NURSING STUDENT HANDBOOK
AAS-N

2019 – 2020
WELCOME

We are pleased you chose Jackson College for your nursing education. You are starting 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 publicly 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 wellbeing 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 communication, mathematical, scientific and technological skills to make responsible and ethical clinical judgments, apply the nursing process and evaluate the effectiveness of care. So to that end, we are honored to partner with you on your nursing school journey.

The Nursing Handbook is a resource prepared to provide you with an overview of the policies, philosophies and curriculum of the Jackson College AAS-N nursing programs as well clear guidelines for program progression. As a student you are expected to know and adhere to the policies published in the Jackson College catalog, schedule of courses and student handbook.

Once again, welcome. The faculty, administration and staff are committed to your learning and to your successful future as a member and colleague in the profession of nursing.

JACKSON COLLEGE NURSING DEPARTMENT VISION

Consistent with the vision and values of Jackson College, the nursing faculty is committed to providing an interactive nursing educational process that promotes the development of professional identity, instills a spirit of inquiry that engrains life-long learning practices and provides the tools to form evidence-based nursing judgments that allow human beings to flourish and reach their maximum health potential within their unique cultural and socioeconomic environments.
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Nursing Programs Overview

The Jackson College’s Associate of Applied Science in Nursing Degree is approved by Michigan Licensing and Regulatory Affairs (LARA) located at 511 W Ottawa, P.O. Box 30004, Lansing, MI 48909, 517-373-1820, and is in pre-accreditation candidacy status from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, 8th Floor, Washington, DC 20037; phone 202-909-2500.

Jackson College Nursing Programs:

- The Associate of Applied Science in Nursing Degree (AAS-N) 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 AAS-N Transition Entry Option (TNUR.AAS-N) is designed for the licensed practical nurse. The Transition track prepares the graduate to function as a registered nurse (RN) after passing the NCLEX-RN. Graduates will receive an Associate of Applied Science in Nursing Degree (AAS-N).

- The Practical Nurse-Certificate (PN-C) 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).

History of the Jackson College 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 (MSBON) approved JCC’s proposal for a two-year associate degree in nursing program, and the first class of 40 students was admitted. 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 MSBON approved these changes in 1995. In 2015 the process of curriculum revision began to incorporate current evidenced based core competencies. In 2016 the AAS-Nursing program received approval from the MSBON to implement a new curriculum in the fall of 2017 and a new LPN to ADN curriculum in the winter of 2018.

The new curricula are based on NLN Competencies and National Academy of Medicine (NAM) QSEN competencies for nursing education. Throughout the program’s history, the nursing department’s philosophy and values have been aligned with the core values (Service, Integrity, Caring, Inclusion, Quality, Leadership, and Collaboration) and mission of Jackson College.
Philosophy of the Nursing Department

Building on the core values of Jackson College, the Philosophy of the Nursing Department, and based partly on the recommendation from the National Academy of Medicine (NAM) that transforming nursing education is vital to the health and health care of Americans, the Jackson College nursing faculty has conceived a framework that incorporates the Quality and Safety Education for Nurses (QSEN) and the National League for Nursing Educational competencies to guide the Associate in Applied Science (AAS-N) program’s proposed curriculum.

The four NLN inspired program outcomes (Human Flourishing, Nursing Judgment, Professional Identity and Spirit of Inquiry) are sequenced over the three levels of the program. As students’ progress through the levels, the QSEN competencies (Safety, Informatics, Teamwork and Collaboration, Evidenced-based Practice, Patient Centered Care, and Quality Improvement) provide a framework on which to focus the program of study. Additionally, the nursing process is used as the basis to deliver individualized client-centered care throughout the curriculum. These guiding forces drive the curriculum outcomes, program implementation and program evaluation.

Jackson College’s nursing faculty hold certain philosophical beliefs about the nature of person, nursing, health, environment, the teaching and learning process and nursing education. The following describe these concepts as they relate to healthcare delivery systems.

**Person:** A biopsychosocial and spiritual being with health care needs that are in a continual process of development from conception to death within a dynamic environment. A person is a living system and possesses the potential for free will in decision making.

**Nursing:** Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human responses and advocacy in the care of individuals, families, communities, and populations. Nurses enhance Human Flourishing by the strategic application of evidence-based nursing knowledge and skills to meet the diverse health care needs of their clients, communities and themselves throughout the life span.

**Health:** Health is a state of physical, mental and social well-being and not merely the absence of disease or infirmity. Every human has a right to access healthcare, including resources that enable him/her to become an active participant of patient-centered healthcare management and achieve their maximum health potential.

**Environment:** The individual interacts constantly with the dynamic atmosphere in which they live. The environment includes social, physical, ethical, moral, cultural and other influences that impact the client’s ability to meet basic needs. The nurse recognizes environmental and personal conditions associated with the holistic well-being of clients using Nursing Judgment.
The nurse factors these conditions into plans that assist the individual to utilize learned coping mechanisms while positively enhancing their ability to interact with the environment.

**Teaching/Learning:** Educational competence requires faculty/instructors to incorporate both art and science in structuring a learning environment that immerses students into meaningful experiences designed to achieve course, level, and program outcomes. The teacher is guided by his/her individual knowledge, skills and abilities, and actively seeks resources to respond 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 building a spirit of inquiry 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 the development of a Professional Identity within an environment in which learners can positively experience and actualize success.

**Nursing Education:** A process that integrates knowledge of physical sciences, nursing concepts and technical skills to encourage the nursing student to successfully meet competencies as delineated by the professional and legal regulation of nursing practice. Through the Spirit of Inquiry, the student is an active participant in applying critical reasoning to practice. Critical reasoning in this context is derived from evidenced-based practice which allows the student to respond autonomously and collaboratively with interdisciplinary teams to meet the ongoing challenges associated within the changing healthcare environment. The roles of the AAS-N 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.

**Nursing Program Conceptual Model**

![Nursing Program Conceptual Model](image-url)
Mission, Vision, and Values

The Jackson College Department of Nursing shares the Jackson College value statement and behaviors necessary to achieve our program outcomes:

<table>
<thead>
<tr>
<th>Jackson College</th>
<th>Jackson College Department of Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission:</strong></td>
<td>Vison:</td>
</tr>
<tr>
<td>Together we inspire and transform lives.</td>
<td>The Nursing faculty is committed to providing an interactive nursing educational process that promotes the development of professional identity, instills a spirit of inquiry that engrains life-long learning practices and provides the tools to form evidence-based nursing judgments that allow human beings to flourish and reach their maximum health potential within their unique cultural and socioeconomic environments.</td>
</tr>
<tr>
<td><strong>Vision:</strong></td>
<td></td>
</tr>
<tr>
<td>Jackson College is a world-class institution of higher education where learners succeed, and community needs are met.</td>
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<thead>
<tr>
<th>Jackson College and Department of Nursing</th>
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<tr>
<td><strong>Values:</strong></td>
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<tr>
<td><strong>Integrity:</strong> We demonstrate integrity through professional, ethical, transparent, and consistent behavior in both our decision-making and in our treatment of others; being accountable for our work and actions is the basis of trust.</td>
</tr>
<tr>
<td><strong>Caring:</strong> We demonstrate caring through attentive and responsive action to the needs of students and others. We listen with open minds, speak kindly, and foster relationships based on mutual respect and trust.</td>
</tr>
<tr>
<td><strong>Collaboration</strong> – We demonstrate collaboration through the mutual commitment of individuals and organizations who come together for a common cause, encouraging self-reflection, teamwork, and respect for ourselves and others.</td>
</tr>
<tr>
<td><strong>Quality:</strong> We demonstrate quality through innovation in the continuous improvement of all processes and services, encouraging students and others to become creative thinkers.</td>
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<tr>
<td><strong>Inclusion:</strong> We demonstrate inclusion by seeking involvement and providing access for those with diverse backgrounds to work toward a culture of equality while maintaining differences in a respectful way.</td>
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<tr>
<td><strong>Service:</strong> We demonstrate service by striving to make the communities we serve great places to live, work, and learn through our involvement, both as an organization and as individuals.</td>
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<tr>
<td><strong>Leadership:</strong> We demonstrate leadership by nurturing the full development of those we serve, identifying and empowering individuals’ greatest strengths.</td>
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In addition, the Code of Ethics for Nurses with Interpretative Statements (ANA, 2015) informs the curriculum and provides ethical guidance to students and practicing nurses throughout their careers.
Associate of Applied Science in Nursing – AAS-N, Description

The Associate of Applied Science in Nursing (AAS-N) program consists of integrated lectures, labs and clinicals conducted in approved clinical education affiliates. The program prepares students to demonstrate competency in providing nursing care in a variety of health care settings and for employment in the field of registered nursing.

Candidates successfully completing the AAS-N program are eligible to apply for the licensing examination (NCLEX-RN) required for licensure as a registered professional nurse (RN). The Jackson College’s Associate in Applied Science Nursing Degree is approved by Michigan Licensing and Regulatory Affairs (LARA) located at 511 W Ottawa, P.O. Box 30004, Lansing, MI 48909, 517-373-1820, and is in pre-accreditation candidacy status from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, 8th Floor, Washington DC, 20037, 202-909-2500.

