



Department of Nursing

Nursing Student Handbook
For RN to BSN Completion Program

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General Information

MESSAGE FROM THE NURSING PROGRAM INTERIM DIRECTOR

Dear ASC nursing students,

Welcome to the ASC Nursing Program. We are delighted you have chosen ASC as your baccalaureate nursing program and look forward to working with you as you progress through the RN to BSN curriculum.

Our nursing curriculum is a BSN completion program is committed to providing access for associate degree and diploma nurses for an opportunity for a nursing education that is based on professional nursing standards. The nursing program has a strong focus on cultural diversity, community service, evidence-based nursing, and rural health care. The nursing program promotes career mobility in nursing for both full-time and part-time students.

Our program is a BSN completion curriculum for RNs who have attained either an Associate Degree or a Diploma in nursing. It builds upon the Associate Degree curriculum of the Colorado Community College System based upon the Colorado Nursing Articulation Model. This model was developed by the Colorado Council on Nursing Education in 1991 to enable nurses to more easily advance their education. We will work closely with those of you who are not yet RNs but have decided a BSN or higher degree is your goal to assist you in preparation for the associate degree program of your choice.

The atmosphere of the ASC nursing program is very student friendly. With a low student to faculty ratio, students receive personal advisement and instruction from faculty members who know them by name. Students are considered partners and colleagues in the teaching/learning process.

The nursing faculty are from a variety of nursing practice backgrounds. This assures students will receive a well-rounded nursing education experience at ASC. You can expect a faculty with a sincere concern for the learning needs of nursing students and who endeavor to prepare the highest level professional nurse.

Again, welcome to the ASC Nursing program.

Sincerely yours,

Dr. Aida Sahud, Director of Nursing Education

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MISSION

Adams State College Mission

Adams State College dedicates its resources to provide opportunity and access for all students. The College is an innovative leader that recognizes the inherent educational value of diversity. It is a catalyst for the educational, cultural, and economic interests of rural Colorado, the surrounding region, and the global community.

Bachelor of Science in Nursing (BSN) Mission

The Department of Nursing shares the mission of Adams State College. In keeping with this mission, the Nursing Program is committed to a baccalaureate nursing education based on professional nursing standards with a focus on cultural diversity, community service, and rural health care.

ACADEMIC PROGRAM GOALS AND LEARNING OUTCOMES

Goal #1: Advance the education of the associate and diploma RN to the baccalaureate level of education based on professional nursing standards and guidelines.

Learning Outcomes

Upon completion of this program, the graduates will:

1. Demonstrate critical thinking skills necessary to make decisions regarding illness and disease management in nursing practice that is evidence-based, theory guided, holistic and culturally competent.
2. Discuss the importance of health promotion and disease prevention across the lifespan in a culturally diverse population.
3. Integrate the principles of ethical, legal, economic and political issues occurring within the health care system, in their nursing practice.
4. Implement leadership and management skills in professional practice.
5. Demonstrate a commitment to professional career development and life-long learning.

6. Formulate client teaching plans giving consideration to biological, psychological, social, spiritual, cultural, developmental, environmental, and economic factors.
7. *Communicate effectively in a variety of written, spoken, and electronic formats.

Goal #2: Provide access for nurses in the surrounding geographic region with an opportunity for a baccalaureate in nursing education.

Learning Outcomes

Upon completion of this program, the graduates will:

1. Discuss the value and significance of a baccalaureate degree in nursing in the geographical rural areas of the Southwest.
2. Serve as role models for health and wellness in their varied geographical settings.
3. Encourage other associate degree nurses in their respective communities to advance their education.
4. Reflect the ethnic diversity of the surrounding geographic regions.

Goal #3: Prepare professional nurses to address the health care needs of rural and culturally diverse populations.

Learning Outcomes

Upon completion of this program, the graduate will:

1. *Appreciate cultural differences and bridge cultural and linguistic barriers.
2. Recognize, respect, and respond to cultural and ethnic diversity in the many geographical regions served by Adams State College.
3. Discuss the benefits and limitations of telehealth used in rural settings.
4. Analyze the importance of examining both personal values and patient values when providing care to culturally diverse populations.
5. *Encourage legislation and policy consistent with the advancement of nursing care and rural health care.

Goal #4: Graduate baccalaureate level nurses who are prepared to provide service to individuals, families, and communities.

Learning Outcomes

Upon completion of this program, the graduate will:

1. Apply their knowledge base to function effectively with varied ethnic/cultural beliefs of patients/clients, families, and communities.
2. Utilize principles of leadership and management to provide nursing care to patients/clients, families, and other health care workers.
3. Practice within the framework of the standards of practice for professional nursing.
4. Utilize principles of ethics in their practice.
5. Utilize research to provide care and influence change in care.
6. *Integrate concepts from behavioral, biological, and natural sciences in providing nursing care.
7. *Develop and use higher-order problem-solving and critical thinking skills.
8. *Serve as a member and leader within interdisciplinary health care teams.
9. *Advocate for patients within the health care delivery system.

Goal #5: Provide qualified faculty who promote program effectiveness and quality.

Learning Outcomes

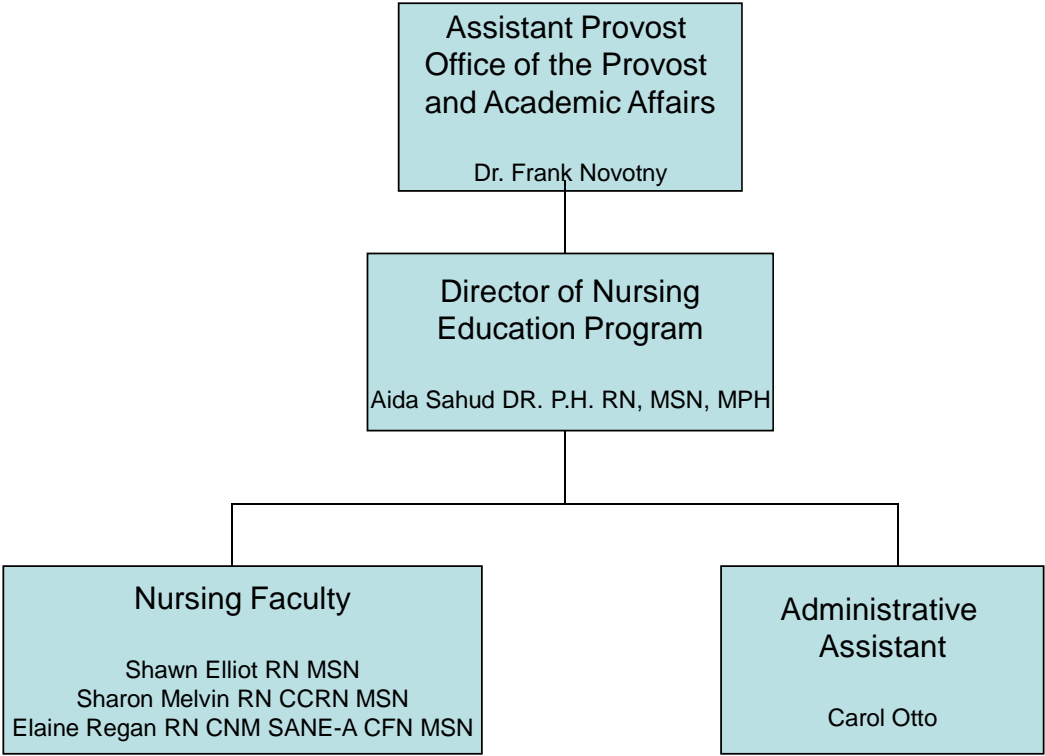
The faculty will:

1. Demonstrate a commitment to professional nursing.
2. Provide professional service to the community.
3. Maintain clinical expertise.
4. Participate in ongoing professional development.
5. Utilize best practices to enhance the learning environment.
6. Serve as a professional role model.

*Adapted from: *The Essentials of Baccalaureate Education for Professional Nursing Practice*.
American Association of Colleges of Nursing.

