



UNDERGRADUATE NURSING

STUDENT HANDBOOK

2025-2026

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President's Welcome Letter

I personally welcome you to Cambridge!

We are excited about your interest in being part of Cambridge and your desire to know more about our health care and information technology training college.

Cambridge's commitment to be the very best "student-centered" college is deeply engrained within our culture. We are extremely proud of our faculty, students and alumni. We would enjoy you visiting us soon, so you can experience a sense of our college's values and traditions and learn about our many student successes.

Healthcare, nursing, information technology and their related fields are at a crossroads. The field's shortage of professionals has forced schools to "think outside the box" and explore different venues and technologies for meeting the challenges of today's healthcare and IT workforce. At Cambridge, we are committed to taking advantage of this technological and digital revolution. We have structured our programs to meet the employment needs not only where we have in-residence campuses, but also with our online programs. Cambridge's integrated platform helps address the national healthcare personnel shortages, and related cyber security and IT job market demands. I promise each student that Cambridge is committed to your personal growth by teaching, nurturing and mentoring each of you. Let's continue to grow together!

Dr. Terrence LaPier
Chancellor & CEO

Welcome to the Undergraduate Nursing Programs

Welcome to the Cambridge College and the beginning of your nursing adventure!

It is a pleasure to welcome you to the Cambridge College of Health & Technology. We are pleased that you have selected Cambridge College of Health & Technology. The entire Nursing Department wishes you an enjoyable and productive educational journey here. The policies in this handbook supersede any conflicting statements made by faculty or administrators.

The undergraduate nursing student handbook is designed as a guide to enable you to achieve your academic and professional goals and to fully participate in student life at Cambridge College of Healthcare & Technology. Within the handbook, you will find essential information, including policies and procedures, expectations of students, and details about your program of study.

The handbook is updated regularly, and you need to refer to the latest version. We are committed to guiding and assisting you in this educational journey. We believe that learning is a partnership between the faculty members, the students and the patients. This process entices a social and cultural awareness that manifests itself in responsible, ethical and professional practice within our communities. In return, you are responsible for familiarizing yourself with the College's policies and procedures.

Each student is responsible for reading this handbook, understanding the content therein, and abiding by its policies and procedures. Failure to have adequate knowledge of the handbook content is not an excuse for inappropriate actions.

Another publication that also contains essential information for you as a student is the Institutional Catalog and Catalog Addendum.

All students are required to sign the *Receipt of the Undergraduate Nursing Student Handbook Information*, and it will be placed in your nursing student file.

**Note that the information in this handbook is updated regularly. The Undergraduate Student Nursing Handbook is available electronically in each course on the learning management system, Blackboard®.*

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Mission Statement and Philosophy

Mission Statement

The mission of the nursing program is to prepare quality nursing professionals to effectively function as an integral part of an interdisciplinary client-centered team in a complex healthcare delivery system.

Philosophy

Cambridge College of Healthcare & Technology Nursing Department's philosophy is based on the premise that nursing is unique and independent in its concerns for the individual's need for help in an immediate situation.

The Nursing Faculty believes that an individual is a holistic being with basic human needs. Basic human needs are defined as physiologic, psychosocial, and spiritual requirements for the well-being and health of the individual (Maslow Theory, 1943).

The nursing faculty understands that health is a dynamic state in which individuals adapt to internal and external environments to strive for optimal well-being and quality of life. The Nursing Faculty embraces the values of caring, uniqueness, diversity, integrity, humility, mutual trust, self-determination, respect, dignity, and empathy. The philosophy and terminal objectives of the nursing program are congruent with and integrate the concepts of the mission and goals of Cambridge College.

- Nursing Knowledge is a specific body of nursing theory and applied knowledge from the biological, behavioral and social sciences. Nursing knowledge provides the basis of practical nursing care and is integrated into the processes of critical thinking and clinical problem solving. The clinical application of nursing knowledge enables the nurse to collect basic health data and to participate (assist) in the development, implementation and evaluation of the plan of care with members of the health care team.
- Client Safety refers to the provision of nursing care that minimizes the risk of harm to clients and providers by the effective use of technology and standardized (institution specific) practices that support safety and quality. Client safety includes both physical and psychosocial safety.
- Collaboration is a process which uses communication (verbal and non-verbal) skills, critical thinking skills and knowledge sharing among and between health care providers and the client/family unit. The purpose of collaboration is to address the unique (individual) health care needs, priorities and preferences of the client/family unit.
- Health Promotion encompasses nursing interventions that address risk reduction and the maintenance and restoration of health. The teaching-learning process is a means of providing for holistic care that addresses cultural and spiritual influences and assists the client/family unit in achieving an optimal level of health, wellness, and functioning.
- Nursing Practice is a reflection of nursing knowledge, collaboration, health promotion and client safety.

Malcolm S. Knowles' Theory of Adult Learning

The learning framework of Cambridge College has a basis in Malcolm S. Knowles' Theory of Adult Learning. According to Knowles adults learn differently than children. The Adult learning theory uses the psychological definition of adult; we become adults when we arrive at a self-concept of being responsible for our own lives, of self-directing.

Assumptions of the Andragogical Model

- The need to Know – Adults need to know why they need to learn something before undertaking to learn it.
- The Learners Self-concept- Adults have a self-concept of being responsible for their own decisions, for their own lives.
- The Role of the Learners' Experiences- Adults come into an educational activity with both greater volume and different quality of experience from that of youths.
- Readiness to Learn- Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations
- Orientation to Learning- Adults are motivated to learn to the extent that they perceive that learning will help them perform tasks or deal with problems that they confront in their life situations. Furthermore, they learn new concepts most effectively when they are presented in context of application to real-life situations
- Motivation- Adults are responsive to some external motivators, but the most potent motivators are internal pressures or desires. (Knowles, 2005)



The essence of Knowles' theory is the idea that for adults to learn new material the learner must be ready and willing to learn as well as deem the learning relevant.

QSEN Competencies

The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work (<https://www.qsen.org/competencies-pre-licensure-ksas>). QSEN Competencies are incorporated throughout the nursing curriculum. The chart below defines the QSEN competencies:

QSEN Competencies
1. Patient-Centered Care. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs
2. Teamwork and Collaboration. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
3. Evidence-based Practice. Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
4. Quality Improvement. Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
5. Safety. Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
6. Informatics. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

Program Outcomes

The undergraduate nursing program outcomes include (1) successful program completion rate, (2) NCLEX licensure exam pass rate, and (3) job placement rate.

At the completion of the program, graduates should have the ability to apply for state licensure and, upon passing the NCLEX examination, to seek entry-level employment as a Registered Nurse.

NCLEX-RN pass rates are published and can be accessed using the respective state's Board of Nursing web addresses.

Florida- <https://floridasnursing.gov/education-and-training-programs/>

Georgia- <https://sos.ga.gov/page/education>

Program Descriptions and End-of-the-Program Student Learning Outcomes

ASSOCIATE OF SCIENCE IN NURSING (ASN)

There are two nursing curricula offered in the ASN programs – traditional curriculum and concept-based curriculum. The traditional nursing curriculum is offered in the Delray Beach campus and the concept-based nursing curriculum is offered in our three campuses located in Miami and Altamonte Springs, Florida, and Sandy Springs, Georgia.

ASN Traditional Curriculum – Delray Beach, FL campus only

Program Description

The Nursing Program prepares the student for a foundation of life-long personal and professional learning built upon liberal arts, science and nursing theory courses. The program includes classroom, laboratory/simulation, and evidenced-based client-centered care learning experiences across the lifespan in a variety of healthcare settings. All nurse graduates must successfully pass the National Council Licensing Exam for Registered Nurses (NCLEX-RN) before being able to practice as a licensed nurse.

End of the Program Student Learning Outcomes

A nursing graduate will:

1. Provide safe, quality, holistic, patient-centered care for culturally diverse patient populations, including the family unit.
2. Collaborate within interdisciplinary teams where collaborative decision –making promotes quality patient care.
3. Use current technology to effectively manage and deliver safe, quality care within various healthcare settings.
4. Prioritize patient needs and minimize risk of harm to patients and healthcare provider.
5. Integrate best current evidence-based research with nursing process to deliver optimal healthcare.
6. Apply the nursing code of ethics and standards recognized as essential to the art and science of nursing.

ASN Concept-Based Curriculum

Program Description

This program prepares the graduate to integrate nursing knowledge, critical thinking, and nursing skills while managing care for multiple clients with complex conditions. The curriculum is concept and competency based and moves from simple to complex. Theoretical, laboratory, and simulation instruction is complemented with planned clinical experiences in a variety of healthcare settings (acute, long-term care and community) to provide a broad, holistic, and concept-based understanding of the roles and responsibilities of a professional nurse. The ASN program has two tracks which are Traditional pre-licensure, and Bridge (for student who is licensed as an LPN, Paramedic, or Respiratory Therapist).

End of the Program Student Learning Outcomes

Upon completion of the program, the graduate will be able to:

1. Prioritize safe, quality, evidence-based, client-centered care utilizing critical thinking and the nursing process.
2. Establish a unique teaching plan for culturally diverse client populations across the lifespan.
3. Collaborate effectively with clients, families, and members of the interdisciplinary team fostering communication, professionalism, and mutual respect to achieve quality outcomes.
4. Integrate principles of management of care across healthcare settings for culturally diverse client populations.
5. Manage available information technology to effectively communicate, mitigate errors, and support clinical decision-making.
6. Incorporate the legal standards and ethical guidelines of the nursing profession upholding client-centered care.

