College of DuPage
Associate Degree in Nursing Handbook
2012-2013

Program Approval and Accreditation Status

The Associate Degree in Associate degree nursing program at College of DuPage is approved by the Illinois Department of Financial and Professional Regulation, 320 W. Washington St., 3rd floor, Springfield, IL 62786 (217) 785-0800. The program prepares a graduate to be eligible to take the National Council Licensure Examination for licensing as a registered professional nurse.

The ADN program has currently received candidate status recognition through the National League for Nursing Accrediting Commission, Inc. (NLNAC), 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, phone: (404) 975-5000, fax (404) 975-5020, www.nlnac.org. For more information, contact Vickie Gukenberger, Director of Nursing, (630) 942-8433, e-mail: gukenbergerv@cod.edu.

College of DuPage
Associate Degree in Nursing Handbook
Summer 2012

This handbook is designed as a supplement to the information in the College of DuPage Catalog and course Syllabi.

My signature (below) acknowledges my receipt of this Handbook and the understanding that I am held accountable for knowing and abiding by the policies of the Associate Degree Associate degree nursing program, as a student in the program. I am aware that I will sign this each semester I am in the Associate Degree Nursing Program to acknowledge updates, additions or edits to previous versions of this handbook.

Student Name (print):_____

Student Signature:_____Date:_____

TABLE OF CONTENTS

Mission and Philosophy of the College of DuPage
Associate Degree in Associate Degree Nursing Program

ADN Program Mission

The College of DuPage (COD) Associate Degree in Nursing (ADN) program serves the needs of the community. The ADN program supports excellence in learning and teaching, fosters an instructional climate that welcomes innovation, is open to change, and targets continual improvement and accountability. The ADN program ensures diverse learning needs with a comprehensive, dynamic curriculum and varied educational delivery systems. The ADN program promotes critical thinking and academic honesty while preparing students to qualify for and succeed in further educational endeavors and to prosper in the work environment. The ADN program supports personal and academic success of students through the recently established Associate degree nursing program Student Success committee. The ADN program broadens learning opportunities for the community by creating alliances in the college district through the Health Care Leadership Council to increase the number of graduates from the program.

ADN Program Philosophy

The ADN faculty fosters the mission of the college primarily through educating the nursing students to provide quality nursing care. Faculty believes:

- Nursing care is based on assessment of the total person with consideration for **diversity**; nursing care that looks at the total patient and transcends specific tasks; to understand, respect, and accept any differences and similarities of patients.

- **Care** is delivered by **applying knowledge to practice** by incorporating **critical thinking**, **clinical reasoning**, effective **communication** and **therapeutic interventions.**

- Researched based **therapeutic interventions** are integrated throughout the program to provide optimal healthcare delivery, utilizing **evidence-based practice** with the faculty's clinical expertise.

- The registered nurse provides a unique, comprehensive assessment of the health status of the patient (individual, family, or group), acknowledging that **diversity** is a factor in the delivery of care.

- The nurse then develops and implements a specific plan of care. This is done with **therapeutic interventions** and **caring.**

- The nurse assists patients in the promotion of health, coping with health problems, in adapting and recovering from the effects of disease or injury, and supporting the right to a dignified death.

- Students are encouraged to utilize **information systems** to gather data and evaluate their nursing interventions.

- The registered nurse is accountable for abiding by all applicable federal, state, and territorial statutes related to nursing practice. The program is based on the Illinois Nursing Practice Act. Standards of the American Nurses Association are utilized in the development of the curriculum.

- The goal of the ADN program is to educate students to become learners who will assume the role of **leaders**, supporting and enhancing the **profession of nursing**.

Conceptual Framework

Further exemplifying the program's philosophy is its **Conceptual Framework.** This framework presents nursing as the intersection of the three circles (concepts): Person, Health, and Environment.

Associated Degree Nursing Conceptual Framework
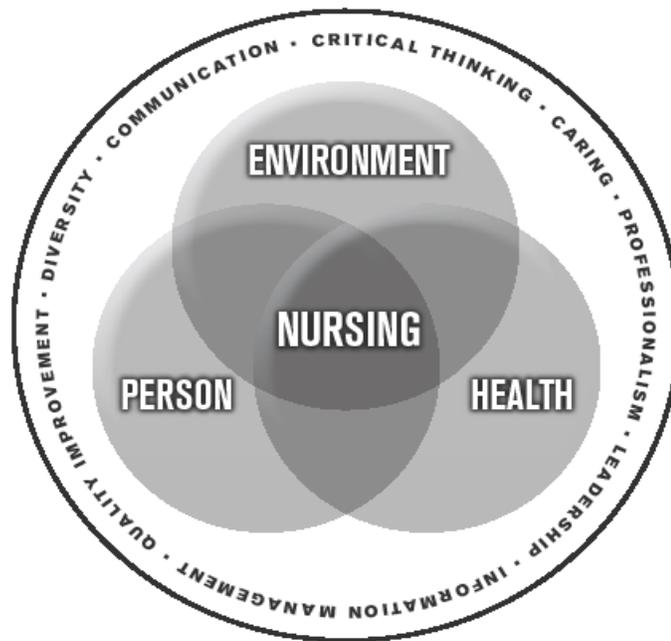
It is through these concepts and their intersection that the art and science of nursing is contextualized and the curriculum is developed. Learning and assessment activities direct the student toward the graduate outcomes, represented by the themes in the outer ring of the conceptual framework.

Definition of Terms

- **NURSING**: The ADN program has adopted the National Counsel State Board of Nursing (2006,p. 168) definition of nursing:

  "Nursing is both an art and a science, founded on a professional body of knowledge that integrates concepts from the liberal arts and biological, physical, psychological, and social sciences. It is a learned profession based on an understanding of the human condition across the life span and the relationships of an individual with others and within the environment. Nursing is a dynamic, continually evolving discipline that employs critical thinking to integrate increasingly complex knowledge, skills and technologies, and patient care activities into evidence-based nursing practice. The goal for nursing for patient care in any setting is preventing illness; alleviating suffering; protecting, promoting, and restoring health; and promoting dignity in dying."

- **PERSON:** Includes all human participants in the healthcare delivery system; i.e., individual, family, group, or community. The person is a unique holistic being with physical, emotional, intellectual, social, spiritual, and environmental needs. These needs, which are common to all human beings regardless of culture, race, or gender, exist throughout a person's lifespan, and are influenced by levels of health and interaction with the environment.

