

Jackson Community College

NURSING HANDBOOK



JACKSON
Community COLLEGE

jcc

2008-2009

WELCOME

We are pleased you chose Jackson Community College for your education. You are entering the nursing program during a time of significant change in the health care environment. Health care providers and the systems in which they work are being held publically accountable for the outcomes of care. Since nurses comprise the largest component of the workforce in the health care system, the quality of their work impacts not only the health and well being of people but how well the systems perform. Technological advances have changed the practice world in ways we never imagined. The nurse of today and the future is not only caring and compassionate but must have sound mathematical, scientific and technological skills in order to make responsible and ethical clinical judgments, carry out appropriate interventions and evaluate the effectiveness of care. So, to that end, we are honored to partner with you at the beginning/continuation of your journey into the study of nursing.

The Nursing Student Handbook is a resource prepared to provide you with an overview of the philosophies and curriculum of the nursing programs as well clear guidelines for program progression. The student is also expected to know and to follow the policies published in the JCC Catalog, Schedule of Courses and JCC Student Handbook.

Once again, welcome. The Faculty, Administration and Staff are committed to your learning and to your future as a member and colleague in the profession of nursing.

JACKSON COMMUNITY COLLEGE NURSING DEPARTMENT VISION

The students and faculty of the Jackson Community College Nursing Department and associated health care professionals work together as a Community of Learners to ensure a quality professional nursing education. The Nursing Department provides a supportive environment which promotes diversity, individual accountability and a holistic approach to nursing care.

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Overview

Jackson Community College Nursing Programs:

- The Practical Nurse (PN) Program is a one-year certificate program designed to prepare the graduate to function as a Licensed Practical Nurse (LPN) after passing the National Council Licensing Exam-Practical Nurse (NCLEX-PN).
- The Associate in Applied Science Degree Nursing (AAS-N or ADN) Program prepares the graduate to function as a Registered Nurse (RN) after passing the National Council Licensing Exam- Registered Nurse (NCLEX-RN).
- The LPN to ADN Transitions Program is designed for the Licensed Practical Nurse. The Transitions program prepares the graduate to function as a Registered Nurse (RN) after passing the NCLEX-RN. Graduates will receive an Associate in Applied Science Degree-Nursing (AAS-N).
- The BSN Transfer Program leads to a Bachelor of Science in Nursing from the University of Michigan. In the JCC/U of M/Bachelor of Science in Nursing Program, students complete the degree requirements for an AAS in Health Studies at JCC and then transfer to U of M for the final two years of nursing. The student is eligible to take the NCLEX-RN at the completion of the Bachelor's degree.

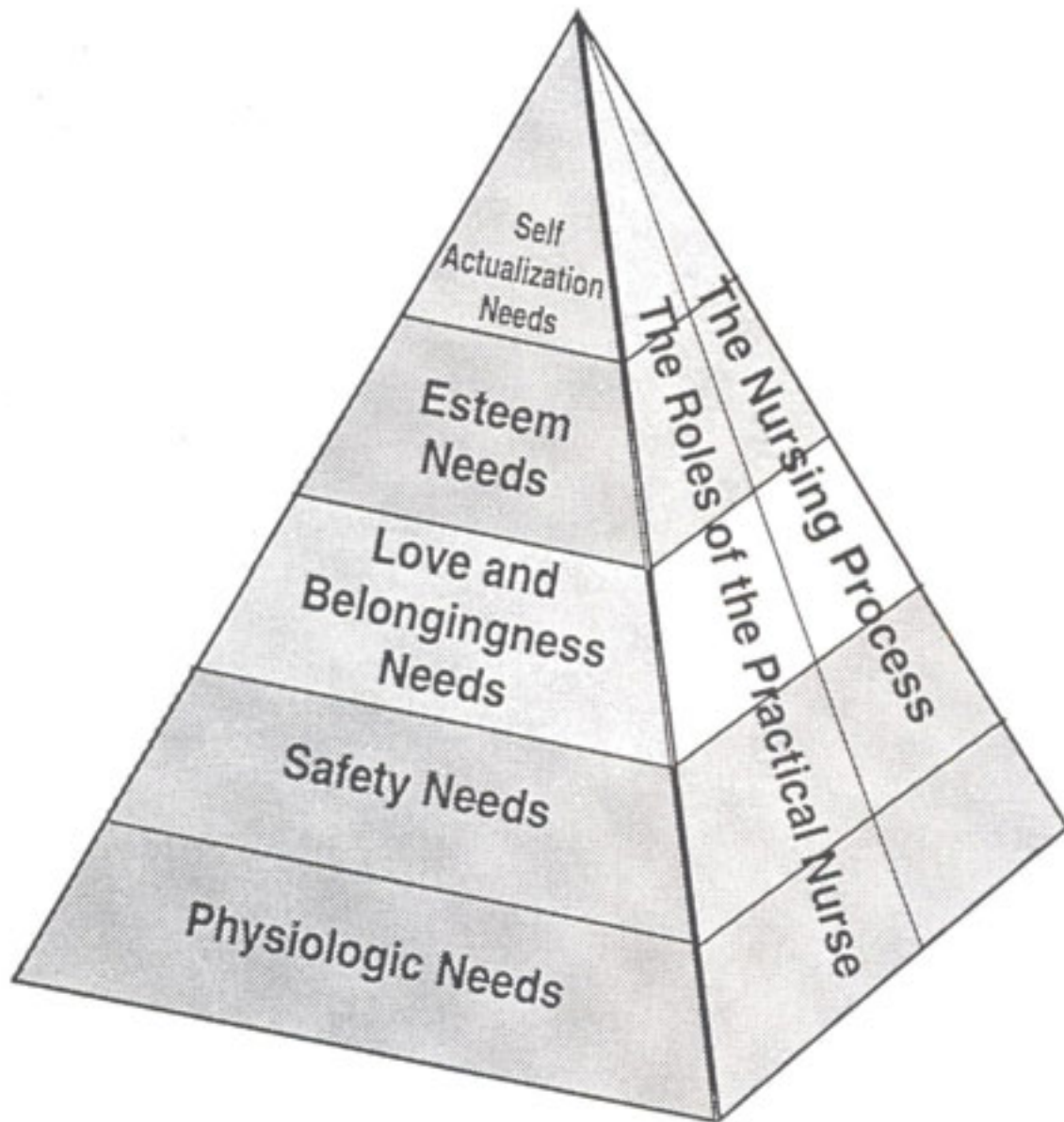
History of the JCC Nursing Programs

The first class of 24 practical nursing students was admitted to Jackson Junior College in September 1961. In the early 1970's, Foote Hospital closed its registered nurse - diploma program and contracted with Jackson Community College to provide that education. In 1974, the Michigan State Board of Nursing approved JCC's proposal for a two-year associate degree in nursing program, and the first class of 40 students was admitted. A transfer program with the University of Michigan was instituted in 1991 to assist those students who wished to obtain a Bachelor of Science in Nursing. In response to the changing health care environment and the nursing roles, JCC made major curriculum revisions to the associate degree and practical nursing programs. The Michigan Board of Nursing approved these changes in 1995.

Throughout its history, the nursing department's philosophy and values have been aligned with the values and mission of the College.

http://www.jccmi.edu/administration/president/04AboutJCC/MissionDocuments_Mission_Vision_Values.htm#Mission_Statement

CERTIFICATE – PRACTICAL NURSING



Practical Nursing Certificate

Certificate – Practical Nursing Philosophy

The nursing faculty at Jackson Community College holds certain beliefs about the nature of person, nursing, health, environment, the teaching/learning process and nursing education. The faculty's beliefs as defined below are used as a philosophical basis for the Certificate in Practical Nursing Program.

Person - a biopsychosocial and spiritual being with health care needs that are in a continual process of development from conception to death within an ever-changing and dynamic environment. Individual persons possess cultural origins, biases and beliefs, and are unique in nature. Persons are living systems and possess the potential for free will in decision making.

Practical Nursing - a licensed subfield of nursing, grounded in the nursing arts and sciences. Certificate of Practical Nursing program graduates are educated and eligible to apply for, and obtain, licensure to provide nursing care to individuals presenting common, well-defined health problems, under the supervision of a registered nurse, physician or dentist (Michigan Public Health Code, Act 368, 1978, as amended). Licensed practical nurses are educated to deliver nursing care to individual clients in structured health care settings within the practical nurse role as defined by the NLN, (National League for Nursing) utilizing the nursing process as a decision -making framework to assist clients in meeting their basic needs.

Health - defined by the individual and consisting of an ability to meet health care needs throughout the life span. Health consists of wholeness of mind and body. Maintenance of optimal health is a collaborative process to which the practical nurse contributes according to the legal and professional scope of practice.

Environment - the dynamic, changing atmosphere in which an individual lives. It includes social, physical, ethical, moral, cultural and other influences that impact the client's ability to meet basic needs.

