outcomes for the ADN graduates; benchmarks reflecting yearly progression to these outcomes are referenced below. Progress toward level benchmarks is expected in each course of the curriculum. In their clinical practice, students are expected to:

1. Provide safe care.
2. Practice within the legal scope of practice, and in accordance with the American Nurses Association (ANA) Code of Ethics.
3. Be an active, engaged learner, seeking out new opportunities, and reflecting on their own performance.
4. Be aware of the evidence available to support nursing practices.
5. Provide care that is culturally and age/developmentally appropriate.
6. Practice family and relationship-centered care.
7. Recognize role as a leaders, an advocate for individuals, families and communities, and an agent for access and high quality health care.
8. Incorporate core nursing values into their nursing practice.

**Competency #1  
Ethical Practice**

A competent nurse's professional actions are based on core nursing values, professional standards of practice and the law.

<p align="center"><b>Level I Benchmarks</b></p> <p align="center">By the end of the first year of the nursing curriculum (NURS 220), it is expected that the student will meet the following performance benchmarks:</p>	<p align="center"><b>Level II Benchmarks</b></p> <p align="center">By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:</p>
<ul style="list-style-type: none"> <li>a. Articulates the provisions in the ANA Code of Ethics and Standards of Practice and the Hawaii Nurse Practice Act and assesses own performance in relation to each provision.</li> <li>b. Recognizes biases that may be introduced into clinical reasoning as a result of personal values. Seeks assistance from colleagues or instructor to monitor influence of own biases and values and their influence.</li> <li>c. Recognizes when own values are in opposition with values of client and/or family. Recognizes and remains nonjudgmental when own values are in opposition with values of client and/or family</li> <li>d. Reevaluates own values and biases through reflection, and seeks to identify their impact on future clinical situations. Reflects and acknowledges the impact of values and bias on future clinical situations.</li> <li>e. Identifies obvious ethical dilemmas in which there are two or more viable options. Can articulate inherent ethical principles though application in particular context may be limited</li> </ul>	<ul style="list-style-type: none"> <li>a. Consciously incorporates each provision of the ANA Code of Ethics and Standards of Practice and the Hawaii Nurse Practice Act in practice</li> <li>b. Identifies when clinical practices and protocols may be at odds with individual patients rights</li> <li>c. Identifies dilemmas in which individual rights are in conflict with the greater good</li> <li>d. Articulates dilemmas and identify stakeholders with pertinent facts.</li> <li>e. Applies ethical principles to identify choices and possible consequences.</li> <li>f. Engages in reflection about choices, considering ethical frameworks, and the implications for future situations.</li> </ul>

<b>Competency #2</b> <b>Reflection on Practice</b> A competent nurse develops insight through reflective practice, self-analysis, and self care.	
<b>Level I Benchmarks</b> By the end of the first year of the nursing curriculum (NURS 220), it is expected that the student will meet the following performance benchmarks:	<b>Level II Benchmarks</b> By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:
<ul style="list-style-type: none"> <li>a. Seeks external feedback and assistance in reflective process and sets realistic goals with consultation.</li> <li>b. Identifies own established patterns of behavior and thought.</li> <li>c. Recognizes value of a structured plan for self reflection and self-renewal.</li> <li>d. Uses established procedures and forms for self-reflection.</li> </ul>	<ul style="list-style-type: none"> <li>a. Interrelates personal and professional behaviors with relevance identified to both self and the profession.</li> <li>b. Questions personal and professional established patterns of behavior and thought.</li> <li>c. Practices self-monitoring strategies for uncomplicated professional and personal situations.</li> <li>d. Acknowledges possible implications for self and practice with occasional assistance.</li> <li>e. Participates in a personal plan for self renewal in the physical, mental, social, and spiritual dimensions. Consistently prioritizes based on personal and professional values and principles.</li> </ul>

<b>Competency #3</b> <b>Self-directed Learning Leads to Evidence-based Practice</b> A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research.	
<b>Level I Benchmarks</b> By the end of the first year of the nursing curriculum (NURS 220), it is expected that the student will meet the following performance benchmarks:	<b>Level II Benchmarks</b> By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:
<ul style="list-style-type: none"> <li>a. Increasingly open to new learning opportunities and valid points of view, recognizing own learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>a. Seeks information out of interest, beyond the limits of assignments; identifies perplexing questions and</li> </ul>

<ul style="list-style-type: none"> <li>b. Seeks local resources to answer specific questions—e.g., unit procedure manuals, textbooks, and practicing nurses.</li> <li>c. Conducts broad database search using digital retrieval systems, including the Internet.</li> <li>d. Able to independently find literature in one database.</li> <li>e. Recognizes needed information sources from other disciplines.</li> <li>f. Recognizes the difference between data-based publications &amp; opinions.</li> <li>g. Reads and summarizes integrative reviews and clinical practice guidelines.</li> <li>h. Looks for supporting evidence for nursing interventions.</li> <li>i. Identifies potential implications for practice from integrative reviews and clinical practice guidelines.</li> <li>j. Understands that information continually evolves.</li> </ul>	<p>seeks answers.</p> <ul style="list-style-type: none"> <li>b. Recognizes that information continually evolves.</li> <li>c. Readily identifies and takes responsibility for own learning needs.</li> <li>d. Uses assistance effectively to frame questions and to construct and implement effective search strategies. Constructs specific search strategy using appropriate terms and commands for the information retrieval system</li> <li>e. Seeks and integrates current knowledge from other disciplines</li> <li>f. Evaluates the arguments supporting opinions.</li> <li>g. Evaluates the overall strength of evidence supporting a practice.</li> <li>h. Reads and summarizes original research (qualitative, quantitative, Clinical trials).</li> <li>i. Explains findings of studies to clients or colleagues.</li> <li>j. Selects and/or writes plans of care that incorporate evidence from integrative reviews and clinical practice guidelines.</li> <li>k. Seeks research evidence to refine own nursing practice.</li> </ul>
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**Competency #4  
Leadership**

A competent nurse demonstrates leadership in nursing and health care.

<p align="center"><b>Level I Benchmarks</b></p> <p>By the end of the first year of the nursing curriculum (NURS 220), it is expected that the student will meet the following performance benchmarks:</p>	<p align="center"><b>Level II Benchmarks</b></p> <p>By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:</p>
<ul style="list-style-type: none"> <li>a. Recognizes leadership issues and responsibilities.</li> <li>b. Identifies personal leadership abilities.</li> <li>c. Uses own leadership abilities primarily relying on a basic set of leadership strategies independent of situation or team characteristic.</li> <li>d. Acknowledges delegation as a needed modality to improve client care.</li> <li>e. Identifies laws and regulations regarding delegation to various levels and categories of personnel.</li> <li>f. Consults with experienced personnel regarding delegation needs for client care</li> </ul>	<ul style="list-style-type: none"> <li>a. Identifies characteristics of effective leadership.</li> <li>b. Engages in self-directed professional development to improve personal leadership characteristics and skills</li> <li>c. Understands consequence of making leadership decisions with limited information.</li> <li>d. Provides positive and constructive feedback on specific aspects of performance</li> <li>e. Delegates to, and evaluates others, ensuring that the task is within their scope of practice, that they are competent to perform the task, and that they receive clear communication and feedback in regard to their performance.</li> <li>f. Explains the purpose and desired outcome of the task and the time frame in which the task is to be completed.</li> <li>g. Provides leadership in the modification of client care and /or organizational issues toward identified outcomes.</li> </ul>



**Competency #5**

**Collaboration with members of the Health Care Team**

A competent nurse collaborates as part of the health care team.

**Level I Benchmarks**

By the end of the first year of the nursing curriculum (NURS 220), it is expected that the student will meet the following performance benchmarks:

- a. Consults and collaborates with own peers, faculty and nursing staff.
- b. Demonstrates responsibility to fulfill assignments and commitments.
- c. Recognizes when feedback to team members may be useful.
- d. Identifies and supports peers and self in efforts toward wellness.
- e. Verbalizes an understanding of the need and importance of developing professional networks.

**Level II Benchmarks**

By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:

- a. Readily consults within the health care team; sees self as a participant in collaborative interactions.
- b. Works well with team members who have varying points of view; enters into team relationships and readily accepts and fulfills assignments and commitments.
- c. Actively contributes to team work ; offers help and assists team with problem solving and decision making; and shares information necessary to make informed decision.
- d. Gives feedback in a timely and appropriate manner.
- e. Regularly and realistically self evaluates own performance: compares self-evaluation with feedback received, verbalizes intent to use the constructive feedback in future situations.
- f. Recognizes need to manage physical health variables and emotional stressors and sets priorities and time boundaries; asks for assistance and feedback from team members

**Competency #6**  
**Health Care System Issues**

A competent nurse practices within, utilizes, and contributes to the broader health care system.