NURSING PROGRAM ORGANIZATIONAL CHART

Adams State College RN to BSN Nursing Program
Organizational Chart



Academic Information

CURRICULUM

Communications - 6 credit hours required

ENG 101	Communication Arts I	3 credits
ENG 102	Communication Arts II	3 credits

Social and Behavioral Sciences - 9 or 12 credit hours required

PSYC 101	General Psychology	3 credits
PSYC 204	Child Development	3 credits
PSYC 205	Adolescent and Adult Development	3 credits

PSYC 233	Lifespan Development for Nurses (Instead of the combination PSYC 204 and PSYC 205)	3 credits
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SOC 201	The Sociological Imagination	3 credits
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History Course - 3 credit hours required

HGP 110	Development of Civilization	3 credits
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HGP 111	Development of Civilization	3 credits
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HIST 202	American History to 1865	3 credits
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HIST 203	American History 1865 to Present	3 credits
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Arts and Humanities -6 credit hours required

(Courses must be taken from different areas)

AR 103	Art Appreciation	3 credits
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ENG 203	Major Themes in Literature	3 credits
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MUS 100	Introduction to Music Literature	3 credits
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SPT 180	Introduction to Theatre	3 credits
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Quantitative Thinking - 7 credit hours required

Of which four must be PSYC 211

PSYC 211	Introduction to Statistics (with lab)	4 credits
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MATH 106	College Algebra	3 credits
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MATH 104	Finite Mathematics	3 credits
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MATH 120	Single Variable Calculus I	5 credits
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MATH 150	Liberal Arts Mathematics	3 credits
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Science Foundations and Issues - 19 credit hours required

BIOL 125	Nutrition	2 credits
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BIOL 205	Anatomy & Physiology I	4 credits
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BIOL 206	Anatomy & Physiology II	4 credits
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BIOL 215	Micro for non-majors	4 credits
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CHEM 111	Introductory Chemistry	5 credits
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Required Course - 3 credit hours required

SPCH 100	Speech Fundamentals	3 credits
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Nursing Courses – (Prerequisite for nursing program) - 10 credit hours

NURS 301	Pharmacology	3 credits
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NURS 304	Geriatrics	3 credits
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NURS 305	Pathophysiology	4 credits
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Nursing Courses – must be admitted to the nursing program to take

NURS 320	Health Care Ethics	2 credits
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NURS 330	Nursing Management I (lecture)	6 credits
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And Field work(total of 6 credit hours)

NURS 360 Service Learning I (field)	2 credits
NURS 410 Nursing Research	3 credits
NURS 430 Health Assessment	3 credits
NURS 440 Professional Practice	3 credits
NURS 460 Rural/ Community Health I (lecture)	4 credits
NURS 470 Rural/Community Health II (field)	3credits
NURS 480 Senior Seminar*	1 credit

*Senior Seminar's last class will be in
Spring 2010 to accommodate the previous
Degree plan

Program Summary

Number of hours in the major = 36 hours

Number of hours in supporting courses/general education = 50

Credit for RN Education= 34

Total credits to graduate = 120

Upper division hours = 36

COURSE DESCRIPTIONS

NURS 301 Pharmacology (3 credit hours, lecture)

Recommended: CHEM 111, Introductory Chemistry; BIOL 305, Pathophysiology

This course will focus on the nature of drug addictions. The course will provide an in-depth perspective of the pharmacokinetics and pharmacodynamics (absorption, distribution,

metabolism and excretion) of medications. The students will learn to consider body weight, age, body composition, and circulatory dynamics when analyzing the drug's effect. Other topics to be included in this course include therapeutic effects, side effects, toxic effects, idiosyncratic reactions, drug tolerance, drug interactions and drug dose response. Discussion will focus on the physiological action and effect of selected drug groups, and factors that will influence the drug actions such as physiological variables, environmental conditions, psychological factors and diet.

NURS 305 Pathophysiology – (4 credit hours)

Prerequisites: BIOL 205, 206, Anatomy & Physiology I & II

Recommended: BIOL 182, Microbiology for Non-Majors; and CHEM 111, Introductory Chemistry

This course provides an overview of pathophysiological processes across the major organ systems. It is divided into two content areas: general concepts and specific disease processes. General concepts include the topics of cellular environment, genetics, stress and disease, immunity, inflammation, and cellular proliferation. Common disease processes from the major organs systems are presented.

NURS 310 Nursing Theory (2 credit hours)

This course is an overview of nursing theorists and the application of their theories to current clinical practice. Students will do an in-depth analysis of a selected nursing theory.

NURS 320 Health Care Ethics (2 credit hours, lecture)

This course will focus on the moral and ethical dimensions of nursing practice and in health care today. Topics to be explored include biomedical technological advances, quality of life, the nurse's role in ethical situations, client advocacy, skill competency, informed consents, advanced directives and nursing accountability. The students will also discuss how values, emotions, faith, religious beliefs, the law, culture, gender, generational issues, and male and female roles influence a person's decision making in the setting of an ethical dilemma. A systematic approach to resolving ethical issues and the role of an Ethics Committee as a resource are presented. Discussion will also take place regarding the Nursing Code of Ethics and its effect on nursing practice.

NURS 330 Nursing Management I (3 credit hours, lecture)

The focus of this course is on the theories of nursing management and leadership and their application to everyday work practices. Content will include the basic functions of management: planning, organizing, and directing. Topics such as decision-making, change, budgeting, conflict resolution and personnel issues will be explored. The students will concentrate on critical decision making and formulating independent nursing judgments in complex nursing situations. Content will also focus on supervisory skills and collaboration with other members of the health care team in the structured (hospital or nursing home) or unstructured (community assessments) health care settings.

NURS 340 Nursing Management II (3 credit hours, field experience)

Prerequisite: NURS 330, Nursing Management I

This course will provide the student with an opportunity to apply nursing management skills and critical decision-making learned from "Nursing Management I". The student will choose an area

of interest in the arena of health care and participate in management, policymaking and/or project completion for the agency. In most cases the course work will be completed at the site of the health care agency or employer under the direction of an on-site preceptor. Projects, policy work, etc., will be pre-approved with the Adams State Nursing Faculty. Students must satisfactorily complete Nursing Management I to enroll in this course.

NURS 350 Rural Health Care (2 credit hours, lecture)

Rural areas have many similarities as well as differences. This forum-based course focuses on the characteristics of nursing in rural areas using the San Luis Valley as an example. The student will be able to assess and identify commonalities and variances of health care needs in rural populations. Subject matter will include rural and ethnic cultural considerations, understanding benefits and limitations on new technology, attitudes of health, nursing roles in rural settings, rural health systems, access issues, integration of rural and urban health systems, and considerations for traumatic and non-traumatic illnesses.

NURS 360 Service Learning I (1 credit hour)

Prerequisite: NURS 350, Rural Health Care; SOC 201, The Sociological Imagination

The Service Learning project is to provide the student with a unique opportunity to further develop the nursing role as a responsible and caring citizen in the context of professional nursing. In providing service to an agency or aggregate of clients, the ASC nursing student will apply and integrate concepts learned from previous coursework in the arts, sciences, humanities, and nursing in meaningful ways. The Service Learning project enhances the ASC Nursing Program Mission with its focus on cultural diversity, community service, and rural health care.

NURS 370 Service Learning II (1 credit hour)

Prerequisite or Co-requisite: NURS 360, Service Learning I

Service Learning II further provides the student with a unique opportunity to further develop the nursing role as a responsible and caring citizen in the context of professional nursing by building upon the project initiated in NURS 360. In providing service to an agency or aggregate of clients, the ASC nursing student will apply an integrate concepts learned from previous coursework in the arts, sciences, humanities, and nursing in meaningful ways. The Service Learning project enhances the ASC Nursing Program Mission with its focus on cultural diversity, community service, and rural health care.

NURS 410 Nursing Research (3 credit hours)

Prerequisite: PSYC 211, Introduction to Statistics with Lab I

This course provides an introduction to the research process including design and methodology. Interpretation and critique of research findings for use in nursing practice are emphasized. Research questions relevant to clinical practice are identified. This course emphasizes critical analysis of existing research to support data-driven decisions and implementation of evidence-based practice.

NURS 430 Health Assessment Across the Lifespan (4 credit hours, lecture)

The course will focus on the theoretical and practical aspects of acquiring data through a client health history and physical examination. A laboratory portion will consist of demonstration and

actual wellness assessment with identification of needs. Students will be responsible for four independent clinical health assessments.

NURS 440 Professional Practice (3 credit hours, lecture)

Emphasis in this course is on the transition from Associate Degree Nursing to the professional nursing role of the Baccalaureate prepared nurse. It will explore in depth the development of healthcare policy in the United States as it relates to the evolution of public and private healthcare insurance and the societal implications of these policies. Students will analyze the U.S. healthcare delivery system to determine how social, political, legal, economic policy and regulatory factors affect health disparities and access to healthcare for the American population. Necessary critical thinking skills will be developed to understand future trends and changes affecting healthcare delivery policy and nursing practice.