Teaching/Learning - requires faculty/instructors to incorporate both art and science in structuring a learning environment and providing meaningful experiences designed to promote behavioral change. The teacher is guided by his/her individual knowledge, skills and abilities, and actively seeks resources with the goal of being responsive to the unique needs, attitudes and motivations of the adult learner. It is the learner's responsibility to become actively involved in the educational process with the goal of seeking, processing and embracing learning across the life span. The faculty/instructor, staff and College at large share in the responsibility to create and facilitate an environment in which learners can be successful.

Nursing Education - integrates physical sciences, nursing concepts and technical skills to facilitate the learner to successfully meet competencies as delineated by the professional and legal regulation of nursing practice. The learner is an active participant employing critical thinking to respond to changes within a structured environment.

Further, the practical nurse graduate is educated to:

- Provide direct care under the supervision of a registered nurse, physician, or dentist,
- Work with the health team to coordinate the delivery of nursing care for a client or group of clients, and
- Function ethically as a member of the discipline (Michigan Public Health Code, Act 368 of 1978 as amended, and National League for Nursing, 1989).

PN Program Conceptual Framework

The conceptual framework for the Certificate in Practical Nursing at Jackson Community College has been developed and organized by the nursing faculty relative to:

- The Four Phases of the Nursing Process.
- 'Maslow's Hierarchical Organization of Basic Needs' (Maslow, 1968), and
- The National League of Nursing's roles of the Practical Nurse [National League for Nursing (NLN), 1989].

Figure 1 provides a visual display of the organizing framework which depicts the interrelationship between the referenced process threads (nursing process and roles of the PN) and the content threads (Maslow, 1968).

The nursing process and its specified phases: assessment, planning, implementation and evaluation, is one important element of the conceptual framework. In addition, there are two roles of the practical nurse as defined by the National League for Nursing for practical nurses. The roles are "caregiver" and "member of the discipline," (National League for Nursing, 1989).

'Maslow's Human Needs Theory' (1968) is an important tool used in the curriculum. It is known as the "content thread" of the curriculum. According to Maslow, human needs can be organized into five categories. These categories progress from the most basic needs category of physiologic to secondly, safety; third, love and belonging; fourth, esteem and recognition and lastly, to the highest category of human development is termed self-actualization.

Faculty believe the conceptual model, which utilizes nursing process as an organizing framework, along with the NLN roles of the Practical Nurse and use of Maslow's theory provide a sound framework for Practical Nurse students. The framework is responsive to the changing health care delivery system and is consistent with contemporary professional standards of practice and the legal regulation of nursing set forth in the State of Michigan.

Faculties agree with the following beliefs relative to the organization and relationship of the conceptual framework and the practical nursing program of study.

NLN's entry level roles (NLN, 1989) provide an organizing framework for the role of the practical nurse. In order to competently carry forth the caregiver role, the licensed practical nurse must possess specific knowledge, skills and abilities, including the ability to communicate effectively

with clients and members of the health team and the ability to carry out nursing skills safely and effectively.

Vital to the implementation of the second role, "member of the discipline of nursing," the LPN must be knowledgeable and demonstrates a practice that is within the parameters of professional, legal and ethical standards of practice (Michigan Board of Nursing Administrative Rules, 1991, as amended; Michigan Public Health Code, Act 368, 1978, as amended, and National League for Nursing, 1989).

Nursing process is a problem-solving framework that provides a consistent and systematic approach to identifying and treating client needs and contributing to the evaluation of client response to treatment. Maslow's human needs hierarchy provides a framework for the student to organize and prioritize client needs while viewing the client as a whole person. (Please refer to Figure 1, Conceptual Framework.)

Certificate - Practical Nursing Educational Outcomes

Following completion of the program, graduates are expected to:

- 1) Assume the role of caregiver.
 - Utilize the nursing process to care for clients in a structured setting under the supervision of a registered nurse, physician or dentist.
 - Utilize Maslow's hierarchy of needs to organize and prioritize nursing care for clients with health care needs.
 - Communicate effectively with clients, families, and members of the health care team.
 - Perform nursing skills safely and effectively.
- 2) Assume the role of member of the discipline of nursing.
 - Practice according to professional and ethical standards and legal scope of practice.
 - Prepare a plan for continued self-development as a nurse.

Progression Policy - Practical Nurse

Nursing education builds on prior learning. It is necessary to complete certain required courses before taking advanced courses. In addition to the supportive courses outlined in the curriculum plan, the following semesters must be completed with a 2.0 grade before proceeding to the next more advanced semester.

<u>Semester I</u>	Foundations, Medical Terminology
<u>Semester II</u>	Nursing Care of Adults I-A, I-B
<u>Semester III</u>	Maternal/Child Concepts, Nursing Care of Adults II Role of the Practical Nurse

The student may not progress to the next semester of nursing courses or graduate until all program courses in that semester have been completed. Students who fail Foundations are not eligible for readmission. Students with a first failure in any course other than Foundations can petition for readmission (see Re-Admission in All Nursing Programs, pg. 33). A second failure in any nursing course means permanent dismissal from the nursing program with no petition for re-admission.

Students who fail a nursing course in the PN Program are not eligible to transfer into the AAS-N Program.

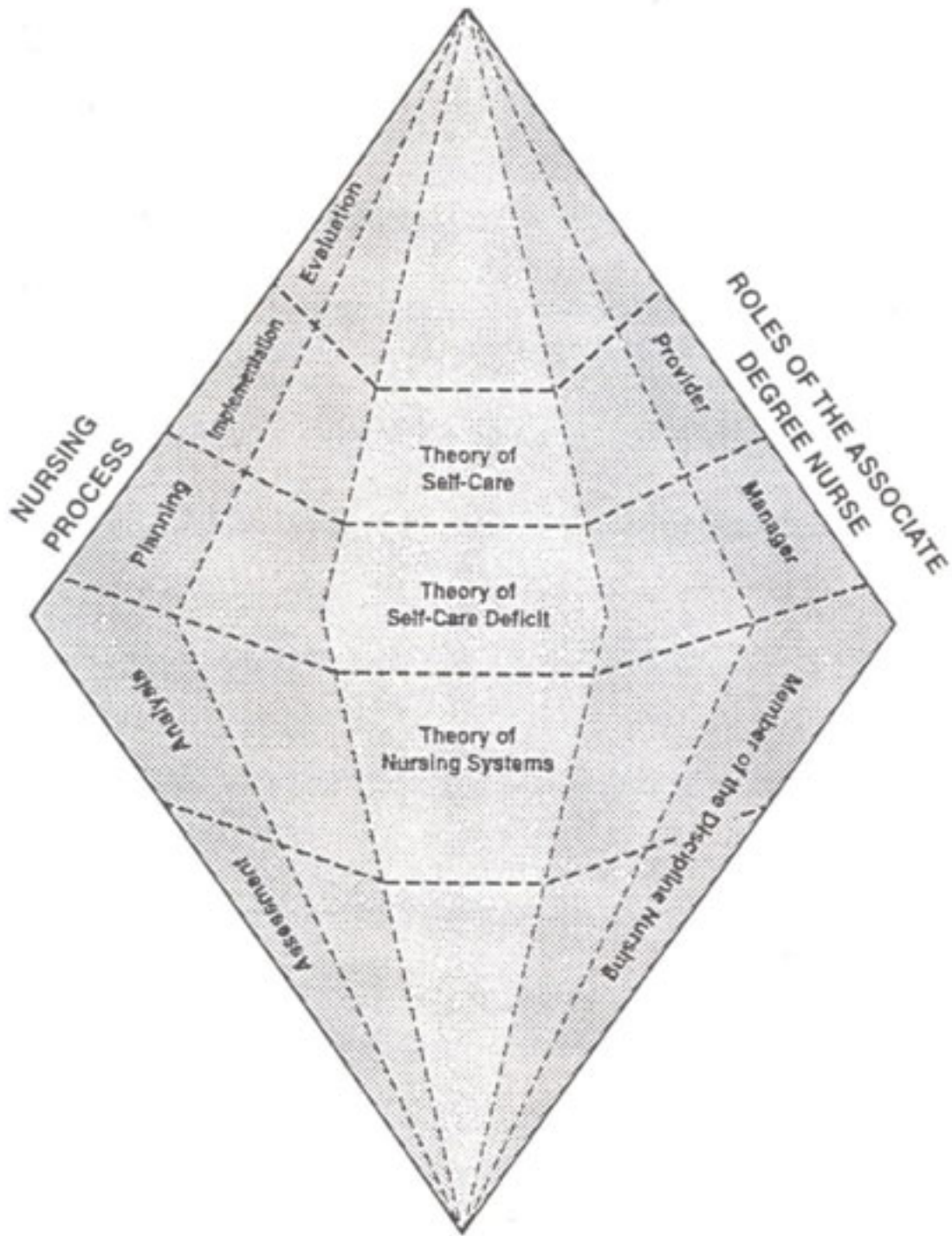
Students in the Practical Nurse Program are accountable and responsible for adhering to the American Nurses Association Code of Ethics for Nurses (see AAS-Nursing section of this handbook) and the Code of Ethics for Licensed Practical Nurses (see below).