BACHELOR OF SCIENCE IN NURSING – Altamonte Springs, FL campus only

Program Description

The Bachelor of Science in Nursing (BSN) professional program builds on a foundation of knowledge in science, humanities, and mathematics. Graduates will be prepared for entry-level positions as a baccalaureate-prepared nurse. Students graduating from this program are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The curriculum is concept and competency based, moves from simple to complex learning, application to analysis utilizing critical thinking, the nursing process, and evidence-based practice. The curriculum is designed to facilitate complex thinking and deeper understanding of nursing concepts. The curriculum actively engages students and faculty, leading to discovery, reflection, and thoughtful application of nursing knowledge across the lifespan and in culturally diverse populations.

The BSN curriculum framework encompasses The Essentials of Baccalaureate Education for Professional Nursing Practice, QSEN Competencies, and incorporates adult learning theory. Graduates will be primary providers of direct and indirect care in many different settings, including acute care, long-term, and community health. Graduates will also be prepared to assume first-line management positions.

BSN End of the Program Student Learning Outcomes

Upon completion of the program, the graduate will be able to:

1. Incorporate evidence-based practice and clinical judgment across the health-illness continuum when planning, implementing, and evaluating nursing practice.
2. Synthesize knowledge from multiple disciplines to provide safe, holistic, evidence-based and client-centered care including health promotion and risk reduction.
3. Collaborate with interprofessional teams in developing a preventative plan of care that contributes to the improvement of equitable population health outcomes.
4. Integrate systems leadership principles to improve health outcomes of culturally diverse populations in a variety of healthcare settings.
5. Utilize technology to synthesize theory, research, and practice data to support and evaluate clinical decisions and quality improvement in nursing practice.
6. Strengthen own professional identity by upholding to the standards of moral, ethical, and legal conduct, and committing to lifelong learning.

NCLEX-RN Examination

Upon successful academic and clinical completion of the associate degree in nursing program, as well as fulfillment of any outstanding obligations, students are eligible to apply for licensure and take the NCLEX-RN examination. Cambridge College will pay for the National examination fee (Pearson Vue) in the form of reimbursement and the student is responsible for the State licensure application fee and any other associated fees. Attendance at the Live Review, which follows the last course of the program, as well as all associated tests are mandatory for credential release.

Criminal History and Discipline Information

Individuals who are considering entering the nursing profession and who have a criminal history often ask about potential barriers to licensure following successful completion of an approved nursing program. While it would be nice to know this prior to making a decision to enter the program, obtaining that information is not possible under current State law. The licensure application requires disclosure of any criminal history and the disposition of all cases prior to Board review. Entry into the nursing education program is the prospective student's decision based upon the knowledge that he/she may, or may not, be granted a nursing license. All the factors listed below should be taken into consideration prior to making a decision about a nursing career.

Clinical facilities may limit or prohibit students with criminal histories from participating in clinical experiences. Other options may not exist for the student to complete required clinical hours to obtain a nursing degree; thus, such a student may not be eligible for licensure in Florida. The Board of Nursing makes decisions about licensure based upon a number of questions on the application and on an individual basis. The application (or the background screening) that indicates a criminal history is considered a non-routine application and must be reviewed by the board staff and possibly referred to the Board of Nursing for action. Each application is reviewed on its own merit. The Board of Nursing has created guidelines for specific offenses to be cleared in the board office; however, the

staff cannot make determinations in advance as laws and rules change over time. Violent crimes and repeat offenders are required to be presented to the Board of Nursing for review. Evidence of rehabilitation is important to the Board when making licensure decisions.

The Board may issue a license under conditions such as probation, supervision, or additional education, or the Board may deny your application. If drugs or alcohol are a concern, the Board may require the applicant to undergo an evaluation and to sign a contract with the Intervention Project for Nurses (1-800-840-2720).

For additional information, review the Frequently Asked Questions:

Florida: http://www.doh.state.fl.us/mqa/nursing/nur_faq.html#Discipline

Georgia: [FAQs for Nursing | Georgia Secretary of State](#)

Background History and Drug Screening Requirement

The nursing profession is committed to providing excellence in patient care and services in a safe, productive and quality conscious environment. As such, clinical and community agencies require students to meet standards, similar to employees, for criminal offenses and use of illegal substances.

Therefore, nursing students are required to be screened through Level 2 background screening or comparable checks from state(s) of prior residence. This background check may include the record for all arrests, not merely convictions. In addition, a completed Cambridge College of Healthcare & Technology Health Form must be submitted. The health record will contain results from the physical exam, and laboratory tests. An independent drug screen is also required. Your Clinical Coordinator and/or Program Dean will assist you in the completion of these documents.

If found with a positive background result (drug screening and level 2 background), at any time in the program, students will not be allowed to continue in the nursing program. Our current clinical partners only accept negative drug screen and “NO CRIMINAL HISTORY RECORD IDENTIFIED” and/or “NO FLORIDA/NATIONAL/FBI CRIMINAL HISTORY RECORD IDENTIFIED”.

Some clinical sites may require additional background checks that must be completed at the beginning of the nursing course. Some mental health, pediatric, and community health sites require Adult Protective Services (APS) and Department of Children and Families (DCF) screenings.

All background reports will be sent directly to the Nursing Program Dean or appropriate designee and kept in a confidential file. The campus president will make the final determination of admission related to the background report. These records will become the property of Cambridge when submitted and will not be available for copying, distribution or for use to meet the requirements of outside employers. Any applicant whose FDLE screening shows evidence of substance abuse history may be required to be evaluated as a condition for entry into any Cambridge Nursing program. Failure to do so could result in dismissal from the Nursing program.

The student is responsible for notifying Cambridge College of any arrests, regardless of adjudication, that occur after being admitted to the program. Failure to promptly notify the Program Dean or Campus Dean shall be grounds for dismissal from the program. After acceptance into the program, the student must not be found guilty, regardless of adjudication, of an offense that would disqualify the student under the above stated standard(s). If this occurs, the student will be subject to dismissal from the program.

If a criminal offense deems a student ineligible for admission to or continuation in a health occupations program, the appeals process may follow Cambridge's Grievance process as defined in the Institutional Catalog. The appeals committee will follow the industry standard for employment in the profession as the guide for considering the grievance.

Health Policies

Students are required to complete the health clearance, immunizations, testing, and titer requirements at the time of acceptance into the nursing program in order to be allowed to attend clinical rotations at the assigned health care facility. The immunization and testing requirements are based on the Center for Disease Control (CDC) suggested guidelines for health care workers. Some sites may have additional requirements such as COVID vaccinations.

Students are advised to keep a copy of the test results for future use. Clinical agencies being used for clinical rotations may request a copy of the students' health records or information to verify health status and immunization prior to approving students for clinical assignments.

Students are not allowed to decline any of the required immunizations unless proof of a documented allergy is submitted to the Clinical Coordinator/Program Dean by the assigned deadline.

Evidence of a current CPR card for an approved course, health clearance from a practitioner, and immunization and testing requirements must be submitted to the Nursing Office at least 30 days prior to the first day of clinical. Failure to submit these requirements may result in withdrawal from the clinical course or dismissal from the program. When documentation is not current, the student WILL NOT be permitted into a clinical facility. This will necessitate a withdrawal from all nursing courses.

Functional Abilities

The student's health must enable him/her to fulfill the requirements and outcomes of the nursing program. Cambridge College follows the National Council of State Boards of Nursing, Inc., recommendations of functional abilities for nurses.

The NCSBN (National Council of State Boards of Nursing) considers functional abilities for nurses to include physical, mental, and communication skills. These abilities help nurses provide safe and effective care to patients.

Physical abilities

- Physical endurance: Having enough stamina to perform nursing duties for the entire work shift
- Physical strength: Having enough strength to perform all required nursing tasks
- Mobility: Having the ability to move around and maneuver to perform nursing duties
- Range of motion: Having the ability to move within a range that allows for safe patient care

Mental abilities

- Thinking: Having the ability to think clearly and critically
- Remembering: Having the ability to remember important information about patients
- Communication skills
- Interacting with others: Having the ability to communicate with patients, families, and other health care providers
- Speaking on the telephone: Having the ability to speak clearly over the phone
- Documenting: Having the ability to document clearly and accurately in patient records
- Reading and understanding: Having the ability to read and understand charts, graphs, and worksheets
- Using computers: Having the ability to use computers to access and document patient records

Students with 504 Accommodations

If you believe you are eligible to receive accommodation due to a documented disability, please refer to the Students with Disabilities section of the Catalog or contact the regional campus president.

Immunization, Testing, and Titer Requirements

The vaccinations and other tests that are required in the undergraduate nursing programs include:

Varicella/Measles (Rubeola)/Mumps/Rubella: All students are required to have Varicella, Measles (Rubeola), Mumps, and Rubella titer screening to document immunity. The form must be submitted to the Nursing Office prior to attending classes. Students who cannot document immunity with a positive titer are required to receive the vaccine and/or follow their practitioner's guidance.

