Program Approval and Accreditation Status

The Associate Degree in 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 A.D.N. program is currently accredited by the Accreditation Commission for Education in Nursing, Inc (ACEN), 3343 Peachtree Road NE, Suite 500, Atlanta, GA, 30326. Phone: (404) 975-5000 Fax: (404) 975-5020.

Edited 12/15/2014
Handbook Signature Sheet

As a student in the Associate Degree Nursing Program, I understand that I must comply with the policies of the College of DuPage, the Health Science Division, the Nursing Department and the Associate Degree Nursing program. I understand this to include, but not be limited to,

1. Know and abide by the policies of the Associate Degree Associate degree nursing program as presented in this handbook.
2. Respect the learning environment provided at the college and the clinical sites. This includes compliance with information technology and social media policies/guidelines.
3. Comply with the Simulation and Laboratory policies, including scheduling of skills and simulation time.
4. Complete clinical participation activities by deadline(s) noted, i.e. CPR verification, criminal background checks, and all health requirements. This includes complete and accurate uploading of defined materials to the required data warehouse, i.e. Certified Background Profile.
5. Authorize confidential sharing of social security number and/or student identification number as required by clinical agency and licensing bodies.
6. Participate in required videotaping or multimedia production of performance required for learning and assessment. This also includes posting pf required artifacts on the prescribed student portfolio platform; and authorization of faculty posting exemplar student work on Digital Commons.
7. Demonstrate professional code of conduct at all times and in all settings used for student learning and participation activities, i.e. registration, classroom, lab, simulation spaces, clinical sites.
8. Engage as an active participant in the learning process, including coming to learning and assessment situations prepared.
9. Maintain a record of areas competent in and a plan for learning experiences needed, communicating both to faculty.
10. Use the services of my Nursing Faculty Academic Advisor per policy and as needed.
11. Assume responsibility for perform essential functions independently or with reasonable accommodations. This means notification of instructors of authorized accommodations needed in a timely fashion.

My signature (below) acknowledges my receipt of this information, and the understanding that I am held accountable for knowing and abiding by all items noted on this list. I am aware that this is not an exhaustive list. I realize that a breach of any one of these could result in disciplinary action up to and including dismissal from the program. I understand that 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’s Name (print):

Student’s Signature: ______________________ Date: ______________________
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Welcome from the Associate Dean

Dear Nursing Student:

The faculty wants to welcome you to our nursing program.

C.O.D.’s nursing program is a great place for you to prepare for a career as an associate degree nurse. You will find an outstanding level of support and commitment to your undergraduate nursing education at the College of DuPage. With our focus on concept based curriculum, you will need to embrace the exciting yet demanding curriculum designed to prepare you for the challenges of nursing practice. Continuous, thorough study is essential to master this program and to prepare you for safe and effective practice in the years ahead. The nursing faculty wants to encourage you to make full use of their support — visit them during office hours, interact as a nursing committee member, ask questions in classes. We want to facilitate your learning experience. Every nursing student has an assigned nursing faculty advisor. This is the person to go to should you have professional questions about your future, or concerns about your academic progress.

I look forward to interacting with you during your nursing program. I will share in your happiness as you are awarded your Associate of Applied Sciences Nursing degree and your nursing pin, and I hope that you will remember C.O.D. as the starting point of your professional nursing career.

With warm wishes,

Vickie Gukenberger, PhD, RN

Vickie Gukenberger, PhD, RN
Associate Dean, Nursing and Health Sciences
College of DuPage Health Sciences Division
I. EDUCATIONAL FOUNDATIONS

**ADN Program Mission**

The College of DuPage Nursing Program serves the varying needs of the community by supporting excellence in teaching and learning. The nursing faculty are committed to applying the college’s core values of **HONESTY, INTEGRITY, RESPECT,** and **RESPONSIBILITY** in preparing students to obtain a high quality nursing education for a diverse nursing workforce.

**ADN Program Purpose**

The purpose of the Nursing Program is to prepare the graduate to practice in health care systems which address the needs of the patients in a holistic manner. The curriculum structure provides an option to pursue licensure as a practical nurse upon completion of the first level of the program. Completion of the second level of the program prepares the graduate for an entry level position as a registered professional nurse.

**Statement of Beliefs**

Faculty believe:

**Nursing**

While being firmly grounded in science, nursing practice focuses on holism throughout the life span. Nursing is also an art which assists a family, individual or community to obtain optimal well-being while maintaining dignity. The nurse integrates the art of nursing with evidence-based practice to promote human flourishing. Nurses value the impact of caring, diversity and cultural competence as they work collaboratively with individuals and resources within the context of their environment. Nursing care is delivered by applying knowledge, therapeutic communication, and nursing judgment to promote optimal health. Professional nursing includes a system of values and ethics that is expressed through the American Nurses Association (ANA) Scope and Standards of Practice, ANA Code of Ethics, and the National League of Nursing (NLN) Core Values.

**Nursing Education**

The Nursing Faculty philosophy of teaching and learning is congruent with the College’s Institutional Philosophy of “the right of each person to accessible and affordable opportunities to learn and affirm the innate value of the pursuit of knowledge and its application to life. Our primary commitment is to facilitate and support student success in learning.”

Nursing science explores concepts and evidence relevant to practice and the dynamic interrelationships among them within a global society. Nursing also draws on knowledge from a large number of disciplines including the biological sciences, social sciences, and arts and humanities.

**The Learner**

The nursing student is responsible as an active participant in the learning experience and
incorporates the values of personal and professional development as a lifelong learner. Each learner has individual needs and potential and is expected to be self-directed in the educational process of knowledge acquisition. As a self-directed learner each student brings unique and diverse life experiences to the learning process in partnership with the nursing faculty to develop knowledge and nursing judgment in the practice of nursing.

Learner Responsibilities:

- Participate actively in the learning process
- Integrate and apply previously learned knowledge
- Exhibit a spirit of inquiry
- Examine underlying assumptions
- Communicate effectively
- Use technology to support outcomes
- Implement decisions derived from theory and research
- Apply evidence based practice
- Engage in self-reflection and evaluation
- Collaborate as a member of a team
- Demonstrate professional integrity

The Faculty

At the College of DuPage faculty are “devoted to the idea that knowledge is transformative. We believe there are few things more powerful than a mind engaged. We are excited by the possibilities ignited when knowledge is imparted through meaningful discourse, in the service of realizing each and every one of our community member's full potential.” The nursing faculty fully endorses this philosophy as they collaborate with the nursing students to engage in the learning process.

Faculty are committed to excellence in preparing graduates for licensure in a rapidly changing profession and global society. The faculty are responsible for design and implementation of a curriculum that is relevant and innovative in the acquisition of nursing knowledge and science. In response to changing dynamics in the environment, the faculty regularly reviews and systematically evaluates the program outcomes to address revisions as needed.