NURS 460 Community Health I (3 credit hours, lecture)

Prerequisite: NURS 430, Health Assessment Across the Lifespan; NURS 460, Community Health I prior to NURS 470, Community Health II; NURS 350 Rural Health Care

This course examines the role of nurses in promoting the health of aggregates, families, and individuals. The concept of community as client is emphasized. The core public health functions of assessment, policy development, and assurance are explored through student involvement in the legislative process, community assessment, case management, health teaching, and the investigation of communicable diseases.

NURS 470 Community Health II (2 credit hours)

Prerequisite: NURS 350, Rural Health Care; NURS 430 Health Assessment Across the Lifespan; Prerequisite or Co-requisite: NURS 460 Community Health I

This course allows students to address the concerns and health needs of the community. In a collaborative effort between the community and ASC, the students will apply knowledge gained through nursing academic coursework to implement a plan for those health concerns. Emphasis will be placed on developing interpersonal skills and achieving social changes that influence health and quality of life. The course includes a clinical practicum within a public health setting supervised by ASC nursing faculty.

NURS 480 Senior Seminar (1 credit hour)

This course will encourage nursing students to recognize and value the relationship between their general education courses and their nursing courses, recognizing that nursing builds upon the arts and sciences. The students will complete a writing project that will facilitate an appreciation of this relationship. This course will be taken during the final semester of the RN to BSN coursework.

Academic Information

Accreditation

The RN to BSN Nursing Program is fully accredited with the Commission on Collegiate Nursing Education (CCNE).

Advisement

Each new student to ASC Nursing Program is assigned an academic advisor. It is important the student work closely with the advisor in planning a relevant course schedule. The student, however, is responsible for knowing the requirements for graduation from the Nursing Program.

When registering, the student is expected to follow the registration procedures as outlined and prescribed by the ASC Office of Records. Students are assigned a PIN number each semester to ensure the student has met with their advisor prior to enrolling in courses. The student cannot enroll without a PIN number.

Admission

Applicants seeking admission are considered on the basis of all available information. Affirmative decisions related to admission and retention are based on the premise that enrollment in the College will be in the best interest of the individual as well as the college. The nursing program reserves the right to deny admission to applicants whose total credentials reflect an inability to assume those obligations of performance and behavior deemed essential by the program relevant to any of its lawful missions, processes, and functions.

Admission Requirements

1. Acceptance into Adams State College
2. Current Licensure as a Registered Nurse in the state of Colorado (or eligibility for Colorado RN licensure).
3. Grade point average (GPA) of at least 2.5 on a 4.0 scale in nursing courses leading to Associate Degree in Nursing or Diploma in Nursing.
4. Grade point average (GPA) of at least 2.5 on a 4.0 scale in all completed required General Education courses.

Admission Process

1. Submit a completed Application for Undergraduate Admission to Adams State College.
Adams State College
Office of Admissions
208 Edgemont Blvd.
Alamosa, CO 81002.
2. Include the required \$20 non-refundable check or money order payable to Adams State College.
3. Once accepted to Adams State College, submit a completed nursing application to the Department of Nursing.
4. Have **all** former colleges/universities you have attended send **official** transcripts directly to:
Admissions Office
Adams State College
One Stop Student Center
Stadium Ave.
Alamosa, CO 81102

It is best to complete the admission process by August 1 for the fall semester, December 1 for the spring semester or May 1 for the summer session. **All application materials must be mailed to the Admission Office, Adams State College, Stadium Ave. Alamosa, CO 81102.**

Transferring Credits:

Individuals with course work seeking admission to degree programs at Adams State College will be evaluated using ASC's general admission policies and the transfer policy.

Adam State Nursing Department will evaluate courses in three categories.

Category 1: General Education courses, their equivalents courses specified in the statewide core transfer process or the guaranteed transfer process with grades of "C" or better will be evaluated by the designee of the Records Department for acceptance.

Category 2: Upper level courses (200-400) or courses specifically related to a BSN with grades of "C" or better will be evaluated for acceptance by the Department Chair for which credit would be issued.

Category 3: Credits that fall outside of categories 1 and 2 with grades of "C" or better will be evaluated for credit.

Second Bachelor's Degree

A student who holds a bachelors degree from a regionally accredited college or university may earn a second Bachelor's degree at Adams State College by satisfying the following requirements:

1. Satisfy all current College General Studies requirements. Transfer policy states that individuals with degrees (BA/BS) (including more than 10 years old) will have their general education courses accepted in total as meeting ASC's general education requirements with the exception of time sensitive courses (e.g. computer science, geography). Time sensitive courses for general education, as determined by the Associate Provost of Academic Affairs and relevant Department Chair, will not be accepted over 10 years old.
2. Satisfy all requirements for a major different from the major or majors earned for the first degree.
3. Courses from the first major or majors that meet requirements of the second degree, must be approved by the department chair of the second major. Time sensitive courses for the major, as determined by the department chair (computer science, geography, graphic design, etc.), will not be accepted over 10 years old.

Conditional Admission:

With the approval of the Program Director, a student may be allowed to take up to 9 credit hours of nursing coursework prior to full admission into the program. A final letter of Admission will be sent to the student once all conditions for admission are met.

Appeals for Prerequisite Exception

The Nursing Faculty are committed to the courses given in the ASC catalog as prerequisite for upper division courses and generally considers excessively liberal exceptions to prerequisites to undermine the integrity of the curriculum. The establishment of prerequisites is based upon:

1. content prerequisite to coverage of material in course(s)
2. insuring the developmental sophistication of the student is at a level commensurate with the course(s) in question

The Department recognizes that there are many circumstances in which a student may have a legitimate need to appeal and is committed to meeting student needs to the greatest extent possible without compromising academic integrity.

All student appeals will be considered at the departmental level and will not be official or binding until departmental action has been taken. Appeals will not be considered by individual faculty members.

Students taking 300 and 400 level courses must be an R.N. or get special permission form the Program Director and course faculty.

All students not satisfying prerequisite requirement prior to the beginning of the semester must initiate a formal appeal to the Department for special consideration or be disenrolled from the course(s) in question.

Auditing Courses

Auditing courses permits students to attend a course without being required to complete exams and assignments. However, students must register for the course to be audited, circle NC (i.e., no credit), and pay regular tuition fees. Students desiring to audit a course must consult with their academic advisor and secure the permission of the instructor. Audited courses do not carry academic credit, nor do they satisfy any degree or program requirements.

Scholastic Requirements

The Department of Nursing has a responsibility to the public and to the nursing profession; thus, it reserves the privilege of retaining only those students who, in the judgment of the faculty, demonstrate high academic standards. These standards include honesty, accountability and accepting responsibility for one's work.

Each student is responsible for knowing his/her standing academically.

Grading Scale:

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-

77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62	D-
59% or below	F

To be eligible for graduation from the Department of Nursing, a student must achieve a minimum of a “C” or “P” in each course in the curriculum.

If a student fails (“D” or “F”) a nursing course, that student is allowed to retake the course one time only and must receive a “C” grade or better. The ability to repeat a course will be on a space available basis only. Students may repeat only 2 nursing courses during their enrollment in the Nursing Program. See Probation and Progression section of this handbook for further information.

Extra credit is available only as published in the syllabus at the beginning of each semester.

Incomplete Grades

The grade of incomplete (IN) is a temporary mark assigned for course work of acceptable quality that students, through no fault of their own, are unable to complete. It is not given for neglected or unsatisfactory work. The student must complete all remaining course requirements as specified by the instructor no later than 1 year following the end of the term in which the class was attempted. If the grade has not been assigned after the deadline, the “IN” will be changed to an “F”.

Course Additions, Withdrawals and Drops

The Nursing Program will adhere to ASC add, withdrawal, and drop policies as outlined in the ASC Class Schedules.

Program Completion Requirements for Graduation

To be eligible for graduation from the Department of Nursing, a student must achieve a minimum of a “C” or “P” in each course in the curriculum. The total amount of credit hours needed for graduation is 120. The hours are broken down as follows:

Hours in the major	30
Hours in supporting courses/general education	60
Credit for RN education	30
Total credits to graduate	120

Writing Assessment

Prior to graduation, ASC nursing students’ writing must be assessed. A satisfactory writing assessment must be accomplished in order to meet graduation requirements. A writing rubric will be given to each student when they initially start the program so that they are aware of the criteria needed to meet satisfactory writing skills.