Hepatitis B: Hepatitis B immunization or declination is required for all students. For those students who are not vaccinated or are not completely vaccinated for Hepatitis B, the series typically of 3 vaccinations is administered as follows: The second dose is administered 1 month after the first dose; the third dose is administered at least 2 months after the second dose (and at least 4 months after the first dose). Please plan accordingly so that vaccination and/titer information can be submitted prior to clinical assignment. Some clinical sites may require titers.

Influenza: All clinical facilities require an annual influenza vaccination in the fall of each year to attend clinical assignments.

Tetanus, Diphtheria, and Pertussis (Tdap): A single dose of Tdap is recommended for adult students. If immune to pertussis, another vaccine, called Td, protects against tetanus and diphtheria. It is recommended every 10 years.

Tuberculosis Tests:

Mantoux Tuberculin Skin Test (TST): A negative TST must be obtained annually to demonstrate that the student does not have active tuberculosis. If the TST is positive, a chest x- ray result (within a year) showing no active disease is required as a follow up for positive PPD results. The subsequent year of enrollment, a health questionnaire should be completed showing that there continues to be no symptoms of active disease. The clinical facility may require additional testing such as two-step testing.

If TST/chest x-ray documentation is not within the past year, the student will NOT be permitted in clinicals, resulting in failure to meet course objectives. This will necessitate immediate withdrawal from the course and constitute a clinical failure.

Cardiopulmonary Resuscitation (CPR): American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers (CPR & AED) is provided and required prior to beginning the first clinical rotation and must be actively maintained throughout the program.

Students who do not meet the standards of good physical and mental health may reapply and be considered for admission to or continuation in the nursing program after resolution of the health problem. An updated health record, verified by a licensed physician or health care provider, must be submitted at re-entry.

National Student Nurses Association (NSNA)

Nursing students are encouraged to join and participate in the activities associated with the National Student Nurses Association. A membership fee is paid yearly by all members. Instructors can assist with the applications to these organizations.

Technology Requirements

Please refer to the catalog for computer specifications required for taking courses online at Cambridge College of Healthcare and Technology. Please note that utilization of tablets is not allowed for examinations.

Campus Library and Resource Center

Students have access to both the on-campus and online library, as needed. The on-campus library hours of operation are posted at each campus. The online library can be accessed anywhere the Internet is available, 24/7.

Criteria for Graduation

The graduation criteria requirements include but not limited to:

- *Course completion.* All nursing courses must be completed with a minimum grade of 75%, and completion of all required clinical and lab hours. Degree audit will be completed.
- *GPA.* Cumulative GPA of 2.0 and above for nursing or better.
- *Exit Counseling* with financial aid.
- *Graduate Exit Survey.* Completion of graduate exit survey and career services information
- *Financial Standing.* Financial obligations are met
- *NCLEX Readiness.* Working on readiness to successfully pass NCLEX-RN.

Graduation and Pinning Ceremony

Academic milestone ceremonies are held at various intervals during the year. These are the nursing pinning and graduation ceremonies. Once a student has successfully met the graduation requirements, they will be eligible to attend both ceremonies.

Community Service

Students are encouraged to volunteer their time serving in the community. The undergraduate nursing programs participate in many health events, such as health fairs, school screenings, and other events. Students are informed about opportunities for community service or volunteer hours throughout the program.

Readmission Policy

A student who has been withdrawn from a course or the nursing program will need to follow the institutional readmission policy. Please refer to the Catalog for more information. Once a student is approved to re-enter the nursing program, the student will need to follow the nursing re-entry process with the nursing program.

Nursing Grading System Policy

Students are expected to complete all nursing courses for which they are registered. These courses will appear on the transcript, count as attempted hours, and except for withdrawals allowed under this policy, receive grades used in the GPA calculation. The nursing program grading policy defines specific information related to grading in this program.

Scope:

This policy applies to all nursing students enrolled in the nursing courses and faculty.

Definition of Terms:

Clinical or laboratory coursework: student learning events that take place in a clinical/lab area or in the simulation lab.

Satisfactory Rating: A rating in the program grading system that indicates successful completion of a clinical or laboratory component.

Procedures:

Students will be evaluated per the nursing program grading system for nursing courses. Numerical grades are **based on the whole number with no rounding**. The grading scale is effective for all nursing courses.

Grading Scale

A	96-100
A-	92-95
B+	89-91
B	85-88
B-	82-84
C+	78-81
C	75-77
F	74.99 and below

Nursing course grades are determined by combining the theory, lab, and /or clinical components of the course. For successful completion of the nursing courses, a student must achieve a final theory grade of 75%, a “C” or greater AND achieve a satisfactory or passing (“P”) clinical rating.

The theory grade includes the following:

1. A composite of the evaluation methods used in the classroom to determine the progress of a student (e.g., tests, quizzes, papers, etc.).
2. An ATI Content Mastery Series (CMS) weighted equal to 10% of the total composite grade or as outlined in the course syllabus is included in each nursing course. Please refer to the ATI Policy for nursing students.
3. Exams weighted equal to 60% of the total composite grade. An average of 75% on all exams is required before the other grading components can be considered (i.e., ATI CMS exam, projects, assignments, etc.) into the final grade calculation.

Table I. Example of Nursing Course Grade Calculation

Nursing Course Example 1	Nursing Course Example 2
<p>NURSG 1102 Fundamentals</p> <p><u>Exams: 60%</u> Exam 1: 75% Exam 2: 80% Exam 3: 85% Exam Average: 80%</p> <p><u>Other grading Components:</u> <u>ATI Fundamentals CMS Exam: 10%</u> Score: 88%</p> <p><u>Assignments: 15%</u> Score: 90%</p> <p><u>Project: 15%</u> Score: 95%</p> <p>Final Grade= 84.55 or B-</p>	<p>NURSG 1201 OB/ Leadership</p> <p><u>Exams: 60%</u> Exam 1: 75% Exam 2: 68% Exam 3: 75% Exam Average: 72.66%</p> <p><u>Other grading Components:</u> <u>ATI Maternal Newborn CMS Exam: 5%</u> Score: level 1 = zero</p> <p><u>ATI Leadership CMS Exam: 5%</u> Score: level 2 benchmark = 100%</p> <p><u>Assignments: 15%</u> Score: 90%</p> <p><u>Project: 15%</u> Score: 95%</p> <p>Final Grade= 72.66%</p>

The lab or clinical grade includes the following:

1. Based on the course objectives/course outcomes that must be met by the student in the clinical area or lab / simulation
2. When a student achieves a satisfactory or passing (“P”) rating in the clinical component, the course grade is equal to the theory grade. When the student achieves an unsatisfactory or failing (“F”) rating in the clinical and/or lab component, the course grade is reported as a failing grade of F, regardless of the theory grade. Please see the comparison below.

Clinical Nursing Course Example 1	Clinical Nursing Course Example 2
<p>Theory Grade = 85%</p> <p>Clinical or Lab Rating = P</p> <p>Final Grade= B</p>	<p>Theory Grade= 75%</p> <p>Clinical or Lab Rating = F</p> <p>Final Grade= F</p>

Nursing Course Without A Clinical or Lab Component

NURSG 1205 Nursing Concepts Integration is a non-clinical course and therefore, the course grade is determined exclusively by the theory component. For successful completion of the NURSG 1205 course, a student must achieve a theory grade of 75% or greater. The theory grade includes a composite of the evaluation methods used in the classroom to determine the progress of a student (e.g., ATI, quizzes, papers, assignments, etc.).

Retake Course Policy and Fees

Single Course Failure

A student who fails a course at any time throughout the program will be required to wait for the course to be offered again, thereby delaying the original graduation date. Student will need to have an academic advisement prior to repeating the course. If a student fails one course with the successful completion of a second attempt, they can continue in the program. Please refer to the institutional policy on retake course policy and fees.

Multiple Course Failures

A student who fails more than one course throughout the program, even if they are separate courses, will be required to wait for the course to be offered again, thereby delaying the original graduation date. If third course failure occurs, program dismissal will occur. Also, if a student fails the same course twice, they too are dismissed from the program.

Students who have been dismissed from the program due to more than two course failures (separate courses or the same course) have the right to appeal to be granted re-entry into the program. See institutional policy on re-entry from the catalog.

ATI Policy for Nursing Students

The Cambridge College of Healthcare & Technology Nursing program emphasizes the importance of high-quality assessment methods to evaluate student performance in concepts and exemplars learned. This policy will ensure that nursing students receive a comprehensive and meaning assessment experience. Additionally, it outlines the procedures for assigning, evaluating, and working with faculty and third-party testing in alignment with the mission of the program.

The discussion about the assessment methods for nursing students begins during the orientation process with a positive end outcome in mind. The Program Dean (PD) will share this information with nursing students during nursing orientation. Students are encouraged to prepare, test, and remediate based on third-party nursing assessments.

Scope

This policy applies to all nursing students enrolled in the nursing courses and faculty.

I. Definition of Terms:

Assessment Technologies Institute (ATI)- is a third-party testing vendor that offers assessment tools and resources promote student success, mastery throughout the program of core nursing concepts and provide preparation for the NCLEX exam. The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles.