<p align="center"><b>Level I Benchmarks</b></p> <p align="center">By the end of the first year of the nursing curriculum (NURS 220), it is expected that the student will meet the following performance benchmarks:</p>	<p align="center"><b>Level II Benchmarks</b></p> <p align="center">By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:</p>
<ul style="list-style-type: none"> <li>a. Identifies basic healthcare access issues for assigned client</li> <li>b. Identifies one or more policies or regulations affecting resource availability in a specific health care situation.</li> <li>c. Assists clients to recognize barriers to accessing optimal health care.</li> <li>d. Describes client characteristics and situations in which access to health care needs improvement.</li> <li>e. Recognizes the need for initiating referrals and own learning need to explore available community resources.</li> <li>f. Describes current issues for equality and health care access.</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognizes current and needed resources within the immediate clinical area.</li> <li>b. Makes contacts with community agencies that provide services for clients.</li> <li>c. Seeks broadening knowledge of practice needs and resources at individual, family, and/or community level. Makes referrals to established local community resources.</li> <li>d. Obtains data to identify areas for improving health care access for client/population.</li> <li>e. Identifies impact of laws, regulations, structures, rules, and guidelines on resource availability for health care for individuals, families and the community.</li> <li>f. Assists clients to reduce barriers to accessing optimal health care. Identifies practice issues and policies that impact access to health care.</li> <li>g. Identifies political and policy making processes and actions to improve health care and solve access problems.</li> </ul>

**Competency #7**  
**Relationship-centered Care**

A competent nurse practices client-centered care.

<p align="center"><b>Level I Benchmarks</b></p> <p align="center">By the end of the first year of the nursing curriculum (NURS 220), it is expected that the student will meet the following performance benchmarks:</p>	<p align="center"><b>Level II Benchmarks</b></p> <p align="center">By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:</p>
<ul style="list-style-type: none"> <li>a. Describes personal relationship style.</li> <li>b. Initiates meaningful interactions despite personal discomfort</li> <li>c. Recognizes the importance of maintaining professional boundaries.</li> <li>d. Establishes rapport</li> <li>e. Recognizes importance of relationship by eliciting client/family story.</li> <li>f. Identifies and describes aspects of common local cultures including own, attempts individual assessment of relevant cultural aspects, including history of the community.</li> <li>g. Attempts to understand the meaning of the health event/illness/death to the client/family across the lifespan.</li> </ul>	<ul style="list-style-type: none"> <li>a. Integrates and adapts personal style with expected professional relationship style</li> <li>b. Intentionally moves out of personal comfort zones to accommodate patient needs</li> <li>c. Consistently sets and respects appropriate boundaries</li> <li>d. Adapts care to individual client/family needs</li> <li>e. Uses understanding of cultural, economic, environmental and social differences to assess uniqueness of individual client.</li> <li>f. Analyzes the impact of the culture and history of the community on the client's situation.</li> <li>g. Incorporates understanding of client's/family's perspective into plan of care.</li> <li>h. Collaborates with client in care planning</li> <li>i. Acknowledges and accepts client/family attitudes.</li> </ul>

**Competency #8  
Communication**

A competent nurse communicates and uses communication technology effectively.

<p align="center"><b>Level I Benchmarks</b></p> <p>By the end of the first year of the nursing curriculum (NURS 220), it is expected that the student will meet the following performance benchmarks:</p>	<p align="center"><b>Level II Benchmarks</b></p> <p>By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:</p>
<ul style="list-style-type: none"> <li>a. Shows basic understanding of therapeutic communication strategies.</li> <li>b. Demonstrates active listening.</li> <li>c. Uses open-ended questioning to elicit psychosocial data with increasing confidence.</li> <li>d. Notices cues from client.</li> <li>e. Written assignments show increasing consistency in accuracy and expected format.</li> <li>f. Initiates standardized health teaching but may require assistance in the recognition of client variables impacting learning or health care education needs.</li> <li>g. Communicates plan of care to client and family.</li> <li>h. Demonstrates beginning self-awareness of own cultural and language variations</li> <li>i. Identifies key cultural variables that affect communication in uncomplicated client situations.</li> <li>j. Use information and communication technologies to document patient care.</li> </ul>	<ul style="list-style-type: none"> <li>a. Establishes goals for client-centered therapeutic interactions.</li> <li>b. Effectively utilizes verbal and nonverbal approaches for effective therapeutic communication in non-complicated client situations.</li> <li>c. Readily elicits client's and family's communication.</li> <li>d. Caring apparent through tone and nonverbal behavior.</li> <li>e. Seeks verbal collaboration with other health care team members.</li> <li>f. Assesses client's learning needs, learning styles, and variables impacting the teaching-learning process. Uses appropriate teaching strategies and materials.</li> <li>g. Spontaneously incorporates health care knowledge and education into routine communication.</li> <li>h. Creates individualized health teaching plans.</li> <li>i. Designs and implements health education programs to address learning needs of population.</li> <li>j. Knowledgeable of own communication skills and deficits.</li> <li>k. Recognizes own cultural biases and inexperience.</li> <li>l. Integrates multiple overt variables into the interaction in uncomplicated</li> </ul>

	<p>client situations</p> <p>m. Use information and communication technologies, resources to educate patients.</p>
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<p><b>Competency #9</b> <b>Clinical Judgment</b></p> <p>A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety.</p>	
<p><b>Level I Benchmarks</b></p> <p>By the end of the first year of the nursing curriculum (NURS 220), it is expected that the student will meet the following performance benchmarks:</p>	<p><b>Level II Benchmarks</b></p> <p>By the end of the second year of nursing curriculum (NURS 360), it is expected that the student will meet the following performance benchmarks:</p>
<ul style="list-style-type: none"> <li>a. In stable /common/familiar situations, monitors a variety of subjective and objective data, identifies obvious patterns and deviations, develops prioritized intervention plans.</li> <li>b. With assistance advances client assessment to differentiate less relevant from pertinent data, and subsequently expand priorities.</li> <li>c. In stable /common/familiar situations, completes nursing care assigned, maintaining safety for client and self</li> <li>d. Demonstrates increasing consistency in evaluating interventions for effect and efficacy.</li> <li>e. Implements new nursing skills with supervision.</li> <li>f. Demonstrates awareness of the need for ongoing improvement and makes effort to learn from experience and improve performance</li> </ul>	<ul style="list-style-type: none"> <li>a. Regularly anticipates/ observes/ monitors a variety of subjective and objective data.</li> <li>b. Recognizes most patterns and deviations in data, the majority of subtle signs, and uses these to continually assess</li> <li>c. Actively seeks subjective information about the client's situation from the client and family to support planning interventions; usually pursues important leads</li> <li>d. Usually focuses on the most important data and seeks further relevant information.</li> <li>e. In most situations, interprets the client's data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; recognizes rare or complicated cases where it is appropriate to seek the guidance of a specialist or more experienced nurse</li> <li>f. Develops interactions based on relevant patient data; monitors progress regularly.</li> </ul>

	<ul style="list-style-type: none"><li data-bbox="906 191 1421 409">g. Demonstrates effective and efficient performance of nursing skills, providing for clients' physical, pharmacological, psychological safety while demonstrating caring behaviors.</li><li data-bbox="906 436 1404 619">h. Evaluates personal clinical performance with minimal prompting in analyzing major clinical events and decisions made, as well as alternatives considered.</li></ul>
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## ***NURSING PROGRAM'S STUDENT LEARNING OUTCOMES***

Upon graduation, the ADN student will be able to:

1. Evaluate nursing care based on the legal and ethical framework of the state in which they practice and the American Nurses Association Standard of Practice and Code of Ethics.
2. Describe and analyze episodes of clinical practice and self-care; and identify areas of strength and those requiring development.
3. Implement evidence-based practice by locating and evaluating the best available evidence in making clinical decisions; and engage in on-going professional growth and self-directed learning in the practice of professional nursing.
4. Employ leadership skills in implementing and/or delegating the delivery of safe nursing care to clients and client systems.
5. Collaborate with the multidisciplinary team to advocate for clients, client systems, and groups in meeting their health care needs.
6. Contribute to the improvement of the health care system through involvement in interdisciplinary activities and choose from a variety of tools in accessing, interpreting, and providing cost-effective nursing care.
7. Develop therapeutic relationships based on mutuality, respect, cultural sensitivity, caring, and the beliefs and value systems with the client, client systems and community.
8. Communicate professionally, clearly and therapeutically in all interactions.
9. Demonstrate clinical judgment in the delivery of safe, cost-effective, quality care, using information and patient care technologies to diverse clients across a wide range of settings  
and

Utilize health promotion, disease prevention, and restorative nursing in assisting clients and client systems to maintain independence.