- **HEALTH:** Health is a dynamic state on a continuum ranging from optimal health or wellness to health problems to death. Optimum health is a state of balance of the physical, emotional, social, spiritual, environmental, and intellectual components of the person. Health reflects the person's ability to meet basic needs as well as adapt to internal and external environmental changes to maintain equilibrium. When the person is unable to cope or adapt, needs are unmet and deviations in equilibrium result in health problems or death. Health varies with developmental stages and at times there is a greater risk for disequilibrium in the person's health. Therefore, knowledge of growth and development is used in planning care.

- **ENVIRONMENT:** All factors, internal and external, that interacts with the person to affect health. The components of the environment are physical, psychological, socio-cultural, cognitive, and spiritual.

- **CRITICAL THINKING:** *Critical thinking* in nursing is an essential component of professional accountability and quality nursing care. Critical thinkers in nursing exhibit these habits of the mind: confidence, contextual perspectives, creativity, flexibility, inquisitiveness, intellectual integrity, intuition, open-mindedness, perseverance and reflection. Critical thinkers in nursing practice possess the cognitive skills of analyzing, applying standards, discriminating, information seeking, logical reasoning, predicting and transforming knowledge.

- **COMMUNICATION:** Communication is the foundation of professional relationships between the nurse and patient/family, nurse and nurse, and nurse and other members of the health care team with the goal of attainment of positive patient outcomes (Taylor, Lillis, Lemone & Lynn, 2008). It is "The process of exchanging information and the process of generating and transmitting meanings between two or more individuals" (Taylor, p. 471). This process can occur through nonverbal, verbal, and/or written means.

- **CARING:** A process that involves empathetic, compassionate interactions with the behaviors that provide meaning to nursing actions. It includes those assistive, supportive, or facilitative acts that demonstrates concern toward another individual or group with evident or anticipated needs to

ameliorate or improve a human condition or life way.

- **DIVERSITY:** Diversity can be defined as the variety of patterns of living that one chooses. These patterns are based on ethnicity, race, religion, age, gender, sexual orientation, geographical influence, economic status, and physical and mental abilities. Competence in caring for diverse populations requires the ongoing seeking of knowledge and skills in order to create positive health outcomes.

- **QUALITY IMPROVEMENT:** The Quality improvement process involves the use of data to monitor the outcomes of care practice. It also includes using improvement methods to design and test changes in order to continuously improve the quality and safety of health care systems. The following categories are utilized to obtain data and analyze outcomes in the ADN program: patient-centered care, evidence-based practice, safety, and informatics.

- **LEADERSHIP:** Leadership is defined as the accountability for healthcare outcomes for a specific group of patients within a unit or setting through the assimilation and application of research-based information to design, implement, and evaluate patient plans of care (American Association of Colleges of Nursing, 2007). The role of leadership encompasses the delegation to and supervision of individuals who assist the registered professional nurse implementing the plan of care (Illinois Nurse Practice Act, 2007). Tasks assumed by the individual who chooses or agrees to "make a difference in the lives of others and in the directions of groups and organizations". (Grossman & Valiga, 2000, p. 18) include envisioning goals, affirming values, motivating, managing, achieving a workable unity, explaining, serving as a symbol, representing the group, and renewing (Gardner, 1990).

- **INFORMATION MANAGEMENT:** To be able to apply principles of information management to gather data, evaluate data, and make effective decisions regarding patient care. Methods to develop information management skills include: Review of patient information, paper/electronic, research relevant resources, paper/electronic and application of data collection to patient scenarios, live/simulated.

- **PROFESSIONALISM:** Professionalism includes striving for an elevated status of an occupation. Traits of professionalism include: achievement of a well-defined body of specific knowledge, dedication to a service orientation, recognition as an autonomous, credible source, commitment to a code of ethics, development of standards, and participation in ongoing research. Professionalism is demonstrated in nursing as a scholarly discipline, with academic qualifications, licensure, and standards of care. Nursing strives for professionalism through evidence-based practice, research, and publication.

Purpose of the Associate Degree Associate degree nursing program

The purposes of the ADN program are based on the National Organization for Associate Degree Nursing's Position Statement of Associate Degree Nursing (2006), which supports the philosophy of the C.O.D. Associate Degree in Associate degree nursing program. These purposes include:

1. Provide a dynamic pathway for entry into professional registered nurse (RN) practice.
2. Continually evolve to reflect local community needs and current and emerging healthcare delivery systems.
3. Instill the tenants of advocacy, professional involvement, life-long learning, and leadership.
4. Involve evidence-based practice which prepares graduates to employ critical thinking, clinical competence, and technical proficiency in their healthcare setting.

ADN Program Outcomes

1. **Performance on State Licensure Exam**
    - The ADN program will achieve NCLEX-RN (licensing exam) pass rates at the national average or above.
2. **Program Completion**
    - The ADN program will have at least 78% of current students graduate from the program within three years from admission to the program major.
3. **Program Satisfaction**
    - Alumni Survey-78% of alumni will express program satisfaction.
    - Current Student-78% of students will express program satisfaction (administered to students in their 1st and 3rd semester of the program)
    - Graduating Students-78% of students will express program satisfaction (administered to students in the last week of the final semester of the associate degree nursing program)
    - Employer-78% of employers agrees that COD graduates are prepared to successfully function in the workplace.
4. **Program Exit Exam (Reach/HESI)**
    - 78% of students will score an 850 or above on the second attempt on HESI exit exam.

The COD ADN Program curriculum incorporates established professional standards, guidelines, and competencies. The program (graduate) outcomes are:

Graduate Outcomes

1. **Critical Thinking**: Utilize **critical thinking** skills in the application of the nursing process to provide safe, quality care.

2. **Communication:** Demonstrate effective **communication** utilizing technology, written documentation, and verbal expression.

3. **Caring:** Incorporate empathetic, compassionate, **caring** interactions and behaviors.

4. **Diversity:** Demonstrate professional nursing care that incorporates sensitivity to culturally **diverse** clients across the lifespan.

5. **Quality Improvement:** Utilize data to ensure **quality improvement** and support of evidence based practice.

6. **Leadership:** Demonstrate knowledge of basic delegation and **leadership** management skills.