The rubric is scored on a scale of 1 to 4, 4 being exceptional and 1 being unsatisfactory. At the beginning of the nursing program, students are expected to write at a minimum level of 2. If they are unable to meet this standard, the student will be referred to the writing studio for tutoring and they will be given the opportunity to do another assignment to determine the need for remediation. In the semester prior to graduation, students will be given a written assignment in which a minimum score of 3 is needed in order to meet graduation requirements. In the event a student is unable to meet minimum expectations after utilizing the ASC Writing Studio, then they are required to take ENG 200: College Writing Review, and pass the course with a C or better.

Technology Proficiency

All BSN candidates must demonstrate baseline technological proficiency prior to graduation. The requirement may be met by scoring 70% or higher on the ASC Technology Proficiency Examination or by passing an approved course with a grade of C or better. Courses meeting this proficiency are BUS 120 (Business Computer Applications) and CSci 100 (Introduction to Computers).

Students must schedule an appointment with the Nursing Program Director the semester prior to anticipated graduation to make sure that all requirements for graduation have been fulfilled.

Classroom Attendance

Punctuality and attendance for all classes is an important part of professional accountability.

- When absence is unavoidable, students should report the reason to the course instructor and assume the responsibility for all classroom work they have missed.
- The final course grade may be reduced at the discretion of the course instructor and as specified in the course syllabus
- For further clarifications, see the course syllabus.

Classroom Behavior

Although there may be no formal scoring, regular attendance and active participation in class is essential to success. Note: Making up work following absences is the responsibility of the student. The instructor will not be responsible to redeliver missed lecture or laboratory material on an individual basis.

Students are expected to be respectful of their colleagues. Disruptive behavior in class and/or chronic tardiness will not be tolerated. Violation may result in failure of, or expulsion from, the course at the discretion of the instructor.

Academic Conduct

Academic integrity encompasses honesty in classroom and practice settings. Integrity is essential to accountability in nursing education and practice. The Department of Nursing standards are firm due to the nature of professional responsibilities and accountability to the client and nursing profession. Professional development not only includes theoretical knowledge and clinical competence, but the cultivation of integrity and sound judgment.

Examples of unacceptable academic/ professional integrity are plagiarism and cheating.

- The student is accountable for doing all work independently. *Cheating* means intentionally using or attempting to use unauthorized material, information or study aids, or collaborating with other students in any academic exercise, unless specifically authorized by the faculty to work cooperatively. *Cheating* on any exam will result in an “F” or “0” points awarded to that exam. Further disciplinary action is at the discretion of the instructor following Department and College guidelines.
- It is understood that in developing any required class projects, the student cites each reference source and gives the proper credit for an idea, quotation or finding. Failure to cite the source of referenced material is unprofessional and violates the code of conduct for undergraduate student behavior. At the direction of the instructor, the student may be required to submit all written work to “Turnitin”, an internet based *plagiarism* detection program. Gross acts of *plagiarism* will result in an “F” or “0” for that assignment without the possibility of making it up. It will be reported to the Associate Provost of Academic Affairs.

The Nursing Department adheres to the Adams State College Academic Integrity Policy as described in the ASC Student Handbook.

Probation

A student is placed on Department of Nursing academic probation upon receiving a failing grade (“D”, “F”) in a professional program course. The nursing student is required to see a faculty advisor and to complete a probationary agreement. Registration in future nursing courses must be approved by nursing faculty.

Continuation in the professional program following failure of a course and probation requires the submission of a petition to the Department of Nursing faculty. Submission of a petition does not guarantee that the request will be granted. It is the student’s responsibility to accurately complete and submit the petition in a timely manner. The student should see a faculty advisor for assistance with the petitioning process.

When a student fails one required nursing course, he/she will be placed on probation and must submit a petition to retake the course to continue in the program. Once the petition is completed it is then taken to the Department of Nursing. The desire to continue in the program successfully and changes that will be made to assure success with the course must be documented on the Petition form. Approval of petitions are not guaranteed. If the petition is approved, placement is dependent on progression priority and available space. In the event the petition is not approved, the student has the right to an appeal process.

Academic Appeals Procedure

Nursing Program Appeals Process

To appeal a nursing grade and other academic concerns, students must do the following:

1. Gather and analyze the facts.
2. Obtain and complete a Student Grievance Statement.
3. Schedule and meet with the involved nursing faculty member to discuss a plan of action to resolve the problem.
4. Schedule an appointment with the Nursing Program Director if the problem has not been resolved.
5. Take the grievance to the Academic Appeals Board at ASC if the student is not satisfied with the decisions made during the meeting with the Program Director.
6. Follow the ASC Academic Appeals Procedure published in the ASC Student Handbook.

ASC Appeals process

The student should follow the established appeal route in initiating an appeal regarding grades and other academic concerns: Faculty - Department Head - Dean of the appropriate school. In considering an appeal, students are encouraged to first explore their concern with the instructor, informally. If the concern is not resolved, the student may file a formal written appeal with the instructor. The written appeal should describe the reasons the appeal is being made, pertinent facts/materials relevant to the appeal (including reference to any relevant college policies in the Catalog and/or Student Handbook) and the specific remedy sought by the student. If the student elects subsequently to appeal to the next level, attach additional materials, particularly those pertinent to the prior-level deliberations.

If in the judgment of the instructor, department head, dean, or Vice President for Student Affairs, or a case of academic dishonesty is serious enough to warrant disciplinary action, academic dismissal or suspension, a hearing of charges and sanction(s) shall be arranged through the Vice President for Student Affairs. The Vice President shall select an impartial arbiter to hear the case. The nature of the hearing is not a highly formal procedure. The student and faculty member will be permitted to present evidence; notice of pending charges will be made available to the student and adequate time will be made available in order for the student to prepare a response to the charges at the disciplinary hearing. There will not necessarily be the following elements sometimes present in more formal procedures:

- (1) advance notice of statements of accusing witnesses,
- (2) the right to directly cross-examine accusing witnesses,
- (3) the right to bring a representative to the hearing,
- (4) the right to a transcript of the proceedings and
- (5) a detailed statement by the reviewing authority explaining the decision.

All incidents of academic misconduct shall be documented and submitted to the Office of Student Affairs, the department responsible for handling disciplinary actions for the campus.

Discrimination and Sexual Harassment

The ASC Nursing Department adheres to all ASC Discrimination and Sexual Harassment Policies. See ASC Student Handbook for the Sexual Harassment Policy.

The Civil Rights Act of 1964, Title VII, prohibits discrimination on the basis of gender, race, religion, color, or national origin. The Age Discrimination Act, the Americans with disabilities Act, the 1991 Civil Rights Act and other federal and state laws prohibit different forms of discrimination.

Student Organizations

National Student Nurses Association (NSNA)

Nursing students are encouraged to join and participate in either the local constituent district, *Adams State College Student Nurses' Association* (an affiliate of Colorado State Nursing Students Nurses' Association and the National Student Nurses Association) or other professional organizations such as the District Nurses Association (a constituent of Colorado Nurses' Association and American Nurses' Association).

ASC Services

Please refer to the ASC Student Handbook and/or ASC Portal for information regarding services offered by the college. The following is a partial list of services offered:

1. Writing Studio
2. Rex Center
3. Nielson Library
4. AS&F Clubs and Organizations
5. Food Service
6. Counseling and Career Center
7. Housing and Resident Life
8. One Stop Shop
9. Bookstore
10. Adventure Programs

CLINICAL INFORMATION

ANA CODE OF ETHICS

The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

The nurse's primary commitment is to the patient, whether an individual, family, group or community.

The nurse promotes, advocates for and strives to protect the health, safety and rights of the patient.

The nurse is responsible and accountable for individual nursing practice and determines the

appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence and to continue personal and professional growth.

The nurse participates in establishing, maintaining and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

The nurse participates in the advancement of the profession through contributions to practice, education, administration and knowledge development.

The nurse collaborates with other health professionals and the public in promoting community, national and international efforts to meet health needs.

The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values for maintaining the integrity of the profession and its practice, and for shaping social policy.

Reference: ANA, *Code of Ethics for Nurses*, Washington, D.C., American Nurses Publishing, 2001.

Description of Clinical Experience

The Nursing Program's clinical courses are designed as precepted field experiences. The clinical courses are NURS 340: Nursing Management II, NURS 360: Service Learning I, NURS 370: Service Learning II, and NURS 470: Community Health II. Concepts learned in Nursing Management I and Community Health I (theoretical courses) should be applied at this time.

The preceptor concept pairs a student with an experienced, competent registered nurse preceptor who functions as a role model for the student. The nursing student is provided a stable assignment with one preceptor throughout the course. Service Learning clinical may vary dependent upon the project the student has chosen.

The clinical work schedule will be the same as that of the clinical preceptor. This may include weekends as well as evening and night shifts. The amount of clinical hours is dependant upon the credit hours of the course. The hours required will be posted in the individual syllabus.

