Jackson College
Nursing Handbook

2018 – 2019
WELCOME

We are pleased you chose Jackson College for your education. You are entering the nursing program during a time of significant change in the health care environment. Health care providers and the systems in which they work are being held 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 mathematical, scientific and technological skills in order to make responsible and ethical clinical judgments, carry out appropriate interventions and evaluate the effectiveness of care.
So to that end, we are honored to partner with you at the beginning/continuation of your journey into the study of nursing.

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

**Overview** .................................................................................................................................................. 5
  - Description of Jackson College Nursing Programs
  - History of Jackson College Nursing Programs

**Certificate - Practical Nursing** ...................................................................................................................... 6
  - Practical Nursing Philosophy and Conceptual Framework
  - Practical Nursing Curricular Outcomes
  - Practical Nursing Progression Policy
  - Practical Nursing Code of Ethics

**Associate in Applied Science - Nursing Program** .......................................................................................... 13
  - Associate in Applied Science Nursing Conceptual Framework
  - American Nurses Association Code of Ethics for Nurses
  - Associate in Applied Science Nursing Curricular Outcomes
  - Associate in Applied Science Progression Policy
  - Associate in Applied Science Student Transfers to Practical Nursing Program

**Associate in Applied Science Nursing - LPN to AAS-N** .................................................................................. 22

**Policies and Procedures** ............................................................................................................................... 23
  - Attendance Policy ......................................................... 24
  - Make-Up Options ....................................................... 25
  - Grading ........................................................................ 29
  - Standardized Testing .................................................. 30
  - Dosage Calculation Competency Policy ................. 30
  - Testing – Additional Information ............................. 31
  - Academic Integrity and Honesty Policy ................. 31
  - Clinical/Lab/Simulation Guidelines .......................... 32
    - Uniform Policy ................................................. 32
    - Appearance ...................................................... 33
    - ID Badges ......................................................... 34
    - Clinical Expectations ........................................ 34
- Simulation Expectations .........................35
- Drug Screening ........................................36
- Smoking ..................................................36
- Mandatory Health Data Requirements .........36
- CPR Certification .......................................37
- Latex Allergy .............................................37
- Student Health Issues .................................37
- Exposure, Incidents & Disease ......................38
- Accidents (Including Needle Sticks) ..........38
- Health Insurance .......................................39
- Legal Responsibilities ...............................39
- Performance Notice Procedure ..................40
- Program Dismissal and Re-Admission Policy ....42
  - Reasons for Dismissal .............................42
  - Re-Admission Exclusions ..........................43
  - Course Withdrawal ................................44
- Re-Admission Process ...............................44
- Graduation ..............................................47
- Social Media/Simulation Lab Policy ............47
- Clinical Simulation Guidelines ....................49

Appendices ........................................................................................................51
- (A) Re-Admission Packet Checklist ..................52
- (B) Re-Admission Application ........................53
- (C) Re-Admission Rubric .............................54
- (D) Technical Standards and Functions Required for Successful Completion ....55
- (E) Nursing Handbook Verification (Student Copy) ..................58
- (F) Nursing Program Testing Agreement (Student Copy) ..................59
- (G) Nursing Handbook Verification (Nursing Department Copy) ............60
- (H) Nursing Program Testing Agreement (Nursing Department Copy) ........61
Jackson College Nursing Programs:

- The Practical Nurse (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).

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

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 2014 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 RN curriculum in the winter of 2018. The new curricula are based on NLN Competencies for Nursing Education, QSEN competencies and IOM recommendations.

Throughout its history, the nursing department’s philosophy and values have been aligned with the core values (Service, Integrity, Caring, Inclusion, Quality, Leadership, Collaboration) and mission of Jackson College.
PRACTICAL NURSING CERTIFICATE
Conceptual Framework

Building on the core values of Jackson College, the Vision and Philosophy of the Nursing Department, and based partly on the recommendation from the Institute of Medicine (IOM) 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. (See Definitions and Jackson College Values, below.)