Associate of Applied Science - Program Learning Outcomes

<table>
<thead>
<tr>
<th>Human Flourishing</th>
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<tbody>
<tr>
<td><strong>AAS-N Program Learning Outcome:</strong> The graduate will advocate for culturally diverse clients, families, significant others, and members of the healthcare team in ways that promote self-determination, integrity, and ongoing growth as human beings to reach their maximum potential in various healthcare environments throughout the lifespan.</td>
</tr>
<tr>
<td><strong>Level 1 Outcome</strong>- Advocate for stable, culturally diverse adult clients through the provision of evidence based care in ways that promote self-determination, integrity, and ongoing growth</td>
</tr>
<tr>
<td><strong>Level 2 Outcome</strong>- Advocate for culturally diverse clients and families through the provision of evidence based care for varied client populations in ways that promote self-determination, integrity and ongoing growth.</td>
</tr>
<tr>
<td><strong>Level 3 Outcome</strong>- Advocate for culturally diverse, increasingly complex, critically ill and/or multiple clients and their families while providing culturally responsive, evidence-based care in ways that promote self-determination, integrity, and ongoing growth.</td>
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<thead>
<tr>
<th>Nursing Judgment</th>
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<tbody>
<tr>
<td><strong>AAS-N Program Learning Outcome:</strong> The graduate will:</td>
</tr>
<tr>
<td>a. Make judgments in practice, substantiated with evidence, that integrate nursing science into the provision of safe and quality care that promotes the health of clients throughout the lifespan.</td>
</tr>
<tr>
<td>b. Demonstrate competency in nursing health care technology and informatics to communicate, manage knowledge, mitigate error, and support organizational reimbursement.</td>
</tr>
<tr>
<td>Level 1 Outcome-</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
</tbody>
</table>
| Prioritizes and provides safe, quality client-centered care for stable clients utilizing Maslow’s Hierarchy and the nursing process. | Using the nursing process and evidence-based practice, prioritizes and provides safe, quality client-centered care for varied client populations. | a. Using the nursing process and evidence-based practice, prioritizes and provides safe, quality, client-centered care for increasingly complex, critically ill, and/or multiple clients.  
 b. Evaluate quality improvement and analysis of aggregate data for the increasing complex, critically ill and/or multiple clients. |

**Professional Identity**

**AAS-N Program Learning Outcome:** The graduate will implement one’s role as a nurse in ways that reflect integrity, responsibility, legal and ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe quality care for culturally diverse clients throughout the lifespan.

<table>
<thead>
<tr>
<th>Level 1 Outcome-</th>
<th>Level 2 Outcome-</th>
<th>Level 3 Outcome-</th>
</tr>
</thead>
</table>
| Apply legal, ethical, and practice standards while evolving within a professional nursing environment. | Demonstrate legal, ethical and practice standards in the care of varied client populations and advancing one’s professional identity. | a. Integrate legal, ethical and practice standards into the care of increasingly complex, critically ill, and/or multiple clients.  
 b. Transition from the role of student to that of a graduate nurse while developing leadership characteristics. |

**Spirit of Inquiry**

**AAS-N Program Learning Outcome:** The graduate will evaluate evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for clients throughout the lifespan.

<table>
<thead>
<tr>
<th>Level 1 Outcome-</th>
<th>Level 2 Outcome-</th>
<th>Level 3 Outcome-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe evidence based practice in nursing including the rationale for its use.</td>
<td>Apply evidence based practice standards to guide care of varied client populations.</td>
<td>Translate, question and challenge the status quo of research findings in collaboration with interprofessional healthcare teams to manage increasingly complex, critically ill, and/or multiple clients.</td>
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</table>
### Associate of Applied Science in Nursing Alignment of Philosophy and Program Learning Outcomes

<table>
<thead>
<tr>
<th>Jackson College Department of Nursing Philosophy</th>
<th>Jackson College Department of Nursing Program Learning Outcomes</th>
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<tbody>
<tr>
<td>Nurses enhance <strong>Human Flourishing</strong> by the strategic application of evidence-based nursing knowledge and skills to meet the diverse health care needs of their clients, communities and themselves throughout the life span.</td>
<td><strong>Human Flourishing:</strong> The graduate will advocate for culturally diverse clients, families, significant others, and members of the healthcare team in ways that promote self-determination, integrity, and ongoing growth as human beings to reach their maximum potential in various healthcare environments throughout the lifespan.</td>
</tr>
<tr>
<td>The nurse recognizes environmental and personal conditions associated with the holistic well-being of clients using <strong>Nursing Judgment.</strong> The nurse factors these conditions into plans that assist the individual to utilize learned coping mechanisms while positively enhancing their ability to interact with the environment.</td>
<td><strong>Nursing Judgment:</strong> a. Make judgments in practice, substantiated with evidence, that integrate nursing science into the provision of safe and quality care that promotes the health of clients throughout the lifespan. b. Demonstrate competency in nursing health care technology and informatics to communicate, manage knowledge, mitigate error, and support organizational reimbursement.</td>
</tr>
<tr>
<td>The faculty/instructor, staff and College at large share in the individual and collective responsibility to create and facilitate the development of a <strong>Professional Identity</strong> within an environment in which learners can positively experience and actualize success.</td>
<td><strong>Professional Identity:</strong> The graduate will implement one’s role as a nurse in ways that reflect integrity, responsibility, legal and ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe quality care for culturally diverse clients throughout the lifespan.</td>
</tr>
<tr>
<td>Through the <strong>Spirit of Inquiry,</strong> the student is an active participant in applying critical reasoning to practice. Critical reasoning in this context is derived from evidenced-based practice which allows the student to respond autonomously and collaboratively with interdisciplinary teams to meet the ongoing challenges associated within the changing healthcare environment.</td>
<td><strong>Spirit of Inquiry:</strong> The graduate will evaluate evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for clients throughout the lifespan.</td>
</tr>
</tbody>
</table>
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.

Level 1
- NRS 110 Nursing Fundamentals
- NRS 111 Nursing Skills
- NRS 116 Pharmacology
- NRS 119 Health Assessment
- ENG 131 Writing Experience I or ENG 132 Writing Experience II (Must be taken before (Semester 2 level 2)

Level 2
- NRS 210 Medical-Surgical Nursing 1
- NRS 211 Women and Neonate Concepts
- NRS 215 Pathophysiology
- PSY 140 Introduction to Psychology (Must be taken before Semester 3 level 2)
- NRS 212 Behavioral Health
- NRS 213 Pediatrics

Level 3
- NRS 214 Medical-Surgical Nursing 2
- NRS 230 Medical-Surgical Nursing 3
- NRS 240 Nursing Capstone
- GEO 6 Understanding aesthetic experience and artistic creativity.

The student may not progress to the next semester of nursing courses or graduate until all program courses in that semester have been successfully completed (2.0 or higher). Students with a first failure in any course can petition for re-admission (See Re-Admission Policy). A second failure in any nursing course means permanent dismissal from the nursing program with no petition for re-admission.

Student Transfers from AAS-N to PN-C Program

A student in the AAS-N Program may consider transferring to the PN-C 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-C Program. Program transfer is not guaranteed.

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

1. Write a letter to the Assistant Dean for Health Professions/Nursing Department Chair requesting admission to the PN-C program.
2. Meet level placement and course requirements on an individual basis depending on courses completed and grades received.
3. Have at least as many points to enter the PN-C Program as the lowest point total of that entering class.
Progression Policy TNUR.AAS-N

This entry option is a part of the AAS-N (Associate of Applied Science in Nursing) degree but is designed for the Licensed Practical Nurse who is returning to college for coursework and clinical experience. Sections of the handbook referring to Conceptual Framework, Philosophy and Nursing Educational Outcomes of the AAS-N Program are all applicable for students in the TNUR.AAS track. Upon successful completion, the individual is required to take the NCLEX-RN.

**Level 2**
- NRS 116 Pharmacology or test out via the NLN Pharmacology exam.
- NRS 215 Pathophysiology
- NRS 220 Transition to Professional Nursing
  - NRS 221 Women and Neonates Bridge
  - NRS 222 Behavioral Health Bridge
  - NRS 223 Pediatric Bridge

**Level 3**
- NRS 214 Medical Surgical Nursing 2
- NRS 230 Medical Surgical Nursing 3
- NRS 240 Nursing Capstone

The student may not progress to the next semester of nursing courses or graduate until all program courses in that semester have been successfully completed (2.0 or higher). Students with a first failure in any course can petition for re-admission (See Re-Admission Policy). A second failure in any nursing course means permanent dismissal from the nursing program with no petition for re-admission. Returning first level students who fail a second nursing course in first level are permanently withdrawn from the nursing program and may petition for a return after a period of one year. Any returning student under this policy who again fails any first level course is permanently withdrawn from the nursing program and ineligible to apply for re-admission.

**American Nurses Association Code of Ethics for Nurses**

**American Nurses Association Code of Ethics for Nurses**

1. The nurse, practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
   1.1. Respect for human dignity
   1.2. Relationships with patients
   1.3. The nature of health
   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, community, or population.
   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 protects the rights, health, and safety of the patient.
   3.1. Protection of the rights of privacy and confidentiality
   3.2. Protection of human participants in research
   3.3. Performance standards and review mechanisms
   3.4. Professional responsibilities in promoting a culture of safety
   3.5. Protection of patient health and safety by acting on questionable practice
   3.6. Patient protection and impaired practice

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
   4.1. Authority, accountability, and responsibility
   4.2. Accountability for nursing judgment, decisions, and actions
   4.3. Responsibility for nursing judgment, decisions, and actions
   4.4. Assignment and delegation of nursing activities or tasks

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
   5.1. Duties to self and others
   5.2. Promotion of personal health, safety, and well-being
   5.3. Preservation of wholeness of character
   5.4. Preservation of integrity
   5.5 Maintenance of competence and continuation of professional growth
   5.6 Continuation of personal growth

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
   6.1. The environment and moral virtue
   6.2. The environment and ethical obligation
   6.3. Responsibility for the healthcare environment

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
   7.1. Contributions through research and scholarly inquiry
   7.2. Contributions through developing, maintaining, and implementing professional practice standards.
   7.3. Contributions through nursing and health policy development
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
   8.1. Health is universal right
   8.2. Collaboration for health, human rights and health diplomacy
   8.3. Obligation to advance health and human rights and reduce disparities
   8.4. Collaboration for human rights in complex, extreme, or extraordinary practice settings

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principle of social justice into nursing and health policy.
   9.1. Articulation and assertion of values
   9.2. Integrity of the profession
   9.3. Integrating social justice
   9.4. Social justice in nursing and health policy

POLICIES
AND
PROCEDURES
Student Participation in the Nursing Department:

Students have the opportunity to participate in the functions of the nursing department through membership on select nursing department committees. The Curriculum committee will include 2 AAS-N student representatives, the Leadership committee will include 1 student representative, and the Student-Faculty Liaison committee will include 2 student representatives. The nursing department committees are facilitated by the committee chairperson. Student representatives are cohort volunteers who agree to serve for a one-year term.