Faculty Responsibilities:

- Facilitate and support student success in the pursuit of knowledge
- Pursue excellence in nursing practice through evidence based teaching
- Recognize the unique qualities, varying backgrounds, skills and learning styles of students
- Support student opportunities for articulation and advancement
- Foster the development of nursing judgment
- Provide an environment conducive to active learning
- Demonstrate and role model professional integrity
- Participate regularly in scholarly activities
- Engage students to exercise a spirit of inquiry
II. NURSING PROGRAM OVERVIEW

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.

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 you toward the graduate outcomes, represented by the themes in the outer ring of the conceptual framework.

Nursing education and practice are concerned with the major elements of person, environment, health and nursing.

**Person (Individual):**
Each person is a complex, multi-dimensional human being that is a member of a family, community and a culturally diverse society. Individuals are impacted by environmental, physiological, psychosocial, and cultural and spiritual factors. Each person has the right to self-determination, respect, and ongoing growth as a human being in order to achieve the highest level of wellness.
Environment
The environment includes factors which impact the health of an individual, the family or the community. This is a dynamic balance between biological, ecological, economic, and cultural influences. Humans exist within a global society. Threats to the equilibrium within the environment impact health.

Health
Health is a dynamic state of wellness that is ever changing with the environment. The individual exists on a continuum from optimal wellness to illness. Health is based on the families, individual’s perceptions and beliefs of health and illness. Individuals have the ability to adapt to internal and external stressors which impact their health. When individuals or communities lose the ability to stabilize and adapt, illness may be an outcome.

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 classroom discussion, nursing laboratory and a clinical practicum (traditional clinical, community clinical and simulation). Classroom discussion is the primary approach to theory instruction. The laboratory setting allows students to practice their psychomotor skills prior to performing these skills in the clinical setting. Students are tested on their lab skills. Upon successful testing of the skill, you 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.

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 1\textsuperscript{st} and 3\textsuperscript{rd} 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 nursing program)
   - Employer-78% of employers agree that C.O.D. 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.

**Student Learning Outcomes:** The C.O.D. ADN Program curriculum incorporates established professional standards, guidelines, and competencies.

1. **SAFETY:** Provide safe and holistic nursing care throughout the lifespan to a culturally diverse society grounded in science and the nursing process.

2. **PATIENT-CENTERED CARE:** Apply nursing judgment to ensure the delivery of patient-centered care and promotion of health for patients within a family and community context.

3. **COLLABORATION AND TEAMWORK:** Collaborate effectively within nursing and interdisciplinary healthcare teams to foster open communication, respect, and shared decision making.

4. **EVIDENCE-BASED PRACTICE AND QUALITY IMPROVEMENT:** Incorporate a spirit of inquiry to make evidence based clinical judgments and
management decisions for quality improvement.

5. **INFORMATICS**: Integrate information and technology to communicate manage knowledge, and support decision making in the practice of nursing care.

6. **PROFESSIONALISM**: Assumes accountability for practice in accordance with professional, legal and ethical standards.

**Course Overviews and Learning Experiences**

Learning experiences are planned in accordance with the philosophy of the C.O.D. 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 C.O.D. ADN sequence has learning objectives designed to assist you in meeting the requirements of each course. Students must complete a total of 77 credit hours to meet the requirements of the C.O.D. ADN program.

**Nursing 1120 Role of the Nurse**
Introduction to essential concepts and core values of the nursing profession within the context of the four domains: nursing, individual, health, and environment. Emphasis is placed on the nursing process, communication, health promotion, practice standards, and the various roles of the nurse in the delivery of healthcare. **Prerequisite**: Admission to ADN program. (Semester hrs: 1, Clinical hrs: 0, Lecture hrs: 1, Lab hrs: 0)

**Nursing 1130 Introduction to Core Concepts**
Introduction to essential concepts and core values of health within the context of the four domains: nursing, individual, health, and environment. Emphasis on development, functional ability, nutrition, elimination, homeostasis, care giving, and safety. **Prerequisite**: NURSI 1120 Role of the Nurse I with a grade of "C" or better, or equivalent. **Prerequisite**: NURSI 1140 Physical Assessment with a grade of "C" or better, or equivalent. **Prerequisite**: NURSI 1150 Pathophysiology-Altered Health Concepts with a grade of "C" or better, or equivalent. **Prerequisite**: MICRO 1420 Microbiology with a grade of "C" or better, or equivalent, current CNA in Illinois, Anatomy & Physiology 1552 or 1572, and concurrent enrollment in Nursing 1160. (Semester hrs: 4, Clinical hrs: 4, Lecture hrs: 2, Lab hrs: 4)

**Nursing 1140 Physical Assessment**
Theoretical basis for assessing the health status of individuals with an emphasis on cultural diversity and age related differences. Application of cognitive, psychomotor, communication, and critical thinking skills in conducting a health assessment. Assists in identifying and communicating normal and abnormal findings. **Prerequisite**: Admission to ADN Program. **Prerequisite**: MICRO 1420 Microbiology with a grade of "C" or better, or equivalent. or Concurrent Enrollment: MICRO 1420 Microbiology. (Semester hrs: 2, Clinical hrs: 0, Lecture hrs: 1, Lab hrs: 2)

**Nursing 1150 Pathophysiology-Altered Health Concepts**
Principles of normal and altered physiology. Disease states and alterations in health status throughout the lifespan, incorporating diverse populations. Overview of common disease
processes and their impact on homeostasis. **Prerequisite:** Admission to the Associate Degree Nursing Program. **Prerequisite:** MICRO 1420 Microbiology with a grade of "C" or better, or equivalent or Concurrent Enrollment: MICRO 1420 Microbiology. (Semester hrs: 3, Clinical hrs: 0, Lecture hrs: 3, Lab hrs: 0)

**Nursing 1160 Foundations of Pharmacology**
Principles of pharmacokinetics, and medication administration. Preparation for safe administration of pharmaceutical agents to populations across the lifespan. Emphasis on drug classification, dosage calculation, drug action, side effects, nursing implications, and patient education. **Prerequisite:** NURSI 1120 Role of the Nurse I with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 1150 Pathophysiology-Altered Health Concepts with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 1140 Physical Assessment with a grade of "C" or better, or equivalent. **Prerequisite:** MICRO 1420 Microbiology with a grade of "C" or better, or equivalent. (Semester hrs: 2, Clinical hrs: 0, Lecture hrs: 2, Lab hrs: 0)