7. **Information Management:** Demonstrate and utilize **information systems** in the healthcare system.

8. **Professionalism:** Demonstrate knowledge of **professional** development (behaviors) and incorporate evidence based practice in the nursing profession.

Teaching and Learning

ADN faculty believes in instructor-guided and student self-directed learning. They consider the primary roles of faculty to be those of teacher, facilitator, evaluator, advisor, and resource person. Faculty are responsible for assisting individual students to become knowledgeable, demonstrate competencies, and meet the program outcomes needed for entry into novice nursing practice.

Learning is enhanced when the learner's knowledge level is identified to plan appropriate teaching, when educational experiences are organized in a logical sequence that promotes continuity, and when the individual student's unique needs and strengths are considered.

Faculty value a learning environment which:

- Supports learning
- Fosters healthy interdependence
- Respects students
- Empowers students in current and life-long learning

Faculty value a caring environment for students which promotes flexible, accessible educational experiences for a diverse student body. Adult learning principles are used in all interactions with students providing self-directed, purposeful learning respectful of knowledge and experience students bring to the educational environment. Adult learning theory empowers learners with mentoring and guidance allowing both autonomy and responsibility in learning experiences.

The nursing faculty acknowledges the core competencies of *The Scope of Practice for Academic Nurse Educators* (NLN, 2005) and aspire to incorporate the eight competencies in their daily teaching activities. The faculty acknowledges the importance of evidence-based nursing education and strives to incorporate best practice in their teaching.

In keeping with the mission of College of DuPage, the mission of the ADN program supports the needs of the community. The ADN program supports excellence in learning and teaching, fosters an instructional climate that welcomes innovation, is open to change, and targets continual improvement and accountability. The ADN program supports diverse learning needs with a comprehensive, dynamic curriculum and varied education delivery systems. The ADN program promotes critical thinking and academic honesty while preparing students to qualify for and succeed in further educational endeavors and to prosper in a professional work environment.

The instructional process is a triad of lecture, nursing laboratory and a clinical practicum. Lecture is the primary approach to theory instruction. The laboratory setting allows student to practice their psychomotor skills prior to performing of these skills in the clinical setting. Students are tested on their lab skills. Upon successful testing of the skill; the students may subsequently perform the skill in the clinical setting with faculty guidance. The ADN faculty seeks to adopt strategies to support multisensory learning, cooperative learning, and classroom assessment techniques.

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Faculty / Administration Roles and Responsibilities

Associate Dean, Nursing and Health Sciences:

The Associate Dean oversees the all nursing programs. The Associate Dean is responsible for the overall administration of the Department of Nursing. In doing so, she is administratively responsible for resource acquisition and allocation, curriculum implementation, and student enrollment management. The director is responsible for planning/scheduling of learning experiences and hiring / evaluating faculty. The program director position is a college administration role.

Full- time Faculty:

Full time faculty has offices on campus, maintain office hours, lecture and teach clinical. Full-time faculty develop curriculum, program policy and program evaluation. They routinely are they faculty of record for the course and all its facets of instruction.   They provide student instruction, evaluation and work closely with the Director of Nursing. Full-time faculty has student advising responsibilities, program committee responsibilities, and college wide committee responsibilities. They can be contacted via email, phone or in person by appointment.

Part-time Faculty:

Part-time nursing instructors can teach in lecture, lab, and/or clinical. They work with the full-time faculty to assist students with academic success Part-time faculty have access to the part time faculty office. They have a college email account and a phone voicemail account.

Clinical Faculty:

Clinical faculty can be full-time or part-time faculty. They are responsible for clinical instruction, clinical evaluation, and the evaluation of written assignments, presentations. They work in tandem with the Faculty of Record for the course to promote consistency in clinical instruction and evaluation.

Lab Staff:

The lab staff is hired by the Director of Nursing to assist with the nursing lab daily operations. They staff the lab during open lab hours and reinforce instruction given by lab or clinical faculty. They do not teach or evaluate skills. Students who need more than reinforcement of a clinical skill must seek instructional support from an instructor that teaches in the nursing lab or a full time faculty member.

Simulation Lab Technicians:

Participate in simulated learning activities by providing assistance with simulation set-up and tear-down; manage the technology aspect of the simulation, including manipulating high and medium fidelity manikins; maintain the integrity of the simulation learning environments; collaborate with faculty, Simulation/Lab Director and other lab staff; and comply with established policies for the simulation learning space and programs of study.

Academic Advisor:

All students are assigned a full-time nursing faculty advisor. The advisor supports student progress throughout the two-year program. Students schedule appointments with the faculty advisor to review academic progress. Students are required to meet with their advisor a minimum of once each semester. Students are notified of their faculty advisor during the second week of the course or within two weeks of returning to the ADN program.

<center>**Requirements for Licensure in the State Of Illinois**</center>

The requirements for licensure are regulated by the state (Illinois Department of Financial and Professional Regulations – IDFPR); however, the exam for licensing is directed by the National Council of State Boards of Nursing (NCSBN). That is, the exam is national.

Two agencies are contracted with for application of license and application for licensing exam. These are Continental Testing Services (CTS) and Pearson Vue.

1. **Continental Testing Service (CTS)** is the provider for IDFPR who
   a. Facilitates license application with the Illinois Department of Financial and Professional Regulations (IDFPR)
   b. Provides applicants with the authorization to test (ATT) take the NCLEX-RN exam once verified by the Associate degree nursing program.
2. **Pearson Vue** is contracted with by the provider of the NCLEX-RN. They are who
   a. Process your NCLEX-RN application and fees
   b. Schedules the exam time with once you get your ATT from CTS

Below are important web sites that influence your eligibility for licensure and taking of the NCLEX-RN.

National Council of State Boards of Nursing (NCSBN)

Candidate Information web site: https://www.ncsbn.org/nclex.htm

Candidate Bulletin: https://www.ncsbn.org/1213.htm

Registration for Licensure information: https://www.ncsbn.org/1202.htm

Authorization to Test (ATT) Information: https://www.ncsbn.org/1212.htm

Exam Day: https://www.ncsbn.org/1219.htm

Results Reporting: https://www.ncsbn.org/1222.htm

FAQs: https://www.ncsbn.org/1201.htm

Test plans: https://www.ncsbn.org/1287.htm

Illinois Department of Financial and Professional Regulations (IDFPR)

General Nursing Web page: http://www.idfpr.com/dpr/WHO/nurs.asp

Continental Testing Service (CTS) (041)

Illinois Professional (RN) License information:
http://www.continentaltesting.net/ProfDetail.aspx?Entity=2&ProfID=10

On-line application for license:
https://www.continentaltesting.net/application/applicationForm.aspx?iProfessionID=10

Pearson Vue (NCLEX provider)

General web page: http://vue.com/nclex/

Exam registration: http://vue.com/nclex/capva/

College of DuPage Associate Degree nursing program
Considerations as you participate in this program!!!!