Student evaluation of individual courses will be solicited according to contractual language and college wide survey mechanisms. Annually, students will be asked to complete a nursing program satisfaction survey. Following completion of the nursing program, graduates will receive a Nursing Department survey to provide feedback on their nursing program experience.

It is a program expectation that students use their Jackson College email for regular communication with faculty and staff. Students are expected to check their Jackson College email at least three times per week for updates and critical information.

Student Nurses Association:

The National Student Nurses Association (NSNA) at Jackson College allows students of all cohorts to have a voice in their nursing program, make a positive impact on the community they serve, as well as on campus. The NSNA is about fostering professional development and leadership skills, while also forming professional relationships among cohorts. There are options for students to serve as members, or just join to be part of events and service projects.

Purpose statement as developed by the Jackson College NSNA:

The purpose of the Jackson College Student Nurse Association is to aid in the development of the whole person, including his/her professional role, to contribute to nursing education in order to provide the highest quality of health care while providing program representation of fundamental interests and concerns to nursing students.

Cell Phones:

While the nursing faculty recognizes that communication with family and significant others is important, the use of cell phones in class is distracting and disruptive to other students and instructors. Please keep all electronic devices off or silent during class. Cell phones are not allowed in simulation, laboratory, test review or clinical settings.

Children Accompanying Student Nurses:

Classroom, clinical, and laboratory environments are not conducive to the needs of children and having children in these settings may be disruptive for other students and limit the frank discussions required in an educational setting. Children under the age of 18 years old are not allowed to be present with nursing students in the classroom, clinical, or laboratory settings.
Exceptions to this policy would only occur if children were part of the planned educational presentation.

**Attendance Policy:**

Attendance is key to success in the nursing program. Students are expected to attend all classroom presentations, participate fully in online learning activities, and attend all clinical experiences. If illness or an emergency impacts attendance, it is the student’s responsibility to notify the lead faculty of the course. Students are advised to refer to individual course syllabi for course specific policies regarding attendance.

Students should never attend clinical when experiencing an infectious illness or if their health condition effects their ability to safely provide nursing care. Attendance at all scheduled clinical experiences is mandatory and time lost for illness or other events must be made up.

For clinical absences, students are directed to call the clinical instructor, and unit or agency where they are assigned for clinical to report his/her absence prior to the start time. If students are unable to contact their clinical instructor, they should then contact their lead course faculty. Students must call for each missed clinical day. Failure to comply with this policy will result in a written performance notice.

**Give the following information to the person at the agency who takes the message:**

- The student’s name
- Clinical instructor’s name
- Whether it is anticipated that the student will be tardy or absent
- A reliable phone number where the student can be reached

**All Clinical Time and Work Must Be Made Up:**

If the clinical absence equals or exceeds (4) four hours, 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 clinical will be a 6.5-hour day for all students. Please contact the Nursing Department Chair requesting a make-up day. Make-up dates are not negotiable and are generally scheduled on Saturdays. Students will receive an (I) incomplete pending the successful completion of all clinical assignments and responsibilities, as well as the make-up clinical time, before a course grade will be submitted. **Students who miss more than 20% of the clinical hours in any individual clinical course, regardless if the clinical hours are made-up, must repeat the entire course.**

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 Atkinson Library Database search system.
- Use the Nursing 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.
- Research and 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

Program Completion Timeframes:

Students who are out of sequence, regardless of the reason, while in the AAS-N Program must complete it within three academic years. Students who are out of sequence, regardless of the reason, while in the TNUR.AAS-N Program must complete it within two academic years. Multiple withdrawals and re-admits result in lengthy intervals in completing nursing programs.

Non-Discrimination Policy:

Jackson College does not discriminate in its programs and activities, including employment, on the basis of race, color, religion, national origin age, sex, height or weight, familial status, marital status, sexual orientation, gender orientation, disability, veteran’s status, pregnancy, genetic information or any other legally protected status under federal, state or local law. No act of retaliation shall occur to any person making a charge, filing a complaint, testifying or participating in any investigation of discrimination or related proceeding.

Any alleged violation of this policy will be processed as a complaint and promptly investigated. The Jackson College policy on non-discrimination shall not be construed as creating a cause of action based upon discrimination in addition to those causes of action provided by state and federal law.

Discrimination Complaint Contact Information: The Jackson College discrimination and harassment complaint form is available on the Jackson College website at the following link, or can be obtained in the human resources office located in room 210 of the George E. Potter Center.

- Link to Form: http://www.jccmi.edu/humanresources/HRForms/Discrimination%20and%20Harassment%20Complaint%20Form.pdf

Academic Complaint Process:

Academic Complaint Form (student must follow required steps below)

- An example of an academic appeal would be grade disputes.
The following steps outline the requirements of students as well as the timeline for the Academic Complaint Process:

**Student Meets with Instructor:**

- Students must initiate a scheduled conference with the instructor with whom they have a complaint no later than the end of the fourth week of the semester following the relevant incident/dispute. A face-to-face meeting is strongly preferred, but electronic formats that allow for multiple participants are acceptable. One representative, who must be from Jackson College (a current student, instructor or administrator), may be requested by each party to participate in this scheduled informal meeting. At this conference the student must identify the concern(s) and propose a resolution. If the instructor is no longer employed by the College the student will meeting with the Department Chair.

**Student Puts Complaint in Writing:**

- If the conflict is not resolved in the conference between the student and instructor, the student, if he/she chooses to pursue the matter further must put the complaint in writing using the form provided and submit it to the Student Ombudsman. The complaint should contain (at a minimum): the date and time of the alleged conflict or action, the date and time of the Step 1 meeting, a summary of the complaint along with any relevant documentation and the specific resolution or outcome the student is seeking. The form and any accompanying documentation should be submitted within 10 business days of the Step 1 meeting.

**Department Chair Holds an Informal Hearing:**

- The Department Chair will contact the instructor and student to arrange a meeting within a reasonable timeframe following the guidelines in the faculty manual. The department chair will conduct any necessary investigation prior to the meeting. A face-to-face meeting is strongly preferred, but electronic formats that allow for multiple participants are acceptable. One representative, who must be from Jackson College (a current student, instructor or administrator), may be requested by each party to participate in this scheduled informal meeting. The department chair’s role in this meeting is a neutral mediator. The department chair will make a written recommendation within 5 business days for the meeting, the recommendation will be forwarded to the student, instructor and Student Ombudsman.

**Complaint Submitted to Dean:**

- If the student or instructor is unsatisfied with the results of the meeting with the Department Chair, they must request that the Student Ombudsman send the complaint on to the supervising Academic Dean. The Student Ombudsman will then forward the formal written complaint and supporting documents, including the Department Chairs written
recommendation. The Dean shall promptly provide the instructor and the Association President with a true and complete copy of the student’s written statement(s).

Dean Holds a Hearing:

- Within five (5) business days of the time the instructor and the Association should have received the copies of the student’s written statement(s), the Dean shall contact the student instructor and the Association President to arrange a formal hearing. A face-to-face meeting is strongly preferred, but electronic formats that allow for multiple participants are acceptable. Parties of interest that may attend the hearing shall include the student, the student ombudsman (if the student so desires), the instructor, his/her Association representative and the Department Chair. Other individuals may be present at the hearing but they may not participate in the proceedings.

Dean Issues a Resolution:

- Within five (5) business days after the hearing, the Dean will distribute a written resolution of the complaint to the student, instructor, the Association President and Student Ombudsman. The written resolution will state the facts as assessed by the Dean and indicate that appropriate action will be taken.

Appeal to the Provost: (aka Vice President for Instruction):

- In the event the student or the instructor is not satisfied with the Dean’s disposition of the complaint, the disposition may be appealed to the Provost. A Provost appeal will only be considered if it meets one of the following criteria:
  
  o There is substantive new evidence that was not previously available at the time of the Dean’s hearing which could have materially affected the outcome.
  
  o There were procedural errors in the cares that substantively impacted the fairness of the hearing.

If the student or instructor has grounds for the appeal as delineated above the must submit a letter to the provost outlining the grounds for their appeal within five (5) business days of the receipt of the supervising Academic Dean’s written resolution. The Provost may request all relevant documentation from the supervising Academic Dean and the Student Ombudsman. The Provost will decide within five (5) business days of the receipt of all relevant documents where a formal appeal hearing is warranted.

If the Provost determines that a formal appeal hearing is warranted he/she shall contact the student, instructor, the Association President to arrange a formal hearing within a reasonable timeframe. Parties of interest that may attend the hearing shall include the student, the student ombudsman (if the student so desires), the instructor, his/her Association representative and the Department Chair. The Provost may include a non-participating Academic Dean in the appeal process. A face-to-face meeting is strongly preferred, but electronic formats that allow for multiple participants are acceptable.
Provost issues an Appeals Resolution:

- Within five (5) business days after the hearing, the Provost will distribute a written resolution of the appeal to the student, instructor, the Association President, the supervising Academic Dean and Student Ombudsman. The written resolution will state the facts as assessed by the Provost and indicate that appropriate action will be take. This is the ultimate step in the Academic Student Complaint Process and the decision of the Provost is final.

Transfer/Substitution of Non-Clinical Course (NRS 116 Pharmacology / NRS 215 Pathophysiology):

Students requesting to substitute a non-Jackson College course for NRS 116 (Pharmacology) NRS 215 (Pathophysiology) must begin their request with the Student Success Navigators who will complete the waiver form. The waiver and required documentation (i.e. Course Syllabi) will be sent to the lead of NRS 116, and/or 215 for review and approval. The lead faculty will have a two-week period to approve or deny the request. The waiver will be completed by the lead faculty, signed by the Assistant Dean, and copies will be sent to the student, Nursing Coordinator, and Navigator.