**Nursing 1220 Health and Illness Concepts I**
Expands upon the essential concepts of health and illness within the context of the four domains: nursing, individual, health, and environment. Emphasis on human response to chronic alterations in multidimensional processes and restoration of homeostasis. **Prerequisite:** NURSI 1130 Introduction to Core Concepts with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 1160 Foundations of Pharmacology with a grade of "C" or better, or equivalent. **Prerequisite:** PSYCH 2237 Developmental Psychology: The Life Span with a grade of "C" or better, or equivalent. or Concurrent Enrollment: PSYCH 2237 Developmental Psychology: The Life Span **Prerequisite:** ENGLI 1101 English Composition 1 with a grade of "C" or better, or equivalent. or Concurrent Enrollment: ENGLI 1101 English Composition 1 **Prerequisite:** MICRO 1420 Microbiology with a grade of "C" or better, or equivalent. (Semester hrs: 5, Clinical hrs: 6, Lecture hrs: 2, Lab hrs: 6)

**Nursing 1230 Family Health Concepts I**
Conceptual principles and values of providing multidimensional nursing care to individuals, children, and families within the context of the four domains: nursing, individual, health, and the environment. Emphasis on health, wellness, and illness throughout the lifespan. **Prerequisite:** MICRO 1420 Microbiology with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 1130 Introduction to Core Concepts with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 1160 Foundations of Pharmacology with a grade of "C" or better, or equivalent. **Prerequisite:** ENGLI 1101 English Composition 1 with a grade of "C" or better, or equivalent. or Concurrent Enrollment: ENGLI 1101 English Composition 1 **Prerequisite:** PSYCH 2237 Developmental Psychology: The Life Span with a grade of "C" or better, or equivalent. or Concurrent Enrollment PSYCH 2237 Developmental Psychology: The Life Span. (Semester hrs: 5, Clinical hrs: 6, Lecture hrs: 2, Lab hrs: 6)

**Nursing 2120 Health and Illness Concepts II**
Further explores concepts of health and illness within the context of the four domains: nursing, individual, health, and environment. Emphasis on human response to acute
alterations in multidimensional processes and restoration of homeostasis. **Prerequisite:** ENGLI 1101 English Composition I with a grade of "C" or better, or equivalent. **Prerequisite:** PSYCH 2237 Developmental Psychology: The Life Span with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 1220 Health and Illness Concepts I with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 1230 Family Health Concepts I with a grade of "C" or better, or equivalent. **Prerequisite:** SPEEC 1100 Fundamentals of Speech Communication with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 1220 Health and Illness Concepts I with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 1230 Family Health Concepts I with a grade of "C" or better, or equivalent. **Prerequisite:** SPEEC 1120 Small-Group Communication with a grade of "C" or better, or equivalent. **Prerequisite:** ENGLI 1101 English Composition I with a grade of "C" or better, or equivalent. **Prerequisite:** PSYCH 2237 Developmental Psychology: The Life Span with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 1220 Health and Illness Concepts I with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 1230 Family Health Concepts I with a grade of "C" or better, or equivalent. **Prerequisite:** SPEEC 1100 Fundamentals of Speech Communication with a grade of "C" or better, or equivalent. Prerequisite: SPEEC 1120 Small-Group Communication with a grade of "C" or better, or equivalent. (Semester hrs: 5, Clinical hrs: 6, Lecture hrs: 2, Lab hrs: 6)

**Nursing 2130 Family Health Concepts II**
Further explores the conceptual principles and values of providing multidimensional nursing care to individuals, children, and families within the context of the four domains: nursing, individual, health, and the environment. Emphasis on health, wellness, and illness throughout the lifespan. **Prerequisite:** ENGLI 1101 English Composition I with a grade of "C" or better, or equivalent. **Prerequisite:** PSYCH 2237 Developmental Psychology: The Life Span with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 1220 Health and Illness Concepts I with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 1230 Family Health Concepts I with a grade of "C" or better, or equivalent. **Prerequisite:** SPEEC 1100 Fundamentals of Speech Communication with a grade of "C" or better, or equivalent. **Prerequisite:** SPEEC 1120 Small-Group Communication with a grade of "C" or better, or equivalent. (Semester hrs: 5, Clinical hrs: 6, Lecture hrs: 2, Lab hrs: 6)

**Nursing 2160 Pharmacology and Disease Processes**
Explores the relationship between medication and disease processes. Emphasis on reactions to medications, both therapeutically and adversely, in order to predict potential drug interactions. Focuses on critically ill patients across the lifespan, emphasizing medication management of intravenous therapy, drug titration, parenteral nutrition, and medication administration via central lines and epidural routes. **Prerequisite:** NURSI 1220 Health and Illness Concepts I with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 1230 Family Health Concepts I with a grade of "C" or better, or equivalent. **Prerequisite:** PSYCH 2237 Developmental Psychology: The Life Span with a grade of "C" or better, or equivalent. **Prerequisite:** ENGLI 1101 English Composition I with a grade of "C" or better, or equivalent. **Prerequisite:** SPEEC 1100 Fundamentals of Speech Communication with a grade of "C" or better, or equivalent. **Prerequisite:** SPEEC 1120 Small-Group Communication with a grade of "C" or better, or equivalent. or Concurrent Enrollment: SPEEC 1100 Fundamentals of Speech Communication or Concurrent Enrollment: SPEEC 1120 Small-Group Communication. (Semester hrs: 1, Clinical hrs: 0, Lecture hrs: 1, Lab hrs: 0)

**Nursing 2330 Role of the Nurse II**
Synthesis of concepts and core values of the nursing profession within the context of the four domains: nursing, individual, health and environment. Emphasis is placed on leadership, professionalism, collaboration and safety as a member of an interdisciplinary healthcare team in a dynamic healthcare system. **Prerequisite:** NURSI 2120 Health and
Illness Concepts II with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 2160 Pharmacology and Disease Processes with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 2130 Family Health Concepts II with a grade of "C" or better, or equivalent. **Prerequisite:** SPEEC 1100 Fundamentals of Speech Communication with a grade of "C" or better, or equivalent. **Prerequisite:** SPEEC 1120 Small-Group Communication with a grade of "C" or better, or equivalent. (Semester hrs: 1, Clinical hrs: 0, Lecture hrs: 1, Lab hrs: 0)

**Nursing 2340 Clinical Decision Making Practicum**
Assimilation of concepts within the context of the four domains: nursing, individual, health, and environment. Emphasis on accountability for practice, collaboration as a member of the health care team, and management of the care of a group of patients. Prepares the transition to the role of registered professional nurse under the guidance and supervision of a nurse preceptor. **Prerequisite:** NURSI 2320 Complex Health Problems with a grade of "C" or better, or equivalent. **Prerequisite:** NURSI 2330 Role of the Nurse II with a grade of "C" or better, or equivalent. **Prerequisite:** SPEEC 1100 Fundamentals of Speech Communication with a grade of "C" or better, or equivalent. or **Prerequisite:** SPEEC 1120 Small-Group Communication with a grade of "C" or better, or equivalent. (Semester hrs: 3, Clinical hrs: 9, Lecture hrs: 0, Lab hrs: 0)

**Concept Based Curriculum**

The College of DuPage Associate Degree Nursing program is a concept based curriculum.