## ***PROFESSIONAL CODES AND STANDARDS***

Students are required to conform to Nursing professional codes and standards. Codes that guide professional practice are the American Nurses Association Code of Ethics for Nurses at <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx> and the International Council of Nurses Code of Ethics for Nurses (<http://www.icn.ch/ethics.htm>).

Universal moral principles are reflected in the codes and which include moral values such as autonomy, or the right for clients to be self-governing; beneficence, or doing what is best for the client; non-malefeasance, or the obligation to minimize or prevent harm; veracity, or truthfulness; confidentiality, or respecting privileged information; fidelity, or keeping promises; and justice, which embraces the concept of fairness. Guided by these principles, along with societal mores and laws, the nurse is able to determine the best course of action.



## ***ACADEMIC POLICIES***

All students enrolled in the Associate Science Degree in Nursing (ADN) program at Kapi‘olani Community College and at satellite sites must abide by this handbook and the general KCC policies in effect for all students.

Kapi‘olani Nursing Program Policies are revised periodically. A copy of the revised and current policies is made available to each student at that time. It is each student’s responsibility to read and clarify his/her understanding of the policies.

### ***ACADEMIC STANDARDS***

1. A satisfactory grade must be obtained in the theoretical, math and clinical components of the course to pass each nursing course. This means a grade of “C” or higher in the theory portion of the course and a “Pass” in the math and clinical portions. A failing grade in either theory or clinical results in a failing grade for the course. Grading for clinical experience is on a pass/non-pass basis. (Refer to course syllabus for grading criteria).
2. A grade of C (2.0) must also be achieved in the general education courses in order to continue in the Nursing Program.
3. Students must achieve a cumulative exam score of 70% or higher for all exams administered within a nursing course in order to pass the course. Grades assigned to all other course assignments will help determine the final grade for the nursing course after the student is able to achieve the required cumulative exam score of 70% or higher. As stipulated within the course syllabus, instructors may determine how the grades for other course assignments may be used to complement the required cumulative exam score.
4. Students will be disenrolled from the nursing program if general education courses are not successfully completed on time.
5. A grade point ratio of 2.0 or higher in all courses taken at Kapi‘olani Community College must be achieved for graduation.



6. Please be advised that a “non-pass” for any items in the mid-term clinical evaluation is considered failing clinical and an “Unsatisfactory” mid-term clinical evaluation will result. The student will not be allowed to continue in clinical and will be strongly encouraged to withdraw.

### ***ATTENDANCE***

1. Students should attend all scheduled classes and skills/clinical laboratories. Although the grade earned is based on the student’s attainment of the course objectives, regular and punctual attendance is expected as habitual tardiness and/or absences will result in failure.
2. Students are responsible for all classroom activities, assignments, and handouts. Handouts will be given out only in class or immediately after class. If an absence is unavoidable, arrange with another student to pick up handouts.
3. The classroom ratio of clock hours to credits is: 1 credit = 15 hours. The laboratory/clinical ratio of clock hours to credits is: 1 credit = 45 hours.
4. Hours of absence may not exceed 10% of the total number of laboratory/clinical hours in the course. In an 8-credit course with 5 credit hours of clinical, the following would apply:

5 cr. Hours x 3 (3:1 credit hour ratio) = 15 hrs per wk x 15 wk = 225 hrs x 10% = 22.5 hours

5. The nursing student is to be on time at the assigned time of clinical/lab as defined by the clinical instructor. The student who is tardy may be given only one warning or sent home.

For all subsequent tardiness, the student will be sent home and an absence will be recorded for that day

6. Each student will be responsible to collect client information the day prior to clinical. Each student is expected to come to the clinical experience appropriately prepared to carry out his/her assignment. Students who are not adequately prepared (i.e., do not have a written nursing plan, cannot assess and plan, or cannot safely perform skills taught to date), will not be allowed to care for the patient and may be sent home from a clinical experience. This will be deemed as a clinical absence and will be treated as such. If the student lacks the requisite skills, the student should formulate a plan for meeting those learning needs. This may include referral to the learning laboratory for additional practice time.
7. Only those students currently registered for the class will be allowed in the classroom, campus lab, and clinical sites.

## ***EXAMINATIONS***

### **Math**

Students will be expected to pass Math examinations every semester as put forth in the syllabus. If the student does not pass the Math examinations in the amount of time and with the specific grade required, the student will have to withdraw from the program. Refer to your course syllabus for more information.

### **Examination Procedures**

Students are expected to take the course examination on the scheduled date. If a student anticipates being absent, he/she must notify the instructor prior to the day of the exam. If an emergency arises, it is up to the student to notify the instructor as soon as possible. In all cases, it is up to the instructor to determine if a make-up exam will be given. Note: The format/style for a make-up exam/quiz, is at the discretion of the instructor and may differ from the regular exam. Exams are considered property of the instructor. Individual instructors will determine methods for exam review and will notify their classes regarding how reviews will be managed.

During examinations you will be asked to abide by the following:

1. Spread out in the classroom as much as possible.
2. Bags & all personal items will be kept in the front or outside of the classroom. If you are anticipating an emergency contact, please inform those persons to call the front office to make contact with you or request that the faculty monitor your cell phone or pager (on vibrate mode please).
3. Attend to all personal needs before the exam. Most tests are between 30-60 minutes long (with the exception of the final exam) and most adults can manage without a break during that time frame.
4. There may be more than one proctor in the room while exams are being taken.
5. Department issued calculators will be provided for tests containing math items.
6. Notes may not be taken and recording is prohibited during the exam review.
7. Picture taking or scanning of the exam is not permitted.
8. As part of the nursing student code of conduct, nursing students are expected to maintain confidentiality with regards to exam questions, wherein the contents of an exam are not to be shared with other students.



## ***CLINICAL EXPERIENCE***

### ***CLINICAL PRACTICUM REQUIREMENTS***

Within their clinical practicum, ADN students are expected to:

1. Provide safe care.
2. Practice within the legal scope of practice, and in accordance with the ANA Code of Ethics.
3. Be active, engaged learner, seeking out new opportunities, and reflecting on their own performance.
4. Be aware of the evidence available to support nursing practices.
5. Provide care that is culturally and age/developmentally appropriate.
6. Practice family and relationship-centered care.
7. Recognize role as a leader, an advocate for individuals, families and communities, and an agent for access and high quality care.

### ***CLINICAL PRACTICUM RULES AND REGULATIONS***

1. Eating may be permitted in the clinical setting in designated areas only.
2. No smoking is permitted when wearing the clinical uniform.
3. The student is to provide direct client care only when the instructor is in the clinical facility, and the instructor is aware of the student's clinical objectives.
4. When in the clinical area outside of scheduled clinical hours, professional attire is required, including name pin and full uniform. Preferred attire will be defined in those instances when uniforms are not required. No mini-skirts, shorts, bare midriffs or open-toe or heel shoes are allowed when uniforms are not required.
5. The student must have the instructor's consent to:
  - a. Meet assigned clients.
  - b. View records of assigned clients only.
  - c. Attend special experiences, i.e., psychiatric conferences, nursing audit or other agency activities. (Students may attend community activities open to the public).
6. Clinical facility phones shall NOT be used for personal calls.
7. Interactions with clients, their families, staff, faculty and peers must be professional, courteous and diplomatic at all times.
8. Taking of photographs is prohibited in all clinical settings.

9. Students are advised that any sharing of clinical information on a social networking site, or through email is a violation of HIPAA, and is forbidden.
10. Recommendations for Injection Safety: Each clinical instructor will orient their group to the unit's safety needles and how to use them correctly. Based on the clinical instructor's discretion, if a patient is assessed to be combative or in any other way unsafe for the student to administer the injection, the student will not give an injection and will inform the RN. Students may only give injections with the clinical instructor, and will not be allowed to give injections with the staff RN.

Clinical evaluations are done continuously and are based upon student performance and progress. The evaluations are based on course objectives. The elements below may result in clinical failure. Over-riding elements constituting unsatisfactory performance include the following:

**Physical Jeopardy:** Any action or inaction which threatens the patient's well-being is considered Physical Jeopardy, for example:

1. Not maintaining a safe environment.
2. Failing to observe and/or report significant changes in the client which may lead to worsening of his/her condition. This includes failing to report to your instructor any abnormal vital signs.
3. Not using side rails when the patient is confused, unconscious, sedated, or if the bed is in an elevated position, etc.
4. Improper use of restraints or other equipment that may result in physical injury.
5. Failing to explain to the client the proper use of equipment necessary for safety.
6. Failing to identify the needs of the client before initiating therapeutic measures.
7. Failing to report and follow up on broken equipment or hazardous conditions.
8. Inaccurate charting observations
9. Violation of aseptic technique. Any action or inaction, which violates the principles of medical and surgical asepsis, will be considered in this category. For example:
  - a. Failing to observe for and use standard precautions in the care of all patients, especially hand washing before, during and after care.
  - b. Handling sterile equipment without using sterile procedure(s).
10. Committing actual or potential medication errors.
11. Giving the patient teaching material that has not been approved by the instructor/facility.
12. Notify faculty and staff of clinical absence at least 1 hour prior to beginning of clinical so that client care can be adequately planned.
13. Notify faculty and staff prior to leaving nursing unit.