Grading:

Each nursing course has a grading rubric to determine how grades will be achieved. Jackson College nursing instructors use a standardized 4.0 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.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 -100%</td>
<td>4.0</td>
</tr>
<tr>
<td>90 - 93%</td>
<td>3.5</td>
</tr>
<tr>
<td>86 - 89%</td>
<td>3.0</td>
</tr>
<tr>
<td>82 - 85%</td>
<td>2.5</td>
</tr>
<tr>
<td>78 - 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>74 - 77%</td>
<td>1.5------Non-Passing Grades</td>
</tr>
<tr>
<td>70 - 73%</td>
<td>1.0</td>
</tr>
<tr>
<td>66 - 69%</td>
<td>0.5</td>
</tr>
<tr>
<td>&lt; 66%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The final grade is given for course work but is contingent upon satisfactory completion of the laboratory and/or clinical experience, when applicable. When computing final grades, a percentage will be calculated. If the percentage includes a decimal, 0.5 or more the grade will be rounded up to the next whole number (e.g. 83.5=84). If a decimal grade of 0.4 or less is calculated the grade will be rounded down to the nearest whole number (e.g. 83.4 = 83).
There are **Three Separate Requirements** students must achieve to successfully complete nursing courses:

<table>
<thead>
<tr>
<th>First</th>
<th>Students must earn a 78% on the in-class <strong>TEST</strong> component of each nursing course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second -</td>
<td>An overall percentage of 78% or above is required in each nursing course.</td>
</tr>
</tbody>
</table>
| Third -       | Applies to nursing courses with a laboratory and/or clinical section.  
                 Students must achieve a satisfactory in laboratory and/or clinical in order to pass the course, regardless of the theory grade. |

**Standardized Testing (Kaplan):**

There are several nursing courses in the AAS-N programs where standardized tests are given and are a part of the course grade. These are computer based standardized tests taken during the course. Standardized 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 exam.

The standardized test results may be factored in the overall course grade and/or mandatory remediation may be required as outlined in the course syllabus. A maximum grade of 1.5 will be issued if remediation is not completed by the faculty designated due date for each course. When remediation is required, the student must review each question for a minimum of 2 minutes per question. If scores on any of these tests indicate a reason for concern, students are advised to consult faculty for advice on what can be done to improve test taking abilities and performance.

**Dosage Calculation Competency Policy:**

One of the most important nursing skills to master is safe and accurate administration of client medications. Students entering the nursing program have completed MTH 133 or higher and most have successfully completed a pharmacology course. Therefore, students are expected to have prior knowledge of essential mathematic skills needed for accurate calculation of medication dosages. Students have access to several resources to facilitate success. Some of these include Kaplan Dosage and Calculation program, Math Magic, tutoring at the Center for Student Success, and Jackson College library resources.

The Jackson College Nursing Department has established a program-wide Dosage Calculation Competency requirement. Additional information may be found in specific course syllabi. Below are the nursing department policy guidelines:

1. All level one students complete a 20-question quiz achieving a score greater than or equal to 90% with a maximum of 3 attempts.
2. All level 2 and 3 students enrolled in a clinical nursing course complete a 10-question, 30 minute quiz achieving a score greater than or equal to 90% with a maximum of 3 attempts.
3. All quiz questions are fill in the blank.
4. All calculations for each question must be clearly documented to receive credit.
5. All answers submitted for grading must be documented in a specified area, either a box or line to receive credit for the question.
6. Each question is worth one point. No partial credit is given.
7. General rounding guidelines apply. Rounding requirements for each question will be specified.
8. IV drops are rounded to whole numbers.
9. Proper use of zeros is required:
   a. Do not use trailing zeros - [Write 5 mg not 5.0 mg].
   b. Doses less than one measurement unit require a leading zero - [Write 0.5 not .5].
10. Rounding requirements will be stated within each question.
11. **Failure to satisfactorily achieve the above stated requirements results in a course failure with a maximum grade of a 1.5 for the course.**

**Testing – Course Exams:**

Testing is one method to assess content mastery and critical thinking. Course testing will contribute to 78 – 90% of the course grade. Faculty developed exams are administered as timed tests and written to simulate the NCLEX-RN which is a timed exam. Students will be provided one and a half minutes per test item.

If a student is unable to take any test, he/she must contact their faculty prior to the scheduled test. Students taking tests late may be penalized as outlined in the individual course syllabus. See Appendix H for Student Testing Agreement.

Some nursing courses will require testing outside of the class time. Students should plan for this additional time in their schedules. Be aware of the hours the Jackson College Testing Center is open, the time needed to take each test, and instructions for taking the tests. A picture ID is required upon entering the Testing Center for testing.

**Jackson College Nursing Department Testing Guidelines for Students:**

1. All student possessions (backpacks, cell-phones, water bottles, hats, etc.) must be left at the front or sides of the room – not under individual desks or tables.
2. Students are not permitted to sit at their desk with notes prior to the test. Any last minute studying must be conducted outside the classroom.
3. The student may have only a pencil, scrap paper, simple calculator with no memory (if warranted) and earplugs as warranted by faculty. Watches and cell phones are not allowed.
4. Once class begins, students are not permitted to sit at their desk with class notes and or text prior to the test. Last minute studying or review must be conducted outside the classroom.
5. Students are not allowed to remove any testing material from the testing/classroom.
6. If a student must take an exam at a different time than the rest of the class due to an illness or emergency, a different exam is given.
7. Bathroom breaks will not be permitted during any exam or quiz.
8. There will be no discussion of test items between the student and faculty on the day of the test.
9. Students who disagree with the answers may complete a Student Test Item Query form to explain their rationale for their chosen answer. These forms will be submitted to the faculty for consideration.

10. Students will be given 1.5 minutes per test item.

11. Students must pass a Dosage Calculation Competency at 90% within three attempts. Failure to obtain a 90% results in failure of the course.

**Academic Integrity and Honesty Policy:**

Nurses are highly regarded as trusted professionals. The Jackson College Nursing Department faculty and staff are committed to the ideals that honesty and integrity are essential qualities for the profession of nursing. At Jackson College each of us has a personal responsibility to strive for veracity, integrity, and trust in our work and relationships.

Academic integrity and honesty is expected of all students. Any student found to be cheating on an exam, quiz, or other assessment will be subjected to corrective action in accordance with the level of infraction as outlined in the Jackson College Nursing Handbook and Jackson College Academic Honesty Policy. Corrective action may include receiving a maximum grade of 1.5 for the course in question or possible permanent removal from the program.

CHEATING and serious violation of responsible technology use (see the Social Media/Simulation Lab Policy) can take on many forms. These may include but are not limited to:

- Bringing an answer source to the testing site. This could be a cheat sheet, cell phone, smart watch, etc.
- Copying answers or work from another student’s test or project.
- Making copies or taking cell phone pictures of test or course materials including PowerPoint presentations.
- Changing an answer or work after submission.
- Sharing test information, test answers and content with someone who has not yet taken the test.
- uploading prohibited course materials to any internet site or facilitating others to do so. Periodic audits of the internet are performed. All course materials have been specifically prohibited for distribution by instructors unless specifically indicated otherwise. This includes but is not limited to graded quizzes and exams, group work answers, etc., along with any questions that are or might be intended for future quizzes and exams.
- Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of exams, quizzes, midterm projects, or other academic work; stealing or using another student’s work; using information from or possessing exams/quizzes that a faculty member did not authorize for release to students.
- Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of misconduct; providing others with course materials to be uploaded digitally or to be shared manually.
• Taking quizzes with another student. Quizzes are to be done individually - do not share answers with others in person, through e-mail or on the phone. Sharing answers is considered cheating and will be treated as such.

• Plagiarism is another form of cheating. Plagiarism may involve but is not limited to submitting a paper written by someone else (obtained from the web or a fellow student) or 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 complete that was not done.
  ➢ Altering any legal documents.
  ➢ Deviation from an accepted Standard of Care or Standard of Practice.
  ➢ Any form of lying/misrepresentation to faculty, health team members or others.

If a student is unsure if a practice might be considered cheating, he or she is advised to check with an instructor and/or do not engage in that practice.

**Clinical / Laboratory / Simulation Guidelines**

**Uniform Policy:**

The uniform policy provides a guideline for nursing students regarding the value of a professional appearance and demeanor. A health professional's appearance has been shown to affect the development of nurse-client rapport, working relationships with other professionals, and interaction with the public. Uniforms are worn for clinical and lab return skill demonstration check-offs but not for class.

Clinical uniform policy adjustments may be necessary to ensure compliance and to support various clinical agency policies.

**Clinical Uniform - All Students:**

- Burgundy scrub top (Wonder Work brand) with gold embroidered Jackson College logo monogram.
- Matching burgundy scrub pant (Wonder Work brand).
- A plain white (short or long sleeve) crewneck shirt may be worn under the scrub top.
- Plain solid color socks MUST be worn – graphics and patterns are not permitted.
- White or black non-skid, non-mesh shoes with close heel and toe – (a small swoosh or logo with minimal color is allowed). Athletic shoes that meet this criteria are allowed.
- Jackson College student identification name badge.
Optional:
  o A black nursing warm-up jacket with embroidered Jackson College logo monogram [Urbane™ – style JCN-9872 from Pro-Image Uniforms] may be worn in the clinical setting with faculty approval. Refer to specific course syllabi for further information.

Community Clinical Uniform Clinical Dress – All Students:

There are learning environments where the clinical scrub uniform is not appropriate or required. Check specific course syllabi for more details. Generally, professional community uniform attire consists of:

• A Jackson College designated burgundy/wine color polo shirt with the Jackson College logo monogram in the left upper corner.
• Khaki or black pants.
• A Jackson College student identification name badge worn above the waist.
• Black, brown or white non-skid, non-mesh shoes with closed heal and toe – walking, athletic or uniform shoes that adhere to the standards are allowed.
• Plain solid color socks matching the pant color – graphics and patterns are not permitted.

Optional:
  o A black nursing warm-up jacket with embroidered Jackson College logo monogram [Urbane™ – style JCN-9872 from Pro-Image Uniforms] may be worn in the clinical setting with faculty approval. Refer to specific course syllabi for further information.