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 Judgement*. 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.

**Definitions**

**Client (Patient)-Centered Care-** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs (QSEN Institute, 2018).
Clinical Judgment- “…the process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse’s knowledge and perspective (Tanner, 2006).

Clinical Reasoning-“…a process by which nurses and other clinicians make their judgments, and includes the deliberate process of deliberating alternatives, weighting them against the evidence, and choosing the most appropriate one (Tanner, 2006).

Critical Thinking- “…identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning (NLN, 2010, p. 67).

Culturally Responsive Care-“….extension of patient centered-care that includes paying particular attention to social and cultural factors in managing medical encounters with patients from very different social and cultural backgrounds (Carteret, 2011).

Evidence Based Practice- “Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care (QSEN Institute, 2018).

Human Flourishing- “…an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts….Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population (NLN, 2010, pp. 66-67).

Informatics- Use information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN Institute, 2018).

Interprofessional Collaboration – “Collaborative relationships developed among professionals from two or more disciplines or professions, in this instance, to achieve quality patient care.” (CNEA, 2016 p. 34)

Nursing Judgment- “…encompasses three processes: namely, critical thinking, clinical judgment, and integration of evidence-based best practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation (NLN, 2010, p.67).

Professional Identity: “…. the internalization of care values and perspectives recognized as integral to the art and science of nursing. The core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of “being” “knowing” and “doing” (NLN, 2010 pg. 68).

Spirit of Inquiry-“… is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some

References:


**Practical Nursing Certificate**

**Curricular Outcomes**

**Jackson College- Practical Nursing Certificate Curricular Outcomes**

<table>
<thead>
<tr>
<th>Human Flourishing</th>
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<tbody>
<tr>
<td><strong>PN-C Curricular Program Outcome:</strong> The graduate will advocate for human dignity, integrity, self-determination, and personal growth of culturally diverse clients, oneself, and members of the health care team.</td>
</tr>
</tbody>
</table>
| **Level 1 Outcome**-
Recognize the importance of individualized care that promotes human dignity, integrity, self-determination, and personal growth of culturally diverse clients, oneself, and members of the health care team. |
| **Level 2 Outcome**-
Provides individualized care that embraces human dignity, integrity, self-determination, and personal growth of culturally diverse clients, oneself, and members of the health care team. |
| **Level 3 Outcome**-
Advocate for individualized care that enhances human dignity, integrity, self-determination, and personal growth of culturally diverse clients, oneself, and members of the health care team. |
### Nursing Judgement

**PN-C Curricular Program Outcome:** The graduate will function within their scope of practice, utilize the health care delivery system guidelines, and the predefined, individualized plan of care to provide safe, quality client centered care within a defined family unit.

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<tr>
<th>Level 1 Outcome</th>
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<th>Level 3 Outcome</th>
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<tr>
<td>Demonstrate the role of the practical nurse in providing geriatric client centered care utilizing Maslow’s Hierarchy of Needs and the nursing process to develop a fundamental understanding of the art and science of nursing.</td>
<td>Apply the role of the practical nurse in providing client-centered care to the medical surgical, obstetric, and pediatric populations utilizing Maslow's Hierarchy of Needs, and the nursing process to embed the art and science of nursing into practice.</td>
<td>Execute the role of the practical nurse in providing client-centered care to multiple clients in varied healthcare settings utilizing Maslow’s Hierarchy of Needs and the nursing process to integrate the art and science of nursing into practice.</td>
</tr>
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### Professional Identity

**PN-C Curricular Program Outcome:** The graduate will assess how one’s personal strength and values affect one’s identity as a nurse through reflective practice and lifelong learning to become a contributing member of the interdisciplinary health care team.