In the clinical experience, the student will apply theory to practice. It involves a mutual collaboration and commitment among the college, teaching facilities, students, faculty, nursing staff and/or preceptors. The responsibilities of each are as follows:

Adams State College Nursing Faculty Responsibilities

- A clinical agreement between Adams State College (ASC) and teaching facility must be in place prior to beginning clinical. ASC nursing faculty will be responsible for having this in place.
- The faculty will assume responsibility for the overall coordination of the student's clinical experience.
- Faculty will provide the preceptor with the course syllabus, expectations, course outcomes, and preceptorship manual.
- Nursing faculty will ensure that students have proper supervision by:
 - Obtaining preceptor agreements where appropriate
 - Verifying preceptor RN licensure and qualifications
 - Assigning preceptors where appropriate
 - Acting as a liaison between college, teaching facility, and student
 - Being readily available to students and preceptors
 - Conducting site visits with student and preceptor as delineated in the preceptorship guidelines
 - Mentoring preceptors as necessary
- Nursing faculty will make clinical assignments to meet the course instructional outcomes.
- Nursing faculty will ensure that all required documents are in place prior to the beginning of clinical. Each teaching facility may have different requirements and may include additional documents. **Please refer to the table on page 29 to see the requirements.**

Teaching Facility, Clinical Instructor, and/or Preceptor Responsibilities

- The instructional and learning experiences of the students will be assigned by the faculty or clinical instructor/preceptor at each teaching facility. The staff at each teaching facility shall remain responsible for the total care of their patients.
- The teaching facility shall not employ students while acting in the capacity of a nursing student enrolled in any course of instruction.
- The teaching facility will often require signed confidentiality statements in accordance with HIPAA regulations. If so, a copy should be given to nursing faculty to be kept in student file.
- Preceptors must meet the following qualifications:
 - Preferably have a Bachelor of Science in Nursing (BSN) degree
 - At least one year experience as a Registered Nurse with a current active Colorado license

- Preceptor cannot be student's immediate supervisor at his/her place of employment. Clinical experience at student's place of employment is discouraged but may be evaluated by faculty and Director of Nursing for prior approval based on availability of clinical sites.
- The preceptor will:
 - Collaborate and negotiate a schedule with student.
 - Meet with both student and faculty together a minimum of one time during clinical to discuss students' progress and determine if objectives are being met.
 - Orient student to clinical practice setting.
 - Serve as a role model, teacher, and mentor.
 - Supervise the student in the clinical setting.
 - Provide suggestions that will assist and improve student performance to achieve course and clinical outcomes.
 - Contact course faculty with any issues or concerns that may arise.
 - Provide student with feedback to facilitate learning.
 - Report any unprofessional behavior and/or student misconduct to faculty immediately.
 - Complete student evaluation tool provided.

Student Responsibilities

- The students will adhere to all rules, regulations, policies and procedures set forth by clinical facilities and Adams State College.
- The student will comply with HIPAA and OSHA regulations.
- The student's appearance is a reflection of not only him/herself, but also of his/her school and the clinical facility. Therefore, professional appearance is required. Please see Dress Code and Identification portion of this handbook.
- Establish a clinical schedule with preceptor and provide a copy of the schedule to the faculty liaison.
- Develop learning objectives and discuss them with both faculty and preceptor.

- Maintain a clinical log briefly describing the daily events and the hours in clinical. This clinical log must be signed by your preceptor or supervisor each day to verify your clinical attendance.
- Demonstrate safety in the clinical setting.
- Make routine appointments with the faculty to discuss progress toward goal achievement.
- Document and notify the faculty immediately of any unprofessional behavior or breach of contract by the preceptor.
- Complete all evaluation tools at end of the semester.

For Service Learning guidelines please refer to Service Learning Agreement in Appendix C.

Clinical Requirements

Nursing faculty will ensure that all required documents are in place prior to beginning clinical. Each teaching facility may have different requirements and may include additional documents. The following required documents will be needed but is not limited to:

Document	Renewal Requirements	Person Responsible
Health Insurance	Ongoing throughout program enrollment	Student
Liability Insurance \$1 million per occurrence \$3 million aggregate	Ongoing throughout program enrollment	Student
Background Checks	Random prior to clinical and may need to be repeated dependant upon clinical agency requirement	Contracted agency will perform. Student responsible for fees associated with exam.
CPR Certification	Every 2 years	Student
RN License	Must have active RN license in good standing	Student
OSHA and HIPAA videos	Once per enrollment prior to clinical	Nursing Faculty will coordinate.

Confidentiality Statement	Once per enrollment prior to clinical	Student
Hepatitis B	Proof of immunization – 3 inoculations or titer	Student
Tetanus	Proof of immunization within 10 years	Student
PPD	Once a year	Student
MMR	Proof of immunization – 2 inoculations or titer	Student
Varicella / Chicken Pox	Proof of immunization or illness	Student
Complete Health History and Physical Examination	Only required if clinical agency requests	Student

Attendance

Punctuality and attendance for all clinical is an important part of professional accountability.

- When absence is unavoidable, students should immediately report the reason to the course instructor and reschedule another day with the preceptor.
- Any changes in the schedule need to be reported to the faculty immediately.
- The student will be responsible for the specified amount of clinical hours for the course and must complete all hours within the semester.

Transportation

Clinical experiences are an integral component of the ASC Nursing Program. Since the program has a rural health focus, students will participate in a wide variety of clinical learning experiences as part of the educational preparation. Clinical experiences may be in local community agencies/health care facilities throughout the San Luis Valley. Students may choose to participate in clinical experiences elsewhere with faculty approval. *Students are responsible for their own travel and overnight expenses. Reliable transportation is recommended.*

Cell Phones

No pagers or cell phones will be allowed in the clinical area without prior approval of the nursing faculty. Office phones at the clinical facilities will not be used for personal calls. Emergency phone calls are accepted and messages can be delivered to students only if an emergency.

Dress Code and Identification

Dress code will be dependant upon clinical agency requirements. The student must wear their ASC campus identification at all times. In addition to clinical agency requirements, Adams State College requires the following:

- Flat soled shoes that are clean with closed toes (soles no greater than 1inch and heel no greater than 2 inches).
- No bare midriffs, cleavage, or gluteus maximus showing will be tolerated.

- Hair is to be neatly secured above the collar and nails are to be natural in color and at an appropriate length. No acrylic nails may be worn in the clinical area.
- Facial hair must be neatly trimmed and close to the face.
- Minimal jewelry and makeup are acceptable. A watch with a second hand, engagement and wedding rings are permitted but other rings, bracelets, necklaces are not permitted. Only very tiny pierced earrings are permitted (one per ear). No visible facial or oral jewelry is allowed.
- Colognes, perfumes, and scented lotions should be kept at a minimum if used at all.
- No exposed tattoos are permitted.
- Hickies are considered unprofessional and should not be visible to others.
- No gum or tobacco chewing permitted during practicums.

Technical Standards

Introduction: Candidates for admission, progression, and graduation must meet the minimum technical standards, with or without accommodation:

A. Observation.

Students must be able to perform observational skills necessary to assess the health needs of clients. Observation necessitates the functional use of vision, hearing, tactile and somatic senses. The student must be able to observe lectures, demonstrations, and practice situations in nursing. She/he must be able to observe health assessments and interventions, diagnostic specimens and digital and waveform readings to determine a client's condition and the effect of therapy.

B. Communication.

A student must be able to communicate effectively with clients, teachers and all members of the health care team. He/she must communicate with clients to elicit information regarding history, mood and activity, and to perceive nonverbal communications. Communication includes speech, hearing, reading, writing, and computer literacy. A student must be able to report to members of the health care team, express appropriate information to clients, and teach, explain, direct and counsel people.

C. Motor

A student must be able to execute gross and fine motor movements required to provide assessment, general care, and emergency treatment of patients. In addition, a student must have physical endurance, physical strength, mobility, vision, tactile abilities and sense of smell to carry out nursing procedures. He/she must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. Examples of emergency treatment reasonably required of nurses are CPR, administration of parenteral medications, applications to stop bleeding, and opening of obstructed airways.

D. Intellectual, Conceptual, Integrative, and Quantitative Abilities

The student must be able to read and understand written documents in English and to solve problems involving measurement, calculation, reasoning, memory, analysis and synthesis. He/she must be able to synthesize knowledge and integrate the relevant aspects of a client's history, physical findings and diagnostic studies. The student must be able to use this information to develop a diagnosis, establish priorities and monitor treatment plans and

modalities. In addition, he/she must be able to comprehend three-dimensional and spatial relationships.