Appearance Guidelines:

• Matching scrub and pants of the same color tone are required.
• Uniforms must be clean, neat, and pressed.
• Uniforms must fit properly. Pant hemlines cannot touch the floor.
• White under scrub layering shirt must not be yellowed or frayed.
• Shoes must be clean, polished, in good repair, and shoelaces must be clean and unbroken.
• Only one small post earing in each ear lobe is permitted.
• All visible piercing jewelry must be removed.
• A wedding ring or band is allowed, no other rings, necklaces or bracelets are permitted.
• All visible body art must be covered when in the clinical setting and lab simulation.
• Avoid use of perfume or cologne in the clinical setting.
• Nails are to be kept short and well groomed. Only clear or pale pink un-chipped polish is permitted.
• Acrylic nails are NEVER permitted in the clinical setting.
• Makeup, hairstyles, and hair color should be conservative and natural (i.e., no blue, pink, red, green, orange, or multi-colored etc.).
Hair length that is collar length or longer must be pulled back off the face, secured with conservative hair accessories and kept under control at all times. Bangs must not impede vision and no part of a student’s hair may enter the client’s personal space at any time.

Men should either be clean shaven or the beard short and well-trimmed.

Good personal hygiene is required.

Jackson College nursing faculty reserve the right to determine appropriate dress, to enforce the identified guidelines, and to send a student home from clinical if the student is dressed unprofessionally and/or not in compliance with uniform and/or appearance guidelines.

Adjustments in the uniform policy may be necessary for specific clinical units or clinical sites. Detailed guidelines are identified in the individual course syllabus.

**ID Badges – Jackson College Badge Clinical Site Specific:**

- The first Jackson College identification badge is supplied free of charge. Subsequent or replacement badges may be obtained through the Jackson College Security Department for a fee of $5.00.
- Clinical sites may require additional site-specific ID badges. Costs will vary.

**Clinical Expectations:**

Inpatient experiences and clinical placements will be coordinated and supervised by the assigned clinical faculty member, with orientations provided for each of the units/sites to which you are assigned. Aside from these orientation sessions, there may be limits on the number of students who can be accommodated on any given unit or clinical site on a particular day or during a particular time. These schedules or arrangements will be coordinated by the clinical faculty. **Do not initiate independent contact with any of these units or clinical placements.** Failure to comply will result in disciplinary action up to dismissal from the program. It is important that our clinical relationships be protected, cultivated, and nourished. Please remember that we are guests in these facilities and, as such, are expected to demonstrate professionalism through punctuality, respect, integrity, cooperation, communication, and accountability.

In addition to the policies and procedures set forth by the Jackson College Nursing Department (as defined in this handbook), these facilities may have additional requests, rules, or regulations that you will be expected to follow. If any of these ever causes you concern, or creates a perceived conflict, then please seek guidance from your clinical faculty member.

- Nursing students participate in a variety of clinical and observational experiences throughout their program of study. Students are expected to travel and are responsible for their own transportation to and from clinical placement sites. Clinical placements may be scheduled on days, evenings, or weekends. Please note clinical schedules and placement sites are subject to change. It may be necessary for students to travel significant distances.
• Prepare for clinical as directed by faculty. This is for the client’s protection as well as the student’s. If a student is not adequately prepared for clinical, based on the expectations outlined by the instructor, he/she will be asked to leave. This could result in a written notice and/or clinical failure (see Attendance Policy).

• Never write the client’s name, initials, or other key identifying information on any papers or other items. Do not leave the facility with any written information which violates HIPAA regulations. Doing so may result in a performance notice or clinical failure.

• Students are only to be in a clinical area to obtain assignments and perform client 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 client care, listen to report, review SBAR tool or other client care plan and/or pathways, receive specific instructions from the registered nurse, and perform an initial client assessment. This may vary depending on clinical setting.

• Before performing a procedure, students must be prepared. Review the procedure in the policy and procedure manual of the institution. Discuss the procedure with his/her instructor before entering the client’s room. Clients should never hear step-by-step instructions for the procedure.

• The clinical instructor must be with students when performing procedures (e.g. discontinuation of a peripheral intravenous catheter) unless permission has been explicitly given for the student to proceed on their own. Students may not request a staff nurse, or other care provider of the institution to supervise his/her nursing skilled tasks. It is the clinical instructor's responsibility (only) to observe students performing procedures, or to delegate that supervision accordingly.

• Student nurses may not take healthcare provider orders orally or over the phone. In NRS 240 (Nursing Capstone), students may take healthcare provider orders per institutional policy with a registered nurse or their clinical instructor listening 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 specific unit or agency assignments should address the situation with their instructor, the Assistant Dean for Health Professions/Nursing 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.

• Students are to notify their clinical instructor whenever they leave the unit and when they return to the unit. Refer to the course syllabus for additional specific guidelines.

• To preserve confidentiality, students are prohibited from having cell phones in the clinical setting.

Simulation Expectations:
Clinical simulations are considered client care experiences. As such, they follow the same requirements as any clinical site. See Social Media/Simulation Lab Policy

Drug Screening:
To demonstrate compliance with the alcohol and drug policies of the College and clinical affiliates and as a condition of admission, 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. Results will be sent to the CastleBranch and reviewed by the Jackson College Security Department. (See Performance Notice section for more information on the use of alcohol or other drugs by students).

The use of marijuana is illegal at the federal level. Therefore, a drug screen testing positive for the presence of marijuana will be grounds for denying admission into a nursing program or will result in dismissal from a nursing program, even if the student presents a prescription for medical marijuana use.

Smoking:
Jackson College is a tobacco free environment and is committed to protecting the health of students, staff, faculty and guests by prohibiting the use of and/or sale of tobacco products on all Jackson College properties. Similarly, the majority of the clinical affiliates are also smoke free environments.
Nursing students are expected to follow the College and clinical affiliates polices. Students who smell of smoke or who violate the agency smoking policy will be asked to leave the clinical site and the missed time will be considered an absence. Smoking cessation support is available to students in the Health Clinic.

E-cigarettes are regarded as tobacco products and as such are covered by the same policy as other tobacco products and are not allowed on campus or in clinical settings.
Mandatory Health Data Requirements:

As a condition of admission and progression within the program all nursing student must have verification from a licensed health care provider that the student is physically and emotionally able to complete a nursing program of study. Students are required to have:

- Negative 2 step Tuberculin Skin Test or negative chest x-ray, or negative QuantiFERON Gold Blood test. A one step Tuberculin Skin Test must be updated yearly.
- Proof of immunizations or immunity for
  - Rubella (German Measles),
  - Rubeola (Hard Measles),
  - Mumps,
  - Varicella Zoster (Chicken Pox),
  - Diphtheria/Tetanus/Pertussis (Tdap),
  - Hepatitis B Vaccine Series. 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 by the first week of the semester.
  - Seasonal flu vaccination by November 1st of the current academic year.

CPR Certification:

All students must show evidence of BLS for Health Care Provider via The American Heart Association (AHA). Upload copy of both the front and back of card to CastleBranch. CPR recertification is required every 2 years.

- It is the student’s responsibility to upload to CastleBranch the following documentation:
  - A Statement of Physical/Emotional Fitness form
  - Current Health Provider CPR certification from The American Heart Association
  - Verification of Immunization Status
  - Healthcare Insurance
- CPR & TB documentation must remain current throughout the duration of the program.

Failure to comply with the above health care requirements 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 course grades.

Latex Allergy:

Students who have been identified as having a latex allergy must notify the Assistant Dean for Health Professions/Nursing Department Chair prior to the start of the program. It is also the student’s responsible to notify lead faculty, simulation lab faculty, and clinical faculty of their allergy. Students need to be aware that due to the broad range of equipment, manikins, materials and supplies utilized by the college in simulation laboratories and at other clinical facilities that serve as sites for student clinical education are not latex free environments.
Student who have a known latex allergy or who develop a latex allergy during the course of the program are required to provide a medical release with identified restrictions before attending simulation laboratories or attending clinical. Students who are identified as having a severe allergy will be required to have an epi-pen with them at all times. The college will provide latex-free gloves and equipment, when/if available, in the simulation laboratory. Should clinical facilities that the student is assigned to not provide latex free gloves, the student will be responsible for providing their own gloves.

**Student Health Issues:**

Students must meet the Technical Standards and Functions (See Appendix D) set for participants in the Jackson College Nursing Programs. These are found in the appendices and are also available in the Nursing Department and through Student Services.

It is the student’s responsibility to inform the Assistant Dean for Health Professions/Nursing Department Chair of any health condition (i.e. illness, injury, surgery, pregnancy) that might compromise performance or safety of either the student or client(s). If a student has an infectious process or injury they need to provide a written letter from their health care provider to the Assistant Dean for Health Professions/Nursing Department Chair stating 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 physician’s or licensed health care provider release to continue and/or return to class and/or clinical. The release will verify that he/she is able to meet nursing program class/lab/clinical technical standards without restrictions on activity (e.g. limitations on weight lifting.)

The goal is to prevent aggravating an existing condition, or jeopardizing the students, classmates or client’s safety or well-being. If at any point there are concerns regarding a health problem or disability, Jackson 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 withdraw from a program due to health issues must follow the Re-Admission Policy.

**Exposure, Incidents, and Disease:**

Nursing students need to be aware that they will be working with clients who may have infectious diseases. Students must follow infection control procedures (standard precautions and 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. In the event that an accidental exposure occurs, students must make their clinical instructor aware of the incident immediately. JC lead faculty/ Assistant Dean for Health Professions/Nursing Department Chair will work in collaboration with health professionals to make recommendations.
based on current CDC guidelines. Students are responsible for accessing recommended care and for costs associated with the care received.

**Accidents (Including Needle Sticks):**

While rare, accidents do occur in the clinical setting and on campus. If an incident occurs in the clinical setting, follow agency policy, including filling out and filing variance reports and seeking care if needed. Regardless of location (clinical or campus) a Jackson College accident report, available on the Jackson College website, must be completed online [https://cm.maxient.com/reportingform.php?JacksonCollegeMI](https://cm.maxient.com/reportingform.php?JacksonCollegeMI) and filed with the Jackson College Security Office (517-796-8620) within one week of occurrence.