**Emotional Jeopardy:** Any action or inaction, which threatens the patient's emotional well being, will be considered Emotional Jeopardy, for example:

1. Failing to maintain patient privacy.
2. Use of words or movements that are non-therapeutic.
3. Use of overt or covert threats toward clients.
4. Breaching confidentiality or making statements about clients or their care that is incorrect.
5. Giving client's information about their condition without finding out what is known or is contrary to the physician/family wishes.
6. Failing to manage one's own anxiety properly.
7. Repeated use of probing or attacking questions when talking to the patient and/or others.
8. Failing to observe and appropriately respond to distressful behaviors in clients.

#### ***CLINICAL UNIFORM ATTIRE AND REGULATIONS***

1. Uniforms must be neat and clean at all times or student will not be permitted into the clinical site. Tattoos must be covered.
2. Underwear should be plain white or light colored. Only plain white shirts will be allowed under uniform tops.
3. Shoes and laces must be clean and in good repair. Footwear must include white clinical or sport shoes, leather or leather-like (no canvas) and low cut. Open-back shoes are not allowed.
4. White crew length socks must be worn with pants.
5. Hair must be off the collar and away from the face. Only a neat, appropriate hairstyle is allowed. No ornaments, unnatural or fluorescent coloring is allowed. No hats or caps shall be worn unless in accordance with religious practice.
6. Men must be clean shaven or facial hair must be closely cropped.
7. Conservative use of make-up is allowed.
8. No perfume or body cologne will be permitted in clinical setting.
9. Attention to oral and personal hygiene is expected in the lab/clinical settings.
10. Students are urged not to wear rings in the clinical area. Wedding and engagement rings may be worn.
11. One pair of small, inconspicuous posts may be worn as earrings.
12. Fingernails must be short and clean. Clear nail polish may be worn. No artificial nails allowed.
13. Chains, necklaces, bracelets or body piercing ornaments (including tongue, lip and nose studs) are not to be worn with the exception of a medic alert bracelet.

14. The student ID Badge and agency required badges will be worn when in the clinical facility and removed when the student is not in a student nurse role
15. Nursing uniform:
  - a. The required clinical uniform attire will include the ADN scrub top with college emblem on left sleeve and white or royal blue scrub pants. (Refer to syllabus for changes in specialty courses.)
  - b. The uniform including covered shoes is to be worn when picking up client assignments.
  - c. Name badge.
16. Nursing Supplies
  - a. Watch with second hand.
  - b. Stethoscope.
  - c. Bandage scissors.
  - d. Sphygmomanometer
  - e. Hemostat.
  - f. Pocket notebook.
  - g. Small pocket calculator
  - h. Black Pens, black fine tipped Sharpie marker, pencil with eraser.
  - i. If sweaters are needed, only white is permissible or approved white-long sleeve shirt that may be secured at the antecubital area.
  - j. Clean white-fanny packs may be worn at clinical

### ***LAB UNIFORM ATTIRE AND REGULATIONS***

The only top you are permitted to wear to all skills labs is the KCC student nurse (dark-blue) polo shirt with (white) kopiko floral pattern along with long pants, covered shoes and name badge. Leggings and shredded jeans are not permitted. As required while in the clinical practicum setting, tattoos must also be covered while using the nursing lab. We will be bending, lifting, and moving in lab and your clothing should not unnecessarily expose the body. Hair must be off the shoulders, i.e. put in a twist or bun. Students not in compliance will be sent home and considered absent until he/she returns within attire guidelines.

### ***AFFILIATION TO AGENCIES***

Due to the complex nature of the health care industry, various rules, policies and procedures have been instituted by hospitals that must be met and adhered to by KCC nursing students. If a clinical facility does not give permission for a KCC nursing student to conduct clinical in their facility, the student will not be allowed to continue with their clinical assignment and course. Furthermore, the Nursing Department is not obligated to find an alternative clinical placement for the student. The student will be required to withdraw from the nursing program.

In the clinical setting, the instructor will, with agency staff, provide for the direct supervision of students. The agency requires that assigned instructors and students abide by the policies of the Agency while using its facilities, including confidentiality of all client information as set forth by HIPAA guidelines. The affiliating agency reserves the right to exercise its sound discretion, after consultation with the college, to excuse any student from its premises in the event that such person's conduct or state of health is deemed objectionable or detrimental to the best interest of the agency and to the clients. This includes behavior, dress and hygiene. Login and password

privileges with electronic medical record use are private and not to be shared. Violation of this policy may result in program dismissal.

Effective January 1, 2004, the Joint Commission for Accreditation for Healthcare Organizations required all TJC approved agencies to require similar procedures for all “staff, employees and volunteers” which includes students with respect to health clearances and employment screening exams. Employment screening exams may include criminal background checks and urine drug screening.

The University of Hawai‘i system has examined this requirement and it is now addressed in current UH publications regarding health and related programs. The University Legal Council in support of this requirement has issued the following statement:

“It is the responsibility of the student to satisfactorily complete affiliated hospital background checks and drug testing requirements in accordance with procedures and timelines as prescribed academic requirements that involves clinical practice in a University affiliated hospital setting with no substitution allowable. Failure of a student to complete the prescribed University nursing clinical practice in a University affiliated hospital shall be deemed as not satisfying nursing academic program requirements.”

If the student does not meet all the requirements established by the hospital, the University will not be responsible to provide a substitute clinical facility or clinical experience. Therefore, refusal of a hospital or clinical facility to allow a student in their clinical facility due to negative information will result in the student not being allowed to continue and may prevent any future readmission in the nursing program.

### ***CONFIDENTIALITY***

All client information, which comes to the attention of the student or faculty member, is considered “Confidential.” This includes, but is not limited to the following: talking about patients while outside of the immediate clinical areas, accessing private health information on anyone other than the patient the student cares for, inputting information with the client’s name or other identifiable data onto a personal computer, removal of any part of the medical record, duplicating any part of the patient’s records, including photocopying and/or photographing, any form of patient information transmission over the internet, email and/or social media sites, and removing any document (physical or electronic) from the clinical area. Breach of confidentiality may lead to course failure, program dismissal, and HIPAA sanctions as effected by the host agency. When specified by the nursing instructor, information regarding clinical practicum evaluations may be downloaded within the Laulima site for the nursing course.

### ***ELECTRONIC DEVICES***

Pagers, cellular phones and other electronic devices are to be OFF during class and clinical hours. Receiving and making personal phone calls are not allowed on the clinical unit. Picture taking and recording are prohibited in class, lab or clinical unless permission is granted by the nursing instructor.

### ***EATING***

There will be no eating or drinking in the campus laboratory, classroom or patient care areas.



## ***NURSING RESOURCE LABORATORY***

All laboratory sessions scheduled by the Nursing Resource Laboratory will be held in the nursing lab unless otherwise specified on the Nursing Resource Laboratory Calendar. Only students enrolled in the nursing programs are welcome during Supervised and Open labs. The Nursing Resource Laboratory Calendar will be posted on Lulima. Review uniform guidelines for lab attire under clinical lab attire.

Definitions:

**Course Lab** = Planned labs included in nursing courses; these are required lab sessions taught by the assigned course faculty.

**Supervised Lab** = Extra laboratory sessions scheduled with the Nursing Resource Lab faculty. These sessions are under the supervision of the Nursing Resource Lab instructors.

**Open or Practice Lab** = Extra lab sessions to be used for practicing skills. Instructor may or may not be present. These sessions are scheduled when the lab is not used for Campus or School Lab.

### ***OPEN LAB***

Feel free to practice skills in the lab setting. There are supplemental supplies and equipment provided for your use in the practice boxes. Please return all equipment and supplies to the practice boxes after their use. Students may stay for the entire scheduled Open Lab Session or may leave as desired.

### ***SUPERVISED LAB***

1. Be specific about what assistance is desired of the instructor. Help is limited to topics that have been taught in class particularly related to campus lab, computers, math or care plans. Students may sign up for 30-minute slots.
2. Supervised Labs are scheduled for perfecting skills learned in course labs. When signing up for supervised practice, sign up for no more than two 15 minute time slots.
3. Bring supplies, equipment and/or textbook or a lab partner. Bring skills standards and any learning guides for the procedure with you to Supervised or Open Lab practice. Sign-up as a group when there are more than two with the same need.