E. Behavioral and Social Attributes

A student must have the capacity to demonstrate full utilization of her/his intellectual abilities, emotional stability, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis and care of clients. A student must have the capacity to develop mature, sensitive and effective therapeutic relationships with clients. He/she must be able to tolerate physically and mentally taxing workloads and function effectively under stress. As a component of nursing education, a student must demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.

Preceptorship Manual

ASC Department of Nursing will adhere to the guidelines established in the Preceptorship Manual. The students and preceptors will receive a Preceptorship Manual prior to each clinical experience.

Unusual Occurrence

Policy: An unusual occurrence is any event of which a faculty member is made aware and that has potential to result in harm to a student or to others while in a nursing classroom or at a clinical site where the student is functioning in the capacity of a student nurse. The student is responsible for informing the faculty member of the occurrence as soon as possible after the occurrence. The faculty member and the student must document such occurrences on the Department of Nursing form and on the State of Colorado Report of Accident, Incident, or Condition (Non-Automobile) form. The nursing faculty member is responsible for routing the Colorado Report to Adams State College Human Resources Office who will forward the top two copies to Risk Management in Denver, Colorado. One copy of the Colorado form is to be taken to the Human Resources Office and one copy retained in the Department of Nursing Office.

Procedure: The following procedure is to be followed when an unusual occurrence happens that involves a student.

1. The faculty member arranges for immediate care of the student as necessary. The student is sent/taken to the Emergency Department of the student's health care provider of choice. The student is responsible for all health care costs for her/himself incurred in treatment of an injury. The student's health care costs include both immediate care and any necessary follow-up care. The Department is not financially responsible for any costs incurred by the student.
2. The student and faculty member complete a Department of Nursing Report of Unusual Occurrence and a State of Colorado Report of Accident, Incident, or Condition (Non-Automobile).

3. If the student or person harmed declines immediate care or referral for follow-up care, this declination is to be noted on the Report of Unusual Occurrence form under “Other”, with an explanation.
4. If the student does not want to sign the form, the faculty member should complete it, note that the student has refused to sign, and provide the student with a copy.
5. Upon notification by the student of an unusual occurrence that involves potential or actual harm to the student, another person, or to agency product/property, the faculty member will meet with the student to determine the nature of the occurrence. The faculty member will then contact the nursing supervisor at the clinical site to complete the appropriate agency incident report.
6. The faculty member and the student will complete the Department of Nursing Report of Unusual Occurrence form. The original is given to the student, one copy is placed in the student file, and one copy is routed to the Nursing Program Director.
7. The faculty member will obtain a copy of the agency incident report when possible and submit that report with the Department of Nursing’s Unusual Occurrence form to the Nursing Program Director.

Background Checks

Criminal background checks are required by many clinical agencies. Students can expect to undergo a criminal background check at least once throughout the Nursing Program. Official background checks will be conducted by a contracted agency. Students are responsible for all fees associated with background checks.

Students will be asked to sign a waiver, allowing the Nursing Program to share the results of the background checks with the supervisor of the clinical agency being used for the course. **They will only be shared with clinical agencies upon request; otherwise, the results are securely locked and kept confidential in student file in the ASC Human Resources Department.**

Any conviction, plea of guilty or no contest, or deferred adjudication of the following felony or misdemeanor offenses may jeopardize clinical agency acceptance and may result in dismissal from the Nursing Program:

1. Crimes of violence (assault, sexual offenses, arson, kidnapping, murder, any crime against an at-risk adult or juvenile, etc.) as defined in section 18-1.3-406 C.R.S.
2. Any offense involving unlawful sexual behavior.
3. Any crime, the underlying basis of which has been found by the court on the record to include an act of domestic violence, as defined in section 18-6-800.3 C.R.S.
4. Any crime of child abuse, as defined in section 18-6-401 C.R.S.

5. Any crime related to the sale, possession, distribution or transfer of narcotics or controlled substances.
6. Crimes of theft.
7. Any offense of sexual assault on a client by a psychotherapist, as defined in section 18-3-405.5 C.R.S.
8. Crimes of moral turpitude (prostitution, public lewdness/exposure, etc.).
9. Registered sex offenders.
10. Any offense in another state, the elements of which are substantially similar to the elements of any of the above offenses.

Students who have successfully completed the terms of their deferred adjudication agreement will not be disqualified. Offenses older than seven years **will not** disqualify you from the Program.

In the event one or more of the above listed offenses appears on a student's background check, the student will be given the opportunity to discuss the circumstances of the offense with the faculty. Based upon this discussion, the faculty will take one of the following actions:

1. Dismiss the student from the nursing program.
2. Share the background check with clinical agencies and allow the clinical agencies to determine whether the student will be allowed to complete the required clinical/field experience in their institution. If the clinical agency denies the student access to clinical experiences in their institution, the student will be dismissed from the nursing program.

ASC Nursing Program Substance Abuse Policy

Adams State College Nursing Department will adhere to the established policies of Adams State College. See the Adams State College Student Handbook for further description.

A copy of the ASC Nursing Program Substance Abuse Policy is below. Students will be given a copy of this policy when officially admitted into the ASC, RN to BSN Completion Program. Each student must sign a "Substance Abuse Policy Signature Sheet" that confirms they have received a copy of the policy, read it, had questions answered and understand the content. This signature sheet will then be placed in their student file.

Purpose:

Adams State College Nursing Program intends to provide a drug free, safe, working and learning environment. Students are expected to be free of mind-altering substances (alcohol, drugs...), so that they are in a suitable mental and physical condition; able to perform tasks safely and satisfactorily, and behaving appropriately.

The purpose of this policy is to provide consistent and relevant guidelines for all Nursing students regarding alcohol and other drug abuse.

Policy:

Adams State College has a vital interest in maintaining a safe, healthful and efficient working and learning environment for its employees, students, clients and the public. Nursing students impaired by alcohol or other drugs during school hours may pose safety and health risks, not only to themselves, but to others. Therefore, to ensure a safe working and learning environment, it is the policy of the Adams State College Nursing Program that the use of alcohol, other drugs, or controlled substances that result in learning impairment or task performance impairment is prohibited. Likewise, it is the policy of the Adams State College Nursing Program that illegal possession, manufacture, use, sale or transfer of controlled substances on school or clinical facility property or during school hours by its Nursing students is prohibited. Adams State College will adhere to all of the laws of the State of Colorado. Please refer to the Adams State College Student Handbook for more detailed information.

The possession and use of legal, prescription drugs does not violate policy; however, the following will apply:

The possession and use of such legal drugs is prohibited if it effects:

- The safety of staff, students or members of the public
- The student's learning or task performance
- The overall safe and efficient operation of the Adams State College or clinical facility that the student is assigned to.

Substance Abuse Testing

Random:

Students are required to participate in a random drug/alcohol screen a minimum of one time during their enrollment in the ASC RN to BSN Nursing Program. The timing of the screen is at the discretion of the faculty and by request of clinical agencies. The drug alcohol screen will be performed by a contracted outside agency.

For Cause:

When there is reasonable cause to believe that a Nursing Student is under the influence of drugs or alcohol while at school or on duty, Adams State College may require him/her to submit to a body fluid test, blood alcohol test or other accepted substance abuse screen by a contracted agency.

If a student refuses to take the tests, this would be grounds for termination from the Nursing Program.

Testing Results:

Adams State College will adhere to the policies and/or guidelines established by the various clinical agencies. If the agency requires a negative drug/alcohol screen prior to a clinical

rotation, ASC will require such testing. The student will not be allowed to begin his/her clinical rotation until the test results are returned and show no evidence of drug/alcohol abuse.

If the substance abuse test was performed for cause (see above), the student will be suspended from attending any clinical rotation and/or class until test results are back.

If a drug/alcohol screen result is positive, confirmatory screening will be done. If confirmatory testing is also positive, disciplinary action and referrals, as defined within this policy, will be taken.

If the test results show evidence of a legal, mood altering drug, students may be required to offer proof that the drug has been prescribed by a physician, specifically for their use.

Disciplinary Action

It is the intent of this policy to encourage an enlightened viewpoint towards addiction to alcohol or other drugs, as a behavioral medical problem, which can be treated. Therefore, violation of this policy may result in not only disciplinary action, but also counseling and possibly rehabilitation activities.

Students will be counseled to participate in the Colorado State Peer Assistance Program that is coordinated through the Colorado State Board of Nursing. Continuation in the Adams State College, RN to BSN Completion Program will be based upon the recommendation of the State Peer Assistance Program and availability of clinical/field experience.