**What is a Concept?** It is an organizing principle, or classification of information. It may be simple or complex in range. They can be considered the building blocks or the foundation of nursing theory. *(Giddens, J. 2013, Concepts for Nursing Practice)*

Each of the nursing courses has core concepts and supporting concepts embedded within the context of the course. The faculty has designed the courses to build upon the concepts of the prior courses. Listed below are the courses and the concepts which are core to those courses.

**NURSI 1120 Role of the Nurse**
**Core Concepts:** Professionalism, Communication, Collaboration, Safety, Ethics

**NURSI 1130 Introduction to Core Concepts**
**Core Concepts:** Clinical Judgment, Patient Education, Coping, Functional Ability, Mobility, Tissue Integrity, Nutrition, Fluid an Electrolyte Balance

**NURSI 1220 Health and Illness Concepts I**
**Core Concepts:** Cellular Regulation, Glucose Regulation, Perfusion, Pain, Adherence, Gas Exchange, Elimination, Infection

**NURSI 1230 Family Health Concepts I**
**Core Concepts:** Health Promotion, Development, Culture, Family Dynamics, Immunity, Reproduction, Stress
NURSI 2120 *Health and Illness Concepts II*
**Core Concepts:** Leadership, Palliation, Motivation, Acid Base Balance, Clotting, Inflammation, Evidence

NURSI 2130 *Family Health Concepts II*
**Core Concepts:** Caregiving, Anxiety, Mood and Affect, Addictions, Sexuality, Interpersonal Violence, Thermoregulation

NURSI 2320 *Complex Health Concepts*
**Core Concepts:** Technology and Informatics, Cognitive Disorders, Psychosis, Intracranial Regulation, Sensory Perception,

NURSI 2330 *Role of the Nurse II*
**Core Concepts:** Healthcare Organizations, Care Coordination, Healthcare Law, Healthcare Quality, Healthcare Policy, Healthcare Economics
The Table below is an example of the ADN curriculum plan should a student pursue it on a full-time basis.

**Associate Degree Nursing Program Degree: Associate of Applied Science - 77 hours**

<table>
<thead>
<tr>
<th>Pre-Nursing Admission Requirement</th>
<th>Theory/Lab/</th>
<th>Credits:</th>
<th>Lecture</th>
<th>Lab and/or Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clinical</td>
<td>Semester/</td>
<td>(hours/week, based on 16 weeks)</td>
<td>(hours/week, based on 16 weeks)</td>
</tr>
<tr>
<td>ANAT 1551 or 1571</td>
<td>Anatomy and Physiology I</td>
<td>Theory/Lab</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>ANAT 1552 or 1572</td>
<td>Anatomy and Physiology II</td>
<td>Theory/Lab</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 1100</td>
<td>General Psychology</td>
<td>Theory</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHEMI 1211, equivalent or higher</td>
<td>General Chemistry</td>
<td>Theory/Lab</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1102, equivalent or higher</td>
<td>Mathematics for Health Sciences</td>
<td>Theory</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>CNA Certification</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester I</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSI 1120</td>
<td>Role of the Nurse I</td>
<td>Theory</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>NURSI 1140</td>
<td>Physical Assessment</td>
<td>Theory/Lab</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NURSI 1150</td>
<td>Pathophysiology</td>
<td>Theory</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURSI 1130</td>
<td>Introduction to Core Concepts**</td>
<td>Theory/Lab/ Clinical</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>NURSI 1160</td>
<td>Foundations of Pharmacology**</td>
<td>Theory</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>MICRO 1420</td>
<td>Microbiology</td>
<td>Theory/Lab</td>
<td>4</td>
<td>2</td>
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<tr>
<td><strong>Semester II</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSI 1220</td>
<td>Health and Illness Concepts I</td>
<td>Theory/Lab/ Clinical</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>NURSI 1230</td>
<td>Family Health Concepts I</td>
<td>Theory/Lab/ Clinical</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>ENGLI 1101</td>
<td>English Composition I</td>
<td>Theory</td>
<td>3</td>
<td>3</td>
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<tr>
<td>PSYCH 2237</td>
<td>Developmental Psychology: The Life Span</td>
<td>Theory</td>
<td>3</td>
<td>3</td>
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<tr>
<td><strong>Semester III</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>NURSI 2120</td>
<td>Health and Illness Concepts II</td>
<td>Theory/ Clinical</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>NURSI 2130</td>
<td>Family Health Concepts II</td>
<td>Theory/ Clinical</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>NURSI 2160</td>
<td>Pharmacology and Disease Processes</td>
<td>Theory</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SPEEC 1100 OR 1120</td>
<td>Fundamentals of Speech Communication OR Small-group Communication</td>
<td>Theory</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester IV</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSI 2320</td>
<td>Complex Health Concepts</td>
<td>Theory/Clinical</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>NURSI 2330</td>
<td>Role of the Nurse II</td>
<td>Theory</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>NURSI 2340</td>
<td>Clinical Decision Making Practicum</td>
<td>Clinical Internship</td>
<td>3</td>
<td>9</td>
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<tr>
<td><strong>Humanities Elective</strong></td>
<td>Any applicable to the AAS Degree</td>
<td>Theory</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

College of DuPage Associate Degree Nursing
Edited 12/15/2014
Nursing Department Staff and Faculty: Titles and Roles

Administrative Staff

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

Program Support Specialist
The Program Support Specialist provides support for the management of the Career and Technical Education (CTE) programs related to student orientation and tracking, program evaluation and accreditation data collection and reporting, clinical site requests and communication, monitoring budgets and supporting the advisory committee.

Administrative Assistant
The Administrative Assistant provided assistance to the Associate Dean in the operations of the Nursing and Health Sciences sub-division. Responsibilities include assisting with personnel related tasks, book ordering, placing faculty on schedules, requesting and reconciling purchases, submitting schedule information to Central Scheduling, monitoring submission of course syllabus and grades, managing records and files.

Instructional Faculty

Full-time Faculty
Full time faculty has offices on campus, maintain office hours, and provide the full range of instruction. Full-time faculty develop curriculum, program policy and program evaluation. They provide student instruction, evaluation and work closely with the Associate Dean. 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. They are the instructors of record for their assigned clinical classes. Part-time faculty has access to the part time faculty office. They have a college email account.

Clinical Faculty
Clinical faculty is the instructors for an assigned clinical experience for a nursing courses. They can be full-time or part-time faculty. They are responsible for clinical instruction, clinical evaluation, and the evaluation of written assignments, presentations.
**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 orientation to the program.