Code of Ethics for the Licensed Practical Nurse

1. Consider as a basic obligation the conservation of life and prevention of disease.
2. Promote and protect the physical, mental, emotional, and spiritual health of the patient and his family.
3. Fulfill all duties faithfully and efficiently.
4. Function within established legal guidelines.
5. Accept personal responsibility for their acts and seek to merit the respect and confidence of all members of the health team.
6. Hold in confidence all matters coming to their knowledge, in the practice of their profession, and in no way at any time violate this confidence.
7. Give conscientious service and charge just remuneration.
8. Learn and respect the religious and cultural beliefs of patients and of all people.
9. Meet their obligation to the patient by keeping abreast of current trends in the health care through reading and continuing education.
10. As a citizen of the United States of America, uphold the laws of the land and seek to promote legislation that shall meet the health needs of the people.

Source: National Association of Practical Nurses, accepted by Michigan Association of Practical Nurses.

ADN PROGRAM



Associate in Applied Science

Associate in Applied Science - Nursing Philosophy

Jackson Community College's nursing faculty holds certain philosophical beliefs about the nature of man, nursing as a profession, and the teaching/learning process. The philosophy is consistent with the values of Jackson Community College. Following are the definitions of these concepts.

Person - a biological, psychological, social and spiritual being with self-care needs who is in the continual process of development from conception to death within an ever-changing and dynamic environment. Individual persons possess cultural origins, biases and beliefs and are unique in nature. Persons are living systems and possess the potential for free will and decision making.

Teaching/Learning - requires faculty/instructors to incorporate both art and science in structuring a learning environment and orchestrating learner immersion in meaningful experiences designed for the promotion and goal-directed outcome of behavioral change. The teacher is guided by his/her individual knowledge, skills and abilities, and actively seeks resources with the goal of being responsive to the unique needs, attitudes and motivations of the adult learner. It is the learner's responsibility to become actively involved in the educational process with the goal of seeking, processing and embracing learning across the life span. The faculty/instructor, staff and College at large share in the individual and collective responsibility to create and facilitate an environment in which learners can positively experience and actualize success.

Nursing - a licensed profession, a holistic caring for human beings. Nursing involves caring for oneself, for clients and for others through the demonstration of professional and competent base interactions and behaviors. Nursing uses the decision-making process with clients and client systems to professionally meet their self-care needs across the life span.

Nursing Practice - the creative, caring and scientifically based, technically competent application of nursing practice roles and competencies (NLN, 1990 & 1993) within the nursing system to meet clients' actual and potential self-care requisites.

Nursing Education - integrates physical sciences, nursing concepts and technical skills to facilitate the learner in meeting competencies as defined by the professional and legal regulation of nursing practice. The learner is an active participant employing critical thinking to respond to changes within a structured environment. Recognition is given to the educational preparation and roles of the associate nursing degree graduate as well as the other educational and professional levels of nursing (NLN, 1990 & 1993).

Health - defined by the individual based upon his/her ability to meet self-care requisites across the life span. Health consists of wholeness of mind and body. Maintenance of optimal health is a collaborative process that may consist of primary, secondary and tertiary care.

Environment - the dynamic, changing context in which an individual lives. It includes social, physical, ethical, moral, cultural and other influences that impact the client's ability to assume self-care.

Graduate of the Associate in Applied Science - Nursing Program: An individual prepared to function as a beginning practitioner of care in a structured setting. The Associate in Applied Science-Nursing graduate is prepared to assume the role of provider of care, manager of care, and professional member within the discipline (NLN, 1990 & 1993).

Associate in Applied Science – Nursing Conceptual Framework

The Nursing Department at JCC has predominately used Orem's conceptual model of nursing (2001), the nursing process and the National League for Nursing's roles of the associate degree nurse in the conceptual framework for the Associate in Applied Science - Nursing Program.

In organizing the program's conceptual framework, faculty envisioned a system-based framework, including the interfacing of three equally relevant components:

- Orem's Conceptual Model of Nursing [the theories of self-care, self-care deficits and nursing systems (Orem, 1995)]
- Nursing Process (assessment, analysis, planning, implementation and evaluation), and
- Roles of the Associate Degree Nurse [(provider of care, manager of care and member of the discipline (National League for Nursing, 1990 & 1993)].

Further, the faculty views a dynamic interaction between the process threads (nursing process and the roles of the AAS-N) and the content threads (the theories of self-care, self-care deficits and nursing systems).

As identified, the process threads of the curriculum are provided by the phases of the nursing process (assessment, analysis, planning, implementation, and evaluation) and the three interfacing roles of the associate degree nurse (provider of care, manager of care, and member of the discipline).

Nursing process is the systematic, interactive, problem-solving process utilizing scientific principles and critical thinking by which nurses can assist persons to resolve self-care deficits and achieve optimal states of well being (Orem, 2001 and Potter & Perry, 1993). Further, the nurse utilizes nursing process as an organizing framework from which he/she carries forth the integrated roles of the associate degree nurse.

Within Orem's conceptual model of nursing, the faculty has identified three theoretical entities as the curriculum's content threads:

- **Theory of Self-Care:** Is the demands across the life's span inclusive of the physiological, psychological, sociocultural and spiritual dimensions of persons, and determinants which are those factors that influence a person's ability to engage in self-care.

- Theory of Self Care Deficits: Is the inability to engage in self-care and meet self-care demands.
- Theory of Nursing Systems: Are the nursing actions necessary to accomplish therapeutic self-care demands, (Joseph, 1980 & Orem, 1995).

The faculty's rationale for choosing the above-referenced concepts to frame the Associate in Applied Science - Nursing Program includes:

- A systems framework is consistent with scientific theory as well as being reflective of many nursing theories, [Orem, Roger, King, Watson (Marriner, 1996)].
- Orem's conceptual model of nursing is consistent with the mission and philosophy of the College and of the nursing program.
- Nursing process is the basis by which nurses deliver care to clients and groups in an organized, competent and holistic manner that is based upon a nursing conceptual framework and validated with scientific knowledge and research.

The roles of the AAS-N, as defined by NLN, provide faculty with a consistent and professionally recognized definition from which outcome competencies and a program of study can be developed, as well as serving as a framework from which to develop evaluation systems.

In addition, the Code of Ethics for Nurses with Interpretative Statements (ANA, 2001) informs the curriculum and provides ethical guidance to students and practicing nurses throughout their careers. Following is a summary of the provisions found in the Code of Ethics document.

American Nurses Association Code of Ethics for Nurses, July 2001

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
 - 1.1. Respect for human dignity
 - 1.2. Relationships for patients
 - 1.3. The nature of health problems
 - 1.4. The right to self-determination
 - 1.5. Relationships with colleagues and others
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
 - 2.1. Primacy of patient's interests
 - 2.2. Conflict of interest for nurses
 - 2.3. Collaboration
 - 2.4. Professional boundaries

3. The nurse promotes, advocates for and strives to protect the health, safety and rights of the patient.
 - 3.1. Privacy
 - 3.2. Confidentiality
 - 3.3. Protection of participants in research
 - 3.4. Standards and review mechanisms
 - 3.5. Acting on questionable practice
 - 3.6. Addressing impaired practice
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
 - 4.1. Acceptance of accountability and responsibility
 - 4.2. Accountability for nursing judgment and action
 - 4.3. Responsibility for nursing judgment and action
 - 4.4. Delegation of nursing activities
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence and to continue personal and professional growth.
 - 5.1. Moral self-respect
 - 5.2. Professional growth and maintenance of competence
 - 5.3. Wholeness of character
 - 5.4. Preservation of integrity
6. The nurse participates in establishing, maintaining and improving healthcare environments and conditions of employment conducive to the provision of quality healthcare and consistent with the values of the profession through individual and collective action.
 - 6.1. Influence of the environment on moral virtues and values
 - 6.2. Influence of the environment on ethical obligations
 - 6.3. Responsibility for the healthcare environment
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration and knowledge development.
 - 7.1. Advancing the profession through active involvement in nursing and healthcare policy
 - 7.2. Advancing the profession by developing, maintaining, and implementing professional standards in clinical, administrative, and educational practice.
 - 7.3. Advancing the profession through knowledge development, dissemination, and application to practice
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
 - 8.1. Health needs and concerns
 - 8.2. Responsibilities to the public
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice and for shaping social policy.
 - 9.1. Assertion of values
 - 9.2. The profession carries out its collective responsibility through professional associations
 - 9.3. Intraprofessional integrity
 - 9.4. Social reform

Associate of Applied Science - Nursing Nursing Educational Outcomes

Following completion of the program, graduates are expected to assume the role of a:

1. Provider of care in a structured setting using the decision making process to determine the clients self care requisites and implementing a plan of care that collaborates or provides for self-care deficits.
2. Manager of care in a structured setting using decision making and leadership skills to organize resources, delegate, collaborate and advocate for clients/client systems.
3. Member within the discipline of nursing characterized by a commitment to practice according to professional standard, active on-going participation in self-learning and accountability to legal and ethical standards of practice.

Progression Policy: AAS-N

Nursing education builds on prior learning. It is necessary to complete certain required courses before taking advanced courses. The following courses must be completed with a 2.0 grade before proceeding to the next more advanced course.