Content Mastery Series (CMS)- These are proctored assessment(s) administered in each nursing course testing on major content areas in nursing. These are: Fundamentals, Pharmacology, Adult Medical-Surgical Nursing, Maternal Newborn Nursing, Pediatric Nursing, Community Health Nursing, Leadership, Mental Health Nursing, and Nutrition.

The ATI CMS Proficiency are defined in different levels. ATI cut off scores are frequently revised and determined by national benchmark trends. The cut off scores are shared to students in the learning management system. Level definitions are as follows:

Level 3- student should exceed standards in knowledge and demonstrate a high level of academic readiness in this content area.

Level 2- student should exceed the minimum standard in knowledge and academic readiness in this content area.

Level 1- student should meet the absolute minimum standard in knowledge and academic readiness in this content area.

Below Level 1- student does not meet the minimum standard in knowledge and academic readiness in this content area.

Practice Assessments: Assessments that will help the student to identify what they know in a given content as well as areas requiring remediation. These are practice tests taken by student prior to taking a proctored CMS.

Modular Study: refers to review modules in all major content areas. Students are encouraged to use these modules to supplement course work. These may be assigned during the course and/or as part of active learning/remediation following assessments.

Remediation: process of analyzing the outcome of a previously taken assessment and completing a focused review. After each practice and proctored assessment, students receive an individual performance report.

Tutorials: ATI offers many unique online tutorials. The tutorial Nurse Logic, for instance, teaches nursing students how to think like a nurse, how to take a nursing assessment and how to make sound clinical decisions. Learning System RN offers practice tests in specific nursing content areas that allow students to apply valuable learning tools from Nurse Logic. Features embedded in the Learning System tutorial such as hint buttons, a talking glossary, and a critical thinking guide help students gain an understanding of the content.

II. Procedures:

The procedures listed below includes access, orientation, student preparation & activities, communication & collaboration evaluation, student feedback, policy compliance, and program review.

A. Access

Students will create an ATI account using their Cambridge College of Healthcare & Technology email. Student will be assigned to a cohort that is similar to the month/year of their expected graduation.

B. Orientation

Training: Prior to the start of the nursing core classes, students will undergo an orientation session facilitated by the nursing program. This session will cover:

- Creating an ATI Account
- ATI website navigation
- Review of resources available to students
- Assessment and evaluation methods for student performance.

C. Student Preparation and Activities

- Students must complete all homework and assignments selected on a weekly basis for each nursing course.
- Assignments may include practice assessments, quizzes, content modules, videos, case studies, and active learning templates.
- Late or missing assignments will result in an earned grade of zero. However, all assignments must be submitted.
- Assignments are aligned with course outcomes.

ATI CMS Proctored Assessments are part of each nursing course. Based on ATI best practice and policy, the CMS will be no greater than 10% of the student's final course grade. A grading rubric is shown on table 1.

Students are expected to receive a proficiency benchmark of level 2 or higher. Any score below a level 2 will receive a "zero" for this course component. Students have two attempts to achieve a level 2.

Students scoring less than a Level 2 on a proctored assessment are required to retake the assessment after completing all assigned remediation activities and must retake the exams before the end of the course.

Table 1. ATI CMS Grading Rubric

Proctored CMS Proficiency Level	Proctored CMS Assessment
Level 3	100%
Level 2	100%
Level 1	0%
Below Level 1	0%

Remediation is required for every practice and proctored assessments.

- Students must complete the practice assessments and the assigned remediation for each before being allowed to take the CMS.
- All remediation must be completed and submitted on or before the due date to earn points. Incomplete submission or failure to submit will result in zero earned points.
- A sample remediation requirement for a nursing course is on table 2 below.

Table 2. Sample Remediation

Score	Focused Review	Dynamic Quizzing	ATI Learning Templates
All first attempt scores	Complete all ATI generated focused review quizzes	Create 1 quiz with at least 10 questions from the individual performance of a Major Content Area with a score of less than 65%	Complete <i>handwritten</i> Active Learning Template(s) assigned in Topics to Review
All subsequent attempts	Students must retake the exam until a score equivalent to Level 2 proficiency is achieved.		

D. Communication and Collaboration

- Advising meeting should be scheduled between the student and instructor to ensure support and address any issues that may arise.

E. Evaluation and Feedback

- Instructors will provide feedback on student performance using individualized report on assessments and engagement.

F. Documentation

- Students are required to submit completed ATI work in the learning management system.

G. Compliance and Accountability

- Policy Adherence: All participants in the ATI course activity must adhere to college policies and ATI policies. Violations may result in disciplinary action.
- Program Review: The nursing program will conduct an annual review of the ATI process, including feedback from students and preceptors, to ensure continuous improvement.

Conclusion

This policy aims to foster a structured and supportive ATI experience for nursing students, ensuring they develop the necessary knowledge, skills and competencies to succeed in their future nursing practice.

Communication Policy

The statements below provide guidelines regarding communication with students via email and cell phone.

- 1) Cambridge College email is the official and primary method of communication that the students are required to utilize to correspond with their professors.
- 2) Cell phones are to be utilized to contact the professor only in an emergency.
- 3) Emergencies are classified as an occurrence that takes place just prior to class and is a result of a hospitalization, an immediate illness, or an unforeseen occurrence. A follow up email is to be addressed to your professor as a record of your emergency correspondence as soon as you can get it in writing.

- 4) Cell phone use in the classroom, skills lab, or at clinical sites is strictly prohibited. Place your cell phones on vibrate or airplane mode while in class. While in clinicals, cell phones must be placed in your personal belongings bag; students are not allowed to have their cell phones on their persons during clinicals except during breaks. Students can be asked at any time during clinicals to show proof that their phones have been properly placed in their backpacks. Should a personal emergency arise, students are permitted to attend to their phones in a secure environment (nursing lounge or locker room) off the floor and away from direct patient contact only.
- 5) Cell phones and Smart Watches must be powered off and collected by instructors during testing. If a cell phone sounds or vibrates during an examination for any reason whatsoever, the student's exam will end immediately and that student will receive a "0" (zero) for the exam.
- 6) The excessive use of a cell phone during class time will result in a written notice addressing the student's non-compliance to this policy for "cell phone use in the classroom" and will be placed in their college file. Faculty reserve the right to dismiss a student from class, lab, or clinicals for violation of the cell phone policy. Repeated offenses may result in dismissal from the program.

Tutoring

Tutoring is available to students by schedule posted by their instructor. If additional tutoring is required, the student may request from the course instructor via email for additional tutoring. Tutoring schedule is posted to students on the first day of class. When a student is unsuccessful in meeting the requirements for the course and identified as high-risk, faculty will refer the student for tutoring sessions. It is ultimately the responsibility of the student to seek assistance, attend all tutoring sessions as they are offered, and comply with the tutor's suggestions and action plan.

Active Learning/Remediation: Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated in an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student's test report called their Individual Performance Profile will contain a listing of the topics to review. From their test results, the student can remediate these topics to review by using a focused review which contains links to ATI review modules, media clips and active learning templates.

Exam Retake Policy

Students shall be present for all examinations.

If a student is absent when an exam is given due to mitigating circumstances (as approved by faculty and Program Dean), the missed exam must be made up by the next available class day. Program Dean must approve the make-up exam first. No make-up for class activities will be allowed. Class activities are designed for full participation of students in class. Any class activity that is submitted after the due date will result in a "0" (zero) for that assignment.

Make-up tests will be given at the discretion of the instructor and Program Dean for extenuating circumstances only. If a student misses a scheduled exam, documentation of the absence must be provided, and the missed exam must be made up by the next class day (or agreed upon time and date with the course instructor). A missed exam without a valid reason and substantial documentation will be deemed “inexcusable” and result in a “0” (zero) on the exam. Students can only make-up one exam per session, regardless of the mitigating circumstance or proof of documentation. Final exams cannot be missed for any reason, including end of course Mastery Content Exams and/or End of Course (EOCs) examinations.

Outside Employment

The nursing program is academically rigorous and demands significant time for studying, completing assignments, and participating in clinical rotations. To support student success, it is strongly recommended that students do not work more than 20 hours per week while enrolled in the program.

Research and experience indicate that exceeding this workload significantly increases the likelihood of academic difficulty and clinical performance concerns. To prioritize patient safety and student well-being, students are prohibited from attending clinical rotations within six (6) hours of completing a work shift. Fatigue and inadequate rest pose a serious risk to both students and the patients under their care.

Students are responsible for managing their schedules in a manner that ensures they are well-prepared, rested, and fully engaged in both their academic and clinical responsibilities. Failure to comply with this policy may result in removal from the clinical setting and further academic consequences.

Attendance Policy

Nursing class attendance is mandatory. A nursing class include theory, clinical, lab or simulation. All clinical, lab, simulation experiences are designed to facilitate the transfer of theoretical knowledge to clinical practice.

Absence is defined as missed hours from a nursing class. Missed hours can prevent adequate development and assessment of the required knowledge, skills, attitudes, and clinical judgment. Absence from class jeopardizes the student’s ability to successfully meet the required course outcomes. In compliance with the state board of nursing rules, all hours stated in the nursing program will be identified in each nursing course syllabus.