Adams State College reserves the right to discipline or dismiss students convicted of an offense involving the use, distribution or possession of illegal drugs.

Right to Inspect

Adams State College reserves the right to inspect the property and person of any nursing student who has signed this policy. Adams State College further reserves the right to inspect any vehicle on Adams State College property, or on the property of a clinical facility at which the student is participating, belonging to or being used by a nursing student who has signed this policy. Any instructor and/or supervisor may initiate the inspection for cause or reasonable cause as outlined in this policy. Physical contact with the student will be avoided. The student will be asked to turn out pockets, remove headgear and footgear. This right also includes the right to inspect parcels, packages, purses, lunch boxes, briefcases, backpacks, school bags, lockers, work stations, desks and vehicles as described above on school or facility property.

Definitions

Alcohol:

Any beverage that has an alcohol content in excess of 0.5% by volume. "Alcohol" means beer, wine, and all forms, of distilled liquor containing ethyl alcohol. References to use or possession of alcohol include use or possession of any beverage, mixture or preparation containing ethyl alcohol.

Drugs:

Any substance, other than alcohol, capable of altering the user's judgment, perception, mood, or of impairing the user's reactions. This term includes the controlled substances defined in Schedule I through V of the Controlled Substances Act, 21 U.S.C. Section 812.

Any illegal drug or drug used illegally.

Illegal Drug:

Any such drug as defined by local, state and federal statutes.

Any mind altering substance, including any psychoactive substances and including, but not limited to, controlled substances used without regard to standard medical practices and/or contrary to the directions provided by the physician.

Controlled Substances:

The term means any drug listed in 21 U.S.C. 812 and other federal regulations. Generally, these are drugs, which have a high potential for abuse. Such drugs include, but are not limited to, heroin, cocaine, marijuana, PCP, and "crack". They also include "legal drugs" which are not prescribed by a licensed physician.

Any substance listed in the Controlled Substances Act of 1970, as amended.

Any Federally regulated substance including alcohol, but not including nicotine and common over-the-counter medications such as aspirin.

Under The Influence:

Being under the influence means, for purposes of this policy, that the student is affected by a drug, controlled substance or alcohol or a combination of a drug and alcohol in any detectable manner. The symptoms of influence are not confined to those consistent with misbehavior or to obvious impairment of physical or mental ability such as slurred speech or difficulty in maintaining balance. A determination of influence can be established by professional opinion or a scientifically valid test.

Reasonable Cause:

A belief based on objective facts sufficient to lead two or more supervisory staff or instructors to suspect that a student may be impaired by the use of mind-altering substances. Such facts may include: a) involvement in a school place or clinical accident or incident resulting in personal injury or damage to property or circumstances which could have resulted in personal injury or damage to property, or acts or omissions which contributed to the occurrence or severity of the accident, incident or circumstance b) personal observations of behavioral conduct, inappropriate speech, body odors or impaired task functioning c) other circumstances which would indicate that the student is reporting to school/clinical in other than a sober reliable state, free from the influence of drugs or alcohol. Such circumstances may include, but shall not be limited to excessive tardiness or absenteeism, a pattern of declining school or task productivity.

APPENDIX A

Adams State College RN to BSN Program Writing Assessment Rubric

Student: _____

Date: _____

CATEGORY	4	3	2	1	SCORE
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distracts the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.	
Penmanship (Conventions)	Paper is typed with no distracting corrections.	Paper is typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).	Paper is typed with 3 or 4 distracting corrections.	Paper is not typed OR there are more than 4 distracting corrections.	
Commitment (Voice)	The writer successfully uses several reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer successfully uses one or two reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer attempts to make the reader care about the topic, but is not really successful.	The writer made no attempt to make the reader care about the topic.	
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupts the	

				flow.	
CATEGORY	4	3	2	1	SCORE
Flow & Rhythm (Sentence Fluency)	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.	
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.	
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.	
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.	

CATEGORY	4	3	2	1	SCORE
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented / introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.	
Transitions (Organization)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.	
Pacing (Organization)	The pacing is well- controlled. The writer knows when to slow down and elaborate, and when to pick up the pace and move on.	The pacing is generally well-controlled but the writer occasionally does not elaborate enough.	The pacing is generally well-controlled but the writer sometimes repeats the same point over and over, or spends too much time on details that don't matter.	The pacing often feels awkward to the reader. The writer elaborates when there is little need, and then leaves out necessary supporting information.	
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	No facts are reported or most are inaccurately reported.	
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own".	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.	
CATEGORY	4	3	2	1	SCORE
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the	Supporting details and information are relevant, but one key issue or portion of the storyline in	Supporting details and information are relevant, but several key issues or	Supporting details and information are typically unclear or not related to the topic.	

	obvious or predictable.	unsupported.	portions of the storyline are unsupported.		
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.	
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at".	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.	
Sources (Content)	All sources used for quotes and facts are credible, up to date, relevant, timely, and cited correctly.	All sources used for quotes and facts are credible and are usually up to date, relevant, timely, and cited correctly.	Most sources used for quotes and facts are credible, up to date, relevant, timely, and cited correctly.	Many sources used for quotes and facts are less than credible (suspect) are not up to date, relevant, or cited correctly.	
APA Format	APA format was used correctly throughout the paper.	APA format was used but 1 or 2 errors were made.	APA format was used but 3-4 errors were made.	APA format was not used or more than 4 errors were made.	
TOTAL					

Adapted from www.rubistar.4teachers.org (revisions made 1/27/06)

Comments:

Student Signature/Date _____

Faculty Signature/Date _____

Appendix B

Adams State College RN to BSN Program Oral Presentation Rubric

Student: _____ Date: _____

CATEGORY	4	3	2	1	SCORE
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Pitch	Pitch was often used and it conveyed emotions appropriately.	Pitch was often used but the emotion it conveyed sometimes did not fit the content.	Pitch was rarely used OR the emotion it conveyed often did not fit the content.	Pitch was not used to convey emotion.	
Pauses	Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact.	Pauses were effectively used once to improve meaning and/or dramatic impact.	Pauses were intentionally used but were not effective in improving meaning or dramatic impact.	Pauses were not intentionally used.	
Comprehension	Student is to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.	
Enthusiasm	Facial expression and body language generate a strong interest and enthusiasm about the topic in others.	Facial expression and body language sometimes generate a strong interest and enthusiasm about the topic.	Facial expression and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expression or body language. Did not generate much interest in topic being presented.	
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.	
Time-Limit	Presentation was within time limit set by instructor.	Presentation was within 3-5 minutes of time limit set by instructor.	Presentation was greater than 5 minutes above or below time limit set by instructor.	Presentation was half or twice the time limit set by instructor.	
CATEGORY	4	3	2	1	SCORE
Speaks Clearly	Speaks Clearly and distinctly all (100-95%) of the time, and mispronounces no words.	Speaks clearly and distinctly most (100-95%) of the time, mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounce no more than	Often mumbles or can not be understood OR mispronounces more than one	

			one word.	word.	
Presentation materials/ methods (handouts, power point, role play, props, etc.)	Student uses several presentation materials and methods that show considerable work/creativity and which make the presentation better.	Student uses 1 presentation materials and methods that show considerable work/creativity and which make the presentation better.	Student uses 1 presentation material or method which makes the presentation better.	The student does not use presentation materials or methods OR the presentation material methods detract from the presentation.	
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.	
Uses Complete Sentences	Always (99-100%) of the time speaks in complete sentences.	Mostly (80-98%) of the time speaks in complete sentences.	Sometimes (70-80%) of the time speaks in complete sentences.	Rarely speaks in complete sentences.	
Stays on Topic	Stays on topic (100%) of the time	Stays on topic (99-90%) of the time	Stays on topic some (89-75%) of the time.	It was hard to tell what the topic was.	
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stand up straight establishes eye contact.	Slouches and/or does not look at people during the presentation.	
CATEGORY	4	3	2	1	SCORE
Content	Show a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	
Collaboration	Almost always	Usually listens	Often listens	Rarely listens	

with Peers	listens to, share with, and supports the efforts of others in the group. Tries to keep people working well together.	to, shares with, and supports the efforts of others in the group. Does not cause “waves” in the group.	to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	to, share with, and supports the efforts of others in the group. Often is not a good team member.	
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.	