**Instructional Staff:**

**Manager of Clinical Learning**
The Manager of Clinical Learning oversees the process of clinical site resourcing, serves as the central point of contact for the clinical sites with questions and directives, conducts the evaluation of clinical site learning, hosts a biannual meeting with clinical site liaisons, works with Business affairs to generate new and review existing affiliation agreements, and develops and conducts the preceptor training program.

**Manager of Simulation and Laboratory Learning**
The Manager of Nursing & Health Science Simulation and Learning Lab directs the development and maintenance of a simulated clinical teaching/learning environment for faculty and students. This includes resource budgeting and acquisition. The Manager collaborates with course coordinators and faculty to plan, develop, implement and evaluate the cognitive, psycho motor and affective teaching of skills to health care students. The Manager of Nursing & Health Science Simulation and Learning Lab supervises Simulation Technicians, Laboratory Assistants and Student Nursing Tutors.

**Simulation Technicians**
The Simulation Technicians primary responsibility is to provide technical support in the set-up, conducting and evaluation of simulated learning experiences. They work directly with the other members of the Instructional Staff and well as counsel with Faculty. They provide input into resource acquisitions to provide contemporary, state-of-the-art nursing and health care simulated practice.

**Laboratory Assistants**
The Laboratory Assistant assists with the nursing lab daily operations. They staff the lab during open lab hours and reinforce instruction given by lab or clinical faculty. The Laboratory Assistants manage the inventory and set up for skills and simulation learning experiences. They also assist with needed data collection. 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.
Requirements for Licensure in the State Of Illinois

To receive a license to practice as a registered professional nurse, a person must meet the following criteria:

1. Complete the required approved professional nursing program of not less than two academic years in an approved school and graduate from the school; and
2. Have proof of graduation from a nursing education program.
3. Obtain the signature of the Associate Dean of the nursing education program, or other person designated by the of the Associate Dean of the nursing education program
4. Pay the required examination fee
5. Have verification of fingerprint processing

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.

A person shall be qualified to receive a license as a registered professional nurse if he or she has passed NCLEX-RN as determined by and conducted by the Illinois Department of Professional and Financial Regulation (IDPFR) to determine his or her fitness to receive a license as a registered professional nurse.

Candidates for the examination must, personally apply for the examination upon graduation from an approved program. The examination is computer based. Candidates in all states take the same national examination.

Two agencies administer the application for license and the 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 NCSBN for the NCLEX-RN. They are who
   a. Process your NCLEX-RN application and fees
   b. You schedule the exam time with once you get your ATT from CTS

In determining licensure under this Section, the Department may take into consideration any felony conviction of the applicant. If you have a conviction, you will want to confirm with the IDFPR State Board of Nursing to determine if it would affect your eligibility for licensure.

**Important web sites that influence your eligibility for licensure and taking of the NCLEX-RN.**

- National Council of State Boards of Nursing (NCSBN)
  [https://www.ncsbn.org/nclex.htm](https://www.ncsbn.org/nclex.htm)
- Illinois Department of Financial and Professional Regulations (IDFPR)
- Continental Testing Service (CTS) (041)
  [http://www.continentaltesting.net/ProfDetail.aspx?Entity=2&ProfID=10](http://www.continentaltesting.net/ProfDetail.aspx?Entity=2&ProfID=10)

- Pearson (NCLEX provider)
Considerations as you participate in this program

The program is designed to be completed in 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 you should consider:

1. Home commitments: It is demanding to meet the needs of a family while carrying a full college schedule. Course schedules may require evening and weekend hours, and clinical shifts up to 12 hours.

2. Work commitments: Work requirements may interfere with your success. Work schedules may make academic success difficult. If you are working full time and reside outside the district, you will have to prove that you are continuing to work each semester that you have to register in order to be considered “in-district for the program”.

3. Health requirements: You are required to submit an up to date health record prior to registration of NURSI 1130 and prior to NURSI 2120 or NURSI 2130. The health requirements are necessary to meet the expectations of each clinical agency. The deadline to submit all of the health requirements is 4 weeks prior to the start of the appropriate course.

4. Returning to the ADN program will need to have their health requirements within four weeks of their return dates. Changes of student health status warrant medical clearance to ensure safety in the clinical setting. Proof of this documentation must be provided by you.

   - NOTE: Absences that require making up of clinical experiences that requires an additional instructor cost to provide for needed clinical supervision may incur an additional cost associated with this instruction.

5. You are expected to have a valid Healthcare Provider CPR card which expires in the month you graduate from the ADN program. (May or December of their second year)

6. You are required to have a Certified Criminal Background Check completed prior to the start of Nursing 1130.

7. You are required to have medical health insurance.

8. Counseling/Advising: Counselors/advisors are available to assist you with identified special academic or personal needs. A link to the services is listed below: http://www.C.O.D..edu/counseling/advising/index.aspx

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: You 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 Learning Commons is available to prescribe developmental work in communication skills and math. A link to Learning Commons: [http://www.cod.edu/learningcommons](http://www.cod.edu/learningcommons)

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. Please contact the Learning Commons for math assistance.

***Clinical Sites and times may change due to an institution’s inability to host our students. Clinical requests are sent months in advance awaiting confirmation. In some instances changes have been made just prior to the start of school.***

***The first day of class may not be what is listed in myAccess. The first day that classes resume on campus, is the start of the session. This may mean that you are in clinical prior to lecture.***
III. (SELECT) COLLEGE OF DUPAGE ACADEMIC 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 C.O.D. 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. You are to review degree audits as you begin the second year of the program 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 your 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." For the complete text on Board Policy 5050, see C.O.D. Catalog 2013-2015. If there is a disparity between in-class and out-of-class written work, you will be required to submit evidence that he/she wrote the paper, e.g. outline notes, etc. A link to this policy can be found at: [http://www.cod.edu/catalog/current/student_services/student_appeals_procedures.aspx](http://www.cod.edu/catalog/current/student_services/student_appeals_procedures.aspx)

**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."


**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 Center for Access and Accommodations (630) 942-2154 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 2013-2015, A link to these services is: http://www.cod.edu/student_life/student_services/access_accommodations/index.aspx

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. The policy and definition of course-related academic dishonesty can be found in the link below http://www.cod.edu/catalog/current/student_services/student_rights_responsibilities.aspx
IV. HEALTH SCIENCE PROGRAMS AND NURSING DEPARTMENT
STUDENT PROGRAM PARTICIPATION POLICIES AND
PROCEDURES …These are all located on the Nursing Department Web Page at

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).

Professional Code of Conduct in Classroom, Laboratory and Clinical Sites

Student violation in Professional Code of Conduct will be documented on the
appropriate record of communication.