Time management is a necessary professional skill, and punctuality is expected in professional workplaces. Students are expected to arrive on time for class and clinical, lab or simulation experiences.

There is no make-up for a missed theory class. All missed labs, simulation, and clinical experiences are required to be made up within the session. Students who are a NO CALL or NO SHOW in clinical, mandatory skills lab or simulation will be considered an absence.

An absence require notification to the faculty teaching the course. Students are required to notify the instructor of any absence from all educational experiences by notifying the instructor on each day of absence one hour before the student is due to report. For all remote classes, students are required to be visible on camera to receive attendance.

An absence greater than 20% in any area (lecture, lab, simulation, and/or clinical) will result in failure of the course. Each case will be evaluated on an individual basis for potential extenuating circumstances by the program dean.

Tardiness

Tardiness is not acceptable. Tardiness is defined as any time missed past the scheduled start time of the learning experience. Students will need to notify the instructor of tardiness and expected arrival time.

Repeated pattern of tardiness will result in disciplinary action. Missed time related to tardiness will count toward cumulative time based on absence policy. The instructor maintains a detailed record of attendance. Students are responsible for all course information that is provided by the instructor during their absence. Students who are tardy on assessment days (quiz, exam, check off) will not be allowed to take the assessment.

Clinical Attendance

Attendance on all clinical days is mandatory. Frontloading of skills and hospital orientation may be required. Attendance will be taken on all clinical days. Any class meeting missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement in the course. Failure to meet the clinical requirements of the course (even if related to absence) will result in a clinical failure for the course.

Students who become ill or have an emergency are required to notify their clinical instructor. Calls should be placed directly to the clinical instructor at least one (1) hour before the clinical experience. It is the student's responsibility to discuss absence with the clinical instructor and provide proper documentation of the absence. The clinical make-up will be determined by the program dean or designee. Failure to complete the makeup time may result in course failure due to inability meet course objectives as determined by the instructor. Students are to remain at the clinical site for the duration of the scheduled clinical time. Students may not leave the site during lunch, breaks or before the end of the clinical day (except in the case of a documentable emergency). Failure to adhere to this may constitute dismissal from the nursing program.

When officially representing the College, such as on a field trip, students shall not be counted absent, provided their instructors given prior notification and any missed assignments are subsequently completed to each instructor's satisfaction. Attendance at college sponsored organizational activities is contingent upon a passing grade for the currently enrolled courses. Students who do not attend the first day of class may be dropped from the course, depending upon the individual faculty member's attendance policy. It is the student's responsibility to read the course schedule notes and/or visit the

course web site for clarification. It also the student's responsibility to check emails and Blackboard announcements daily.

All time missed from clinical must be made-up prior to the closure of the course or the student will receive an "I" for incomplete. After one week, the "I" will turn into an "F". A student cannot progress to the next course if they have not recovered lost time in their previous clinical course.

The college policy of reinstating students who have been dropped due to College or Financial Aid error supersedes individual faculty attendance policies.

Criteria for Papers Submitted to Nursing Faculty

1. All papers must be typed and submitted on white paper. The original must be submitted.
2. Any references used must be appropriately documented or referenced according to the current American Psychological Association (APA) Manual 7th ed.
3. Correct spelling, grammar and punctuation are considered to be essential components of all clinical papers, nursing progress notes, and email communications. Papers which do not meet acceptable standards will be returned as unsatisfactory and graded accordingly.
4. If not submitted electronically, staple pages in upper left-hand corner.
5. All papers must be submitted by the required dates unless previous arrangements have been made with the instructor. No papers will be accepted after the due date indicated on your course/clinical schedule (calendar). Any assignment not turned in as assigned or on time in a clinical course will result in a grade of 0 (zero).
6. Any late assignment only due to mitigating circumstances (as approved by PD and faculty), will receive 10 percent deduction per day from the due date until 3 days. 3 days after the due date, no assignment will be accepted and a grade of zero will be awarded.

Academic Integrity

1. Any student observed cheating will have the exam and/or document removed, or computer turned off and will receive a failing grade for the course. Further action will be at the discretion of the instructor and Program Dean.
2. Examples of academic dishonesty include, but are not limited to:
 - Copying or attempting to copy from another during an exam or on an assignment
 - Preprogramming a calculator or device to contain answers
 - Using a cheat sheet, prepared answers, written notes, or concealed information
 - Using the internet to search for answers to graded assessments (posting questions to any online platform such as Course Hero, Chegg/Chegg Study, 24houranswers.com, Studocu, etc.)
 - Obtaining or sharing of exam information among students from current, past, and future cohorts
 - Communicating answers with another person during an exam.
 - Texting questions and answers, mouthing answers, passing notes, giving signals to another, etc.
 - Taking pictures of the exam and texting or emailing it to others
 - Sharing questions and your answers with other students who have yet to take an exam

- Emailing another student your completed/graded paper, homework assignment, project, exam, lab report, etc. from a previous semester that another student is now enrolled in
 - Use of commercial term-paper service, homework assignment websites, artificial intelligence (AI).
 - Uploading or posting graded work, completed assignments, Instructor's syllabi, any materials created by a professor to a website
 - Selling class notes, graded work, lab reports, research, etc. to another student
 - Forging signatures and/or documents associated with an internship, co-op, student teaching, etc.
 - Completing a paper for another person or having someone complete a paper for you (both the student who does the paper and the student who has the paper done for them are in violation)
 - Fabricating or altering information or data and presenting it as legitimate
 - Lying to a professor regarding a death or tragedy in order to avoid taking an exam, meeting a deadline, etc.
 - Plagiarism
3. Any student found to have a cell phone, camera, recording device or any other electronic device during any quiz, exam, or in-class activity, unless allowed by instructor in advance, will receive a grade of zero (0) for that quiz, exam, or activity. Further disciplinary action will be at the discretion of the instructor, Program Dean, and/or Academic Affairs Committee.
 4. Leaving a testing environment will result in a failure of the test.
 5. Faculty can end testing for a student if they are found talking for any reason or if they receive a phone call or text message on their computers, smartwatches, and/or mobile devices.
 6. A student shall not be permitted to withdraw from the course to avoid a failing grade given because of academic failure.
 7. Cambridge College Associate of Nursing Academic Department's Established Policy: Academic dishonesty, such as plagiarism or cheating, is recorded on a student's academic transcript and/or disciplinary record at the college level. The process involves the following disciplinary actions:
 - Documentation by Cambridge College, which is part of the student's permanent academic record.
 - Sanctions for academic dishonesty, such as a failing grade in the course and dismissal from the program.
 - This information can be accessed by future academic institutions (and financial aid services) the student applies to, as well as potential employers who request a transcript."

The inclusion and visibility of academic dishonesty on a transcript and disciplinary record is meant to maintain academic integrity and serve as a deterrent for such behavior. Students should be aware that this information can have lasting consequences for their academic and professional future.

Disciplinary Procedure

Their instructor and/or Program Dean will advise students of any concerns with academics, behavior, conduct or attendance. The advisement will be conducted as below. However, the campus president reserves the right for final decision about disciplinary action.

1st violation: Verbal, written advisement, or possible dismissal

2nd violation: Written advisement or possible dismissal

3rd violation: Academic Affairs Committee deliberation and possible dismissal

Illness and Accidents

For students who become ill, find themselves hospitalized or challenged due to an accident, course faculty will attempt to develop with the student a plan for course/clinical completion. In some situations, the options may include an incomplete (“I”) or a course withdrawal (“W”). In all cases, physician’s documentation will be required for the student’s return to class and /or clinical. This documentation must be presented to the course faculty upon return to class/clinical.

Clinical Guidelines

A clinical schedule and/or calendar will be provided to students prior to their first day of clinical rotation. Clinical days, times, and sites are subject to change and the school may inform the student within 24 hours of a scheduled clinical.

Students are required to report to their scheduled clinical shift at least 15 minutes prior to their scheduled start time. If a student reports to a clinical rotation after the scheduled start time (more than 7 minutes late), the student will be dismissed from the clinical site and the student shall be responsible for contacting the Clinical Coordinator and Program Dean (via email) within 24 hours to schedule a clinical makeup for missed time. Please refer to the “Attendance” section for disciplinary action for clinical absences, tardiness, and leaving the clinical site early.

Students must report to clinical shifts with all appropriate nursing tools as outlined by their instructor. Instructors reserve the right to dismiss students from clinical sites if they report unprepared. Written disciplinary action will be taken if a student arrives unprepared at the clinical site. Faculty reserves the right to dismiss a student from any clinical site for any violation of the clinical guidelines and/or clinical requirements.

When required vaccinations and other clinical documentations (CPR, TB skin test/QuantiFERON, annual physical examination form, etc.) are not current, the student WILL NOT be permitted into a clinical facility. This will necessitate withdrawal from the nursing course.