Once admitted, the program is designed to be completed two years. However, many students elect to take general education courses first, extending the length of education to three or more years.

It is expected that students will be pro-active in their own learning process. To encourage student success the students should consider:

1. **Home commitments**: It is demanding to meet the needs of a family while carrying a full college schedule. Currently, at least four of the seven nursing courses may require evening and/or weekend clinical hours.
2. **Work commitments**: Work requirements may interfere with a student's success. Heavy work schedules may make academic success difficult.
3. **Health requirements**: Each student is required to submit an up to date health record prior to fall semester each year. The health requirements are necessary to meet the expectations of each clinical agency. The deadline to submit all of the health requirements is August 1st.
4. Students returning to the ADN program will need to have their health requirements within four weeks of their return dates. There are extenuating factors which will not prohibit admission to the ADN program; however, these circumstances may involve multiple absences and make continuation in the program difficult. Changes of student health status warrant medical clearance to ensure safety in the clinical setting.
5. Students expected to have a valid Healthcare Provider CPR card which expires in May of their second year (graduation year)in the program.
6. Students are required to have a Certified Criminal Background Check completed prior to the start of Nursing 1105.
7. Students are required to be on the IDPH Healthcare worker registry prior to taking NURSI 1105.
8. **Counseling/Advising**: Counselors/advisors are available to assist students who have identified special academic or personal needs.
9. **College experiences**: College courses are time-demanding commitments. An academic course load of 15 semester credit hours translates into many more hours when the courses require lab and clinical hours.
10. **Communication skills**: All students enrolled in the program are expected to demonstrate skill in reading, speaking, and writing so they may clearly, correctly, and effectively communicate as a member of a healthcare team. Therefore, it is urged that weakness in communication skills be remedied before admission to the program. The staff in the Center for Independent Learning Lab (CIL) is available to prescribe developmental work in communication skills.
11. **Computation skills**: Preparation and administration of medications requires an ability to accurately and quickly compute dosage calculations. Weakness in application of the four basic mathematical operations (addition, subtraction, multiplication, and division) should be remedied prior to admission to the program.

***Clinical Sites and times may change due to institutions ability to host students. Clinical requests are sent out months in advance, but confirmation often does not come until weeks before the semester.

***The first day of class may not be what is listed in myACCESS. You "drill down" into the section information to get the full schedule for classroom, lab and lecture for courses.

Course Overviews and Learning Experiences

Learning experiences are planned in accordance with the philosophy of the COD. ADN courses and are designed to progress sequentially from the application of simple concepts to the complex integration of these concepts. Each course in the COD ADN sequence has learning objectives designed to assist the student in meeting the requirements of each course. Students must complete a total of 80 credit hours to meet the requirements of the COD ADN program.

Nursing 1100 Introduction to Healthcare

Concepts and principles related to health, healthcare delivery and nursing. Emphasis is placed on the communication process and the impact of culture, ethnicity, and spirituality on health-seeking behaviors. Concepts of interdisciplinary health teams and theoretical foundation of beginning nursing skills are introduced. Strategies for success in the COD ADN program are introduced. Prerequisite: Admission to ADN program or consent of instructor. (Semester hrs: 3, Clinical hrs: 0, Lecture hrs: 3, Lab hrs: 0)

Nursing 1104 Introduction to Physical Assessment

Introduces the beginning nursing student to head-to-toe physical assessment. Prerequisite: Admission to COD ADN program, Nursing 1100, current CNA in Illinois, Anatomy & Physiology 1552 or 1572, and concurrent enrollment in Nursing 1105 (Semester hrs: 1, Clinical hrs: 0, Lecture hrs: 1, Lab hrs: 0)

Nursing 1105 Medical-Surgical 1

Principles of nursing practice including major concepts, basic knowledge, and nursing skills related to the care of clients are introduced: Pharmacology, pain control, nursing process, the surgical client, musculoskeletal system, skin integrity, fluid and electrolytes, and shock (hypovolemic and septic) are main foci. Lecture, discussion, college laboratories, and clinical practice are used as learning experiences. Clinical experiences include acute and/or non-acute settings. Prerequisite: Admission to COD ADN program, Nursing 1100, current CNA in Illinois, Anatomy & Physiology 1552 or 1572, and concurrent enrollment in Nursing 1104. (Semester hrs: 7, Clinical hrs: 6, Lecture hrs: 4, Lab hrs: 2)

Nursing 1206 Medical-Surgical 2

Application of the nursing process in the care of patients with diabetes mellitus, gerontological, oncological, acid-base, and male reproductive disorders. Lecture, discussion, laboratory, and clinical practice are used as learning experiences. Clinical experiences include acute and/or non-acute settings. Prerequisite: Nursing 1104 & 1105; Psychology 2237 or concurrent enrollment. (Semester hrs: 3, Clinical hrs: 4.5, Lecture hrs: 1, Lab hrs: 1)

Nursing 1207 Childbearing Family

Nursing care of the woman and family during the reproductive years. Focus on the childbearing process and wellness of the family in the childbearing years. Women's health and wellness is emphasized. Adverse outcomes of pregnancy are presented. Care of the well and hospitalized child and family are discussed. Clinical experiences include acute and/or non-acute settings. Prerequisite: Nursing 1104 & 1105; Psychology 2237 or concurrent enrollment. (Semester hrs: 5, Clinical hrs: 6, Lecture hrs: 2.50, Lab hrs: 1)

Nursing 1208 Neuropsychiatric Nursing

Health assessment and enhancement of the mental health of individuals across the life span. Nursing management of the major psychiatric and neuropsychiatric disorders. Primary prevention, early intervention, and treatment for alterations in thought, mood, and behavior. Note the role of the professional nurse as partner in a multidisciplinary team. Describe medications and medical treatments and the nurse's role. Lecture, discussion, laboratory, and clinical practice are used as learning experiences. Clinical experiences include acute care and community settings. Prerequisite: Nursing 1104 and 1105; Psychology 2237 or concurrent enrollment. (Semester hrs: 5, Clinical hrs: 6, Lecture hrs: 2.5, Lab hrs: 1)