### ***HOW TO SIGN UP FOR APPOINTMENTS***

1. Based on the student's performance, the faculty member is to generate the e-referral with one copy sent to the student and one copy to the Resource Lab via the drop box.
2. Once the student received the form, it is the responsibility of the student to contact the Resource Lab and schedule an appointment (24 hr. in advance) for supervised practice with an instructor. The resource lab calendar with emails of instructors is located on your Kap Nurse Resource Lab Lulima site. The student has to e-mail the Resource Lab instructor that is available on the date required for help.



3. The student has to bring the printed lab referral (completed by the faculty and the student) to meet the Resource Lab instructor.
4. After working with the student in the Supervised Lab, the Resource Lab instructor will place the completed lab referral in the designated folder in the Resource Lab Box in the Kōpiko 201 Workroom or via the Laulima drop box.

### ***HOW TO CANCEL A SCHEDULED SUPERVISED LAB SESSION OR APPOINTMENT***

Please email your resource lab instructor that you have made an appointment with to cancel an appointment.

### ***NURSING LABORATORY GUIDELINES FOR FACULTY AND STUDENTS***

**The Nursing Laboratories are provided for the nursing students to practice their basic skills and techniques. The following guidelines have been developed to assist in maintaining a clean, neat and safe environment. Each student will be held responsible for the proper maintenance of the laboratories.**

1. Lab equipment purchased by students or available in the lab settings is for lab use only or with the instructor's permission for noninvasive skills practice.
2. Students may use the laboratory for skills practice and study during Supervised and Open Labs when there are no scheduled classes.
3. Procedure boxes for practice will be held in the Nursing Resource Lab. They will contain supplies for procedures currently being learned in class or bring your own supplies to practice. Replace all supplies in these boxes after use. Other supplies used for laboratory practice must be returned to their proper places before leaving.
4. Any equipment, e.g., bed, stand, etc. that is defective or damaged should be reported to any instructor immediately. Also report when supplies are low or depleted. If no instructor is available, please leave a note in the Nursing Resource Lab Instructor's email or place the equipment on the sign in table with a note.
5. Dress and hair regulations will be in effect during school labs, open and Supervised Labs. . See lab attire above.
6. No eating, drinking, gum chewing or smoking is permitted in the laboratory at any time.
7. No sitting or lying in bed except during laboratory classes or as permitted by an instructor.
8. No slippers, sandals or open-toed footwear are permitted. Covered shoes must be worn during all laboratory sessions.
9. Remove shoes before getting on bed. If shoeless feet are soiled, place paper towel before getting on bed.
10. No loud, boisterous talking will be permitted in the laboratory.

11. The TV monitors are for instructional use only and should not be used for regular programming.
12. Bedside units must be kept neat, clean and closed after each laboratory and practice session. The bedside equipment, bedside stand, overbed table and chair should be returned to respective places. Return beds to lowest level when you leave.
13. Desk chairs should be replaced in an orderly manner after each lab or class session.
14. All mannequins should be placed on beds or on designated portable shelving after use. The mannequin should have a gown on, with legs and torso covered with a flannel blanket or sheet.
15. Students not enrolled in the Nursing Department are not to use the labs unless given special permission by faculty.
16. Children are not allowed in the Nursing Resource laboratories.



## ***HEALTH AND SAFETY***

### ***HEALTH REQUIREMENTS***

All students must meet current health requirements. Those who are deficient in any one requirement will not be permitted to enter the clinical area and/or may not be able to register for nursing courses. A student may be asked to leave the program if the deficiency is not cleared. It is the responsibility of each student to keep these requirements and certifications current throughout the duration of enrollment.

Please submit all copies of documents to the nursing office. The Nursing Department will **not** provide copies back to the student. It is the student's responsibility to keep original documents prior to submitting duplicated copies to the Nursing Department. With the student's consent, their health/records will be released to specific clinical facilities.

Criminal background check and urine drug screening results are to be kept by the student and shown to the designated person at the agency requiring the information by a specified date.

The nursing department has established health document guidelines so as to respond to the health care facilities' expectation that students are cleared to participate in their clinical practicum on a timely basis. Therefore, nursing students will be required to submit their health documents by the deadlines referenced below. (Newly-admitted nursing students will be required to submit their health documents by deadlines to be confirmed within their acceptance letter.)

Firm deadlines **for nursing students to submit/update health documents are listed below:**

**Fall Semester:** July 1st

**Spring Semester:** November 1st

**Summer Term:** April 1st

1. **Tuberculosis Clearance**
  - a. A two-step TB skin test (PPD) OR documentation of two consecutive years (not > 12 months apart) of negative skin tests OR a current negative chest x-ray within one year of clinical assignment.
  - b. Skin test (PPD) must be completed yearly and current throughout the semester.
  - c. Students who have had a positive skin PPD skin test must provide documentation on the date of the positive reading.
  - d. Additional health data may be required by the host agency.
2. The student must show current immunization records or titers for Measles, Chicken Pox (Varicella), and Mumps. A **positive titer for Rubella must be submitted**. A titer is a blood test that indicates the level of your immunity to a particular disease. Measles immunity can be shown by either a positive titer or proof of 2 MMR vaccinations. Mumps immunity can be shown by either a positive titer or an MMR vaccination as an adult, or 2 MMRs as a child. The provider must sign the dates of the injections. Immunity for Varicella (Chicken Pox) can be shown by either a positive titer, or documentation of 2 Varivax vaccinations. Students attending clinical at Tripler Army Medical Center must show proof of Hepatitis B vaccinations or immunity.
3. **The Hepatitis B vaccine shots** are recommended for all students. If a student refuses to have the series of three shots, the student must sign the “Declination of Hepatitis Immunization” form.
4. **Tetanus Immunization**—the tetanus immunization is required of all entering students and must have taken place within the last 10 years.
5. **Professional Liability Insurance** is required of all students and helps to protect the student in case of a lawsuit. Forms are available at the nursing office. Insurance must be renewed every academic year. Proof of payment is required at time of registration/orientation.
6. **Personal Health Insurance**—Students are required to have basic health insurance coverage throughout the nursing program. Student Medical Plan Application forms are available at the Student Activities Office.
7. **Current CPR**—ADN students must have the Healthcare Provider Level or Professional Rescuer, Basic Life Support level (one-man, two-man, infant and child rescuer, AED use, and obstructed airway) and must be current throughout the semester.
8. **Influenza Vaccination** is recommended for all students. Students are required to complete the Influenza Attestation/Declination Form to confirm that they have received the flu vaccine or provide reason for declining the vaccination.

### ***TECHNICAL STANDARDS***

Before entering the KCC Nursing Program, a student shall provide documentation of sensory and mobility standards that support the student’s ability to perform basic nursing functions. The technical standards assessment must be current and performed within twelve months prior to the first day of instruction. At any given time, reassessment of the student’s ability to perform basic technical standards may be required at the discretion of the nursing faculty. Continued evidence of

minimal function standards is required to safeguard the student, the client, fellow classmates and other health care agency staff. **It is the student's responsibility to inform the nursing faculty of any change in physical or mental status which may alter basic sensory/mobility functions.**

### ***OCCUPATIONAL SAFETY***

1. **Any** accident or injury in the clinical area and/or campus to any student or patient must be reported to the instructor immediately. When there is an accident, needle-stick, exposure to body fluids or injury to a student in the clinical area, the student shall inform the instructor in charge, report for emergency care as indicated and, if necessary, the personal physician will be informed. The student must comply with the policies of the clinical facility by reporting the incident to the charge/supervisory nurse and completing any facility forms as requested. In the case of an injury, the nursing program requires the submission of an incident report form. The report form is obtained from the faculty instructor and is collaboratively completed by the student and instructor. Treatment costs and subsequent testing for infectious disease are the responsibility of the student. (In the case of injury, tetanus immunization within the last five years is recommended.)
2. Students must always use **Standard Precautions** and follow policies regarding the handling of needles and other sharps in order to minimize the risk of HIV, Hepatitis and other infectious diseases.
3. Students are not covered by Workers' Compensation. Therefore, any medical care costs from accidents, injuries or illness are the student's responsibility.
4. Students may be exposed to a variety of illnesses while enrolled in the program. Students are urged to maintain good health practices and to obtain medical care and treatment as needed.
5. Students are expected to observe all safety regulations as instructed when working with clients and staff and when handling supplies and equipment.
6. Students smelling of alcohol or other substances will not be able to participate in the lab/clinical setting.
7. Students are required to carry health insurance.
8. **Change in health status:** Students must submit written verification approving return to clinical if prolonged illness, a change in physical status, and/or surgical procedures that may affect the student's health occur within the duration of the course.
9. **Pregnancy**
  - a) Students must notify the clinical instructor as soon as pregnancy is confirmed to ensure protection of themselves and the fetus. There are potential risks to the fetus during clinical rotations.
  - b) Pregnant students must provide a written statement from the primary care provider verifying the duration for the pregnancy and approving continuation in the program. Students must submit permission to return to clinical if delivery occurs within the duration of a nursing course.