<u>Level 1</u>	Fundamentals (NUR 101) Self-Care (NUR 170) Pharmacology (NUR 121) Assessment Through the Lifespan (NUR 245)
<u>Level 2</u>	Supportive Educative Nursing (NUR 171) Pathophysiology (NUR 172) Family I (NUR 173)
<u>Level 3</u>	Partially Compensatory Nursing (NUR 270) Family II (NUR 271) Mental Health (NUR 272)
<u>Level 4</u>	Wholly Compensatory Nursing (NUR 273) Leadership (NUR 274)

If failure in any course occurs, see “Readmission in All Nursing Programs”, pg. 33.

Student Transfers from AAS-N to PN Program

A student in the AAS-N Program may consider transferring to the PN Program. The admission decision will be determined by the achievement of necessary pre-requisites, the student's outcomes to date, and on the space-available in the PN Program. Program transfer is not guaranteed.

The AAS-N student seeking admission to the PN Program must:

1. Write a letter to the Nursing Department Director requesting admission to the PN program.
 1. Meet level placement and course requirements on an individual basis depending on courses completed and grades received.
3. Needs to have at least as many points to enter the PN Program as the lowest point total of that entering class.

LPN to ADN

Associate in Applied Science Nursing – LPN to ADN

This program is a part of the AAS-N (Associate in Applied Science-Nursing) degree, but is designed for the LPN who is returning to college for coursework and clinical experience. Upon successful completion, the individual is required to take the NCLEX-RN.

- Level 2 Pharmacology or Test Out
Transition Bridge (NUR 119)
Self-Care (NUR 170)
Pathophysiology (NUR 172)
- Level 3 Partially Compensatory Nursing (NUR 270)
Family II (NUR 271)
Mental Health (NUR 272)
- Level 4 Wholly Compensatory Nursing (NUR 273)
Leadership (NUR 274)

Sections of the handbook referring to Conceptual Framework, Philosophy and Nursing Educational Outcomes of the ADN Program are all applicable for students in the LPN to ADN program.

If failure in any course occurs, see Re-Admission in All Nursing Programs, pg. 33.

TRANSFER PROGRAM

BACHELOR OF
SCIENCE IN
NURSING

Jackson Community College
&
The University Of Michigan
School Of Nursing



JCC/U of M Transfer Program

Jackson Community College/University of Michigan/Bachelor of Science in Nursing Transfer Program

The JCC/U of M/BSN Program allows students, who are accepted, to enroll and complete the first two years of the University of Michigan baccalaureate nursing program at Jackson Community College. Students complete the remaining two years at the University of Michigan. Students must apply and meet the admissions requirements of Jackson Community College/U of M/BSN Program to be accepted. The program is competitive, with a limited number of spaces available annually.

Students will be eligible for licensure as a registered nurse at the completion of all the required courses in the baccalaureate nursing program. All students will need to be in close contact with the program advisor in order to progress through the program in an efficient manner.

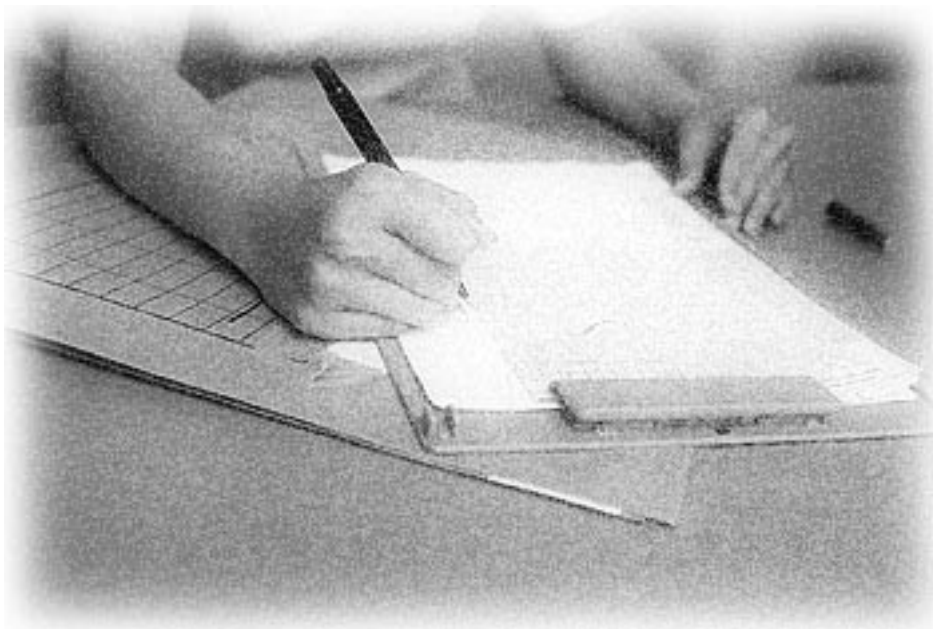
Students enrolled in clinical courses at Jackson Community College will follow the policies and procedures as written for JCC's nursing programs.

If BSN students are interested in changing to the JCC-ADN Program, admission is not guaranteed. Students must apply and compete for admission, being held to the same requirements as any other prospective student.

Further information on U of M's health requirements and other policies can be found at:

www.nursing.umich.edu/gateway/student/undergrad/handbook.pdf

POLICIES AND PROCEDURES



General Policies and Procedures for All Nursing Students

Student Participation in the Nursing Department

Each class of nursing students entering a Practical Nurse or Associate Degree Program elects class officers to represent the class. The students organize this process and notify faculty of their class officers. Each class will be assigned a class advisor from among the full time nursing faculty. The class officers then meet periodically with the advisor for guidance on issues affecting the class. Class officers and any other interested students are invited to attend the monthly meeting on an as needed basis. If they have items needing the attention of the faculty the class officers can approach the Department Chair or Director about being added to the agenda.

Faculty welcomes and values student input into the curriculum and other aspects of the program. Issues related to individual instructors or courses are best dealt with by talking directly with the faculty involved (see Student Problem Related to Classroom Instruction). Customarily, student evaluation of a course will be solicited after it is completed. Additionally, following completion of the program, graduates will receive a survey to provide feedback on the entire nursing program.

Cell Phones

While the nursing faculty recognizes that communication with family and friends is important, the use of cell phones and beepers in class is very distracting to other students and instructors. Please keep all electronic devices on either vibrate or voice mail mode during class. If there is a family emergency and a cell phone must be on, please obtain instructor permission prior to class.

Children Accompanying Student Nurses

The classroom, laboratory and clinical environments are not conducive to the needs of children, and having children in these settings may be disruptive for other students, or hamper the necessary and frank discussions required in a nursing program. Students with children are advised to have a contingency/emergency child care plan in place. Instructors are to be informed of emergency issues with childcare.

Attendance Policy

Attendance is key to success in the nursing program. Faculty recommends attendance to all classes. Students who miss class tend to be less successful. If illness or another emergency impacts your ability to attend class, be sure to notify your instructor.

Attendance can be counted as part of the grade in a course, so please refer to individual course syllabi for guidance. There are also penalties for taking tests late, see individual syllabus.

Faculty recognize that illness occurs and students should never attend clinical when experiencing an infectious illness which could be passed along to others, or if the student's health effects their ability to safely provide for the care of patients or one's own self-care. Attendance at all scheduled clinical experiences is mandatory; so any time lost for illness or other events must be made up.

If the student is ill, it is the student's responsibility to call the unit or agency where they are assigned for clinical and report his/her absence prior to the start time. Give the following information to the person at the agency who takes the message: your name, instructor's name, nature of your illness/problem and its anticipated duration. Students must call for each missed clinical day. Failure to comply with this policy will result in disciplinary action.

ALL CLINICAL TIME AND WORK MUST BE MADE UP

If the absence equals or exceeds (4) four hours of clinical time, the student will be required to complete a full clinical day prior to the issuance of a grade for the course in which the absence occurred. Missing clinical time can lead to failure in a nursing course.

Students missing (4) four or more clinical hours will be assigned to the first scheduled make-up day. The make-up day will be a seven hour day for all students. Please contact the Nursing Department Chair requesting a make-up day. Please be advised that date assignment is not negotiable and is most likely to take place on a Saturday. Pending the student's successful completion of all clinical assignments and responsibilities, as well as the make-up clinical time, a course grade will be submitted. Students who have less than four hours of missed clinical time will be assigned learning experiences as outlined below, within the time frame designated by the instructor.

Make-Up Options (For Less Than Four Hours Missed) Which the Instructor May Assign

- Clinical experiences as established by the instructor.
- Prepare a research paper related to a clinical problem/disease/treatment, using LRC search system.
- Use the Learning Lab to view videos, do computer simulations, and practice skills to current clinical experience. A brief report will summarize what the student learned from each experience.
- Read a book and do a report on a clinical topic.
- Develop an in-depth teaching plan for a disease/treatment encountered in the clinical area.
- Develop a case study to present. Should include detailed patient history, nursing and medical treatment, and discussion questions.
- Other as designated by the instructor

Students who miss more than 20% of the clinical hours in any individual clinical course must repeat the entire course. On rare occasions satisfactory clinical make-up work in the appropriate clinical setting can be arranged. Appropriate means within the specialty being studied, and that the clinical work will result in meeting clinical objectives. The instructor and/or Director determine what is acceptable. Generally it is not possible to satisfactorily make up all the clinical time once a student has missed more than 20%. The student in that case repeats the course.