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<tr>
<td>Demonstrates the role of the practical nurse according to defined legal and ethical standards at a fundamental level and identify the need for lifelong learning.</td>
<td>Assumes the role of practical nurse according to professional standards and legal scope of practice at a developing level, and demonstrate the accountability for own learning while caring for the medical-surgical, obstetric, and pediatric populations.</td>
<td>Demonstrates accountability for own practice by following legal, ethical, and professional standards and prepares a plan to evolve in the nursing profession through lifelong learning.</td>
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### Spirit of Inquiry

**PN-C Curricular Program Outcome:** The graduate will question the basis for nursing actions and traditions, participate in Quality improvement initiatives, and consider research and evidence-based practice to improve client centered care.

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<tr>
<td>Describe evidence based practice in nursing including the rationale for its use.</td>
<td>Demonstrates the role of Practical Nurse as an innovative thinker to improve quality standards and yield best practices.</td>
<td>Uses evidence to make practice decisions when faced with new workforce trends.</td>
</tr>
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</table>
**Progression Policy - PN-C:**

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

| Semester I | PNC 110  | Foundations of Practical Nursing |
| Semester II | PNC 120  | Medical-Surgical Nursing I |
| Semester III | PNC 140  | Medical-Surgical Nursing III |
|             | PNC 111  | Foundations Skills Lab |
|             | PNC 130  | Medical-Surgical Nursing II |
|             | PNC 150  | Maternal/Newborn Concepts |
|             | PNC 160  | Pediatric Concepts |
|             | PNC 170  | Entry into Practice |

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 who fail Foundations (PNC 110) are not eligible for re-admission. Students with a first failure in any course other than Foundations 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.

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

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

**Code of Ethics for the Licensed Practical Nurse**

1. Know the scope of maximum utilization of the LP/VN as specified by the nursing practice act and function within this scope.
2. Safeguard the confidential information acquired from any source about the patient.
3. Provide health care to all patients regardless of race, creed, cultural background, disease, or lifestyle.
4. Uphold the highest standards in personal appearance, language, dress, and demeanor.
5. Stay informed about issues affecting the practice of nursing and delivery of health care and, where appropriate, participate in government and policy decisions.
6. Accept the responsibility for safe nursing by keeping oneself mentally and physically fit and educationally prepared to practice.
7. Accept responsibility for membership in NALPN and participate in its efforts to maintain the established standards of nursing practice and employment policies which lead to quality patient care.

AAS-NURSING PROGRAM
Conceptual Framework

Building on the core values of Jackson College, the Vision and Philosophy of the Nursing Department, and based partly on the recommendation from the Institute of Medicine (IOM) 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. (See Definitions and Jackson College Values, below.)

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.

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• **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.

Definitions:

**Client (Patient)-Centered Care**- Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs (QSEN Institute, 2018).

**Clinical Judgment**- “…the process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse’s knowledge and perspective (Tanner, 2006).

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**Spirit of Inquiry**—“… is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain and unpredictable situations (NLN, 2010, p.69).

**References:**


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. Following is a summary of the provisions found in the Code of Ethics document.

**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


**Associate of Applied Science - Nursing**

**Nursing Curricular Outcomes**

**Human Flourishing**

**AAS-N Curricular Program Outcome:** 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.

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<thead>
<tr>
<th>Level 1 Outcome</th>
<th>Level 2 Outcome</th>
<th>Level 3 Outcome</th>
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<tbody>
<tr>
<td>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>
<td>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>
<td>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>
</tr>
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</table>

**Nursing Judgment**

**AAS-N Curricular Program Outcome:** The graduate will:

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.
<table>
<thead>
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<th>Level 1 Outcome</th>
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</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 Curricular Program 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>
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<th>Level 1 Outcome</th>
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<th>Level 3 Outcome</th>
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</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 Curricular Program 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>a. 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>
</tr>
</tbody>
</table>

2018-2019
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**
- Fundamentals (NRS 110)
- Nursing Skills (NRS 111)
- Pharmacology (NRS 116) (if not completed previously)
- Health Assessment (NRS 119)

**Level 2**
- Medical Surgical Nursing 1 (NRS 210)
- Women and Neonate Concepts (NRS 211)
- Behavioral Health (NRS 212)
- Pediatrics (NRS 213)
- Pathophysiology (NRS 215)

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

If a failure in any course occurs, see “Re-Admission Policy”.