## ***ACADEMIC AND HEALTH RECORDS***

Academic and Health Records are kept at the KCC Diamond Head campus site. Students may review their files by making an appointment with the appropriate office personnel.



## ***PROGRESSION***

1. Students who are admitted in the fall or spring semester will follow the schedule established for the semester in which they enter.
2. If general support courses have not been taken, they must be taken as co-requisites.
3. All nursing and general support courses must be completed as scheduled before progressing to the next level or students will be disenrolled from the program.
4. A cumulative grade point ratio of 2.0 is required while in the nursing program.



## ***ADVISING AND REGISTRATION***

The student and faculty share responsibility for ensuring that all nursing courses are taken and passed in the required sequence.

### ***ADVISING***

1. The student must complete all nursing courses with a grade of “C” or higher.
2. The student must complete all math exams with a score of 90-100% depending on the level of the nursing course. (All nursing courses which have clinical requirements also have theory as well as math components.)
3. The student must attend all lab and clinical activities and complete an allotted number of hours for each course.
4. The student must successfully complete, within each nursing course, the didactic (classroom), clinical and math components (if required) in order to pass the course and progress to the next course within the nursing program.
5. The student must successfully complete all general education support courses on time or will be withdrawn from the program. If there is a possibility that the student may fail a general support course taken concurrently, the student must notify the nursing course coordinator as soon as possible. If a concurrent course is failed, the student must notify the counselor immediately.

6. Students who complete general support courses at institutions outside of the University of Hawai'i System must submit an official transcript to KCC's Kekaulike Information and Service Center (KISC) as soon as possible. A "Request for Transcript Evaluation" must be submitted for course(s) taken at all other campuses for the Associate in Science degree to be granted.

### ***REGISTRATION***

1. Students should consult the college Schedule of Classes for specific information regarding course dates and times for general support courses. The Schedule of Classes will be available on the KCC website.
2. The Department reserves the right to assign clinical sites as needed.
3. The Nursing Department has established registration deadlines so as to respond to the health care facilities expectation that students are cleared to participate in their clinical practicum on a timely basis. Therefore, nursing students will be required to register for their nursing courses and pay their tuition and fees by the deadlines referenced below.

Registration deadlines for **nursing students to register and pay tuition/fees** are as follows:

**Fall Semester:** July 1st

**Spring Semester:** December 1st

**Summer Semester:** April 15th

4. Nursing students must complete their course registration and pay their tuition and fees by these department deadlines to ensure that timely notification can be given to the clinical facilities regarding their eligibility to start their clinical practicum.
5. In addition to the course tuition, nursing students will be required to pay the following fees: liability insurance fee, professional fee, student publication fee, student activity fee and student congress fee. The Nursing Department may also require nursing students to pay other administrative fees (such as the ATI program fee to cover the cost of administering exams and other related program costs).
6. Students who receive financial aid, third-party assistance (e.g., private scholarships, DVR, veterans' benefits, etc.) or participate in the payment plan will be noted as having complied with the registration and payment deadline.
7. Since notification to the clinical facilities is completed as a cohort, (and not on an individual basis), **nursing students who do not comply with these department deadlines will be withdrawn from the nursing program.**

### ***COUNSELING SUPPORT***

Nursing students are encouraged to meet with a Nursing Department counselor if they are experiencing difficulties or challenges that impact their learning in the classroom, lab and/or clinical practicum. Appointments can be made to meet with a nursing department counselor at the

Nursing Department office at Kapi‘olani Community College or its satellite site at Leeward Community College.

Depending on the nature and extent of the student’s concern and where the student is completing the KCC nursing program, the Nursing Department counselor will also be able to make appropriate referrals for additional counseling support offered via the **KCC Mental Health and Wellness Program, KCC Single Parents & Homemakers Program, KCC TRIO Project** (for students, who are first-generation in college, economically disadvantaged and/or who have a disability), **KCC Disability Support Services Office** and **KCC Native Hawaiian Career & Technical Education Project** as well as comparable **student support services offered at the Leeward Community College satellite site**. Additional counseling referrals can be made to the **Counseling and Student Development Center at the University of Hawai‘i at Mānoa** via the KCC Mental Health and Wellness Counselor.



## ***SCHOLARSHIP, FINANCIAL AID AND STUDENT/OUTSIDE EMPLOYMENT***

### ***SCHOLARSHIP/FINANCIAL AID***

The Nursing Department administers several nursing scholarships and KCC Tuition Waivers. Information about the availability of nursing scholarships and tuition waivers will be posted via-e-mail. Please contact the counselor for additional questions.

### ***STUDENT EMPLOYMENT***

Students can apply for on-campus employment in various offices. On-campus jobs are convenient and are scheduled around your classes. Work-study positions are available for qualified students. Apply at the Financial Aid or Human Resources Office if you are interested in a campus job.

### ***OUTSIDE EMPLOYMENT***

Nursing students may accept employment for the care of patients as a nurse aide after completing NURS 210, Health Promotion Across the Life Span. Students employed as nurse aides cannot wear the Kapi‘olani Community College student uniform, cannot accept assignments beyond the level of a nurse aide, and cannot use the abbreviation of “SN” after their name.

Students are encouraged to take the NCLEX-PN for practical nurse licensure after completion of NURS 320, Health and Illness II (Family Health). They can then work as LPNs, gaining both experience and income. They should at all times function within the scope of practice of the LPN although they may have performed higher-level skills in their nursing program.

All students must adhere to college requirements and must meet the college’s competencies and objectives. A student who is employed must rearrange his/her work schedule so that it does not conflict with the college schedule in order to optimize potential for success.



## ***DISABILITY SUPPORT SERVICES***

### ***DISABILITY ACCESS***

If you are a student with a documented disability and have not voluntarily disclosed the nature of your disability and the support you need, you are invited to contact the Disability Support Services Office with the assistance of the Nursing Department Counselors as referenced below.

Wesly Maekawa, Nursing Counselor    or  
Telephone: 734-9274  
Email: [wesly@hawaii.edu](mailto:wesly@hawaii.edu)

Crystalyn Hottenstein, Nursing Counselor  
Telephone: 734-9275  
Email: [hottenst@hawaii.edu](mailto:hottenst@hawaii.edu)

Additional disability support services information and related policies may be found within the “College Policies” section of this handbook. The information found in this handbook is available in alternate formats upon request by calling the Nursing Department. Advance notice of approximately two weeks is required.



## ***STUDENT SUCCESS CONTRACT AND REFERRALS***

It is recognized that the KCC ADN nursing program is rigorous due to its accelerated content and sequence of courses. If a student has difficulty in theory, math, clinical or the laboratory area, an instructor will ask the student to seek assistance through various avenues such as counseling, remediation exercises, laboratory practice, and theory review.

Referrals to the Nursing Course Instructor, Nursing Counselor and/or Nursing Resource Lab Instructor will be made for all theory exam grades of less than 72%, non-pass skills check-off, math exam failure, clinical errors or other subperforming behaviors. Students are required to follow through in the time specified on the referral form.

In the event that the student is in jeopardy of not passing class, laboratory, math or clinical requirements of the course, a “Success Contract” will be issued to the student by the instructor. The contract notifies the student in a written format that the student is in jeopardy of failing the course due to unsatisfactory performance. The contract will assist the student with required remediation activities to promote success as well as identify steps that the instructor will take to support success.



## ***COURSE OR PROGRAM WITHDRAWAL***

1. The Nursing Department has an extend withdrawal deadline for nursing courses such that nursing students may withdraw at the end of the 12th week for semester-long courses.
2. Deceleration due to withdrawal or failure from a nursing course or concurrently taken general support courses constitutes disenrollment from the ADN program.
3. Students must take the necessary steps to formally withdraw from their nursing course(s) by meeting with the Nursing Department Counselor.



4. Students must have had an exit interview with the program director in order to be eligible for readmission. This also includes the NURS 210, NURS 211 and NURS 212 levels. During the exit interview, the student and the program director will explore the reasons for withdrawal/failure and discuss a plan whereby the student can correct factors contributing to deceleration. The student, course instructor, and program director will complete a “Change of Enrollment Form” indicating the recommended plan of action for readmission.



## ***COURSE OR PROGRAM READMISSION***

1. When a student withdraws or fails from NURS 210, NURS 211 or NURS 212, he/she must reapply through the College admission process and must qualify and rank again for admission into the program
2. All students will be allowed a maximum of one readmission to the ADN program.
3. Students are readmitted on a space available basis.
4. Qualified students who were previously denied readmission due to lack of space will be given priority seating but must continue to notify the department of their continued desire by each admission deadline to be considered for an available space.
5. Students must seek readmission within one year of disenrollment to facilitate continuity in learning.
6. Students must fulfill the AS Degree in Nursing graduation requirements in effect at the time of readmission
7. Students must have a cumulative grade point ratio of 2.0 or higher to be eligible for graduation.
8. Students must meet overall admission criteria and qualifications for the ADN program for readmission as confirmed by the course instructor and ADN Program Director and/or PRCN Program Coordinator within the “Nursing Department Change of Enrollment Form.” These conditions for readmission are universally applied to all of the KCC nursing programs should a student decide to apply for another nursing program other than the nursing program for which the readmission conditions were written.