Grading

Each nursing course has **an individualized evaluation plan** to determine how grades will be achieved. For example, how much weight is given to examinations, quizzes, and whether term papers are required, are all individual instructor decisions. JCC nursing instructors use a standardized grading scale. A minimum of a 2.0 is required for all nursing courses.

Grades are first figured as a percentage; the percentage is converted to a number grade using the following scale.

94 - 100%	= 4.0
90 - 93%	= 3.5
86 - 89%	= 3.0
82 - 85%	= 2.5
78 - 81%	= 2.0
74 - 77%	= 1.5 -----Non-passing grades
70 - 73%	= 1.0
66 - 69%	= 0.5
< 66%	= 0.0

The final grade is given for course work but is contingent upon satisfactory completion of the clinical experience, when applicable. At times, content from previous courses will be tested in subsequent courses.

There are **Three Separate Requirements** students must achieve in order to pass nursing courses:

2. First - students must earn a 78% on the **TEST** component of each nursing course.
- Second - an overall percentage of 78% or above is required in each nursing course.
- Third - applies to courses with a clinical section. Students must achieve a satisfactory in clinical in order to pass the course, regardless of the theory grade.

A student, who earns higher than 78% in theory but receives an unsatisfactory grade in the clinical portion of a class, will automatically receive a 1.5, regardless of test grades.

Standardized Testing

There are several nursing courses in the ADN curriculum where HESI tests are given and are a part of the course grade. These are standardized tests, taken on a computer, at or near the end of the course. HESI tests are given to evaluate knowledge of content areas, to compare individual student performance with national norms, and to evaluate testing ability in preparation for the NCLEX-RN. The HESI Exit Exam, in particular, has been widely researched, has established validity and reliability, and is quite accurate in assessing the likelihood of passing the NCLEX-RN. The HESI tests will be factored in the overall course grade as outlined in course syllabus. The percentage that the HESI tests counts increases as students' progress through the curriculum. If scores on any of these tests indicate a reason for concern, please consult faculty for advice on what can be done to improve test taking abilities and performance. PN students' content knowledge and performance compared to national norms will be assessed using ATI computer generated exams. Results are not factored into course grades.

Testing – Additional Information

Testing is one method to assess content mastery and critical thinking. Faculty developed tests are timed tests and written to simulate NCLEX test as much as possible. The NCLEX is also a timed test. Generally you will be given no more than a minute per multiple-choice question. Many courses will require testing outside of the class time. Please plan on this additional time in your schedule. Be aware of the hours the testing lab is open, the time needed to take each test, and instructions for taking the tests. Picture ID is required upon entering the Testing Center for testing.

On multiple choice tests, test items are analyzed to see what percentage of students answered correctly. Items where more than seventy percent of the class chooses the wrong answer are examined by the faculty. Having more than seventy percent of a student group choose incorrectly does not guarantee that multiple answers will be accepted.

Please contact your faculty member prior to the scheduled time to test if an emergency is preventing you from taking it when scheduled. Students taking tests late will be penalized as outlined in the syllabi.

Once a test has been taken, the grade stands, regardless of circumstances. See Appendix for Student Testing Agreement. Also be aware of the policy on Academic Honesty.

Academic Honesty

All students in the nursing programs are subject to the Code of Conduct for Students and Visitors as outlined in JCC's Student Rights and Responsibilities Handbook. In addition to the categories of misconduct and possible penalties included in the Code, the Department of Nursing has additional standards as follows.

Honesty and integrity are essential qualities in the profession of nursing. Any student found to be cheating on an exam, quiz, or other assessment will receive a maximum grade of 1.5 in the course. Lack of integrity in the classroom or clinical setting may result in failing a course or removal from the program.

Cheating can take on many forms. These may include but are not limited to:

- Bringing an answer scantron to the testing site.
- Copying from another student's test.
- Changing an answer after a test has been submitted.
- Sharing information about a test with someone who has not yet taken it.

Plagiarism is another form of cheating. This may involve but is not limited to:

- Submitting a paper written by someone else (obtained from the web or a fellow student).
- Using direct quotes from any source without crediting the source.

Additional areas of concern specific to nursing include but are not limited to:

- Covering up or not reporting a clinical error.
- Charting something that was not done.
- Altering any legal documentation.

- Deviation from an accepted Standard of Care or Standard of Practice.
- Any form of lying to faculty, health team members or others.

Clinical Guidelines

Uniform Policy:

The purpose of the uniform policy is to provide a guideline for nursing students on the value of a professional appearance and demeanor. The way a health professional dresses has been shown to affect the development of nurse-client rapport and working relationships with other professionals and the public.

Based on input from students the uniforms will change for the incoming 2008-2009 class. Students who have been in the program may wear either the new uniforms or retain the old. The old uniform is a regal blue (ADN) or hunter green (PN) polo shirt worn with either white slacks or a white skirt. The student wears a fingertip length-white lab coat over the shirt. A name pin identifying the student must be worn on the blouse/shirt. The JCC Student Patch must be stitched-not pinned-on the upper left sleeve on the lab jacket.

2008-2009 Clinical Uniform:

- ADN students will wear navy blue scrubs with the JCC Nursing logo adhered to the left sleeve by the Landau Uniform Company.
- PN students will wear hunter green scrubs with the JCC Nursing logo adhered to the left sleeve by the Landau Uniform Company.
- The acceptable Landau style numbers for women's tops are 7502, 8219 or 8232. For men, the style number is 7502.
- Matching tops and bottoms and required. Uniforms must be clean, neat and pressed.
- Uniforms must fit properly.
- A white crew neck t-shirt may be worn under the scrub top. The tee must be white, not yellowed and without fraying.
- A white fingertip length lab coat or scrub top of choice. The JCC nursing patch is to be stitched, not pinned on the upper left sleeve of the lab jacket. The lab coat must be free of embroidery, lace, or other decoration, should not have puffed sleeves, must be kept clean, white and free of wrinkles. Lab coats that are turning grey or yellow in appearance are to be replaced.
- White shoes without colored trim with closed toes and closed heel and white socks are required. Shoes must be kept clean/polished. Shoelaces must be clean, white and unbroken.
- Name pins with the student's first name and the JCC logo are to be worn at all times on the left hand side of the uniform top or lab coat. Hospital identification badges are only to be worn while assigned to that facility. (e.g. do not wear the Allegiance ID badge when assigned to a clinical at Bixby)
- An exception to the above described uniform policy is for students placed at Bixby or Herrick Hospitals. Bixby and Herrick have recently implemented a dress code for all staff and RNs and LPNs are the only staff allowed to wear white. Therefore, students will not wear the white lab coat in order to minimize confusion between the student nurse and the

licensed nurse. Students may wear a navy blue or hunter green tee under the scrub top rather than white. Prior to delivering patient care, the student is to be introduced to the patient by the instructor or nurse.

Out of Uniform Clinical Dress (Professional or Business Casual Attire):

There are learning experiences where the clinical uniform is not required such as the mental health clinical. Check course syllabus for more details. In general, professional casual attire means slacks, chinos or khakis, neatly pressed, a shirt or blouse with collar or polo style, a knee length or below skirt or tailored dress. It is never appropriate to wear jeans, shorts or sweat suits in any clinical setting. Examples of other inappropriate attire are t-shirts, tank tops, above the knee skirts, low rise slacks or trousers such that skin is exposed, any tight fitting tops exposing the midriff, any low cut top, flip-flops

Appearance:

- Only **one** small post earring in each ear lobe is permitted. All other visible piercing jewelry must be removed.
- A wedding ring/band is allowed, no other rings, necklaces or bracelets.
- Any significant tattoos must be covered while in the clinical area.
- Avoid use of perfume in the clinical area.
- Nails should be kept short and well groomed. Only clear or pale un-chipped pink polish should be worn. Long nails may harbor infectious organisms and may scratch clients accidentally. **Acrylic nails are NEVER allowed in clinicals. Acrylic nails must be removed prior to any clinical experience.**
- Makeup and hair style should be conservative. Hair that is collar length or longer must be pulled back and kept under control at all times.
- Men should either be clean shaven or the beard short and well trimmed.
- Maintain good hygiene. Others automatically discount anyone who appears dirty or greasy or has body odor.
- JCC nursing faculty reserves the right to determine appropriate dress, to enforce the guidelines above, and to send the student home from clinical if the student is dressed unprofessionally.