Student Conduct

- **Follow the Chain of Command**
Adhere to the established hierarchy when addressing concerns or seeking guidance, starting with your immediate instructor or preceptor before escalating issues.
- **Maintain Respectful Communication**
Use polite, clear, and professional language when speaking to patients, colleagues, instructors, and other healthcare staff.
- **Arrive Prepared and Punctual**
Show up on time to clinical rotations, classes, and meetings, dressed appropriately in clean, pressed uniforms, with all necessary tools and materials.
- **Demonstrate Confidentiality**
Protect patient privacy by adhering to HIPAA regulations, avoiding discussions about patients outside the clinical setting, and ensuring documentation is secure.
- **Accept Feedback Graciously**
Be open to constructive criticism from instructors and preceptors, using it as an opportunity to grow and improve your skills.
- **Exhibit a Positive Attitude**
Approach every task and interaction with enthusiasm, curiosity, and a willingness to learn, even under stressful circumstances.
- **Prioritize Ethical Decision-Making**
Ensure all actions are guided by the principles of beneficence, non-maleficence, autonomy, and justice, both in patient care and professional interactions.
- **Maintain Personal Accountability**
Take responsibility for your actions, including owning up to mistakes, addressing them promptly, and learning from them to prevent recurrence.
- **Avoid Unprofessional Behavior**
Refrain from gossip, excessive use of personal devices, or inappropriate humor while in clinical or academic settings.
- **Commit to Lifelong Learning**
Stay informed about current best practices, actively participate in educational opportunities, and demonstrate a commitment to continuous improvement in your nursing practice.

**Please refer also to the Cambridge College Catalog which can be found on the Homepage of Blackboard

Examples of Unsafe or Unsatisfactory Practice

This document will be used with the evaluation or course objectives for all clinical nursing courses. The student is in jeopardy of failing the clinical course and/or being dismissed from the nursing program when the following areas are compromised. The instructor will complete A written counseling form, which identifies the unsafe or unsatisfactory practice area and a plan for improvement.

I. Professional Behaviors

- Does not practice within ethical, legal, and regulatory frameworks of nursing:
 1. Consistently shows disrespect for patients and/or significant support person(s).
 2. Violates patient confidentiality (e.g., invasion of privacy, inappropriate discussion of patient's condition).
 3. Shows a lack of integrity by being untrustworthy with faculty, clinical, staff, etc.
 4. Fails to seek assistance and supervision when performing procedures for the first time or as directed by an instructor (i.e., attempting to function beyond their level of preparation).
- Does not report unsafe practices of healthcare providers.
- Does not demonstrate accountability for assigned nursing care:
 1. General Attitude:
 - a) Fails to recognize errors and assume responsibility for actions and/or mistakes.
 - b) Unable to maintain composure during nursing care, whereby tenseness and anxiety interfere or inhibit the person to function in clinical.
 - c) Fails to separate professional and personal responsibilities and set patients' needs above those of self while in the clinical setting.
 - d) Attends clinical in a state of health where one's judgment is impaired (e.g., drug intoxication, emotional stress, sleep deprivation).
 - e) Fails to follow instructions from clinical instructor, hospital staff, or physicians.
 2. Clinical Preparation
 - a) Fails to use sufficient time to assess patients prior to assigned clinical time, whereby assigned paperwork is incomplete.
 - b) Unable to repeatedly answer pertinent questions regarding the patient's medical condition posed by the instructor.
 3. Dependability/Reliability
 - a) Attends clinical in a state of health that may endanger the patient's well-being.
 - b) Unable to maintain appropriate professional rapport (e.g., gives out the phone number to patient and/or significant support person(s), accepts money and/or gives, etc.).

II. Communication

- Lacks the ability to communicate essential information to other staff or instructors verbally and promptly.
- Fails to report significant changes in the patient's physical and/or psychological condition.
- Fails to recognize the effect of one's own behavior on patients and how a patient's behavior might affect a student's response.
- Lacks the ability to relay pertinent patient information through documentation.

III. Assessment

- Fails to perform a complete assessment before planning patient care.
- Fails to reassess and follow-up on significant patient findings.

IV. Clinical Decision-Making

- Fails to make sound or appropriate clinical judgments due to inadequate knowledge of:
 1. Individual disease conditions and related pathophysiology
 2. Diagnostic tests
 3. Medications
 - a) Relation to diagnosis
 - b) Precautions when giving medications
 - c) Evaluation of therapeutic effect
 - d) Side effects and adverse reactions
 - e) Usual dosage, etc.
 - f) Inability to compute dosages accurately
 4. Treatments and procedures relating to diagnosis and pathology
- Fails to recognize significant or reportable patient findings.
- Fails to determine priority area of nursing care, including an appropriate plan of action with rationale.
- Fails to evaluate nursing care appropriately, by not identifying pertinent patient data from carrying out the care plan.

V. Caring Interventions

- Fails to show respect and caring when providing nursing care.
- Fails to follow the ten (10) basic points for safe clinical practice.
- Repeatedly performs nursing treatments or procedures incorrectly or inaccurately.
- Fails to recognize and implement independent nursing functions, i.e., turning and positioning bedridden patients every two hours, hand washing, etc.
- Fails to initiate appropriate nursing interventions, based on priority needs.
- Fails to administer medications following the '5 rights.
- Performs dependent functions without a doctor's order.

VI. Teaching and Learning

- Fails to identify or provide appropriate patient teaching.

VII. Collaboration

- Fails to report off when leaving the unit to peer(s), unit staff, and instructor.
- Fails to follow-through with instructions given by co-nurse.
- Fails to cooperate with unit staff by helping when time is available (does not function as a team player).

VIII. Managing Care

- Repeatedly unable to manage patient care assignments within the constraints of the assigned clinical time.
- Repeatedly performs nursing care, which is incomplete.
- Fails to respond appropriately to impromptu patient situations (i.e., STAT procedures).
- Repeatedly unable to incorporate cost-effective care within organizational guidelines.

Dosage Calculation Exam

Some nursing courses have a dosage calculation proficiency exam. A student is allowed up to two attempts to achieve 100% in the dosage calculation proficiency exam.

Any student who is unsuccessful in receiving 100% during the first attempt of dosage calculation proficiency exam must remediate and schedule tutoring prior to taking the second attempt of the exam. Students who fail to attend tutoring and complete the required remediation will not be allowed a second attempt at the medication calculation exam. Any student who is unsuccessful on the second attempt will receive a failure in the course.

Dress Code Policy

Strictly enforced at ALL times (classroom, lab/simulation, and clinical). Failure to comply will result in disciplinary action.

1. HYGIENE

- No cologne/perfume/aftershave (due to many allergies and patient sensitivities)
- No offensive body odors
- Clean appearance (including uniform)
- Smokers may not smell of smoke when entering the clinical area
- Smoking/vaping/chewing tobacco is NOT permitted while at the clinical site or on campus property while in Cambridge uniform (including breaks)
- No chewing gum (in classroom or clinical).

2. MAKE-UP

- None to moderate (day wear)
- No false eyelashes

3. HAIR

- Must be up and off collar – in a bun, away from face, bangs no longer than eyebrow length
- Clean and well-groomed
- Ponytails must be secured (above collar) with uniform or hair colored hair tie.
- Hair must not touch the uniform (including collar)
- Mustache and/or beard permissible, providing it is well trimmed
- Natural hair color tones only
- For cultural or religious purposes only, hair may be covered by a white scarf to match the color of the uniform scrub.
- Headbands of a neutral color (white, black, or grey) are acceptable.

4. NAILS

- To fingertips only, trimmed to ½”
- Polish: neutral color nail polish, not chipped
- Artificial nails or other nail enhancements are not permitted

5. UNDERGARMENTS

- Conservative & non-decorative, solid white or beige, pale or skin-colored undergarments.
- Females must wear a bra and full-coverage undergarments.

6. UNIFORM

- Clean, ironed/pressed and wrinkle free
- Variances from the uniform policy may occur during specific clinical experiences. Students will be informed of these changes on the first day of class.
- *Name badge: first and last name, school affiliation and PN designation
- White scrub top with the Cambridge College logo in blue and White scrub pants.
- Uniform care: Avoid using Bleach to clean uniform as this may discolor the school logo.
- Optional: A clean school logo embossed lab coat may be worn at the instructor’s discretion or site policy.

The following are not permitted on campus or in clinicals at any time:

- Jeans
- Shorts
- Halters
- Open toe shoes
- Sleeveless shirts or camisoles worn alone
- Items with logos other than the logo for Cambridge College of Healthcare & Technology
- Hair coverings such as bonnets, bandanas, hats, caps (except for religious observations only)

7. SHOES

- Clean comfortable, professional, white shoes (all white, leather, nursing or athletic shoes will be permitted.) The surface of the shoes must be wipeable. Clogs appropriate for health workers are acceptable. However, shoes must have a closed-toe and the back must be enclosed, as well. Crocs ® and “slip-ons” are not permitted.

8. JEWELRY

- Plain wedding bands only (one hand).
- **REQUIRED:** Wristwatch with second hand or digital read out. No Smartwatches are allowed on campus during exams.
- Visible ear jewelry will be limited to one small stud earring per earlobe. No necklaces, pins, broaches or bracelets of any kind
- No tongue or facial jewelry (including clear).

9. TATTOOS

- Visible tattoos are not permitted and must be always covered (class and clinical)

REQUIRED EQUIPMENT (purchased by the student, not through tuition/fees)

- Watch with second-hand.
- Stethoscope
- Penlight
- Black pen
- Bandage scissors
- Blood pressure cuff
- Notebook or clipboard

**If appearance and uniform do not meet these standards, the student will be asked to leave the clinical site and must comply with the clinical make-up policy. If a student is sent away due to Dress Code & Personal Appearance violation, it will count as an absence. Refer to the “Attendance Policy”.