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

Drug Screening

Academic Advising and Record of Communication

Academic Advising policy
Academic Alert policy
Record of Communication

Criminal Background Check Information
V. COLLEGE OF DUPAGE ASSOCIATE DEGREE IN NURSING PROGRAM POLICIES

A. CLASSROOM 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 you are tardy for a quiz, you will receive a zero for that quiz. Consistent tardiness is unacceptable and an Occurrence form will be initiated by the lecturing faculty.

In case of unavoidable absence, the instructor(s) must be notified prior to the class or lab. It is your 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 lab/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. No cells are allowed during test sessions.

Children in Class
Children are not permitted in the classroom, nursing skill laboratory, open labor simulation.

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.

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>84.0% - 89.9%</td>
<td>B</td>
</tr>
<tr>
<td>78.0% - 83.9%</td>
<td>C</td>
</tr>
<tr>
<td>70.0% - 77.9%</td>
<td>D</td>
</tr>
<tr>
<td>Below 70.0%</td>
<td>F</td>
</tr>
</tbody>
</table>

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

Student progression in the ADN program is determined by academic testing. In order for a student to pass any NURSI course, the cumulative average of all exams must equal 78% or greater. This does not include any course assignments, quizzes, or collaborative testing.
**Policy Statement:** The ADN program subscribes to an external longitudinal testing program, which students pay for through their course fees. Students participate by taking prescribed tests in specific courses throughout the program. These include the following courses and the related test:

- NURSI 1130 Health Assessment
- NURSI 1130 Pathophysiology
- NURSI 1220 Fundamentals of Nursing
- NURSI 1230 Maternal Child
- NURSI 2120 Medical Surgical Nursing
- NURSI 2130 Psych Mental Health Nursing
- NURSI 2160 Pharmacology
- NURSI 2340 HESI Exit (NCLEX-RN predictor)

**Purpose:** To provide students with psychometrically sound standardized testing and review materials that address individual students’ remediation needs as they relate to NCLEX-RN passing.

Taking these exams assists the student and faculty in:

- Determining individual student preparedness for the NCLEX-RN exam compared to national trends
- Identifying areas and accessing resources for remediation based on test results.

The tests are typically scheduled in the 7th week of the course for 8 week courses and in the 15th or 16th week for 16 week courses. The scheduled time is primarily on weekends, i.e. Friday evenings or Saturday. Dates will be included in the course syllabi.

**Procedure:**

*Longitudinal Testing Rules:*

Registering for the test:

- If there is more than one testing time for an exam, students may need to register for their test using myAccess.
- If registration is required, registration is similar to course registration. There is no registration fee.
- Registration will close four days prior to the test administration date.

Taking the test:

- Testing is **mandatory** for **all students**.
- Tests will be taken in course sections or cohort groups.
- Tests must be proctored in the testing center.
- Rules of the testing center will be followed.
- On the day of the test students will be required to bring a picture ID.
- No cell phones or electronic media devices are allowed in the testing experience.
After taking the Longitudinal test (HESI), the student will:

a. Print out a copy of your test report.
b. Bring the report to the student’s current lecture instructor.

test scores greater than or equal to 800 on the first attempt of the longitudinal test, the student will

- be awarded a 2% bonus of the total course points. *For example: If the course has total of 350 points and the student acquires ≥ 800 on the course’s Longitudinal test, the student will have “7” bonus points.*
- these points will be added to the total test points in calculating the test cumulative average.

test scores of 750-799 on the first attempt of the longitudinal test, the student will

- be awarded a 1% bonus of the total course points. *For example: If the course has total of 350 points and the student acquires 750-799 on the course’s Longitudinal test, the student will have “3.5” bonus points.*
- these points be added to the total test points in calculating the test cumulative average.

**Test scores of 700-749 on the first attempt of the longitudinal test, the student will**

- need to develop a plan for self-remediation
- have the option to take the second version of the exam when it is offered through the testing center. Dates and times will be distributed by Administrative staff.
- not be awarded any points.

**Test scores less than 700 on the first attempt of the longitudinal test, the student will**

- contact and meet with the student’s Faculty Advisor and develop a plan for remediation within a week of the testing.
- schedule a time to take a second exam within the timeframe identified.
  - The test is a different version of the exam.
  - It will be taken approximately four weeks after the course the longitudinal test was administered with. If this occurs during the summer breaks, and your course faculty is not teaching, the student will meet with the Nursing Program Coordinator or Associate Dean.
  - The date(s) for this testing time and process will be distributed to students after the test results are reviewed by Administrative Staff.
- not be awarded any courses points.

**At this time, the pathophysiology test does not have a version 2 and will not need to be retaken but it is encouraged that students complete their remediation activities as this will improve success in program progression.**

**Please note:** 850 is a highly desirable score and indicates a 96% chance of passing NCLEX-RN on first attempt. According to COD trended data 2011-2014, 88% of students scoring 800-849 passed NCLEX-RN and students scoring 750-799 had a 77%
chance of passing NCLEX-RN on the first attempt on the first attempt. All students are encouraged to remediate using their HESI remediation tools, however, those scoring <750 are encouraged to remediate as well as take the second version of the longitudinal test in order to improve chances of success. Those scoring below 700 must remediate (after meeting with your faculty advisor) and take version 2 of the test.

If the student cannot make it to a planned administration, the student

- Must notify the Nursing Program Support Specialist immediately; unless there is a proven emergency, this should occur well before the scheduled testing time.
- Need to get special permission from the lecturing faculty.
- Must be taken the following Monday in the Testing Center.

If the student does not take the Longitudinal test during the scheduled time or are is a “no show”, the student will

- need to schedule a time to take the Longitudinal (HESI) test with the testing center.
- have a Student Occurrence Report completed by the course faculty.
- meet with their Faculty Advisor to determine a plan for remediation.
- not be allowed to take any course exams until meeting with the student’s Faculty Advisor and develop a remediation plan.
- The Faculty Advisor will give the student a copy of the advising meeting with the Advisor signature.
- The student will give this copy all current course faculty to which will allow the student to sit for the course exams.

References

College of DuPage Nursing Program Trended data comparing HESI E2 scores with first time pass rates 2011-2013.


Portfolio Artifacts (this policy is under development and will be added in Spring 2015 semester)
Promotion Requirements

In order for a student to begin the next course in the sequence of C.O.D. ADN courses, you are 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.
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 C.O.D. ADN program courses.
8. Have earned a grade of at least "C" in all program required courses.

Recording Lectures

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

Syllabus Statements

You 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.

Testing

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.
- The official source of a test score is the scantron sheet that is processed through the computer.
  - All eraser marks on the scantron sheets are the responsibility of you.
  - No changes may be made on this scan sheet after it is submitted to the faculty member proctoring the test.
- Students will receive their test results approximately one week after original test time.
- For arrangements for testing outside the regularly scheduled class time, you must contact the proctoring faculty.
- 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.
Tardiness for an exam may be penalized.