Adapted from www.rubistar.4teachers.org (revisions made 1/31/06)

Comments:

Student Signature/Date _____

Faculty Signature/Date _____

Appendix C



NURS 360: Service Learning I

Service-Learning Agreement

The Service-Learning Agreement

The terms of the field experience and the obligation of all partners should be clearly understood and entered into by signature of agreement. The student, in consultation with the faculty supervisor and site supervisor, initially designs the Service-Learning Agreement to incorporate these four facets.

1. Service objectives
2. Learning objectives
3. Learning resources and strategies
4. Evidence of accomplishment

- The Service-Learning Agreement needs to provide fair measurement of the extent to which the interests of the three partners are served.
- The student is entitled to a meaningful practical learning experience that builds on prior experience and coursework
- The host agency is entitled to a responsible adult learner with a serious commitment to the agency's goals and to delivering a service or product of value to the agency
- The academic department is entitled to reasonable evidence that both sides of these commitments have been fulfilled before it gives the student a passing grade
- Details of the signed agreement include:
 - Statements of the student's service goals - objectives that clearly express the activities to be performed, the services to be provided, the end products expected and the conditions under which they will be demonstrated and evaluated
 - Statements of the student's learning goals - objectives that clearly express the knowledge or skills expected and the conditions under which they will be demonstrated and evaluated
 - The number of credits earned
 - Expectations include attendance, punctuality and productivity
 - The student's responsibilities - projects, academic assignments, meetings, readings, presentations, post-internship evaluations
 - The site supervisor's responsibilities - host orientation, resources, training, projects, networking and career development activities, statement of successful completion and recommendation, post-field experience evaluations
 - The faculty supervisor's responsibilities - curriculum, advise student, provide means for structured reflection upon and reporting of progress and results, sustain contact with site supervisor

NURS 360 : Field Experience/Service Learning Agreement

This form should be completed after your interview with your site supervisor.

Name _____ Student # _____

Phone/e-mail _____

Name of Agency/Project _____

Address _____

Phone/e-mail _____

Dates of Service Learning Project _____

Your Primary Service Objectives

- 1.
- 2.
- 3.
- 4.
- 5.

Your Primary Learning Objectives

- 1.
- 2.
- 3.
- 4.
- 5.

Your Primary Responsibilities and Duties

- 1.
- 2.
- 3.
- 4.
- 5.

* See core agreement on pages 4-6.

Agency/College/Student Practicum Agreement

The Service Learning Field Experience is based on an agreement between three parties each of whom has specific responsibilities that are necessary to make the Field Experience an effective service-learning experience. Those responsibilities are:

The College

The College will:

- Select students capable of providing service to the field agency and its clients while engaged in field experience
- Provide students with classroom and assigned learning activities that will enable them to function in their field experience assignments
- Designate a faculty advisor for each service learning student
- Provide regular advising to students in collaboration with agency supervisors
- Develop and conduct regular student/faculty and student/supervisor/advisor learning conferences
- Organize and conduct special seminars in response to specific educational needs identified by students, the agency and the university
- Evaluate the student's performance in collaboration with agency supervisors
- Evaluate the quality of the service-learning associated with field experience in collaboration with the agency supervisors and the students
- Make modifications in future curricula to address educational problems identified in evaluations of fieldwork experiences

The Agency

The agency providing the field work experience will:

- Designate a work-unit or project within which the student will conduct service learning activities during field work
- Develop outcome objectives for the field experience assignment to guide student activities
- Provide regular supervision to students in collaboration with college advisors
- Provide adequate work-space, support and supplies to enable the student to function effectively as a field work student in the agency
- Participate in student/supervisor/advisor learning conferences
- Evaluate the student's performance in collaboration with college advisor
- Evaluate the quality of the service-learning associated with field experience in collaboration with the college advisors and the students
- Make modifications in agency systems to address service-learning problems identified in evaluations of field work experiences

The Student

The student will:

- Actively participate in classroom and assignment activities to develop knowledge and skills to enable participation in field experience
- Actively participate as a member of the class
- Carry out duties assigned to the student by the agency supervisor in the Field Experience
- Participate in student/supervisor/advisor learning conferences
- Evaluate the quality of the service-learning in collaboration with the college advisors and agency supervisors
- Make recommendations regarding opportunities for improvement of agency support of student service learning activities
- Make recommendations regarding opportunities for improvement of college support of student service learning activities



NURS 370: Service Learning II

Service-Learning Agreement

The Service-Learning Agreement

The terms of the field experience and the obligation of all partners should be clearly understood and entered into by signature of agreement. The student, in consultation with the faculty supervisor and site supervisor, initially designs the Service-Learning Agreement to incorporate these four facets.

1. Service objectives
2. Learning objectives
3. Learning resources and strategies
4. Evidence of accomplishment

- The Service-Learning Agreement needs to provide fair measurement of the extent to which the interests of the three partners are served.
- The student is entitled to a meaningful practical learning experience that builds on prior experience and coursework
- The host agency is entitled to a responsible adult learner with a serious commitment to the agency's goals and to delivering a service or product of value to the agency
- The academic department is entitled to reasonable evidence that both sides of these commitments have been fulfilled before it gives the student a passing grade
- Details of the signed agreement include:
 - Statements of the student's service goals - objectives that clearly express the activities to be performed, the services to be provided, the end products expected and the conditions under which they will be demonstrated and evaluated
 - Statements of the student's learning goals - objectives that clearly express the knowledge or skills expected and the conditions under which they will be demonstrated and evaluated
 - The number of credits earned
 - Expectations include attendance, punctuality and productivity
 - The student's responsibilities - projects, academic assignments, meetings, readings, presentations, post-internship evaluations
 - The site supervisor's responsibilities - host orientation, resources, training, projects, networking and career development activities, statement of successful completion and recommendation, post-field experience evaluations
 - The faculty supervisor's responsibilities - curriculum, advise student, provide means for structured reflection upon and reporting of progress and results, sustain contact with site supervisor

NURS 370 : Field Experience/Service Learning Agreement

This form should be completed after your interview with your site supervisor.

Name _____ Student # _____

Phone/e-mail _____

Name of Agency/Project _____

Address _____

Phone/e-mail _____

Dates of Service Learning Project _____

Your Primary Service Objectives

- 1.
- 2.
- 3.
- 4.
- 5.

Your Primary Learning Objectives

- 1.
- 2.
- 3.
- 4.
- 5.

Your Primary Responsibilities and Duties

- 1.
- 2.
- 3.
- 4.
- 5.

* See core agreement on pages 4-6.

Agency/College/Student Practicum Agreement

The Service Learning Field Experience is based on an agreement between three parties each of whom has specific responsibilities that are necessary to make the Field Experience an effective service-learning experience. Those responsibilities are:

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The College will:

- Select students capable of providing service to the field agency and its clients while engaged in field experience
- Provide students with classroom and assigned learning activities that will enable them to function in their field experience assignments
- Designate a faculty advisor for each service learning student
- Provide regular advising to students in collaboration with agency supervisors
- Develop and conduct regular student/faculty and student/supervisor/advisor learning conferences
- Organize and conduct special seminars in response to specific educational needs identified by students, the agency and the university
- Evaluate the student's performance in collaboration with agency supervisors
- Evaluate the quality of the service-learning associated with field experience in collaboration with the agency supervisors and the students
- Make modifications in future curricula to address educational problems identified in evaluations of fieldwork experiences

The Agency

The agency providing the field work experience will:

- Designate a work-unit or project within which the student will conduct service learning activities during field work
- Develop outcome objectives for the field experience assignment to guide student activities
- Provide regular supervision to students in collaboration with college advisors
- Provide adequate work-space, support and supplies to enable the student to function effectively as a field work student in the agency
- Participate in student/supervisor/advisor learning conferences
- Evaluate the student's performance in collaboration with college advisor
- Evaluate the quality of the service-learning associated with field experience in collaboration with the college advisors and the students
- Make modifications in agency systems to address service-learning problems identified in evaluations of field work experiences

The Student

The student will:

- Actively participate in classroom and assignment activities to develop knowledge and skills to enable participation in field experience
- Actively participate as a member of the class
- Carry out duties assigned to the student by the agency supervisor in the Field Experience
- Participate in student/supervisor/advisor learning conferences
- Evaluate the quality of the service-learning in collaboration with the college advisors and agency supervisors
- Make recommendations regarding opportunities for improvement of agency support of student service learning activities
- Make recommendations regarding opportunities for improvement of college support of student service learning activities

**Adams State College Nursing Handbook
Statement of Understanding and Agreement**

I, _____, have received, read and understand the ASC Nursing Handbook. I agree to abide by the rules and regulations as stated in the Handbook. I also agree to abide by any policy and procedure updates as they occur.

Student _____

Date _____