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.
TNUR.AAS – Licensed Practical Nurse to Associate in Applied Science Nursing

This program is a part of the AAS-N (Associate in Applied Science-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 program.

Upon successful completion, the individual is required to take the NCLEX-RN.

**Level 2**
- Pharmacology (NRS 116) or test out via the NLN Pharmacology exam.
- Pathophysiology (NRS 215)
- Transition to Professional Nursing (NRS 220)

  - Women and Neonates Bridge (NRS 221)
  - Behavioral Health Bridge (NRS 222)
  - Pediatric Bridge (NRS 223)

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

If failure in any course occurs, see “Re-Admission Policy”. 
POLICIES
AND
PROCEDURES
General Policies and Procedures for All Nursing Students

Student Participation in the Nursing Department:

Every semester, student forums are held to ensure our students have the opportunity to provide program feedback and to explore opportunities to participate in the functions of the nursing department. The forums are co-facilitated by the designated accreditation Standards Committee and Nursing Department Chair. Two students from each level of the AAS-Nursing Program, the PN-Certificate program, and the TNUR.AAS LPN-RN program are invited to Nursing Department faculty meetings once a month. Students are invited to place items on the meeting agendas as needed. Constructive feedback is welcomed as a discussion topic.

Although the Nursing Department faculty values student input into the curriculum and other aspects of the program, issues related to individual instructors or courses are best dealt with by talking directly with the faculty involved (see Student Concerns Related to Instruction or Faculty). Student evaluation of an individual course will be solicited according to contractual language and collegewide survey mechanisms. Additionally, following completion of the program, graduates will receive a Nursing Department survey to provide feedback on the entire nursing program.

Cell Phones:

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

Children Accompanying Student Nurses:

All classroom, clinical, and some laboratory environments are not conducive to the needs of children, and having children in these settings may be disruptive for other students, or hamper the necessary and frank discussions required in a nursing program. No children under the age of 18 years are allowed to be present with nursing students unless instructed by faculty for the sole purpose of student learning in a faculty-supervised clinical lab (i.e. Pediatric orientation.) Students with children are advised to have a contingency/emergency child care plan in place. Instructors are to be informed of emergency issues with childcare.

Attendance Policy:

Attendance is key to success in the nursing program. Faculty recommends attendance in all classes. Historically, students who miss class tend to be less successful. If illness or another emergency impacts the ability to attend class, it is the student’s responsibility to notify the lead faculty of the course. Students are advised to refer to individual course syllabi for any additional course specific policies regarding the impact of attendance. (This may include, but is not limited to, attendance as a portion of the overall grade, testing polices etc.)
Faculty recognize that illness occurs and students should never attend clinical when experiencing an infectious illness which could be passed along to others, or if the student’s health effects their ability to safely provide for the care of patients or one’s own self-care. Attendance at all scheduled clinical experiences is mandatory; so, any time lost for illness or other events must be made up.

If a student is ill, it is their responsibility to call the lead faculty of the course, and/or clinical instructor, and unit or agency where they are assigned for clinical to report his/her absence prior to the start time.

**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

*Students must call for each missed clinical day. Failure to comply with this policy will result in a written performance notice.*

**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. Please be advised that the make-up date assignment is not negotiable and is most likely to take place on a Saturday. 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 PN-C Program must complete it within two academic years. 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, and have been linked with lack of success in the classroom, clinically and on NCLEX results.