Clinical Expectations

- Prepare for clinical as directed by faculty. This is for the patient's protection as well as your own. If a student is not adequately prepared for clinical, based on the expectations outlined by the instructor, the student will be asked to leave. This could result in a written notice and/or clinical failure (see attendance policy).
- When at the clinical facility to prepare for the next day's assignment, wear the required lab coat, a nametag, and suitable street clothes. Jeans, sandals, sweat suit type clothing, or shorts are not to be worn in the clinical area. Students are to report in to a staff member when entering the area.
- Never write the patients name, initials, or other key identifying information on any papers or other items while preparing for the next day's patient assignment. Do not leave the facility with any written information which violates HIPPA regulations. Direct questions to faculty or the staff nurse in the area when faculty are not present (while picking up patient assignments).
- Students are only to be in a clinical area to obtain assignments and perform patient assessments at times designated by instructors.
- Standard precautions are to be followed at all times.
- It is possible a clinical experience may occur in a setting where the student is currently employed. If this happens, students are to function in the role of a student nurse and stay within those boundaries. Consult with faculty if conflicts in role arise.
- Before beginning patient care, listen to report, read the Kardex, receive specific instructions from the registered nurse, and perform an initial patient assessment. This may vary depending on clinical setting.
- Before performing a procedure, students must be prepared. If possible, review the procedure in the policy and procedure manual of the institution. If there is not time for this review, discuss the procedure with your instructor before entering the patient's room. Patients should never hear step-by-step instructions for the procedure.
- The clinical instructor must be with students when performing procedures, administering medications, hanging IV's, etc., unless permission has been explicitly given for the student to proceed on their own. Do not ask or allow a nurse in the institution to supervise. It is the clinical instructor's responsibility to observe students performing procedures, or to delegate that supervision.
- Student nurses may not take physician orders orally or over the phone. In Leadership, students may take phone orders with a registered nurse or the clinical instructor listening on an extension and co-signing the order.
- NEVER sign or witness surgical permits, wills, forms listing valuables, etc. Students are not authorized to legally be a witness.

- At the end of the clinical experience, students will have a performance conference with the clinical instructor. However, if a student has concerns/problems, the student is advised to schedule a conference with their instructor at any point during the course.
- Report any illness as outlined under the attendance section.
- Students with a concern regarding their own, or a family member's, previous experience as a patient or employee of a particular unit or agency should address the situation with their instructor, or the Director or Department Chair.
- If time allows, students will be given a lunch break during clinical; however, students are expected to remain in the agency and not leave the premises.

Accidents During Clinical Assignment: The incident should be reported immediately to the instructor, and the clinical nurse manager or supervisor. Appropriate paperwork should be completed, and students should follow the policies of the facility where the incident occurred. The student is responsible for the cost of any emergency or non-emergency health care so it is important that students maintain health insurance to cover the cost of hospital or medical care for any injury or illness that may be sustained while in clinical.

Health Requirements

Drug Screening: To demonstrate compliance with the alcohol and drug policies of the College and clinical affiliates, prior to beginning clinical experiences, all nursing student candidates will undergo a urine drug screen. The test will be done within a timeframe designated by the nursing department. Failing the drug screen or lack of participation in the drug screen will result in withdrawal from the program. The drug screen will be done on a urine sample and will assess for the presence of illicit and/or prescription drugs not prescribed by a health care provider (including but not limited to marijuana, cocaine, PCP, valium and opiates). All results will be sent to the Executive Director of Legal Affairs at Jackson Community College and will be maintained there. See Performance Notice section for more information on the use of alcohol or other drugs by students.

Completion of the Nursing Program Health Certificate Form:

Is Required Prior to Entry into the Clinical Setting.

Requirements includes a negative Tuberculin Skin Test or negative chest x-ray, proof of immunizations or immunity for Rubella (German Measles), Rubeola (Hard Measles), Mumps, Varicella Zoster (Chicken Pox), Diphtheria/Tetanus/Petussis, Hepatitis B Vaccine Series, and a recent physical examination. It is preferable that the Hepatitis B series be completed prior to entering the nursing program, however, minimally it *must* be started or a waiver signed before the student is allowed to attend clinical. The Tuberculin Skin Test must be updated yearly. Students will not be allowed in clinical if records are not received within the designated timeframes. This can, in turn, result in a clinical failure. Clinical facilities require documentation, often several weeks in advance of your participation in clinical.

Latex Sensitivity: If you have a sensitivity or allergy to latex, you **MUST** disclose this to us. Contact the Director of Nursing prior to or at any point during the program.

CPR Certification: All students must show evidence of “**Professional Level**” **CPR Certification**. (Professional Rescuer or Health Care Provider) must include the infant, child, adult, 1 man - 2 man CPR, choking and defibrillator. CPR recertification is required every 2 years.

It is the student’s responsibility to provide documentation to Nursing Admissions after admission for all immunizations, and to submit evidence of annual TB screening and CPR re-certification. Failure to comply may result in an unexcused clinical absence and possibly failing the course. In addition, failure to submit the required documents prior to the established dates, at both the time of admission and for each semester throughout the program may result in a 3% deduction in final grades

Student Health Issues: It is the student’s responsibility to inform the Nursing Director (or Chair in Director’s absence) of any health condition (i.e. illness, injury, surgery, pregnancy) that might compromise performance or safety of either the student or patient(s). Reasonable accommodation will be our goal. If a student has an infectious process that may endanger clients in the clinical setting, they need to a) inform the Director of the situation b) provide a written letter from their health care provider that it is safe for them to return to clinical practice. While in the program any student diagnosed with a serious illness or sustaining a serious injury, becoming pregnant or having undergone surgery, will be required to obtain a written doctor’s release to continue in class and clinical and/or to return to class and clinical. The release will verify that s/he is able to meet class/lab/clinical practice requirements without restrictions on activity (such as limitations on weight lifting.) The goal is to prevent aggravating an existing condition, or jeopardizing the students, classmates or patient’s safety or well-being. Students requesting return to the nursing program following time off due to a health condition will also require a physician’s release. If at any point there are concerns regarding a health problem or disability, Jackson Community College reserves the right to require a medical release or physical examination. Students are responsible for contacting instructors regarding concerns or risks related to their own health care needs. Students who have a concern related to a past admission in a clinical setting should contact their instructor.

Students must meet the Technical Standards and Functions set for participants in the JCC Nursing Programs. These are found in the back of this handbook and are all also available in the nursing department and through student services.

Exposure, Incidents & Disease: Nursing students need to be aware that they will be working with patients who may have infectious organisms. Students must follow infection control procedures (standard precautions and special transmission precautions) at all times. Contact with blood or other potentially infectious materials in the eye(s), mouth, mucous membranes, non-intact skin, or parenteral exposure is called an “exposure incident.” Following Centers for Disease Control recommendations will greatly decrease this risk. Should exposure occur students must make their clinical instructor immediately aware. The instructor/school will make recommendations based on current CDC guidelines. Students are responsible for accessing recommended care and for costs associated with the care received.

Health Insurance: Students are strongly encouraged to carry health insurance to cover the cost of hospital and/or medical care for any student illness or injury acquired while participating in a clinical experience. The cost of student's medical and/or hospital care is not assumed by the College. Substantial monetary liability can be incurred if an injury or illness occurs.

Legal Responsibilities

Nursing students are responsible and liable for their own actions, including any acts of negligence committed during the course of clinical experiences. When students perform duties that are within the scope of professional nursing, such as administering an injection, they are legally held to the same standard of skill and competence as a registered or licensed practical nurse. Lower standards are not applied to actions of nursing students. During registration, students pay a course fee with select clinical courses to defray some of the costs associated with general and professional liability coverage. The general liability policy covers the college and is not a student policy. Students are covered by a professional liability policy carried by the College.

To fulfill responsibilities to clients and to minimize chances for liability, nursing students must:

- Be prepared to carry out the necessary care of assigned clients.
- Ask for additional help or supervision in situations for which they feel inadequately prepared.
- Comply with the policies of the agency in which they obtain their clinical experience.
- Comply with the policies and definitions of responsibility supplied by the Department of Nursing.
- Follow the Code for Nurses.

Criminal Background Checks

Act 303 of the Public Acts of 2002 of the State of Michigan, restricts persons with certain criminal convictions from having access to vulnerable populations.

All nursing candidates who are considered for acceptance into JCC Nursing programs will be subject to a fingerprint based Criminal Background Check, including an FBI check.

Michigan Law specifies that some criminal convictions may be cause for a student to **NOT** be admitted into any nursing program at Jackson Community College. If you have questions contact JCC's Legal Affairs Office, 796-8462.

The same stipulation would also apply after admission. Should a current nursing student be convicted of an exclusionary crime under Michigan law it would result in dismissal from the program. Following graduation, application for licensure may be denied should a conviction occur.

Performance Notice Procedure

Students who fail to meet academic, clinical, professional, or program requirements may receive a written performance notice. The notice will be issued as soon after the problem is identified as possible. Discipline may include any reasonable action the faculty deems appropriate to correct the behavior, but if the violation is of a serious nature, it could potentially result in immediate dismissal from the program.