Nursing 2109 Medical-Surgical 3

Application of the nursing process in the care of clients of all age groups with cardiovascular, respiratory, and endocrine disorders. Clinical experiences include acute and/or non-acute settings. Lecture, discussion, and clinical practice are used as learning experiences. Prerequisite: Nursing 1206 and either 1207 or 1208; Microbiology 1420; Foodservice 1110.(Semester hrs: 5, Clinical hrs: 7.5, Lecture hrs: 2.5, Lab hrs: 0)

Nursing 2110 Contemporary Issues in Nursing

Current issues and trends in professional nursing are explored. Career opportunities for professional registered nurses are discussed. Components of professional nurse practice act are explored. Prerequisite: Nursing 1206. (Semester hrs: 2, Clinical hrs: 0, Lecture hrs: 2, Lab hrs: 0)

Nursing 2201 Medical-Surgical 4

Application of the nursing process in the care of clients of all age groups with gastrointestinal, hepatic, pancreatic, biliary, and renal disorders and care of the burn victim. Integration of theory for the management of acute and chronic conditions including hematological, immunological, neurological, and sensory (eye/ear) disorders. Concepts of emergency care, basic first aid, sexually transmitted diseases, and domestic violence are addressed. Concepts of community nursing including home care are introduced. Clinical experiences include acute and/or non-acute settings. Prerequisite: Nursing 2109.
(Semester hrs: 10, Clinical hrs: 15, Lecture hrs: 5, Lab hrs: 0)

Nursing 2202 Clinical Decision Making

Cumulative integration of concepts learned throughout the nursing curriculum. Emphasis placed on analysis of critical thinking skills and synthesis of clinical decision making through evaluation of case studies and simulations. Prerequisite: Nursing 2109.
(Semester hrs: 1, Clinical hrs: 0, Lecture hrs: 1, Lab hrs: 0)

Curriculum Plan
Effective for Fall 2012 Admissions

NOTE: All non-NURSI courses can be taken prior to semester noted. Anatomy and Physiology courses and Microbiology courses cannot be more than 5 years old from the time of the admission deadline for the semester entering.

Admission Requirement	Course Number	Course Name	Credit Hours	Check if completed	Grade received
Admission Requirement	Chemistry	Select from approved College Chemistry Courses	4-5		
	A & P 1551 or 1571	Anatomy and Physiology I **OR** Anatomy and Physiology with Cadaver I	4		
	A & P 1552 or 1572	Anatomy and Physiology II **OR** Anatomy and Physiology with Cadaver II	4		
Summer of acceptance	NURSI 1100	Introduction to Health Care	3		
	MATH 1102	Math 1102 or higher; Math 1102 Mathematics for Health Care is recommended	3		
Semester 1 (Fall)	NURSI 1104	Introduction to Physical Assessment	1		
	NURSI 1105	Medical-Surgical I	7		
	ENGLI 1101	English Composition I	3		
	FOODS 1110	Culinary	3		
emester 2 (Spring)	NURSI 1206	Medical-Surgical II	3		
	NURSI 1207 or 1208	Childbearing Family **OR** Neuropsychiatric Nursing	5		
	PSYCH 2237	Developmental Psychology: The Lifespan	3		
	MICRO 1420	Microbiology **(this can be taken in the summer between Semester 2 and 3)**	4		
Summer	NURSI 2110	Contemporary Issues in Nursing **(this can be taken in Semester 3 or 4)**	2		
	MICRO 1420	Microbiology **(if not taken in Semester2)**	4		
Semester 3 (Fall)	NURSI 1207 or 1208	Childbearing Family **OR** Neuropsychiatric Nursing	5		
	NURSI 2109	Medical Surgical III	5		
	SPEEC 1100 or 1120	Fundamentals of Speech Communication **OR** Small-group Communication	3		
	NURSI 2110	Contemporary Issues in Nursing **(if not taken in Summer or Semester 4)**	2		
Semester 4 (Spring)	NURSI 2201	Medical Surgical IV	10		
	NURSI 2202	Clinical Decision Making	1		
	NURSI 2110	Contemporary Issues in Nursing **(if not taken in Summer or Semester 3)**	2		
	Humanities	Select from any number of Humanities courses	3		

College of DuPage General Academic Requirements and Policies

Graduation Information

Four degrees are awarded by C.O.D. Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in General Studies. Each degree carries special requirements and limitations for graduation and is directed toward meeting the educational needs of students who plan to pursue a particular course of study or have a special goal. A graduate of the COD ADN program is eligible for the Associate in Applied Science degree. This degree represents the completion of a program that has been especially designed to focus on specialized occupational or technical curriculum. For further graduation information see the College catalog. All degree requirements must be completed prior to graduation in order to qualify for the NCLEX-RN. All students are advised to request degree audits in the fall of second year to ensure that degree requirements are complete.

Plagiarism

The Course-Related Academic Integrity -Board Policy 5050 states "Academic dishonesty is prohibited. An act of academic dishonesty will be met with the appropriate disciplinary action." Board Policy 5050 states in part: "Plagiarism occurs when a student uses language or ideas from materials without acknowledgment and/or when the work is copied from other sources and is submitted as the student's own. Examples of plagiarism include, but are not limited to: Copying a phrase, a sentence, or a longer passage from a source and submitting it as one's own. Summarizing or paraphrasing someone else's ideas without acknowledging the source. Submitting group assignments individually as one's own independent work." If there is a disparity between in -class and out-of-class written work, the student will be required to submit evidence that he/she wrote the paper, e.g. outline notes, etc.

Student Code of Conduct

C.O.D. Student Code of Conduct - Board Policy 5715 states "Conduct which interferes with college purposes is not acceptable, yet a member of the college community can rightfully expect that the college will exercise with restraint its power to regulate student behavior and that rules and regulations will be adopted only when the educational process clearly and directly requires such legislation. Students are accountable for their own conduct. Sanctions for violations of College rules and regulations for conduct which interferes with College affairs will be addressed by the College. Student conduct which involves an alleged violation of criminal law be referred to appropriate civil authorities." For the complete text on Board Policy 5715, see College of DuPage Catalog 2011-2013, page 98.