**Student Concerns Related to Instruction or Faculty / Student Complaint, Appeal 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
companying 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 all 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:

- 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:

  - 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.
  - 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 215 Pathophysiology, NRS 116 Pharmacology):

Students requesting to substitute a non-Jackson College course for NRS 215 (Pathophysiology) or NRS 116 Pharmacology must submit a copy of the alternate institution’s syllabus to the Assistant Dean for Health Professions/Nursing Department Chair prior to the semester the student would register for either course. Course(s) must have a minimum transcript grade of 78% and be comparable in the content to the Jackson College nursing course. Lead faculty will review provided materials to determine if transfer equivalency will be considered. Courses will not be considered if the required materials are missing or if the deadline for the request has passed.
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>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</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. At times, content from previous courses will be tested in subsequent courses. 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:

First - Students must earn a 78% on the in-class TEST component of each nursing course.

Second - An overall percentage of 78% or above is required in each nursing course.

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.
- A student, who earns 78% or higher in theory but receives an unsatisfactory grade in the clinical portion of a course, will automatically receive a 1.5, regardless of test grades.
Standardized Testing (KAPLAN, ATI):

There are several nursing courses in the PN-C and 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-PN or NCLEX-RN exam.

The standardized test results will be factored in the overall course grade 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. If 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.

- PN-C student’s content knowledge and performance compared to national norms will be assessed; however, results are not factored into course grades.

Dosage Calculation Competency Policy:

One of the most important nursing skills to master is safe and accurate administration of patient 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 Medication Calculation and Administration 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 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 – Additional Information:

Testing is one method to assess the mastery and critical thinking. Faculty developed tests are timed tests and written to simulate NCLEX test as much as possible. The NCLEX is also a timed test. Generally, students will be given no more than a minute per multiple-choice question. Many 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.

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

If an emergency is preventing a student from taking a test when scheduled, 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.

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

Academic Integrity and Honesty Policy:

Nurses are highly regarded as trusted professionals. The JC 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 mention or possibly 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 (White Swan brand, color 038) with gold embroidered Jackson College logo monogram.
- Matching burgundy scrub pant (White Swan brand, color 0380).
- 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 non-skid, non-mesh shoes with close heel and toe – (a small swoosh or logo with minimal color is allowed).
- Jackson College student identification name badge.

**Optional:**
- 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 heel 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:**
- 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 earring 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:

• 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 patient'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, the he/she will be asked to leave. This could result in a written notice and/or clinical failure (see Attendance Policy).
• Never write the patients 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.
• Students are only to be in a clinical area to obtain assignments and perform patient assessments at times designated by instructors.

• Standard precautions are to be followed at all times.

• It is possible a clinical experience may occur in a setting where the student is currently employed. If this happens, students are to function in the role of a student nurse and stay within those boundaries. Consult with faculty if conflicts in role arise.

• Before beginning patient care, listen to report, review SBAR tool or other patient care pathways, receive specific instructions from the registered nurse, and perform an initial patient assessment. This may vary depending on clinical setting.

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

• The clinical instructor must be with students when performing procedures (e.g. administering medications) 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.

**Simulation Expectations:**

Clinical simulations are considered patient care experiences. As such, they follow the same requirements as any clinical site.
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 will be expected to follow the College and clinical affiliates polices. Students who smell of smoke or who violate the agency smoking policy may be asked to leave the clinical site. If asked to leave a clinical site, missed time will be considered an absence. Students should be aware that some health care systems will not hire someone testing positive for nicotine. Smoking cessation support is available to students in the Health Clinic or through the Allegiance Health Tobacco Treatment Services.

http://www.allegiancehealth.org/content.aspx?id=1312

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 a

- 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 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 patient(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 patient’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 the cost associated with the 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 & Disease:**

Nursing students need to be aware that they will be working with patients 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. Should an exposure event occur, 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) 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.
- 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

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.