Clinical Practices

Specific practices will be adhered to so that faculty/student exposure can be eliminated or minimized:

1. Eating, drinking, applying cosmetics or lip balm or handling contact lenses is prohibited where there is a reasonable likelihood of occupational exposure to blood or other potentially infectious materials.
2. Food or beverages will be consumed only in designated areas.
3. Students and Faculty will wash hands or use sanitizing foam immediately after the removal of gloves or other personal protective equipment.
4. The mucous membranes (eyes, nose and mouth) will be protected when there is a likelihood of spatters or splashes from blood or bodily fluids. All procedures involving blood or other potentially infectious materials will be performed in a manner, which minimizes splashing, spraying, spattering and the generation of droplets of these substances.
5. Contaminated needles or other contaminated sharps will not be bent, recapped, sheared, broken or removed. Immediately, or as soon as possible after use, contaminated sharps will be placed in containers, which are puncture-resistant, leak-resistant and properly labeled or color-coded.
6. If an exposure occurs, Faculty and/or Student will wash exposed areas of the body with soap and water; or flush the mucous membranes with water immediately, or as soon as possible following contact with blood or other potentially infectious materials. Faculty and students will follow the Nursing Program OSHA Blood-borne Pathogens Post-Exposure Evaluation and Follow-up Guidelines.

Standard Precautions

Cambridge College of Healthcare & Technology is deeply concerned about the health and well-being of its students, faculty and staff. As an institution of higher learning, we pride ourselves on the advanced training that we provide our students in allied health professions. A reality of working in the health care sector – or with those who do – is the possibility of exposure to a variety of potential health risks. These include, but are not limited to communicable diseases, such as tuberculosis, HIV/AIDS, hepatitis, measles, mumps, varicella, and/or rubella. There is also a possibility of contracting diseases through human waste.

Health risks are one of the reasons that Cambridge College's programs include classroom and clinical instruction in the handling of patients with infectious or communicable diseases. This includes preventative and protection measures (termed "Standard Precautions") to be used, as well as proper methods for disposing of and handling medical waste. It's imperative that students pay close attention to these procedures, as they protect you and those around you.

If you suspect you may have been exposed to a communicable disease, it is imperative that you seek prompt medical attention. If the exposure occurs at an externship/clinical site or on the campus of Cambridge College, you should notify your Program Dean or Instructor of the incident. If the facility in which the incident occurred does not have a procedure in place for testing and treatment, go to the nearest hospital or clinic and seek care there.

Cambridge College will reimburse you for testing related to suspected or actual exposure to communicable diseases only when such exposure occurs during Cambridge College of Healthcare & Technology training, classroom or externship/clinical instruction or during activities on a Cambridge campus or at an approved externship/clinical site. Any student, faculty or staff member who suspects exposure to a communicable disease in the course of their educational training must contact the Campus Dean and complete an incident report as soon as possible after the occurrence. More information on standard and universal precautions can be accessed at: <http://www.osha.gov/SLTC/etools/hospital/hazards/univprec/univ.html>

Needlestick Policy

The following procedures apply to students who have had significant contact from a contaminated needle or who have had contamination to an open wound or mucous membrane.

Significant contact from:

- Contaminated needle with puncture of skin's surface.
- Any wound secondary to a contaminated object.
- Contamination of any open wound or mucous membrane by saliva, blood or any other bodily fluid.

Insignificant contact:

- Exposure of unbroken skin by blood or saliva or other bodily fluids.

Procedure:

- Cleanse wound thoroughly with soap and water, or appropriate substance for tissue cleaning.
- Report incident to appropriate person for documentation. Complete the appropriate institutional incident report available through your Program Dean.
- Obtain patient's (source of exposure) permission for blood sample to be drawn for Hepatitis B Surface Antigen (HBsAg), Hepatitis C Antibody (Anti-HCV), and Antibody to Human Immunodeficiency Virus (Anti- HIV). Sample should be submitted to the lab using appropriate paperwork and usual processes for the facility (e.g. at hospital, Anti-HIV lab slip will need to be signed by a physician and the patient). Be certain you understand how this information can be retrieved.
- The student should have her/his blood drawn as soon as possible for HBsAg, Antibody to Hepatitis B Surface Antigen (Anti-HBs), Hepatitis C Antibody, and Anti-HIV. If the student has had a documented seroconversion following a Hepatitis B vaccination series, the HBsAg and Anti-HBs are not needed. The student may go to the nearest emergency department in the hospital or visit their own private healthcare provider.
- The primary purpose of the initial visit is to document the incident and offer prophylactic therapy for HIV exposure.
- If the source is Anti-HIV negative, further follow up is at the discretion of the student and the student's physician. If the patient to whom the student was exposed is shown to be Anti-HIV positive, repeat student testing at six weeks, three, six, and 12 months from the initial exposure is recommended. If these are done in the Emergency Department as a result of student-related activity, there will be no charge for the follow-up testing. If the student does not utilize emergency service, any charges will be the responsibility of the student.
- Any student who seroconverts his or her Anti-HIV or HBsAg will be referred by the Program Dean for appropriate follow-up care. Florida law mandates that results of the Anti-HIV test remain confidential; only the student, his or her physician and the Program Dean will know the test results. The student's physician or the Program Dean may inform others of the student's Anti-HIV test result only after counseling and obtaining written permission from the student.
- If the patient to whom the student was exposed is shown to be HBsAg negative, no further Hepatitis B testing or therapy is needed. If the patient to whom the student was exposed is shown to be HBsAg positive, but the student is also HBsAg positive or the student is Anti-HBs positive (either from prior disease or as a result of Hepatitis B vaccination series), no further Hepatitis B testing or therapy is needed. If the patient to whom the student was exposed is shown to be HBsAg positive and the student is both HBsAg negative and Anti-HBs negative, the student should receive one dose of Hepatitis B Immune Globulin, (.06 ml/kg intramuscularly) as soon as possible within 72 hours after exposure, and begin a Hepatitis B vaccination but has a negative Anti-HBs test result, the student should receive HBIG and one does of Hepatitis B vaccine.

- In accidental exposure to blood from a patient with Hepatitis C, the student should have an HCV-PCR in two to three weeks from post- exposure. The student should also follow-up form Hepatitis C serology at 6 weeks, 3 months, six months and one year.
- Prophylaxis has been utilized by needlestick recipients in an attempt to decrease their risk of developing HIV infection. Before the student utilizes this form of therapy, several points should be considered.
- This risk of transmission of HIV per episode of percutaneous exposure to HIV- infected blood is, on average, approximately 0.4%.
- Anti-HIV seroconversion in a needlestick recipient has been documented despite use of prophylaxis. Drugs used for HIV prophylaxis have multiple possible side effects. Please contact Student Health Services prior to discontinuing any prophylaxis medications to ensure it is indeed the medication responsible for the symptoms. If the student voluntarily elects to seek independent evaluation for any incident related to a needlestick outside the confines of the facility selected for treatment by the school, these costs will be the responsibility of the student.

Pregnancy Policy

The essential purpose of the clinical experience is to provide the student with an opportunity to utilize the skills in which they were trained. If a student becomes pregnant at any time during the training cycle, disclosure of pregnancy is optional on the part of the student. Each case will be reviewed by the Program Dean and treated individually.

In any clinical rotation, a student may be exposed to patients with a variety of illnesses, diseases and/or bacteria. In addition, a student may be required to move or lift patients, which could be physically demanding. All the above-mentioned offer a different degree of danger to the mother and/or fetus.

If a student becomes pregnant, she may withdraw or take a Leave of Absence until such a time that she notifies the Program Dean that she is prepared for re-entry and at that, time is cleared for re-entry into the program by the Program Dean. Depending on the duration of the pregnancy and the portion of the program the student is in, the student may wish to continue the program, however, the completion limitation is not to exceed the maximum 1.5 times available to complete the program. If the student wishes to continue. The student must notify the Program Dean and the student may also provide in writing the steps she plans to take to protect herself and her fetus.

In addition, neither the school nor the clinical sites assume liability of the mother or the unborn child.

Preceptorship

A nursing practicum takes place in the last term of the ASN or BSN program and strengthens the student for graduation and entering professional practice. Please see ASN or BSN preceptor's handbook.

Ethical Agreement

This agreement is both a contract and a code of conduct for the nursing student while in the clinical setting, lecture, skills lab, and any other time the nursing student is under the auspices of Cambridge College. These rules are designed to benefit Cambridge College nursing students and faculty, as well as patients, hospital staff, and other individuals who are exposed to students during the course of their enrollment.

Because the nursing program is unlike any other program at Cambridge College, expectations for behavior and attitude are higher and more stringent. Acceptance into this program does not automatically guarantee that each student will be able to perform in a manner befitting the nursing profession because the nursing program involves the education and an evaluation of a student's behavior and attitude under a variety of circumstances.

By signing this contract, the student agrees to its conditions and restraints on the student's behavior. All students, while under the auspices of Cambridge College's Nursing Program, will behave in such a manner so that no persons shall be embarrassed, harassed, endangered or upset by the student's behavior.