Students with Disabilities

Students with disabilities are mainstreamed at C.O.D. Support services are available for any student with documented learning and/or physical/medical disability. The Office of Special Student Services (630) 942-2306 provides note taking paper, tape recorders, alternate testing, adaptive equipment, sign language interpreters, textbooks on tape and other auxiliary services. Tutoring is available through the Academic Support Center. For the complete text on Health and Special Services, see C.O.D. Catalog 2011-2013, page 97.

Academic Dishonesty

Academic dishonesty is prohibited. An act of academic dishonesty will be met with appropriate disciplinary action. It is noted in Board policies 20-30, 20-35 and 20-40.

Nursing Department Student Program

Participation Policies and Procedures

(These are all located on the [Nursing Department Web Page](#))

1. **Health Requirements**
   - Note: there are select health requirements that will need to be repeated in the second year of the Associate Degree associate degree nursing program. These include, but are not necessarily limited to TB test, drug screen and flu vaccine(s).

2. **Policy for Professional Conduct at Clinical Sites**

3. **Essential Functions** (functional abilities that must be performed independently or with reasonable accommodations)

4. **Drug Screening**

5. **Academic Advising and Record of Communication**
   - **Academic Advising policy**
   - **Academic Alert policy**
   - **Record of Communication**

6. **Criminal Background Check Information**

College of DuPage Associate Degree Program Policies

Classroom and Nursing Skill Laboratory Policies and Guidelines

Attendance

Attendance is expected in all scheduled periods: lecture/discussion skill laboratories. Consistent absences could result in unsuccessful progression in the program. If a student is tardy during a quiz, the student will receive a zero for that quiz. Consistent tardiness in unacceptable and a SBAR form will be initiated by the lecturing faculty.

In case of unavoidable absence, the instructor(s) <u>must be notified</u> prior to the class or lab. It is the student's responsibility to obtain information presented during a class that is missed.

Cell Phones

All cell phones must be turned off or set to vibrate during instructional and skill practice time. It is not acceptable for a student to text message during a class, or to leave class to answer a call unless prior arrangements are made regarding an emergency situation. Return calls must be made at break or after class is over.

Children in Class

Children are not permitted in the classroom or nursing skill laboratory.

Conferences (Student/Faculty)

Conferences with instructors may be student or instructor initiated at any time during the course.

Evaluation of Course Work

Acceptable completion of each nursing course consists of meeting the objectives of the course and earning a satisfactory grade. Each unit of study has stated objectives which must be met. All units must be satisfactorily completed by the end of the course or a grade of "Incomplete" or "Failure" will be recorded in the Records Office.

General Education Prerequisites

Psychology 2237 must be completed with a "C" grade or better prior to/or concurrent enrollment in second semester of the associate degree nursing program. Note: Psychology 1100 is a prerequisite to Psychology 2237.

Culinary 1110 and Microbiology 1420 must be completed with a "C" grade or better prior third semester of the associate degree nursing program.

Grading Scale

Percentage	Grade
90.0% - 100%	A
84.0% - 89.9%	B
78.0% - 83.9%	C
70.0% - 77.9%	D
Below 70.0%	F

The numeric value of exams and final course grades will not be rounded.

Promotion Requirements

In order for a student to begin the next course in the sequence of COD ADN courses, the student is required to:

1. Be considered in good standing by the college.

2. Complete all prerequisites for the course satisfactorily.

3. Submit CPR certification by the designated deadline prior to the first day of each fall semester.

4. Complete other health screening requirements as appropriate by designated deadline.

5. Meet all course requirements as stated in the course syllabus.

6. Complete clinical objectives and criteria, and receive a satisfactory evaluation in the clinical component.

7. Have earned a grade of at least "C" in all COD ADN program courses.

8. Have earned a grade of at least "C" in all program required courses. The courses are A&P 1551, 1552 or 1571, 1572; Microbiology 1420; Psychology 2237; Foodservice 1110 (Culinary 1110).

Recording Lectures

Taping of any lecture or lab requires the permission of the instructor(s). Students must obtain permission from individual instructors prior to taping.

Lab/Simulation Policies: the policies related to the Simulation and Lab learning spaces, as well as the skills testing policies are under revision and will be available at the start of the Fall 2012 semester.

Syllabus Statements

Students are expected to comply with rules, regulations and procedures of C.O.D. and clinical agencies. Noncompliance with rules, regulations and procedures is basis for student dismissal from the C.O.D. ADN program.

Tests

Policy: The proctoring faculty has the right to seat students for test as seen fit. Students are expected to bring sharp #2 pencils and clean erasers to the test. All eraser marks on the scantron sheets are the responsibility of the students. Students will receive their test results approximately one week after original test time. For arrangements for testing outside the regularly scheduled class time, the student must contact the test proctor. No exam may be made up later than one week from the original test time. Two theory points are deducted from a test score when a test is taken within one day after the scheduled test time. One additional point will be deducted for each day thereafter. No exam may be made up later than one week from the original test time. A grade of zero (0) will then be recorded for that exam. Unusual circumstances, including repeated absences for tests, will be dealt with by the faculty.

Scan Sheet: The official source of a test score is the optical scan sheet that is processed through the computer. No changes may be made on this scan sheet after it is submitted to the faculty member proctoring the test. Students may compare their test booklets with the computer scan sheet during the week immediately following the return of the computer scan sheet. Students need to make an appointment to see their test booklets with the faculty member responsible for the test. Any test concerns, i.e. accuracy of a student score, inaccurate scanning of an opscan, etc. must be handled within one week after computer printouts are returned to the students. After one week, the test score stands as recorded. Students who receive less than a 78% on any test must schedule an appointment with the test proctor.

Written Assignments

There may be written assignments in a course. These assignments are part of the theory grade and/or clinical evaluation. Grammar, spelling, theme writing, neatness and legibility constitute a part of the grade.

All written assignments must be submitted at the beginning of class on the date they are due. This includes clinical paperwork assignments. One point per day (including weekends and holidays) is deducted for late submission of any written assignment. Failure to submit any required written assignment results in a failing grade for the course, regardless of theory grade.