### ***PROCEDURE FOR READMISSION***

1. Nursing students who did not register the previous semester will need to complete the System Application Form.
2. Submit a dated and signed letter requesting program readmission to the ADN Faculty Committee, Attn: ADN Academic Advisor, which describes activities undertaken since withdrawal. The letter must completely address the conditions for readmission as recommended by the ADN Coordinator and/or instructor during the exit interview.
3. Deadlines to submit readmission letter are:  
May 1st for Fall Term  
Sept 1st for Spring Term  
Feb 1st for Summer Term

If deadline falls on a weekend, or holiday, the deadline will be extended to the following working day.

4. The Academic Advisor submits the completed letter and relevant documents to the ADN Faculty Committee for review.
5. The student is notified by mail or phone of the Committee's decision and is also informed that readmission is on a space available basis.
6. A student may request reconsideration of the Committee's decision within seven working days.
7. The readmitted student must present a current CPR, TB certification, and Professional Liability Insurance Receipt upon notification of readmission acceptance.
8. Since notification to the clinical facilities is completed as a cohort (and not on an individual basis), **nursing students who do not comply with these department deadlines will be withdrawn from the nursing program.** This policy is to ensure that nursing students who do comply with the department deadlines will be able to proceed with their clinical practicum on a timely basis
9. Firm deadlines for all nursing students to submit/update health documents are listed below:  
  
Fall Semester: July 1st  
Spring Semester: November 1st  
Summer Term: April 1st
10. During Summer and/or interim periods when the entire committee is not available, the committee may consist of those members present and the department director or designee.



## ***RESOLVING STUDENT CONCERNS***

### ***CHANNELS OF COMMUNICATION***

A student having difficulty with a nursing course should consult with their instructor regarding their concerns. If additional input is required, or if the student is not satisfied with the situation, the student should consult with the course coordinator. If concerns persist, the student should consult with the ADN Program Director, after which the Department Chair should be consulted. If the student is not satisfied with the Department Chair's decision, the student may consult with the Dean of Health Academic Programs. Students may also seek additional assistance from the Nursing Department Counselors.

### ***STUDENT ACADEMIC GRIEVANCE PROCEDURE***

The College has adopted procedures by which students may seek remedy if they feel they have been treated arbitrarily and capriciously in academic-related matters. Copies of the procedures are available by request to the Vice-Chancellor for Student Affairs.

In instructional activities, students are responsible for meeting all of the instructor's attendance and assignment requirements. Failure to do so may affect their final grade. In all college-related activities, including instruction, they must abide by the college's codes and regulations, refraining from behavior that interferes with the rights and safety of others in the learning environment. Finally, if they decide to file a grievance, they are fully responsible for providing proof that they have been wronged.



## ***STUDENT GOVERNANCE***

Nursing students are provided with an opportunity to provide feedback in the governance of the nursing program. Nursing students are encouraged to attend Nursing Department faculty meetings with student representatives which are conducted throughout the semester. During these meetings, nursing students or their class representatives are able to share their concerns and/or provide feedback on a variety of issues.

Nursing students also become members of the "Student Nurses' Association at Kapi'olani Community College" which is affiliated with the National Student Nurses' Association. Through the SNA at KCC, nursing students elect student leaders to serve on the executive board which consists of an SNA President, Vice-President, Secretary, Treasurer, Historian and Student Congress Representative.



## ***APPLICATION FOR GRADUATION***

1. Students will apply by October 15 for Fall Graduation and March 15 for Spring Graduation. Application forms may be picked up at the Kekaulike Information and Service Center (KISC) 'Ilima 102 and/or the KCC website.
2. All nursing and general support courses completed with a "C" or higher to be eligible for graduation. A formal transcript evaluation for courses not taken at KCC must also be completed.
3. It is an expectation of the graduate to complete surveys that identify program satisfaction for the purpose of program evaluation and accreditation.



## ***LICENSURE/CERTIFICATION/EXAMINATION***

1. The student is responsible for requesting that a KCC transcript be sent to the Board of Nursing soon after graduation
2. The KCC Nursing Department will provide information allowing students to apply to the Board of Nursing for the NCLEX licensure exam

3. The KCC Nursing Department will send the names of graduates who qualify to take the NCLEX Exam to the Board of Nursing.
4. Students who wish to take the NCLEX-RN in another state must contact that Board of Nursing directly. Addresses of other Boards of Nursing are available at the Hawai'i Board of Nursing.
5. For further information, contact the Hawai'i State Board of Nursing at the following address:

**Hawai'i Board of Nursing**

DCCCA, PVL Licensing

PO Box 3469

Honolulu, HI 96801

**Website:** <http://hawaii.gov/dcca/area/pvl/boards/nursing>

**Application Forms & Licensing Requirements:** 586-3000

***LEGAL LIMITS OF LICENSURE***

Student should be aware that the Board of Nursing, State of Hawai'i, shall have the power to deny, revoke or suspend any license or otherwise to discipline a licensee.  
(Refer to Appendix for more information.)



## **COLLEGE POLICIES**

### **UNIVERSITY POLICY ON NONDISCRIMINATION AND AFFIRMATIVE ACTION**

The University of Hawai‘i is an Equal Opportunity/Affirmative Action Employer. It is the policy of the University of Hawai‘i to comply with Federal and State laws which prohibit discrimination in University programs and activities. Individuals designated to coordinate the University of Hawai‘i Community College’s nondiscrimination and affirmative action programs are:

Mona Lee, Vice-Chancellor for Student Affairs (Education/Civil Rights matters)  
734-9522, Kapi‘olani Community College.

Human Resources Officer (Employment matters) 734-9575, Kapi‘olani Community College

Mary Perreira (EEO/AA) 956-4550, Community Colleges, University of Hawai‘i System

KCC recognizes its obligation to provide overall program accessibility for persons with disabilities. Contact Mona Lee, Section 504 Coordinator, to obtain information as to the existence and location of services, and facilities that are accessible to and usable by persons with disabilities: 734-9522

### **PROFESSIONAL BEHAVIOR AND CONDUCT**

Nursing students are expected to conduct themselves in accordance with academic and behavioral performance standards as set forth by the Kapi‘olani Community College Student Conduct Code which prohibits academic dishonesty, cheating, plagiarism, disruptive behavior, lethal weapons, smoking (in specific areas of the campus), illicit drugs and alcohol.

In addition to adhering to the performance standards as defined by Student Conduct Code as well as all other performance standards described within this Handbook, nursing students are expected to demonstrate courtesy and respect when interacting with their peers and instructors as well as licensed health professionals in the didactic, laboratory and/or clinical practicum settings within their nursing program.

Professional behavior and conduct is expected of all nursing students during class, laboratory and clinical settings. Student conduct that violates the professional behavior and conduct as described will not be tolerated.

In addition, the nursing programs within Kapi‘olani Community College are guided in practice by the American Nurses Association (ANA) Code of Ethics, which offers provisions in the way nurses conduct themselves with respect to patients and colleagues, the delegation of tasks and responsibilities, the maintenance of health care environments which promote quality health care as well as helping to advance the nursing profession by articulating nursing values and maintaining the integrity of the nursing practice. The ANA Code of Ethics for Nurses is available at <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx>.

## ***DISRUPTIVE BEHAVIOR POLICY***

Kapi‘olani Community College defines disruptive behavior as speech or action which: 1) is disrespectful, offensive, and/or threatening; 2) interferes with the learning activities of other students; 3) impedes the delivery of College services; and/or 4) has a negative impact in any learning environment—including department and staff offices, the Library, the Computing Center, the Learning Assistance Centers, labs, clinical sites, service learning sites, etc. Disruptive behavior includes physically or verbally harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the College.

Disciplinary actions, which the College may impose, include a formal warning; require mediation, probation, suspension, and/or dismissal. An instructor referring a student for disciplinary action does so under the provisions of the Student Conduct Code. This stipulates that the Chancellor may impose disciplinary sanctions upon a student only after a Student Conduct Committee hearing has taken place. However, students whose behavior is disruptive may be subject to immediate disciplinary action in an emergency situation. In such cases, the Chancellor may impose the sanction of suspension prior to a hearing. For further information, please refer to the Student Conduct Code available at the Vice Chancellor for Student Affairs.

## ***ACADEMIC DISHONESTY***

The University cannot condone academic dishonesty. Such dishonesty includes cheating and plagiarism (examples of which are given below, but are not limited to these examples), which violate the Student Conduct Code and may result in expulsion from the University.