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 seriousness 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 patient 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 patient harm.
   c. Failure to safely adapt nursing skills to actual patient 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 of a qualified individual (i.e. the instructor or designee).
3. Failure to establish effective working relationships with classmates, faculty, or health team members in providing safe patient care. Examples include, but are not limited to:
   a. Not reporting off to the nurse in charge of the patient.
   b. Failure to notify health team of pertinent changes in the patient’s health.
   c. Ineffective or inappropriate communication with health team members, including faculty, staff members, or with peers.
   d. Dishonesty in communication with faculty or other members of the health care team.
4. 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 patients. Examples include, but are not limited to:
   a. Willfully or unintentionally doing physical and/or mental harm to a patient.
   b. Exhibiting careless or negligent behavior in connection with the care of a patient.
   c. Refusing to assume the assigned and necessary care of a patient and/or failing to inform the instructor with immediacy so that an alternative measure for that care can be found.
   d. Inability to establish effective communication with a patient or patient’s family.
   e. Non-therapeutic verbal or non-verbal communication.

6. Failure to maintain confidentiality of patient information. Examples include but are not limited to:
   a. Using the name or initials of a patient 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 patient to third parties who do not have a clear and legitimate need to know.
   d. Seeking information on a patient(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 patient, including any paperwork which contains identifying information about a patient (for example, the last name).

7. Dishonesty in the clinical setting:
   a. Falsifying patient records or fabricating patient experiences or nursing actions.
   b. Failing to report errors (or acts of omission) in treatments, assessment, medications, clinical judgment or other components of nursing practice.
   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.

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 a Level I course (NRS 110 or NRS 111 or NRS 119) will not be allowed to repeat the course and will be dismissed from the program with no re-admission option. Any student who fails NRS 119, while in the first semester of the program, is immediately dismissed from the program. Once dismissed, the student would not be allowed to continue in NRS 110 or NRS 111. If a student is unable to complete NRS 110 or NRS 111 due to a dismissal from failure of NRS 119, a grade of 1.5 will be recorded.

- Students in the AAS-N program who earn less than a 2.0 (78%) in NRS 116 if 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. Re-admission to second level of the nursing program is dependent on space availability.

- 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.

- Students who earn less than 2.0 (78%) in PNC 110 (Foundations in Nursing) will not be allowed to repeat the course and will be dismissed from the program without a re-admission option.

- Students who fail a second nursing course are permanently withdrawn from the nursing program. There is no petition for re-admission after two failures.

- A student will be dismissed from the program without opportunity for re-admission if he/she receives two performance notices in any one semester, or more than one performance notice for the same behavior throughout the program.

- If a student course failure is related to a single critical incident, he/she may or may not be considered for re-admission to the Nursing Programs depending on the severity of the incident and recommendation of the re-admission committee.
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 may be re-admitted to the Jackson College Nursing program one time in the PN-C program (excluding PNC 110) and one time in the AAS-N program (excluding Level I courses).

A student seeking re-admission 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.
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 and PN-C Program, participation in the NCLEX 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 review courses have historically shown higher rates of passing.

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

Graduation Information: See Jackson College Student website for graduation information. Students are encouraged to apply early for graduation so that a review of transcripts can occur and any problems will be identified at the earliest possible time. Failure to complete the 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.

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.

Social Media/Simulation Lab Policy

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 discussions 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: Students will be working extensively with computer technologies throughout their nursing programs. Whether collaborating for academic or personal reasons, learning experiences are shared. Social media communication resources such as Facebook, Twitter, YouTube, Wikipedia, LinkedIn, Allnurses.com, Second Life, blogs, podcasts, RSS feeds, and other social media outlets allow for real time communications with personal and professional colleagues. Students will be held accountable for becoming familiar with and following the Social Media/Simulation Lab Policy guidelines at all times while enrolled at Jackson College.

General Information: Extensive discussion of acceptable guidelines for personal behaviors related to the use of social media in nursing are recommended by the National Council of State Boards of Nursing (NCBSN) https://www.ncsbn.org/347.htm, American Nurses Association (ANA), Nursing & Midwifery Council (NMC), and Centers for Disease Control and Prevention (CDC). The Jackson College Nursing Department has adapted its policy based on these recommendations for accountability in the academic healthcare environment. 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 above.


- HIPAA guidelines must be followed at all times. Identifiable personal information that is posted to any online forum or webpage about a patient/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.