Withdrawal Policy

A student must meet with the faculty of record or their assigned advisor prior to making a decision on withdrawal from the course. After the college calendar date for course withdrawal, the student must obtain a permit to withdraw from the instructor. Nursing instructors will issue permits to withdraw from a nursing course until the day prior to the final exam in the course. Upon the day of the final exam, if the student elects to take the final exam the earned grade will be recorded. A Record of Communication must be completed and properly disbursed when a student withdraws from the program.

Clinical Policies and Guidelines

Attendance/Absence in Clinical Setting

Students are required to attend all clinical sessions. A missed clinical is defined as a clinical absence due to illness or personal reasons. Clinical absences cannot exceed 3 absences in a 16 week course; 2 absences in an 8 week course; and 1 absence in an 8 week course where there is only one 12-hour clinical day per week. Emergency circumstances are individually evaluated by the instructor. The need for clinical make-up assignments is determined by the clinical instructor providing the student is meeting all clinical objectives. If a student exceeds the maximum number of clinical absences, the student must withdraw from the program or accept a failing grade (F) for the course. Three (3) tardies to clinical constitutes a missed clinical day. Tardiness is defined as arriving to clinical after the designated clinical starting time.

In case of unavoidable absence, the student must check the method of notification established by the clinical instructor.

Cell Phones in Clinical Setting

Cell phones are allowed in the clinical setting per faculty discretion and clinical site policy.

Clinical Facility- Student Responsibilities

The School shall notify each student prior to his/her arrival at the clinical Facility that he/she is required to:

1. Follow the administrative policies, standards and practices of the Facility.
2. Obtain medical care at his/ her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.
3. Provide his/her own transportation to and from the clinical Facility.
4. Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.
5. Conform to the standards and practices established by the School before publishing any material relating to the clinical learning experience.
6. Obtain prior written approval of the Facility and the School before publishing any material relating to the clinical learning experience.
7. Meet the personal, ethical and professional standards required of employees of the Facility and consistent with the applicable professional Code of Ethics and the applicable standards of The Joint Commission and/or other relevant accrediting or regulatory bodies.

Clinical Dress Code and Site Policies

The dress code and site policies are directed at appropriate appearance, patient safety, and comfort. The dress code policy includes the following:

1. Jewelry may not be worn with the uniform, except one ring and a single small ear post in each ear.
2. Hair must be neat and above the collar. Hair, if pulled up, must be held in place by a neutral tie, band, or clip. Facial hair on male students must be short-clipped and well-groomed. Cosmetics /

makeup must be conservatively used.

3. Complete uniform includes clean white nursing shoes, (if tennis shoes are used they must be all white with no stripes or color; shoestrings must be white and clean), white/neutral hose or white socks, name pin, bandage scissors, and a watch with a second hand. Complete uniform consists of jacket, shirt, and pants. Jackets should be worn except in specialty clinical areas and/or isolation rooms. If jackets are removed, identification pin must be worn on uniform shirt.

4. Nails should be at a length and condition that will not be injurious to patients. No artificial nails or extensions allowed. Nail polish must be clear/neutral.

5. "Business casual" dress for community and/or psychiatric clinical experiences consists of: plain pants, plain shirt/top. In some clinical instances, a full uniform may also be required. No jeans, no t-shirts, no open-toe shoes or gym shoes are allowed. See current syllabi for further dress code description.

6. Student identification picture badge must be worn at all clinical events.

7. Gum chewing is not permitted in the clinical setting.

8. Perfume/cologne may not be worn in the clinical setting.

9. Tattoos must not be visible,

10. Smoking is not permitted at the clinical site.

11. Personal use of facility telephones is not permitted.

12. Adherence to policies of the individual facility.

Faculty has the right to dismiss students from the clinical setting if dress code violations occur. Adherence to the dress code policy is a part of the student clinical evaluation tool: professionalism.

Injury at the clinical site

Any injury that occurs at the clinical site which may require medical attention resulting in medical fees is the student's responsibility. Students are encouraged to acquire medical insurance. Students may wish to contact the college admission office for information on health insurance availability through the college student group plan.

Clinical Restrictions

A student may register for a clinical experience in the facility in which the student is employed provided the clinical experience is not on the unit/units on which the student is employed.

Students planning to attend Good Samaritan Hospital for clinical must have proof of medical insurance.

Conferences (Student/Faculty)

Conferences with instructors may be initiated by the student or the clinical instructor at any time during the course. If a student is not meeting the clinical objectives, a SBAR form may be initiated. See Appendix A.

Dosage Calculation Test Requirements

Students will be expected to pass a dosage calculation test using dimensional analysis by a designated time each semester. A score of 80% is required for Nursing 1105. A score of 100% is required for each subsequent course.

Evaluation

Students will be asked to complete a course evaluation at the end of each course. Faculty evaluations may also be requested.

Each student will actively participate in a midterm and final clinical evaluation. The clinical evaluation tool is included in the course syllabus.

In identifying the terms used to evaluate clinical experience: satisfactory, needs improvement, unsatisfactory, unsafe, and the consequences of not meeting the clinical objectives, the ADN Program has taken a developmental approach; a student who demonstrates unprofessional or inappropriate behavior is encouraged to change that behavior. It is the student's responsibility to meet the objectives for clinical practice and to abide by the rules of professional conduct.

The student must maintain health, safety and ethical standards of the affiliates and adhere to the Health Science Division Program Standards for Professional Conduct. Patient endangerment, incompetence, unethical conduct, or disruptive behavior, will result in suspension from the clinical education setting.

Definition of Clinical Grading Terms:

Satisfactory clinical performance is defined as ability to meet the clinical objectives of the course, as outlined in the clinical objectives and delineated on the clinical evaluation tool. Examples of behaviors that demonstrate satisfactory performance are listed on the clinical evaluation tool for each course.

Needs Improvement clinical performance is defined as inability to fully meet the clinical objectives of the course, as outlined in the clinical objectives and delineated on the clinical evaluation tool. Examples of behaviors that demonstrate needs improvement in clinical performance are listed on the clinical evaluation tool for each course. Students must convert a grade of "needs improvement" to a satisfactory grade by the end of the course in order to pass the course. The clinical instructor of record will write a clinical contract to identify success measures to address student learning needs. The student must successfully meet the outcomes identified in the clinical contract to successfully pass the clinical component of the course.

Unsatisfactory clinical performance is defined as inability to satisfactorily meet the clinical objectives of the course.