- No cell phones or electronic media devices are allowed in the testing session.
- Student progression in the ADN program is determined by academic testing. In order for a student to pass any NURSI course, the **cumulative average of all exams must equal 78% or greater.** This does not include any course assignments, quizzes, or collaborative testing.
- Remedial activities may be required as a result of unsatisfactory test performance.

**Test Review:**

- 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 Scantron etc. must be handled within one week after computer printouts are returned to you.
- After one week, the test score stands as recorded.
- If you receive less than a 78% on any test you 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 an instructor prior to making a decision on withdrawal from the course. Course syllabi will identify the withdrawal date deadline.

**Withdrawal Procedures**

The final day for you to withdraw from any course will be equal to 75% of the time for the respective academic session (**see the Registration Calendar**) through **myACCESS** or in person at the Registration office, Student Services Center (SSC), Room 2221. designated final exam period for 16-week classes and before the last class meeting for all other session classes.
B. SIMULATION LEARNING SPACES AND LAB POLICIES AND GUIDELINES

Open Lab Policies Nursing Laboratory (Practice Lab) - HSC 2142
Open laboratory includes a variety of equipment and supplies to support your ability to practice and meet the objectives of the Nursing Program. The lab is open and equipped for your ongoing nursing proficiency practice needs. You will perform simulated practice until you have mastered the skill/procedure to the point where you can pass your return demonstration and safely perform the skill/procedure in the clinical setting. If a latex or betadine allergy exists or is suspected, please notify your clinical instructor and the lab personnel.

In order to allow active learning to take place, certain policies regarding the lab have been established and must be observed by all:

1. **Lab Hours:** Hours will be posted in the lab, explained to you in your lab classes and posted on you portal and nursing lab webpage. Lab hours are continually evaluated; if any changes are necessary, you will be notified by these means.

2. Personal belongings (i.e. Coats and books) are not lab staff responsibility. Please make sure that they are neatly placed out of the way for the consideration of other students. Lockers are available for student use when in Simulation or Open Lab. See Lab Staff for information to access a locker.

3. **No eating or drinking in the lab. When taking a break outside the lab, use a waste container provided.**

4. If any of the mannequins or equipment is not working properly, report immediately to the lab staff so that it may be repaired. (Report any and all incidents or malfunctions to the lab staff).

5. Lab staff members are available for assistance as needed during independent study/practice. Skill performance will be evaluated by faculty.

6. After practicing skills, straighten unit/area so it is ready for the next student.
   - Chairs should be replaced under the tables when leaving the area
   - Pick up any waste materials observed on the floor and place in trash containers
   - Return any lab issued supplies or equipment to designated location; example - needle and syringes to syringe box in designated areas.
   - Wipe up all spills on floors.
   - Keep beds in appropriate position with linens straightened before leaving and side rails in upright position.
   - Replace manikins neatly in the bed.
• Turn off all over bed lights

7. The lab must maintain a study atmosphere; therefore, it is requested that you not bring visitors or children to the area.

Lab Safety /Emergency Response Guidelines
There are many pieces of equipment that students handle in the nursing lab. Students are oriented to the proper use of permanent lab equipment (example: controls on electronic beds, side rails, wheelchairs, suction machines). Students must wait for instructions from the instructor before handling unfamiliar equipment. Students must ask the instructor or lab staff to obtain additional materials. Students may not open cupboards/drawers without permission. Students should not use lab facilities or equipment without checking in with the lab staff. No equipment is to leave the lab area. Great care should be taken during skill practice to avoid needle punctures. Should this happen, the incident must be immediately reported to the instructor or lab staff. Incidents may require you to report to an emergency department for treatment. At the end of a lab practice session, waste material (example: syringes) must be appropriately disposed according to the direction of the instructor and lab staff. The workspace must be clear of debris, clean, and orderly. It is your responsibility to leave the lab in good condition.

Students should know the location of fire extinguishers and the evacuation route from the lab in case of fire or disaster. Students must always leave the building when the fire alarm is sounded. Faculty and staff are trained to respond to emergencies according to the Emergency Response Handbook (3rd edition, 2010) located in all college rooms near the phone.

Skill Return Demonstration Policies
Students will be provided with opportunities to practice and successfully return “demonstrate” critical skills. Students must pass the return demonstrations according to current required criteria. Skill return demonstration deadlines are announced in class. Points will be appropriately awarded upon completion of a skills return.

• Failure to complete the return demonstration successfully by the deadline will result in the establishment of a Student Occurrence Report form related to professionalism between you and the clinical instructor
C. 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 2 absences in an 8 week course.
- Three (3) tardies to clinical constitutes a missed clinical day. Tardiness is defined as arriving to clinical after the designated clinical starting time.
- Emergency circumstances are individually evaluated by the instructor.
- The need for clinical make-up assignments is determined by the clinical instructor determining your clinical competency. Alternative activities may be required.
- If a student exceeds the maximum number of clinical absences, you must withdraw from the program or accept a failing grade (F) for the course.
- In case of unavoidable absence, you 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:

- Follow the administrative policies, standards and practices of the Facility.
- 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.
- Provide his/her own transportation to and from the clinical Facility.
- Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.
- Conform to the standards and practices established by the School before publishing any material relating to the clinical learning experience.
- Obtain prior written approval of the Facility and the School before publishing any material relating to the clinical learning experience.
- 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:

- Jewelry may not be worn with the uniform, except one ring and a single small ear post in each ear.
- 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 must be short-clipped and well-groomed. Cosmetics / makeup must be conservatively used.
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.

- 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.
- "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.
- Student identification picture badge must be worn at all clinical events.
- Gum chewing is not permitted in the clinical setting.
- Perfume/cologne may not be worn in the clinical setting.
- Tattoos must not be visible,
- Smoking is not permitted at the clinical site.
- Personal use of facility telephones is not permitted.
- 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 your 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 your responsibility. Students are required to have 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 you are employed provided the clinical experience is not on the unit/units on which you are employed.

Conferences (Student/Faculty)
Conferences with instructors may be initiated by you or the clinical instructor at any time during the course. If a student is not meeting the clinical objectives, an Occurrence form may be initiated.

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 1130. A score of 100% is required for each subsequent course.