If emergent care is needed the student can chose to go to the emergency department, however, all treatment is at the student’s own expense. Otherwise, it is highly recommended and encouraged for the student to see his or her primary health care provider, the Center for Family Health or the Jackson College Health Clinic for consultation and/or follow-up. The student is financially responsible for this consultation or follow-up. Depending on the nature and/or severity of the accident, a physician’s release to return to the classroom or clinical site may be required.

**Health Insurance:**

Students are required 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.
Follow clinical guidelines. Students do not attend clinical experiences when central campus is closed due to inclement weather, or scheduled closings, such as in-service dates, Thanksgiving holiday, Winter break, and Mid-winter break.

Comply with the policies and definitions of responsibility supplied by the Department of Nursing.

Follow the Code for Nurses.

**Criminal Background Checks:**

Most of Jackson College’s clinical sites are subject to Michigan Public Acts ACT 26-29 of the Public Acts amended April 1, 2006, by the State of Michigan, which restricts persons with certain criminal convictions from having access to vulnerable populations. Therefore, the agreements that Jackson College has with these organizations require that as a condition of admission, all students will be subject to a fingerprint based Criminal Background Check, including an FBI check. Some criminal convictions may be cause for a student to **NOT** be admitted into any nursing program at Jackson College. The same stipulation would also apply after admission. Should a current nursing student be convicted of an exclusionary crime it would result in dismissal from the program. Following graduation, application for licensure may be denied should a conviction occur.

Exclusion periods are based on the nature of the conviction and range from 1 year to permanent. Michigan Workforce Background Check Program prepared a Legal Guide to help with any questions. Visit their web site at https://miltpartnership.org/Documents/LegalGuide.pdf and click on the Legal Guide for more information.

Students convicted of a misdemeanor or a felony MUST report the conviction to the nursing department within 1 week of said conviction. Failure to report may be grounds for dismissal from the program. If a student has questions about the law or their personal circumstances, contact Jackson College Security at 517-796-8620.

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**Performance Notice Procedure**

Students who fail to meet academic, clinical, professional, or program requirements will receive a written performance notice. The performance notice will be issued as soon as possible after the problem is identified. Suggestions for improvement may include any reasonable action the faculty deems appropriate to correct the behavior. Depending on the severity of the behavior, consultation between the Lead Faculty, the Assistant Dean for Health Professions/Nursing Department Chair may be necessary. If the student’s behavior or performance is of a serious nature, it may necessitate immediate dismissal from the program. If a student is immediately dismissed a performance notice will not be issued; instead, a dismissal notice explaining the circumstances of the dismissal will be completed (see section on Program Dismissal.)

**The criteria for issuing 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 client care. Examples of these include, but are not limited to:
   a. Errors related to medication administration, including but not limited to lack of knowledge on key concepts or knowledge of individual drugs, errors in preparing or administering medications or errors in dosage calculation.
   b. Violation of nursing principles resulting in actual or potential client harm.
   c. Failure to safely adapt nursing skills to actual client care.
   d. Failure to demonstrate adequate preparation for the clinical experience.
   e. Failure to demonstrate sound clinical or professional judgment.
   f. Performing a procedure without the required knowledge and skill competence, or without the guidance and presence of a qualified individual (i.e. the instructor or designee).

2. Failure to establish effective working relationships with classmates, faculty, or health team members in providing safe client care. Examples include, but are not limited to:
   a. Not reporting off to the nurse in charge of the client.
   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.

3. Disruptive behavior that “substantially or repeatedly interferes with teaching and learning.” Examples include, but are not limited to:
   a. Profane or disrespectful language.
   b. Rude, discourteous speech or behavior (e.g. put downs, insults, slurs, rumors, either in person or online).
   c. Disregard and insolence for/toward others.
   d. Persistent interruption or side conversations.
   e. Persistent argumentation.
   f. Bullying, menacing, aggressive behavior.

5. Failure to establish effective therapeutic relationships with clients. Examples include, but are not limited to:
   a. Willfully or unintentionally doing 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.
   e. Inability to establish effective communication with a client or client’s family.
   f. Non-therapeutic verbal or non-verbal communication.

6. Failure to maintain confidentiality of client information. Examples include but are not limited to:
   a. Using the name or initials of a client in written assignments.
   b. Disclosing confidential information in inappropriate areas such as elevators or hallways, or via e-mail, social networking sites, cell phone texting, or use of a camera.
   c. Disclosing confidential information about a client to third parties who do not have a clear and legitimate need to know.
d. Seeking information on a client(s) when it is not necessary for the student’s nursing care giving.

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).

7. Dishonesty in the clinical setting:
   a. Falsifying client records or fabricating client 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.
   c. Falsifying or plagiarizing clinical assignments.


9. Use of alcohol and/or drugs as identified by the National Institute of Drug Abuse and/or non-prescribed medications.

If there is evidence that a student is under the influence of alcohol or other drugs 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/or 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 dismissal from the program.


11. 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.
   d. Failure to complete and submit required classroom or clinical written work as defined in the course syllabus.
   e. Failure to comply with JC Clinical Uniform policy (badge, scrubs, shoes, minimal jewelry, etc.)

The written performance notice will include reasons why the notice is being given, suggestions for improvement and criteria to be met to correct the behavior. The student’s signature acknowledges that the student has received the written notice.

Student's Reply to the Written Performance Notice:
The student is required to reply in writing, upon receipt of the written notice, within 5 academic days, as defined by the academic calendar.

The student's reply must show evidence of problem solving regarding his or her identified unsatisfactory behaviors.
This will include the following:

- Student’s perception of the problem.
- Statement of awareness of the seriousness of the written performance notice.
- Methods that will be utilized to correct the problem.

The performance notice process verifies that the student is aware of the situation and has developed a plan of action to correct the problem. A record of the written performance notice remains a permanent part of the student's record. If the behavior which elicited the warning notice recurs at any time during the nursing program of study, or if the behavior is of a serious nature, the student will be subject to discipline up to and including dismissal from the nursing program.

**Changes in Clinical Schedule Due to a Written Performance Notice:**

When issued a written performance notice, a student:

- May have his/her schedule re-arranged or be re-assigned to another clinical section by the lead faculty in consultation with the Assistant Dean for Health Professions/Nursing Department Chair to place a student in a setting where faculty can best assist the student to correct behaviors.

**Program Dismissal and Re-Admission Policy**

**Reasons for Dismissal:**

- The criteria for issuing a performance notice are also the criteria referenced for issuing a dismissal notice. (see Performance Notice Procedure)
- If a student fails a nursing course the student is automatically dismissed from the program. The dismissal could be the result of, but not limited to, a failure in a nursing theory course, a laboratory/clinical failure, a serious clinical violation and/or unprofessional behavior.
- In consultation, as needed, with the Assistant Dean for Health Professions/Nursing Department Chair, the involved faculty will inform the student of the failure and subsequent dismissal.
- After informing the student, a dismissal notice will be completed by the involved faculty.
- The Assistant Dean for Health Professions/Nursing Department Chair will notify the student, in writing, that the student has been dismissed from the program. The letter will state whether the student is eligible to apply for re-admission, and if eligible, a student re-admission packet (see Appendices) will be provided. A copy of the dismissal notice will be included.

**Re-Admission Exclusions:**

- Students in the AAS-N program who earn less than 2.0 (78% average) in either of the 1st level courses (NRS 119 Health Assessment, NRS 111 Skills Lab) in the first 7
weeks will not be allowed to progress in NRS 110, however, are expected to continue in NRS 116 through its completion. Following successful completion of the remainder of the semester, students may elect to follow the readmission process for the next admission cycle dependent on space availability. Failure to achieve at least a 2.0 (78% average) in a 1st level course is considered a nursing course failure with option to return.

- Students in the AAS-N program who earn less than a 2.0 (78%) in NRS 116 taken concurrently with NRS 110, 111 and 119 during the first semester, may not progress to level 2 until they have earned a 2.0 or higher grade for NRS 116 regardless of receiving a passing grade in other first level courses. Failure to achieve at least a 2.0 (78% average) will count as a nursing course failure with option to return. Re-admission to second level of the nursing program is dependent on space availability.

- Returning first level AAS-N students who fail a second nursing course in 1st level (NRS 119, 111, or 110) are withdrawn from the nursing program and may petition for return after a period of one year. Returning first level students under these conditions must start the program from the beginning - previously passed course(s) are not waived. Returning AAS-N students who then earn less than a 2.0 (78% average) in any first level course are permanently dismissed from the program with no option to return.

- AAS-N students can elect to apply to the PN-C Program if failure occurs in any of the first level courses, or with a second course failure that results in a dismissal from the AAS-N program. Admission into the PN-C program is not guaranteed and dependent on space availability.

- Any student who scores <78% on the examination in NRS 221 Care of Women and Neonates-Transition Bridge after two attempts is automatically dismissed from the nursing program. Students will be allowed to complete the remainder of NRS courses already in session (NRS 116, 215, 220) and must withdraw from NRS 222, 223. The student must apply for the corresponding course(s) in the generic AAS-N track and will no longer be eligible to continue in the TNUR.AAS-N track. Reference the handbook Readmission Process. Admission to the generic AAS-N track is subject to space availability.
Any student who scores <78% on the examination in NRS 223 Pediatric Bridge after two attempts is automatically dismissed from the TNUR.AAS-N track and must withdraw from NRS 214. The student must apply for the corresponding course in the generic AAS-N track and will no longer be eligible to continue in the TNUR.AAS-N track. Reference the handbook Readmission Process. Admission to the generic AAS-N track is subject to space availability.

**Course Withdrawal:**

Students who are achieving a 78% or higher but are unable to complete a nursing course for non-academic reasons, must inform the Assistant Dean for Health Professions/Nursing Department Chair of the intent to withdraw. The student will be referred to and should contact their student Navigator for guidance on withdrawing from the nursing program prior to taking any action.