Examples of behaviors that demonstrate unsatisfactory clinical performance are listed on the clinical evaluation tool for each course. Unsatisfactory behavior may consist of a behavior, or pattern of behaviors that include but are not limited to:

- Violations of professional conduct
- Repeatedly performs skills incorrectly
- Inability to complete patient care assignments

- Inability to make decisions
- Inability to exercise clinical judgment
- Inappropriate in applying safety measures
- Inability to appropriately communicate with faculty, staff, peers, or patients
- Communication or contact with patient outside the clinical setting

NOTE: A student must achieve a satisfactory grade in all clinical behaviors by the end of the clinical session. Skill performance is evaluated as commensurate with the level of the learner and reflective of the specific clinical objective as delineated on the clinical evaluation tool.

Unsafe clinical performance is defined as the inability to safely meet the needs of the patient. Patient endangerment, failure to act in a reasonable and prudent manner when delivering care or responding to patients, and irresponsible actions towards patients are all considered unsafe behaviors.

Examples of behaviors that demonstrate unsafe clinical performance are listed on the clinical evaluation tool for each course. Unsafe behavior may consist of a behavior, or pattern of behaviors that include, but are not limited to:

- Patient endangerment (safety/well-being)
  - Violations of professional conduct
    - Diverts medication or supplies
    - Fails to communicate serious changes in patient health status
  - Major violations of agency policy
    - Leaving side rail down on an infant's crib
    - Failure to secure safe environment
    - Inability to follow safety guidelines
  - Lack of accountability for own actions

Success and Safety Measures

Faculty will take reasonable measures to facilitate student success and avoid dismissal for unsafe or unsatisfactory performance. Such measures include, but are not limited to:

1. Any student not prepared to perform clinical skills may be dismissed from clinical for that day and sent to the nursing skills lab for remediation. Proof of remediation and skills practiced must be submitted to the instructor of record.

2. Any alteration of physical and/or emotional status of a student that would negatively impact delivery of patient care will result in removal of the student from the clinical site until it is deemed safe for the student to return.

3. A potential error medication form will be completed for any student who attempts to pass

    a medication without completing the rights of medication administration. After a potential medication error, the student will be expected to write a plan of action that

identifies the wrong action and correctly identifies the action that should have occurred. Examples of potential medication errors include, but are not limited to:

    a. Unprepared for medication administration.

        i. Looking up medications,

        ii. Getting vital signs,

        iii. Unable to perform skills necessary for safe administration.

    b. Inadequate identification of the patient.

4. A behavioral contract will be developed for any clinical behavior that is identified as needing improvement. Students must successfully meet all terms of the contract in order to pass the course. Examples include, but are not limited to:

    a. Tardiness

    b. Dress code infractions

    c. Poor organizational skills

    d. Lack of preparation for clinical experience

Suspension

Students who have been suspended for either unsatisfactory or unsafe clinical performance will first meet with the clinical instructor of record to review the clinical evaluation and discuss the grounds for suspension.

Following the meeting with the clinical instructor of record, the student will be called to appear before the Associate Degree Nursing (ADN) Appeal Board.

Because there is a lag time between suspension, when a grade would be conferred, and ability to file a formal appeal according to the college guidelines, the following internal appeal process has been instituted.

Clinical Grade/Performance Appeal Process

1. The ADN Appeal Board will be convened in all cases of student suspension from clinical.

2. The Director of Nursing of the Nursing Department will convene the ADN Appeal Board within three days of the suspension, excluding times when classes are not in session.

    o The ADN Appeal Board may consist of:

        ■ Director of Nursing of the Nursing Department

        ■ One ADN program faculty

        ■ One College of DuPage Counselor (preferably from the Health Science Division)

        ■ The instructor who evaluated the student as unsatisfactory or unsafe.

Substitute members of the ADN Appeal Board will be appointed in the event of potential conflict of interest or inability to convene a full board to hear the appeal.

3. The ADN Appeal Board will hear the case, speaking individually with both the student and the instructor of record, and both parties together, in any order they deem fit to discern particulars of the case. Materials reviewed in the appeal shall include, but are not limited to: the student handbook, the student's clinical evaluation tools (all courses to date and in particular, course from which dismissed), anecdotal notes, and any materials that would reflect clinical

performance.

4. The ADN Nursing Appeal Board decisions can not violate college or affiliate policies or jeopardize program accreditation.

5. Decisions must carry by a majority vote. All votes will be rendered anonymously.

6. The ADN Appeal Board's decision will result in one of three outcomes:

   a. The student is not found to be unsatisfactory or unsafe and may return to clinical.

   b. The student is evaluated as unsatisfactory. The student will be offered the option to withdraw. If the student chooses not to withdraw, the student will earn a grade of "F" for the course. A student who has been evaluated as unsatisfactory may not continue in the course (clinical, classroom, and nursing skills laboratory).

   c. The student is evaluated as unsafe. The student may not continue in the course (clinical, classroom, and nursing skills laboratory) and will earn an F in the course. A student evaluated unsafe may not return to the COD ADN Program.

Withdrawal and Readmission Policies

The following information has been prepared to assist any student who wishes to withdraw from or not continue with the ADN program. The withdrawal procedures resemble the process of resignation in the work world.

1. Students who have begun the program and wish to withdraw during the semester:

   Students are encouraged to consult directly with the instructor or advisor when considering a course withdrawal. Refer to the current college Catalog.

2. Faculty Responsibility.

   Students who are in danger of failing academically or clinically must be apprised of this possibility in writing before the end of the automatic "W" time limit. Mid-course evaluations and conferences are vital and the student's signature must be obtained on the evaluation form.

3. Appeal Procedure

   Students have the right to appeal grades and evaluations.

   See **Student Appeal Procedures** in the C.O.D. Catalog (2011-2013) page 44.

Advanced Placement into the A.D.N. program

The Associate Degree Nursing program provides opportunities for applicants to be advanced placed in the nursing program. Advanced placement means being accepted later than the first nursing course in the nursing program plan of study.

Applicants for this program include Licensed Practical Nurses, COD ADN program readmission students, and transfer students. Admission as an advanced placement student requires completing the application process. Other considerations for acceptance include seat availability and application rank score.

The Advanced Placement applicant must meet the Admission policy for the Associate Degree Nursing program, as well as the requirements defined in the Advanced Placement admission packet.