The criteria for receiving a performance notice include but are not limited to:

1. Unsatisfactory achievement of level or clinical objectives.
2. Unsafe or potentially unsafe clinical nursing practices. This may be one substantive incident, or repeated instances of questionable nursing practice which could jeopardize patient care. Examples of these include, but are not limited to:
 - a. Errors related to medication, including but not limited to lack of knowledge on key concepts in medication administration or knowledge of individual drugs, errors in preparing or administering medications or errors of calculation of dosage.
 - b. Violation of nursing principles resulting in actual or potential patient harm.
 - c. Failure to safely adapt nursing skills to actual patient care.
 - d. Failure to demonstrate adequate preparation for the clinical experience as outlined in syllabi or other course materials.
 - e. Failure to demonstrate sound clinical or professional judgment.
 - f. Performing a procedure without the required knowledge and skill competence, or without the guidance of a qualified individual (i.e. the instructor or designee).
3. Failure to establish effective working relationships with classmates, faculty, or health team members in providing safe patient care. Examples include, but are not limited to:
 - a. Not reporting off to the nurse in charge of your patient.
 - b. Failure to notify health team of pertinent changes in the client's health.
 - c. Ineffective or inappropriate communication with health team members, including faculty, staff members, or with peers.
 - d. Dishonesty in communication with faculty, or other members of the health care team.
4. Failure to establish effective therapeutic relationships with patients. Examples include, but are not limited to:
 - a. Willfully or unintentionally do physical and/or mental harm to a client.
 - b. Exhibiting careless or negligent behavior in connection with the care of a client.
 - c. Refusing to assume the assigned and necessary care of a client and/or failing to inform the instructor with immediacy so that an alternative measure for that care can be found.
 - d. Inability to establish effective communication with a client(s) or their families.
 - e. Non-therapeutic verbal or non-verbal communication.
5. Failure to maintain confidentiality of patient information. Examples include, but are not limited to:
 - a. Using the name or initials of a client in written assignments.
 - b. Discussing confidential information in inappropriate areas, such as elevators or hallways.

- c. Discussing confidential information about a patient with third parties who do not have a clear and legitimate need to know.
 - d. Seeking information on clients when it is not necessary for your role as a student.
 - e. Leaving the clinical setting with any records or documents related to a client, including any paperwork which contains identifying information about a client (for example, the last name).
6. Dishonesty in the clinical setting:
- a. Falsifying patient records or fabricating patient experiences or nursing actions.
 - b. Failing to report errors (or acts of omission) in treatments, assessment, medications, clinical judgment or other components of nursing practice.
7. Violations of established Nursing Code of Ethics. The Code of Ethics for the Licensed Practical Nurse and American Nurses Association Code of Ethics for Nurses are included in this handbook.
8. Use of mind altering substances including alcohol and other drugs:
- If there is evidence that a student is under the influence of alcohol or a mind-altering drug while on a clinical assignment, the nursing student will be removed from the clinical area immediately. The student may be required to submit to drug and alcohol testing. Positive test results and/or refusal to submit to testing on the part of the student will result in discipline up to and including suspension or dismissal from the program.
9. Violation of the laws established regarding nursing practice in Michigan (contained in the Public Health Act of 1978).
10. Failure to assume the responsibilities of a student in the nursing program.
- a. Repeated tardiness to clinical (see attendance policy).
 - b. Inappropriate personal appearance or inappropriate behavior in the clinical setting or class setting.
 - c. Unethical or immoral behavior, i.e., lying, cheating, stealing, etc. Violations may warrant failure in the course or immediate dismissal from the program.
 - d. Failure to submit required written work in the class or clinical area or repeated lateness in submitting work.
11. Failure to meet the "Guidelines for Nursing Care Plans" or other clinical paperwork as given to the student in Fundamentals of Nursing and/or guidelines for each course as defined in the syllabus.

The written performance notice will include reasons why it is being given, suggestions for improvement and criteria to be met to correct the behavior.

Student's Reply to a Written Performance Notice

If the student is eligible to continue in the course, the student is required to reply to and sign the written notice within one week. This process verifies that the student is aware of the situation and offers the student the opportunity to develop a plan of action to correct the problem. The student's reply must show evidence of problem solving regarding the identified unsatisfactory behaviors. This will include the following:

- ✓ Student's perception of the problem.
- ✓ Statement of awareness of the seriousness of the written notice.
- ✓ Methods that will be utilized to correct the problem.
- ✓ In the case of physical or emotional problems, a release from a licensed professional health care provider may be required.

The signature of the student acknowledges that they have received the written notice.

A record of the written performance notice remains a permanent part of the student's record (until such time that they graduate or leave the program). If the behavior which elicited the warning notice recurs at any time during the nursing program of study, the student will be subject to discipline up to and including removal from the nursing program.

Changes in Clinical Schedule Due to a Written Performance Notice

When issued a written performance notice, a student:

1. May have his/her schedule arranged by the instructor in consultation with the Director to place a student in a setting where faculty can best assist the student to correct behaviors.
2. May be held back in the program if schedule rearrangement is needed but not feasible.
3. Depending on the severity it may result in immediate failure of the clinical portion of the course and ultimately removal from the program.

Re-Admission in All Nursing Programs

Students must earn a grade of at least 2.0 in each required course in the program. This includes nursing courses as well as any course listed on the official guide sheet as part of the program.

If a student earns less than a 2.0 in ANY nursing course he/she is dismissed from the program.

- If the student is eligible for re-admission, the Director will send the student a letter which informs the student of the dismissal and details the steps the student needs to take to be considered for re-admission.

Eligible students may petition for re-admission by the following process:

- Send a letter requesting re-admission to the Director. In the letter, the student will outline a plan for success in the nursing course to be repeated and future nursing courses.
- The faculty will review the student's written plan for success and offer other suggestions as needed.
- The student appears before the faculty for final re-admission approval.
- Nursing Faculty, after reviewing the student's history, the documents described above, and the student's appeal at the faculty meeting, will decide the advisability of returning to the nursing program. Faculty is looking for compelling evidence that the current course failure can be corrected with certain changes, and that these particular changes improve the chances for a positive outcome. If the student is permitted to return to the program

the Nursing Faculty will determine if additional courses must be repeated, and they will detail what other requirements are associated with the opportunity to repeat the course.

- The Director will respond to the student in writing with the final recommendation for re-admission.

The student will not be allowed to continue in the program until this process is complete and a determination on re-admission is made.

Students who are granted re-admission repeat both theory and clinical portions of class(es), regardless of which portion of the course they failed previously.

Failure of Fundamentals or Foundations: Students who earn less than 2.0 (78% average) for the first level nursing course, Fundamentals or Foundations, will **not** be allowed to repeat the course. These students will be dismissed from the program. Students in the AAS-N program may apply to the PN Program if failure occurs in the Fundamentals course.

Failure of Leadership (NUR 274): If a student fails Leadership (NUR 274) and it is the student's second nursing course failure, the student may apply for re-admission as specified in the re-admission policy.

Nursing Course Failure: Students who fail a nursing course in the PN Program are not eligible to transfer into the AAS-N Program.

STUDENTS WHO FAIL A SECOND NURSING COURSE ARE PERMANENTLY WITHDRAWN FROM THE NURSING PROGRAM. THERE IS NO PETITION FOR RE-ADMISSION IN THESE CIRCUMSTANCES, WITH THE EXCEPTION OF LEADERSHIP (NUR 274).

Course Non-Completion for Non-Academic Reasons

Students who do not complete a course for non-academic reasons such as illness or death in the family will be allowed to repeat the nursing course within one year of the withdrawal provided there is available space in the class. The student must write a letter to the Director indicating their desire to complete the course. **If** clinical space is available they can complete at the next available course offering. Students who leave the program because of health problems may be required to obtain written verification from a physician or licensed professional health care provider that they may return to the program before being readmitted.

Any student withdrawing more than once must have their case reviewed by the Director and faculty to determine if re-admission will be allowed. Re-admission decisions will be determined on a case by case basis by the Director and consultation with faculty.

Program Completion Timeframes

Students who are out of sequence, regardless of the reason, in the PN Program, must complete the program within two academic years. Students who are out of sequence, regardless of the reason, in the ADN Program, must complete it within three academic years. Multiple withdrawals and re-admits result in lengthy intervals in completing nursing programs, and have been linked with lack of success clinically, in courses, and on Board results.

Transfer from Other Nursing Programs and Schools

Students are encouraged to complete nursing programs at their original schools of nursing. Nursing curriculums are not standardized; therefore transfers between nursing programs are difficult and usually not possible. Students typically do not have all the pre-requisites needed for entry, have had different course sequencing and variations in content. Given that admitted JCC students will not be displaced for a transfer student, the possibility of transfer only exists when space is available due to other student's withdrawal from the program. To be considered for transfer to a JCC nursing program from another program the following must be in place:

- All pre-requisites and minimum grades and point totals required for the JCC programs must be met prior to any consideration for transfer.
- Students need to obtain a letter from the Program Director of the transferring school indicating they are in good standing and eligible to return to their original program.
- Full syllabi will be required for any course the student is seeking to have transferred for credit into the Nursing Department.
- Students seeking transfer must have comparable points on the point system as the class entering.
- Students seeking transfer will not displace any other admitted students.

Determining Order for Space Available Placement

When multiple students are interested in completing nursing courses following a withdrawal for non-academic reasons, or if they are allowed to repeat a course they were not successful in, and there are too few clinical spaces available, the following criteria will be used to determine placement:

1. Students with non-academic failure (i.e. personal illness etc.) will receive highest priority.
2. Students with academic failure will be ranked according to overall JCC GPA and the highest GPA will receive the opening.