*Any 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 patients at all times. Establishment of relationships online with previous patients/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.

• It is strongly recommended that 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).
**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.

**Common Myths about Social Media:**

- False belief: once information has been deleted from a social media site, it is no longer accessible. *Even if deleted from the site, there is no way to tell how the information traveled across the web and may have been shared / downloaded without your knowledge, or expressed permission.*

- False belief: any electronic sharing of harmless health status information is acceptable as long as it reaches the intended recipient. *HIPAA guidelines consider this act a violation of personal rights to privacy.*

- False belief: patient information discussed on a social media site is acceptable if the patient is not addressed by name. *Any referral to a patient by nickname, diagnosis, room number, or condition is also considered a breach of confidentiality.*

- False belief: discussing events on personal time using a personal social media site account exempts the user from violations associated with the student nurse role or healthcare employment status. *Any personal opinion posted to a social media site must represent only the user and not an institution, or organization unless authorized to do so. Clarifications to this effect must be clearly presented at the time of posting any opinion.*

- False belief: posting disparaging remarks, inappropriate language or visuals, or use of sexually explicit references contained within a personal internet account are private. *Employers and schools are not prohibited from viewing information that can be obtained without any required access information within the public domain, and may gain access to any electronic communications device paid for (in whole or part) by the employer, or school.*

**State of Michigan Internet Privacy Act: House Bill No. 5523**
A: Re-Admission Packet Checklist
B: Re-Admission Application
C: Re-Admission Rubric
D: Technical Standards and Functions Required for Successful Completion
E: Nursing Handbook Verification (Student Copy)
F: Nursing Program Testing Agreement (Student Copy)
G: Nursing Handbook Verification (Nursing Department Copy)
H: Nursing Program Testing Agreement (Nursing Department Copy)
Appendix A: Re-Admission Packet Checklist

<table>
<thead>
<tr>
<th>Date:</th>
<th>Name:</th>
<th>Student #</th>
<th>Year</th>
</tr>
</thead>
</table>

- 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 printed and submitted to the Nursing Office. 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).

### Nursing Department Office Use Only

<table>
<thead>
<tr>
<th>Remediation Required for Re-Admission</th>
<th>Date Completed (Documentation on File - If Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
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</table>
Appendix B: Nursing Re-Admission Application

<table>
<thead>
<tr>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Date:</td>
</tr>
<tr>
<td>Student #:</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Street Address:</td>
</tr>
<tr>
<td>City, State, Zip:</td>
</tr>
<tr>
<td>Home Phone:</td>
</tr>
<tr>
<td>Work Phone:</td>
</tr>
<tr>
<td>E-Mail Address:</td>
</tr>
<tr>
<td>Preferred Contact:</td>
</tr>
<tr>
<td>□ Phone  □ E-Mail  □ U.S. Postal</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Nursing Department Office Use Only</th>
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<tbody>
<tr>
<td>Application Date:</td>
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<table>
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<tr>
<th>RE-ADMISSION INFORMATION</th>
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<tbody>
<tr>
<td><strong>ADN</strong></td>
</tr>
<tr>
<td>□ NRS 210 Medical Surgical Nursing I</td>
</tr>
<tr>
<td>□ NRS 211-Women and Neonate Concepts</td>
</tr>
<tr>
<td>□ NRS 212 Behavioral Health</td>
</tr>
<tr>
<td>□ NRS 213 Pediatrics</td>
</tr>
<tr>
<td>□ NRS 214 Medical Surgical Nursing II</td>
</tr>
<tr>
<td>□ NRS 215-Pathophysiology</td>
</tr>
<tr>
<td>□ NRS 230 Medical Surgical Nursing III</td>
</tr>
<tr>
<td>□ NRS 240 Nursing Capstone</td>
</tr>
<tr>
<td><strong>PN</strong></td>
</tr>
<tr>
<td>□ PNC 110 Foundations of Practical Nursing</td>
</tr>
<tr>
<td>□ PNC 111 Foundations Skills Lab</td>
</tr>
<tr>
<td>□ PNC 120 Medical-Surgical Nursing I</td>
</tr>
<tr>
<td>□ PNC 130 Medical-Surgical Nursing II</td>
</tr>
<tr>
<td>□ PNC 140 Medical-Surgical Nursing III</td>
</tr>
<tr>
<td>□ PNC 150 Maternal/Newborn Concepts</td>
</tr>
<tr>
<td>□ PNC 160 Pediatric Concepts</td>
</tr>
<tr>
<td>□ PNC 170 Entry into Practice</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>PLEASE CHOOSE ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year:</td>
</tr>
<tr>
<td>□ Fall  □ Spring  □ Winter</td>
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</table>