The appropriate communication channel for students always begins with the immediate faculty member, followed by the chain of command. If a resolution is not reached within the Nursing Program, then the Academic Grievance Procedure (please refer to the Institutional Catalog) can be initiated.

In a question or conflict between an instructor or staff member and the student regarding a student's behavior or attitude, the benefit of the doubt will always go to the instructor. All such provisions of the Cambridge College of Healthcare & Technology Undergraduate Nursing Handbook and Institutional Catalog are hereby incorporated herein by reference and made a part of this agreement.

- Sexual harassment: No student shall engage in sexual harassment, i.e., no flirtation, propositions, innuendos, or inappropriate comments shall occur while in the laboratory or clinical setting or during lecture.

- Inappropriate language: No student shall use foul or vulgar language while in the lab or clinical setting, during class or on campus.
- Illicit substances: No student shall have in their possession or be under the influence of any controlled substance or alcohol while in the classroom, lab or clinical setting, except for those substances prescribed by a physician and used appropriately. Students shall not consume intoxicants when attending clinical, lecture, or lab. Students who appear intoxicated or under the influence of an illicit substance will be excused from the clinical, lecture, or lab setting and sent immediately for drug testing. Students may not return to class until a negative drug test is obtained.
- Weapons: No student shall have in their possession any knives, guns, or other lethal weapon while in the lab, clinical setting, or during lecture. Personal protective devices, such as Mace, must be stored according to facility policy and restricted from clinical units.
- Leaving the clinical area: No student will leave his or her assigned area unless authorized by the instructor.
- Patient assessments: Students will assess patients of the opposite sex within the scope of the course and clinical
- Inappropriate behavior: Students will not direct disrespectful or abusive behavior toward any college guest, faculty, employee, student, or employee of any hospital or other health care facility. Instructors and health care facility employees will be treated with the respect their positions deserve and the student will abide by any rules governing a facility's staff. "Inappropriate Behavior" includes both written and oral false representation with respect to student behavior.
- Disputes: In the event of a dispute or observed incident between a student and a facility employee, students are to contact the clinical instructor, who is the first link in the chain of command. The clinical instructor will attempt to resolve the problem. Students are not to become involved in or attempt to resolve such conflicts independently.
- Practicing nursing: Florida Statutes 464.022(3) allows nursing students to practice nursing while enrolled in approved schools of nursing. Nursing students may not practice nursing outside the clinical setting without an instructor available. Observational experiences do not constitute nursing practice.
- Confidentiality: The undersigned hereby acknowledges his or her responsibility under Florida law to keep confidential the identities and identifying information regarding any and all clients encountered in the clinical area. No student shall divulge the names of any patient or client, orally, or in writing, during group discussions, presentations, seminar projects, or other activities related to clinical experiences. The undersigned further agrees not to reveal to any person or persons, except authorized clinical staff, and associated personnel, any identifying information regarding any such patient or client.
- Medical records: Cambridge College's Nursing Program Confidentiality Agreement, as set forth in the preceding paragraph, extends to all patient records. In addition, photocopying of medical records, audiotaping or removing medical records from any hospital/clinic/facility's department are strictly prohibited.

- Violations of this Agreement: Any violation of the foregoing Ethical Agreement will result in the student's dismissal from the clinical, lecture, or laboratory setting and referral to the appropriate person in accordance to the chain of command. In addition, the student may receive a failing grade based on the clinical evaluation and a failure to meet course requirements. If a student violates the “Ethics Agreement”, the situation in question will come before the Academic Affairs Committee. (Exception: A severe infraction that requires immediate attention). The Academic Affairs Committee will make recommendations for disciplinary action to the appropriate college administrator.
- Disciplinary action by Cambridge: If a student is suspended or otherwise formally disciplined by Cambridge College, the student is subject to permanent dismissal from the nursing program. At the termination of the disciplinary period, however, the student may petition the Nursing Program for re-admission.

Appendix A

Ethical Agreement

This Ethical Agreement will be part of your academic file. Please initial beside each area and finalize your understanding and acceptance by printing your name and providing your signature on the lines below.

I have read, understand and agree to follow the policies and procedures as outlined in this Ethical Agreement. _____ (*initials*)

I have read, understand and agree to follow the policies and procedures as stipulated on criteria for graduation. _____ (*initials*)

I have read and understand the ATI Policy outlined in this Handbook. _____ (*initials*)

I have read and understand the Nursing Grading System Policy outlined in this Handbook. _____ (*initials*)

I understand that it is my responsibility to utilize all of the books, tutorial and online resources available from ATI and Cambridge College. _____ (*initials*)

Printed Name: _____ Date: _____

Student Signature: _____

Witness: _____

Blood Borne Pathogen Exposure Prevention and Response

For healthcare workers to protect themselves, clients, and co-workers, the Centers for Disease Control (CDC) recommends standard precautions for the care of all patients, regardless of their diagnosis or presumed infection status.

1. Standard precautions apply to:
 - Blood
 - All body fluids, secretions, excretions and sweat, regardless of whether they contain visible blood or not
 - Non-intact skin
 - Mucous membranes
2. Standard precautions are designed to reduce the risk of transmission of microorganisms from recognized and unrecognized infection sources in healthcare settings.
3. Standard precautions include the use of:
 - Hand washing
 - Appropriate personal protective equipment, such as gloves, gowns, masks and protective glasses
4. The above equipment should be used whenever touching or exposure to a patient's body fluids is anticipated.

Proper application of principles of standard precaution will assist in minimizing the risk of transmission of blood-borne pathogens from patient to healthcare worker, healthcare worker to patient, and/or patient to patient. Healthcare workers who have draining wounds or weeping rashes should refrain from all direct patient care and from handling patient care equipment and devices used in performing invasive procedures until the condition resolves.

When protecting the health of self and others, principles of asepsis also apply. Whenever the sterility of an object is questionable, assume the item is unsterile. If ever there is any possibility that a break in technique has occurred and someone is at risk for exposure to blood borne pathogens, the healthcare worker must take appropriate steps to protect everyone involved. The possible or known break in procedure must be acknowledged and proper actions taken.

A significant exposure incident means someone (patient or healthcare worker) has sustained contact with something or someone that carries a potential for transmission of a blood borne pathogen (e.g., AIDS, Hepatitis B). Contact and possible transmission can occur through the eye, mouth, other mucous membrane, non-intact skin and/or parenteral routes (e.g., needle sticks, bites, cuts, abrasions) and may involve blood or other body fluids.

The following procedures outline the steps that students must take to prevent Blood Borne Pathogen Exposure incidents and the steps that must be taken following an exposure.

Student Responsibilities to Prevent Potential Exposure

- Comply with standard precautions. Assume all blood and body fluids contain blood- borne pathogens. If you are not confident in your knowledge, understanding, or skills related to standard precautions, seek further information from textbooks, the CDC, or the program instructor. **It is your responsibility to know, understand, and comply with standard precautions.**
- Review the steps of exposure-prone procedures before performing these skills. Pay particular attention to those steps designed to prevent exposure.
- If a break in procedure occurs that places someone at risk for exposure, tell the instructor and/or agency staff IMMEDIATELY so that you can be assisted in taking appropriate action. It is your responsibility to protect your health and the health of clients and other healthcare workers. The instructor and agency staff are responsible for assisting you in doing so.

Student Responsibilities Following Significant Exposure

1. Immediately clean the wound with soap and water, squeezing the wound to encourage bleeding. If the eye or mucous membrane is exposed, flush with running water for at least 5 minutes.
2. Immediately report the exposure incident to your clinical instructor and clinical site Infection Control Department or Emergency Department.
3. Arrange immediate post-exposure follow-up. If the exposure has occurred to a high-risk source or source known to be infected with HIV, HBV and HCV, the exposure must be reported to your personal healthcare provider IMMEDIATELY so that you can be tested for HBsAg and anti-HBs and/or receive counseling and possible AZT prophylaxis. AZT must be administered within 2 hours of exposure. Exposures to sources with unknown HIV, HBV, or HCV status should also be reported immediately to your personal healthcare provider so that you may receive appropriate counseling and treatment. All exposures must be reported to your program director within 24 hours.
4. Review the follow-up arrangements with your clinical instructor, your Program Director, the infection control department and/or agency providing follow-up care and your healthcare provider.
5. Follow-up consists of counseling, evaluation, and testing via the agency's infection control department or any urgent care facility. Source testing for HIV, HBsAg, and HCV will be requested and arranged by agency personnel. Testing without a person's consent can occur only in accordance with state laws. Source test results will be disclosed to the agency's infection control department. Unless otherwise notified, all follow-up costs are the student's responsibility.

The above information has been explained to me and I understand my responsibilities.

Student's Printed Name / Signature: _____ Date: _____

Appendix B

Statement of Receipt of Undergraduate Nursing Student Handbook

I acknowledge receipt of the Cambridge College Undergraduate Nursing Student Handbook.

I understand that nursing policies concerning academic performance apply to classes.

I acknowledge that I have read and understand the information included in the handbook. Any questions a student has will be directed to the Nursing Program Dean.

Printed Name: _____ Date: _____

Student Signature: _____

Witness: _____