Students who decline their admission seat must reapply. Students, who have been admitted, but fail to notify the Director that they are declining their seat, will forfeit further opportunities to complete, or repeat, a course.

Student Problems Related to Classroom Instruction/Faculty

The Nursing Faculty expects students to initiate a conference with instructors when a problem related to that course arises. If a serious problem should develop that cannot be resolved between a student and an instructor, the student may consult the Director or Department Chairperson for mediation. Policies related to dealing with student and/or instructor problems and student rights and obligations are outlined in the JCC Student Rights and Responsibilities Handbook.

Graduation

Student Photographs: The officers for each class are responsible for organizing individual and composite class photographs if the class so desires. Each class has traditionally provided a framed composite for display in the JCC Nursing Department. This must be discussed with the faculty advisor and the size and type approved in advance.

Return of Property Prior to Graduation: Prior to graduating, or if the student leaves the nursing program, all property related to the status as a nursing student must be returned. This includes parking cards, identification badges, security codes from computer systems, and any other property identified by clinical agencies or the college. Students will not be issued their degrees or certificates until all such property is returned as instructed.

NCLEX Review Course: As a requirement for graduation from the AAS-N Program and PN Certificate Program, participation in the NCLEX Review course offered through Jackson Community College is required. Students are responsible for paying this expense. These expenses are embedded in course fees of the last semester of both programs. Students who take the NCLEX Review courses have historically higher rates of passing.

Licensure Examination: Application to take the National Licensure Exam (NCLEX) will be distributed to graduates by the Nursing Office. Graduates are responsible for completing and mailing these forms at the time directed. The fee must be enclosed with the application. Conviction of a felony may prevent a candidate from taking the National Council Licensure Examination (NCLEX). The State Board of Nursing does **not** issue a temporary permit to practice.

Graduation Information: See JCC Student Catalog for graduation information. Students are encouraged to apply early for graduation so that a review of transcripts can occur and any problems will be identified at the earliest possible time. Failure to complete the JCC intent to graduate form will result in a delay in issuing an affidavit to the MBON certifying completion of the program.

Releases and References: Students must sign a Release of Information Form before references or other personal information will be sent out from the college. No references will be sent out until this is signed. References will be sent to prospective employers or educational institutions as requested by the student. If reference from a faculty member is desired, ask their permission prior to asking the employer to send the reference request.

**TECHNICAL STANDARDS FOR ADMISSION
NURSING DEPARTMENT
JACKSON COMMUNITY COLLEGE**

The Nursing Department faculty has specified the following non-academic criteria which applicants generally are expected to meet in order to participate in the Nursing Programs and professional practice. These technical standards are essential and have been developed to provide for the health and safety of the patients receiving care from the Nursing Department students.

1. **OBSERVATION** The applicant must be able to participate in all demonstrations, laboratory exercises and clinical experience and to assess and comprehend the condition of all assigned patients.
2. **COMMUNICATION** The applicant must be able to communicate with patients, health care staff, and faculty effectively.
3. **MOTOR** The applicant must have motor functions sufficient to elicit information from patients by appropriate diagnostic or therapeutic maneuvers; be able to perform basic tasks; possess all necessary skills to carry out diagnostic or therapeutic procedures; be able to interpret movements reasonably required to provide general care and emergent treatment/actions as necessary for patient safety and comfort.
4. **INTELLECTUAL/CONCEPTUAL INTEGRATIVE AND QUANTITATIVE ABILITIES** The applicant must be able to measure, calculate, reason, analyze, evaluate, and synthesize information and observations. Problem solving, the critical skill demanded of nurses requires all of these cognitive abilities.
5. **BEHAVIOR AND SOCIAL ATTRIBUTES** The applicant must possess the emotional health required for full utilization of intellectual abilities; execute appropriate medical judgment; the prompt completion of assigned or non-assigned responsibilities for care of the service to the patient; and the development of supportive and effective relationships with patients. Applicants must be able to tolerate taxing physical and mental workloads, function effectively under stress, adapt to changing environments and conditions, display flexibility and function in the face of certainties inherent in the clinical setting and with patients. Compassion, honesty, dependability, concern for others, interest and motivation are personal qualities which each applicant should possess.
6. **FREE OF CHEMICAL IMPAIRMENT** The applicant must be free of chemical impairment. This is defined as a person who is under the influence of or is abusing alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs. Abuse of the substances includes episodic misuse or chronic use that has produced psychological symptomology.
7. **SAFETY** The applicant must be groomed in a safe manner in the clinical area. Any significant tattoos must be covered by the nursing uniform. Body piercing jewelry, other than ear piercing must be removed. Very young children and the patient with an altered mental status may be adversely affected by tattooing or body piercing.

**REQUIRED TECHNICAL STANDARDS and FUNCTIONS
TO SUCCESSFULLY COMPLETE THE ASSOCIATE in Applied Science-
NURSING DEGREE PROGRAM or THE
PRACTICAL NURSING CERTIFICATE PROGRAM**

STANDARDS	FUNCTIONS
Vision sufficient to see fine detail, and insufficient to be able to read and accurately complete reports in charts	Observing patient's skin color, measuring exact amounts of parenteral medications. Reading and completing of charts and reports.
Speech sufficient to be understood by others; ability to understand the communication of others.	Communicating with patient and health care team.
Hearing sufficient to understand the spoken word, hear variations in physical assessment findings.	Listening to patients and other health care staff including phone conversation. Auscultate lung sounds, hearts sounds, and bowel sounds.
Physical coordination including fine motor functions sufficient to perform nursing procedures accurately, efficiently and safely.	Ability to perform nursing procedures such as insertion of catheters, suctioning, and applying dressings.
Sufficient muscle strength and lower back and knee stability to lift patients in a safe manner. Able to stoop when necessary.	Lifting and transferring of patients, physically assisting patients, moving beds and equipment. Bending at the knees to empty foley bags, lift objects off of the floor.
Sufficient psychological stability and knowledge of techniques/resources to be able to respond appropriately and efficiently in patient care situations.	Recognizing and responding appropriately inpatient care situations including emergencies.
Free of Chemical Impairment during participation in the nursing program including classroom, laboratory and clinical settings.	Displaying behavior that is free from signs of chemical impairment such as frequent mood swings, disappearing with as insufficient excuse, unexplained absences, and inappropriate behavior.
Sufficient endurance to walk for extended periods of time, up to eight hours per day.	Nursing requires almost constant walking.
Ability to learn technical, medical, and pathophysiological information.	Completion of clinical and didactic components of program requires ability to learn.
Physical appearances free of visible tattoos and body piercing jewelry in the clinical area.	Care for confused clients, children without causing harm to patient and to self.

Handbook Verification

Dear Student:

Please sign the form below verifying that you have accessed the Nursing Handbook. It is expected that you will read, understand, and comply with these policies. Submit the signed form to your Fundamentals of Nursing-ADN and BSN; Foundations of Nursing-PN, or Pathophysiology-LPN to ADN, instructor.

I hereby acknowledge that I have read and understand that I am responsible for the information in the Jackson Community College Nursing Handbook.

Date _____

Signature _____

Printed Name _____

Revised: February, 2009

Nursing Program Testing Agreement

JACKSON COMMUNITY COLLEGE NURSING PROGRAM TESTING AGREEMENT

Student _____

Student, please review each statement and initial agreement:

- _____ No study aids (textbooks, notebooks, etc.) are allowed in the testing room.
- _____ No papers, books, food or drink, pens, purses, wallets, watches, beepers, cell phones or any other electronic devices are allowed in the testing room.
- _____ No hats, scarves, or coats may be worn in the testing room.
- _____ One sheet of blank paper and one pencil may be taken into the testing room.
- _____ The paper must be turned in to the proctor upon leaving the room.
- _____ Students must present a photo ID prior to testing. The ID will be returned when the test is submitted.
- _____ Students may not leave the testing room without the test proctor's permission. If the candidate must leave the room for a restroom break, the photo ID and exam will be left with the proctor until the student's return.
- _____ Irregular behavior – for example not listening to proctor, talking during the test, or rude behavior may result in dismissal from the center and test failure.
- _____ Accessing the internet or any other item on the computer (other than the assigned test) during a test is prohibited.
- _____ Removing any paper or other resources from the testing area is prohibited.

_____ **STUDENTS WILL NOT UNDER ANY CIRCUMSTANCES DISCLOSE ANY EXAMINATION MATERIALS INCLUDING THE NATURE OR CONTENT OF EXAMINATION ITEMS BEFORE, DURING, OR AFTER THE EXAMINATION. VIOLATION WILL RESULT IN IMPLEMENTATION OF THE NURSING DEPARTMENT ACADEMIC HONESTY POLICY AND MAY RESULT IN A ZERO GRADE ON THE EXAM AND/OR THE COURSE.**

I understand that failure to comply with any of the above regulations before, during, or after a test may result in dismissal from the testing area and/or test and/or course failure.

SIGNED _____

Student

Date