- Students are responsible for understanding the consequences of withdrawing if they are receiving financial aid.
- Students who withdraw from the program because of health problems will be required to obtain a written release (from a physician or licensed health care provider) that they may return to the program, without restrictions, before being re-admitted. Re-admission is dependent on space availability. (see Student Health Issues)
- Students who withdraw from the program and are not earning a 78% or higher in the course at the time of the withdrawal, may petition for re-admission. The withdrawal will be considered a course failure, students who fail a second nursing course are permanently withdrawn from the nursing program. There is no petition for re-admission after two failures.
- If the student is a financial aid recipient, the student is advised to consult their student Navigator and the Financial Aid Office regarding any pay back responsibilities.
- If a student does not officially withdraw from a course and is no longer attending, the student will receive a 0.0 grade.

**Re-Admission Process**

A student seeking readmission must complete an electronic re-admission application packet, (see Appendices A, B, C) including the Individual Plan of Action. Submit forms to the Nursing Department Re-Admission Committee via the college email address, NursingReadmission@jccmi.edu

To be considered by the Nursing Department Re-Admission Committee.

**Application:**

1. The re-admission deadline is specified in the individual student letter. Please refer to that letter for application deadline date.
2. Complete and submit an application to the Assistant Dean for Health Professions/Nursing Department Chair requesting re-admission.

3. Upload current health data documentation to CastleBranch (TB, seasonal flu vaccination, and CPR certification. (see Appendix A)

4. Develop a detailed Individual Plan of Action. Plan must be specific, goal oriented and consist of:
   A. Description of the reason(s) student left the program or student’s perception of the problem leading to failure/dismissal/withdrawal.
   B. Explanation of any contributing circumstances: (including)
      a. Analysis of factors that lead to failure/dismissal/withdrawal
      b. Problem-solving actions to overcome the problem(s) defined in A.
   C. The student’s detailed plan for success in the nursing course to be repeated and future nursing courses if re-admitted. The plan will include what the student must accomplish during the remainder of the Jackson College Nursing Program. The plan must be specific.

5. All information is to be typed and submitted in WORD format utilizing American Psychological Association (APA) writing standards.

6. Submit all correspondence electronically to:

   NursingReadmission@jccmi.edu
   Subject Line: Re-Admission Committee

Application Review Process: The student applying for re-admission must meet all current admission criteria, and will be required to meet the curriculum requirements in effect at the time of re-admission.

- The Nursing Department Re-Admission Committee will look for compelling evidence that the reasons for the dismissal can be corrected with certain changes, and that these particular changes improve the student’s chances for a successful outcome. Each student is expected to use the Re-Admission Rubric (See Appendix C) as a guide for outlining his or her planned behavioral change.
- The Assistant Dean for Health Professions/Nursing Department Chair will notify the student in writing of the final determination and any re-admission conditions. Any re-admission is dependent on space availability.

Clinical Failure/Non-Academic Failure: Any student with a clinical failure or non-academic dismissal from a nursing program will attend a Re-Admission Committee meeting to present his/her request for re-admission.

The Committee will be composed of two nursing faculty other than the faculty directly involved in the dismissal, one faculty member from another discipline, the Student Ombudsman, the Assistant Dean for Health Professions/Nursing Department Chair.
- The Assistant Dean for Health Professions/Nursing Department Chair will confirm with the student that the re-admission packet was received.
- The student and faculty member involved in the dismissal will be informed by the Assistant Dean for Health Professions/Nursing Department Chair of the date, time, and place of a formal committee meeting.
- Electronic copies of the re-admission packet will be forwarded to all the members of the Nursing Department Re-Admission Committee.
- The faculty member involved in the dismissal will attend the meeting to answer questions posed by the committee or student. In the absence of the involved faculty (if applicable), the lead faculty of the course will attend.
- At the meeting, the student’s Individual Plan of Action will be reviewed.

**Academic Failure:** The application and Individualized Plan of Action will be reviewed by the Re-Admission Committee. In most cases of academic failure attending a formal Re-Admission Committee meeting may not be required.

**After Re-Admission Occurs:**

- The students will be assigned a full-time faculty mentor to facilitate achievement of the student’s Individualized Plan of Action. The student will be required to contact the assigned mentor prior to returning to the program. If the student’s Individualized Plan of Action demonstrates academic readiness and a change in previous behavior that supports academic success, further meetings would not be required unless requested by the student or faculty mentor.

- The Nursing Department Re-Admission Committee will determine if additional courses must be repeated to ensure continuity of content. Other requirements may be recommended (i.e. skills validation, Center for Student Success).

- Students will repeat both theory, lab (if applicable) and clinical, regardless of which portion of the course they failed previously.

- Failure by the student to meet the requirements set forth by the Re-Admission Committee for successful progression in the program will result in dismissal of the student from the Jackson College Nursing Program without a re-admission option.

**Determining Order for Space Available Placement:**

Re-admission is dependent on space availability. When multiple students petition for re-admission, the following criteria will be used to determine placement:

1. Students passing a course at the time of a withdrawal due to serious illness or family issues will receive highest priority.

2. Students with an academic failure or withdrawal (while in good standing with ≥78% in the course) will be ranked according to overall nursing program GPA and the student with the highest nursing GPA will receive the opening.
Students who decline or are "no shows" for the space available position will forfeit further opportunities to complete or repeat a course.

**Graduation**

**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 Courses:** As a requirement for graduation from the AAS-N Program, participation in the NCLEX-RN Review course offered through Jackson 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-RN review courses have historically shown higher rates of passing.

**Licensure Examination:** Application to take the National Council Licensure Exam (NCLEX-RN) 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-RN). The State Board of Nursing does not issue a temporary permit to practice.

**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 Jackson College intent to graduate form will result in a delay in issuing an affidavit to the Michigan Board of Nursing certifying completion of the program.

For more information see the Jackson College website: Home / Registration & Records / Registration & Records | Graduation

**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 without a signed release. 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.
Responsible e-Practice for Nursing Students: This policy is to inform Jackson College nursing students, of their rights and responsibilities according to appropriate use of e-communication, social media and simulation tools in the academic healthcare environment.

This policy applies to Jackson College nursing students who participate in online forums using the internet for school related purposes, and activities such as communications about clinical or classroom related assignments.

Jackson College Responsible Use Policy: This policy is designed to indicate what is considered responsible use of information technology resources. Use of any institutional information technology resource acknowledges acceptance of the Responsible Use Policy.

Information Technology Electronic Account: All users provided with Jackson College electronic resources are governed by the policies associated with owning an IT account. Nursing students are required to read the policies referenced and become familiar with responsible use of their Jackson College personal network account. Professionalism and proper etiquette with all electronic communications including such areas as email, JetNet classrooms, and all web-based educational programs is expected at all times.

Social Media Use: Social media can be defined as web-based or mobile technologies through which users create online communities to share information, ideas, personal messages, and other content. Examples of social media include but are not limited to collaborative projects (e.g., Wikipedia), blogs and microblogs (e.g., Twitter, Instagram), content communities (e.g., YouTube, Allnurses.com), social networking sites (e.g., Facebook, LinkedIn), and virtual social worlds (e.g., Second Life). Students are responsible for the social media content they post or promote and are held in compliance with the Social Media/Simulation Lab Policy guidelines at all times while enrolled at Jackson College.

General Information: The Jackson College Nursing Department has developed its policy based on recommendations for accountability in the academic healthcare environment from the National Council of State Boards of Nursing, the American Nurses Association, the Nursing and Midwifery Council, and the Centers for Disease Control and Prevention. The Nursing Department reserves the right to update and modify policy guidelines as technology in nursing education evolves. More information about nursing social media use guidelines can be accessed via the web by clicking on the organizations listed below:

- National Council of State Boards of Nursing (NCBSN)
- American Nurses Association (ANA)
- Nursing & Midwifery Council (NMC)
- Centers for Disease Control and Prevention (CDC).

• HIPAA guidelines must be followed at all times. Identifiable personal information that is posted to any online forum or web page about a client/clinical encounter is a violation of federal law. Limiting access to postings through privacy settings is not sufficient to ensure privacy.

• FERPA guidelines to protect student privacies must be followed at all times. Identifiable personal academic information that is posted to any online forum or webpage is a violation of federal law.

No student may post any proprietary college or faculty information (i.e. PowerPoint lectures, handouts, concept maps, databases, assignment rubrics) without written consent. All students must respect the Copyright Infringement, Computer Use & File Sharing Policy and fair use of information terms as indicated in the Responsible Use Policy.

• The use of Jackson College’s logo or graphics on personal social media sites is not allowed. Jackson College’s name may not be used to promote a product, cause, or political party or candidate. All use of College logo or graphics must receive prior authorization from the Jackson College Nursing and Marketing Departments.

• Video/Audio taping professors or fellow students for personal use without a signed confidentiality agreement and/or expressed permission of the individual’s involved is prohibited. Transmission of any patient-related images and/or coursework or clinical information related images; including, but not limited to photographs of any body parts and/or data from chart or EMR (i.e. history/physical; labs, radiology and surgical results; SBAR data) via mobile/smart device is strictly prohibited. Additional imaging guidelines may be found in the program course syllabi. See Clinical Simulation Guidelines & Recording Policy for further recording information.

• Identify any views shared within the electronic media environment as your own. A student shall not post content or otherwise speak on behalf of the College, Nursing Department, or healthcare agency unless authorized to do so and in compliance with all applicable policies of the authorizing entity.

• Students must not make disparaging remarks about any community agency, its staff, or any ancillary services. Threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments made in the electronic media environment can be grounds for dismissal from the program.

• Students must maintain professional boundaries with clients at all times. Establishment of relationships online with previous clients is not recommended. Doing so may be in direct violation of organizational policy of the healthcare facility and is not sanctioned by the Jackson College Nursing Department.

• All Jackson College official college communication, including correspondence between students and employees (faculty/staff) regarding classes, schedules, and events, are to be conducted within college-sanctioned communication channels. These are:
  • Microsoft Outlook Web App for official college business
  • Moodle (JetNet) for academic coursework
• Web-based educational programs for clinical, or digital simulation coursework

Any official communications or activities conducted outside these channels are not endorsed by the College or Nursing Department; any breach of confidentiality or privacy guidelines must be reported immediately.

**Clinical Simulation Guidelines:**

For learning purposes all users shall consider the information utilized in health care simulations as confidential and handle the information in the same way that is required by the Health Insurance Portability and Accountability Act (HIPAA) and other federal or state laws related to protected health information (PHI). The content of clinical simulations should not be shared with other students as this could be construed as cheating.