<table>
<thead>
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<th>LAST ATTEMPT: (YEAR &amp; TERM)</th>
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<tr>
<td>Year:</td>
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<table>
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<tr>
<th>SEMESTER APPLYING FOR: (YEAR &amp; TERM)</th>
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<tbody>
<tr>
<td>Date of Last Background Check:</td>
</tr>
<tr>
<td>Faculty Mentor:</td>
</tr>
<tr>
<td>Date of Academic Plan:</td>
</tr>
<tr>
<td>Date of Follow Up Review:</td>
</tr>
</tbody>
</table>

<table>
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<tbody>
<tr>
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</tr>
<tr>
<td>Date of Academic Plan:</td>
</tr>
<tr>
<td>Date of Follow Up Review:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGREEMENT AND SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>By submitting this application, I agree to comply with all applicable policies &amp; procedures. I understand that my application information will be reviewed by the Re-Admission Committee and a decision will be made accordingly.</td>
</tr>
<tr>
<td>Applicant Name (Printed):</td>
</tr>
<tr>
<td>Signature:</td>
</tr>
<tr>
<td>Today’s Date:</td>
</tr>
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### 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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</thead>
<tbody>
<tr>
<td>Individualized Plan of Action</td>
<td></td>
<td>≤ 2 Criterion</td>
<td>3</td>
<td>4 Criterion</td>
</tr>
<tr>
<td>• Student’s perception of the problem leading to dismissal/withdrawal.</td>
<td></td>
<td>No Plan addressing difficulties and improvement for changes.</td>
<td></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>
</tr>
<tr>
<td>• Analysis of factors that lead to failure/dismissal/withdrawal which demonstrate an awareness of the problem.</td>
<td></td>
<td>Unclear communication, partially uploaded documents, late for scheduled appointments. (Dress non-business casual formal face-to-face meeting).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Problem-solving actions to overcome the problem(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Plan must be specific, goal oriented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibited professionalism in behavior and communication during formal re-admission process.</td>
<td></td>
<td>Inappropriate communication, failure to upload required documents, no call, no show for appointments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work plan/financial support</td>
<td></td>
<td>No reasonable plan.</td>
<td>Plan not fully formed.</td>
<td>Realistic plan to support successful outcomes.</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 AAS-N, PN-C, TNUR.AAS Programs

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; Foundations of Practical Nursing-PN-C, or Transition Bridge-TNUR.AAS LPN to ADN 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: ____________________________
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

_________________________ ______________________
Student Date
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; Foundations of Practical Nursing-PN-C, or Transition Bridge-TNUR.AAS LPN to ADN course instructor.

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

NURSING DEPARTMENT COPY

Date: ____________________  Signature: ____________________________

Printed Name: ________________
APPENDIX H:

Nursing Program Testing Agreement

JACKSON COLLEGE
NURSING PROGRAM
TESTING AGREEMENT

Student ____________________________

Student, please review each statement and initial agreement:

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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.

I hereby acknowledge that I have received the Jackson College Nursing Program Testing Agreement and understand that I am responsible for the information contained therein.

NURSING DEPARTMENT COPY

SIGNED ____________________________  Student ____________________________  Date ____________________________