### ***CHEATING***

Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official University record, and misrepresenting facts in order to obtain exemptions from course requirements.

### ***PLAGIARISM***

Plagiarism includes but is not limited to submitting any document, to satisfy an academic requirement, that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved. This includes plagiarism in the dry-lab setting, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results, and (d) dictation papers to or copying from others.

In cases of suspected or admitted academic dishonesty, the instructor involved shall attempt to discuss the matter with the student. If appropriate, the instructor may bring the matter to the attention of the Department Chair & the Student Services Office. Additionally, an instructor may

make use of campus mediation services or may refer any case of academic dishonesty to the Student Conduct Administrator for action under the Student Conduct Code. The instructor may require the student to redo the assignment, give a failing or reduced grade for the course, and/or refer the student to the Vice Chancellor for student affairs -Student Conduct Administrator for possible University Sanction. The student conduct Administrator shall pursue such cases to determine appropriate disciplinary actions if, after a preliminary investigation it is his/her her determination that probable cause exists to establish that an act of academic dishonesty took place.

### ***FINANCIAL OBLIGATIONS***

Students who have not satisfactorily adjusted their financial obligations (tuition and fees, traffic violations, library fines, locker fees, laboratory breakage charges, transcript fees, loans past due, rental payments, etc.) may be denied grades, transcripts, diplomas, refunds, and/or registration.

### ***UH POLICY ON EMAIL COMMUNICATION***

The electronic communications policy adopted in December 2005 establishes the University of Hawai'i Internet service as an official medium for communication among students, faculty, and staff. Every member of the system has a hawaii.edu address, and the associated username and password provide access to essential Web announcements and email. You are hereby informed of the need to regularly log in to UH email and Web services for announcements and personal mail. Failing to do so will mean missing critical information from academic and program advisors, instructors, registration and business office staff, classmates, student organizations, and others. Failure to read email is not a defense for not knowing about announcements and information about the nursing courses or nursing program.

Email is a form of individual communication, not a public forum, and should not express opinions or forward views to those who have not expressed a wish to receive such email. For the above reason, the nursing faculty and nursing students may use their electronic Nursing Department listserv to facilitate or promote the learning process within a Nursing Department-sanctioned activity, but may not use the Nursing Department e-mails for personal expression. In addition, e-mail correspondence of a confidential nature should be shared via Lulima or the UH Filedrop Service.

### ***PRIVACY RIGHTS***

#### ***FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974***

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Students should consult the current Schedule of Classes for a copy of the University of Hawai'i's policy on student rights with respect to their educational records or request a copy from the Office of the Vice-Chancellor for Student Affairs.

### ***STUDENT ACADEMIC GRIEVANCE PROCEDURE***

The College has adopted procedures by which students may seek remedy if they feel they have been treated arbitrarily and capriciously in academic-related matters. Copies of the procedures are available by request to the Vice-Chancellor for Student Affairs.

In instructional activities, students are responsible for meeting all of the instructor's attendance and assignment requirements. Failure to do so may affect their final grade. In all college-related activities, including instruction, they must abide by the college's codes and regulations, refraining from behavior that interferes with the rights and safety of others in the learning environment. Finally, if they decide to file a grievance, they are fully responsible for providing proof that they have been wronged.

## ***DISABILITY SUPPORT SERVICES AND POLICIES***

Students with a documented disability who have not voluntarily disclosed the nature of their disability are invited to contact the Disability Support Services Office (DSSO) in `Ilima 107, ph.734-9552 , or email [kapdss@hawaii.edu](mailto:kapdss@hawaii.edu) for assistance. For students whose primary disability is Deaf or hard of hearing, contact the KCC Deaf Center in Manono 102, ph. 734-9210 (V) or 447-1379 (videophone). Students will need to contact DSSO or Deaf Center at Kapi`olani Community College to request accommodations in a Kapi`olani CC course even if they have already registered or receiving services at another UH campus's disability support program. Related services and policies include the following:

Accessible Technology / Multimedia Accessibility: Ensuring access to technology is reflected in the College's Technology Plan. The federal mandate to ensure accessibility extends to technology used in the classroom, on-line classes and multimedia presentations. Textbooks (including open educational resources), online content, content-specific computer applications, instructional software, e-books, course materials, handouts, exams, equipment, etc. must be accessible and provided to students requiring "alternate format" as an accommodation stated on their "Disability Notice." Videos should be accessible (e.g. captioning, transcript of text available, etc.) and any pictures should have written, descriptive text.

Special Testing for Students with Disabilities (extended time for testing/area of minimal distractions) The designated campus location for students with disabilities who receive testing accommodations is in the Testing Center, located in the Lama Library, Room 101. The check-in point for instructors to drop off and pick up exams or quizzes is located to the left of the Testing Center desk.

Service Animals: As with all students with disabilities, a student with a service animal may choose to self-disclose their disability and seek disability accommodations with DSSO or the Deaf Center but are not required to do so. A service animal is a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Generally speaking, service animals are permitted in all areas where members of the public are allowed to go. A person with a disability cannot be asked to remove his service animal from the premises unless: (1) the dog is out of control and the handler does not take effective action to control it or (2) the dog is not housebroken. Only two questions are allowable when inquiring about an individual's service animal: 1) Is the dog a service animal required because of a disability? and 2) What work or task has this dog been trained to perform? Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. For more information:

[http://www.ada.gov/service\\_animals\\_2010.htm](http://www.ada.gov/service_animals_2010.htm) You may also refer to the Department of Justice's "Frequently Asked Questions about Service Animals and the ADA" (7/20/15):

[https://www.ada.gov/regs2010/service\\_animal\\_qa.pdf](https://www.ada.gov/regs2010/service_animal_qa.pdf)



Accessible furniture: Accessible tables and chairs have been placed in some classrooms for a student who qualifies for this accommodation. These are marked with the universal symbol of access (blue background with wheelchair graphics), and must remain in the classroom, and not be moved or used for other purposes for the duration of the semester.

Notetaker Identification badges/cards: DSSO notetakers will wear badges identifying them as a "DSSO Notetaker." Instructors will receive a pink-colored introduction card from the notetaker, however, the name of student with a disability will not be listed on the card to ensure confidentiality. Instructors should refer to the Disability Notices identifying which student(s) receive notetaking as an accommodation.

## APPENDIX

### LEGAL LIMITS OF LICENSURE

Kapi'olani Community College nursing faculty defines unprofessional behavior by using the following standards based on the Rules of the Hawai'i Board of Nursing. Hawai'i Revised Statutes, Chapter 457, August 1995; Hawai'i Administrative Rules, Title 16, Chapter 89, July 1997

1. Fraud or deceit in procuring or attempting to procure a license to practice nursing as a licensed practical nurse;
2. Gross immorality;
3. Unfitness or incompetence by reason of negligence, habits or other causes;
4. Habitual intemperance, addiction to or dependency on alcohol or other habit-forming substances;
5. Mental incompetence;
6. Unprofessional conduct is defined, but not limited to the following:
  - (a) Performing unsafe or unacceptable client care or failing to conform to professional standards required of a nurse which poses a danger to the welfare of a client which shall include:
    - (i) Intentionally or negligently causing physical or emotional injury to a client;
    - (ii) Administering medication and treatment in a careless or negligent manner;
    - (iii) Failing to take appropriate action or to follow policies and procedures in the practice setting designed to safeguard the client;
    - (iv) Failing to take appropriate action in safeguarding a client from incompetent health practices;
    - (v) Performing nursing techniques or procedures without proper education and training.
    - (vi) Violating the confidentiality of information or knowledge concerning the client or failing to safeguard the client's dignity and right to privacy; and
    - (vii) Leaving a nursing assignment or abandoning a client without properly notifying appropriate personnel.
  - (b) Engaging in any act inconsistent with the practice of nursing which shall include:
    - (i) Engaging in conduct which evidences a lack of ability or fitness to discharge the duty owed by the student nurse to a client;
    - (ii) Practicing nursing when physical or mental ability to practice is impaired by alcohol or drugs, or because of other physical, psychological, or mental impediment;

- (iii) Willfully, or deliberately, falsifying or altering a client's healthcare facility's or employee's record;
- (iv) Unauthorized use or removal of drugs, supplies or property from a client or health care facility, institution or other work place location, or diverting or attempting to divert drugs or controlled substances for unauthorized use or appropriating money, supplies or equipment;
- (v) Possessing, obtaining, furnishing or administering prescription drugs to any person, including self, except as directed by a person authorized by law to prescribe drugs; and
- (vi) Failing to supervise persons to whom nursing functions have been delegated under one's supervision.
- (vii) Conviction, whether by nolo contendere or otherwise, of a penal offense substantially related to the qualifications, functions, or duties of a nurse,