**Clinical Simulation Recording Policy:**

In addition to the above policy (hyperlink), nursing students attending Simulation Lab learning experiences are required to sign confidentiality agreements. Depending on the seriousness of an offense, any violation of simulation policies associated with HIPAA, or any other confidentiality laws may result in penalties such as a written warning, a referral to college authorities for disciplinary action, and/or criminal prosecution. State of Michigan Internet Privacy Act: House Bill No. 5523
APPENDICES

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Appendix A: Re-Admission Packet Checklist

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<th>Date:</th>
<th>Name:</th>
<th>Student #</th>
<th>Year</th>
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- Application for Re-Admission (including your name, student number, year) submitted electronically by due date specified in student’s re-admission letter.

  Required compliance document: CPR, TB skin test and all immunizations must be current throughout semester of which readmission is requested. Copy of these documents must be submitted with re-admission paperwork and uploaded to CastleBranch.

- An ICHAT criminal background check must be done and submitted. The fee is the responsibility of the student and receipt of payment must be uploaded with all Re-Admission documents.

**Develop an Individualized Plan of Action consisting of:**

- A. Description of the reason(s) student left the program or student’s perception of the problem leading to dismissal/withdrawal.

- B. Explanation of any contributing circumstances: (including)
  1. Analysis of factors that lead to failure/dismissal/withdrawal which demonstrate an awareness of the problem.
  2. Problem-solving actions to overcome the problem(s) defined in A.

- C. The student’s detailed plan for success in the nursing course to be repeated and future nursing courses if re-admitted. The plan will include what the student must accomplish during the remainder of the Jackson College Nursing Program. The plan must be specific.

- All information is to be typed and submitted in WORD format utilizing American Psychological Association (APA) writing standards. This document must be emailed to the NursingReadmission@JCCMI.edu Subject line: Re-Admission Committee. Copies will be made and submitted to all members of the Re-Admission Committee.

- Medical Clearance: Required release to return to school by physician of care on letter head and signed by physician of care. (If applicable).

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<th>Remediation Required for Re-Admission</th>
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Nursing Department Office Use Only

Semester Re-Admission:

Last Background Check:

Faculty Mentor:

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2019-2020
## Appendix B: Nursing Re-Admission Application

### Contact Information

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<td>Name:</td>
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<tr>
<td>City, State, Zip:</td>
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</tr>
<tr>
<td>Home Phone:</td>
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<tr>
<td>Work Phone:</td>
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<tr>
<td>E-Mail Address:</td>
<td></td>
</tr>
<tr>
<td>Preferred Contact:</td>
<td>Phone</td>
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### Nursing Department Office Use Only

#### Application Date:

<table>
<thead>
<tr>
<th>AAS-N</th>
<th>PN-C</th>
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<tr>
<td><strong>PLEASE CHOOSE ONE</strong></td>
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<tr>
<td>○ NRS 210 Medical Surgical Nursing I</td>
<td>○ PNC 110 Foundations of Practical Nursing</td>
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<td>○ NRS 211-Women and Neonate Concepts</td>
<td>○ PNC 111 Foundations Skills Lab</td>
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<td>○ NRS 212 Behavioral Health</td>
<td>○ PNC 120 Medical-Surgical Nursing I</td>
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<td>○ NRS 213 Pediatrics</td>
<td>○ PNC 130 Medical-Surgical Nursing II</td>
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<td>○ NRS 214 Medical Surgical Nursing II</td>
<td>○ PNC 140 Medical-Surgical Nursing III</td>
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<td>○ NRS 215-Pathophysiology</td>
<td>○ PNC 150 Maternal/Newborn Concepts</td>
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<td>○ NRS 230 Medical Surgical Nursing III</td>
<td>○ PNC 160 Pediatric Concepts</td>
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<tr>
<td>○ NRS 240 Nursing Capstone</td>
<td>○ PNC 170 Entry into Practice</td>
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#### LAST ATTEMPT: (YEAR & TERM)

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<td>Fall</td>
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#### SEMESTER APPLYING FOR: (YEAR & TERM)

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<td>Date of Last Background Check:</td>
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<td>Faculty Mentor:</td>
<td></td>
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<tr>
<td>Date of Academic Plan:</td>
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<tr>
<td>Date of Follow Up Review:</td>
<td></td>
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</tbody>
</table>

### AGREEMENT AND SIGNATURE

By submitting this application, I agree to comply with all applicable policies & procedures. I understand that my application information will be reviewed by the Re-Admission Committee and a decision will be made accordingly.

Applicant Name (Printed):                              
Signature and Date:
# Appendix C: Re-Admission Rubric

<table>
<thead>
<tr>
<th>Re-Admission Criteria</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>SCORE</th>
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<tbody>
<tr>
<td><strong>Individualized Plan of Action</strong></td>
<td>≤ 2 Criterion</td>
<td>3 Criterion</td>
<td>4 Criterion</td>
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<tr>
<td>• Student’s perception of the problem leading to dismissal/withdrawal.</td>
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<tr>
<td>• Analysis of factors that lead to failure/dismissal/withdrawal which demonstrate an awareness of the problem.</td>
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<tr>
<td>• Problem-solving actions to overcome the problem(s)</td>
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<tr>
<td>• Plan must be specific, goal oriented</td>
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<tr>
<td><strong>Exhibited professionalism in behavior and communication during formal re-admission process.</strong></td>
<td>Inappropriate communication, failure to upload required documents, no call, no show for appointments.</td>
<td>Unclear communication, partially uploaded documents, late for scheduled appointments. (Dress non-business casual formal face-to-face meeting).</td>
<td>Communicated clearly and concisely, uploaded all documents in a timely manner, Arrived on time. (Dressed business casual formal face-to-face meeting).</td>
<td></td>
</tr>
<tr>
<td><strong>Work plan/financial support</strong></td>
<td>No reasonable plan.</td>
<td>Plan not fully formed.</td>
<td>Realistic plan to support successful outcomes.</td>
<td></td>
</tr>
</tbody>
</table>

**SCORING RUBRIC:**

0-4 = Student candidate does not meet minimum criteria for re-admission

5-6 = Student candidate meets minimum criteria for re-admission

7-8 = Student exceeds minimum criteria for re-admission
Appendix D:
Technical Standards and Functions Required for Successful Completion of Nursing Program

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

**OBSERVATION** – The applicant must be able to participate in all demonstrations, laboratory exercises and clinical practicum in the clinical component and to assess and comprehend the condition of all patients assigned for examination, diagnosis and treatment.

- Vision sufficient to see fine detail, and sufficient to be able to read and accurately complete reports in charts, vision sufficient to differentiate shades of gray and color, to observe patient’s skin color, measuring exact amounts of parenteral medications and diagnostic real-time images.

**COMMUNICATION** – The applicant must be able to communicate with patients to effectively elicit patient compliance, understand and assess non-verbal communications; and be able to effectively transmit information to patients, physicians, paraprofessionals, faculty and staff in a timely way.

- Speech sufficient to be understood by others; ability to understand the communication with patient and health care team. Hearing sufficient to understand the spoken word, hear variations in physical assessment findings, auscultate lung sounds, hearts sounds, bowel sounds. Hearing sufficient to differentiate Doppler signals.

**PSYCHOMOTOR** – 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.

- Physical coordination including fine motor functions sufficient to perform procedures accurately, operation of instrument panels, position patient efficiently and safely
- Sufficient muscle strength and lower back and knee stability to lift patients in a safe manner, physically assisting patients, moving beds and equipment. Able to stoop when necessary.
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 Allied Health Practitioners, requires all of these cognitive abilities. In addition, the applicant must be able to comprehend three-dimensional structures and understand the spatial relationships of these structures.

- Sufficient psychological stability and knowledge of techniques/resources to be able to respond appropriately and efficiently in emergent situations in order to minimize dangerous consequences either patient related, or environment related.

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 and service to the patient; and the development of supportive and effective relationships with patients. Applicants must be able to tolerate physical and mental workloads, function effectively under stress, adapt to changing environments and conditions, display flexibility and function in the face of uncertainties inherent in the clinical setting and with patients. Compassion, integrity, concern for others, interest and motivation are personal qualities with each applicant should possess.

- Sufficient endurance to walk for extended periods of time, up to twelve hours per day.
- Ability to learn technical, medical, and pathophysiological information.
- Free of chemical impairment during participation in program including classroom, laboratory and clinical settings.

Students need to be able to perform each of these tasks with or without accommodation. If an accommodation is necessary because of a disability, it is the responsibility of the student to provide documentation and to request accommodation. The college will endeavor to satisfy requests for reasonable accommodations, however, it is not guaranteed.
Dear Student:

Please sign below verifying that you have received, or downloaded, the Nursing Handbook. It is expected that you will read, understand, and comply with these policies. Submit the signed form to your Nursing Fundamentals-AAS-N or Transition Bridge-TNUR.AAS LPN to AAS-N course instructor.

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

STUDENT COPY

Date: ____________________  Signature: ___________________________

Printed Name: ____________________
APPENDIX F:

Nursing Program Testing Agreement

JACKSON COLLEGE
NURSING PROGRAM
TESTING AGREEMENT

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, cell phones, smart watches or any other electronic devices are allowed in the testing room.
____ No hats, scarves, or coats may be worn in the testing 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.

STUDENT COPY

SIGNED ___________________________ ___________________________
Student Date

54 2019-2020
Dear Student:

Please sign below verifying that you have received, or downloaded, the Nursing Handbook. It is expected that you will read, understand, and comply with these policies. Submit the signed form to your Nursing Fundamentals-AAS-N or Transition Bridge-TNUR.AAS-N course instructor.

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NURSING DEPARTMENT COPY

Date:____________________        Signature:____________________________

Printed Name:__________________
APPENDIX H:

Nursing Program Testing Agreement

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NURSING PROGRAM
TESTING AGREEMENT

Student

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NURSING DEPARTMENT COPY

SIGNED

Student

Date

56

2019-2020