Drug Testing (For all College of DuPage Health Career Programs)
Health Career students with direct patient contact must be drug tested annually prior to clinical experience in every program. This mandatory drug testing must be performed by the Nursing Department’s designated drug testing facility. Drug testing is done at your expense. Failure to
meet the deadline for drug testing may result in failure to continue in the nursing program. Use of alcohol or illegal drugs, or misuse of prescription drugs, are strictly prohibited in the classroom, clinical or laboratory setting. References to the College’s policy on rules and conduct are found in the link below:

Admission
1. All newly admitted students are required to submit to drug screening as a condition of enrollment in the Nursing Program.
2. Students are notified of the drug screening requirement prior to admission to the program.
3. Student should not take prescription medications to the lab at the time of testing, but will be asked to list prescription medications that they are taking.
4. Results of the screening will be given to the Associate Dean of Nursing and the Health Science Division Office. If a student provides a sample that is inconclusive, an additional test must be performed on that sample at an additional cost to you.
5. Only students receiving negative drug screens may remain enrolled in nursing courses.
6. A student who tests positive in an Admission Drug Screening conducted under this Procedure for drugs that are illegal substances, or are non-prescribed substances that require a prescription for lawful use, or are deemed unsafe for the clinical setting will be removed from consideration in the nursing program.
7. If a student challenges the results of the screening, only the original sample will be tested. You are responsible for the cost of the retest.
8. Failing to complete the drug screening during the date and time required in the initial notification will be withdrawn from consideration in the nursing program due to failure to meet the drug screening requirement.

“For Cause” Drug Screening
1. If faculty observes a student behaving in a manner that is consistent with the use or misuse of alcohol, illegal drugs, or drugs which impair judgment, affecting either the classroom, clinical or laboratory setting, you will be removed from the educational setting and required to submit to a drug screen immediately.
2. If the behavior is noted in the clinical setting, you will be removed from patient care. You will have to submit to the agency’s drug screening and results will be shared with the Associate Dean of Nursing and Health Sciences immediately.
3. The security department at the clinical agency will be called to contact the community police department. You will then be detained by security department until the police department arrives and removes you for suspected public intoxication.
4. If the behavior is noted on campus in either the classroom or laboratory setting the college’s police department will be notified and you will be transported to the contracted agency for drug testing.
5. If the result of the drug screening is negative, you shall meet with the Associate Dean of Nursing and Health Sciences within 24 hours of the test results to discuss the circumstances surrounding the impaired behavior. Based on the information provided and further medical evaluation if warranted, the Associate Dean of Nursing and
Health Sciences will make a decision regarding return to the clinical, classroom and laboratory setting.

6. If the drug screen is positive, the Associate Dean of Nursing will withdraw you from all nursing courses. You will pay the costs associated with the “for cause” drug screening.

7. If a student refuses a “for cause” testing, the instructor will remove you from the clinical, classroom or laboratory setting pending an investigation. Nursing Program personnel may, if they deem it appropriate to do so under the circumstances notify the Vice President of Academic affairs alleging that you has violated “Student Code of Conduct” as provided in the College of DuPage Catalog.

8. A student’s failure to comply with any aspect of the “For Cause” Drug Screening Requirement will result in your withdrawal from the Nursing Program without option for readmission.

**Readmission following a positive drug screening**

1. Students who are withdrawn from the nursing program for reasons related to a positive drug screen must submit a letter to the directorofnursing@COD.edu requesting readmission to the Nursing Program.

2. Applicants must include documentation from a therapist specializing in addiction behaviors indicating status of recovery and/or documented rehabilitation related to the substances used or abused. Documentation must include a statement by the therapist that the applicant will be able to function effectively and provide safe, therapeutic care for clients in the clinical setting.

3. If readmitted, you will be subjected to random drug screening and/or to “for cause” drug screening at your expense for the duration of his or her studies in the Nursing Program.

4. If you have positive results on a drug screening after readmission to the Nursing Program, you will be dismissed from the Nursing Program with no option for readmission to the program.

**NOTE:** Per the Professional Conduct Policy – ‘Positive results on a drug screen or misrepresentation regarding drug use will lead to immediate dismissal from, or non-admittance to the particular program(s). When a student is dismissed from or not admitted to a program for a positive drug screen, he/she may reapply to the same program or to any other College of DuPage health programs after one year has elapsed.

**Evaluation**

Each student will actively participate in a midterm and final clinical evaluation. The clinical evaluation tool is included in the course syllabus. Students will be asked to complete a course evaluation at the end of each course. Faculty evaluations may also be requested.

The terms used to evaluate clinical experience: Satisfactory, Needs Improvement and
Unsatisfactory. A rating of Satisfactory for all criteria is required in clinical to successfully complete the course.

If a student is below average in any clinical outcome criteria rating at mid-term, an Occurrence form will be completed by the clinical faculty, according to policy. Failure to achieve an Average rating or above for all Clinical Outcome criteria will result in failure in the program, and dismissal from the program.

You 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.

**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, you 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.

**Appeal Process**

1. The ADN Appeal Board will be convened in all cases of student suspension from clinical.
2. The Associate Dean of Nursing and Health Sciences will convene the ADN Appeal Board within three days of the suspension, excluding times when classes are not in session. The ADN Appeal Board may consist of:
   - Associate Dean of Nursing and Health Sciences
   - One ADN program faculty
   - One College of DuPage Counselor (preferably from the Health Science Division)
   - The instructor of record who evaluated you 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 you 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: your handbook, your 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. You are not found to be unsatisfactory or unsafe and may return to clinical.
   b. You are evaluated as unsatisfactory. You will be offered the option to withdraw. If you choose not to withdraw, you 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. You are evaluated as unsafe. You 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 C.O.D. ADN Program.

Unsatisfactory/Unsafe Clinical Performance

Evaluation of Clinical Work
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.

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. You 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—refer to *Professional Conduct in Classroom, Laboratory or Clinical Sites*
- 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

**Unsafe** clinical performance is defined as the inability to safely meet the needs of the patient in such ways as 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—refer to policy *Professional Conduct in Classroom, Laboratory or Clinical Sites*
- 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 you from the clinical site until it is deemed safe for you to return.
3. A Student Occurrence Report form will be completed for any student who attempts to pass medication without completing the rights of medication administration. After a potential medication error, you 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 Student Occurrence Report 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
VI. 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.

I. 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.

II. 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 your signature must be obtained on the evaluation form.

III. Appeal Procedure
   Students have the right to appeal grades and evaluations.

IV. Readmission Policy

1. A student who withdraws passing (grade of “C” or higher in course at time of withdrawal) will not be penalized. A student who withdraws passing may be granted two readmissions on a space available basis. The readmission must occur within two calendar years of the withdrawal.

2. Students who withdraw failing (grade below “C” at the time of withdrawal) or receive a grade below a —C in a C.O.D. Associate Degree in Nursing course may be granted one readmission on a space available basis. The readmission must occur within one calendar year of the initial withdrawal. Requests for readmission will be reviewed on an individual basis. In addition, the student must complete the following steps to be considered for readmission:

   a. Submit a letter requesting readmission to the C.O.D. Associate Degree Nursing program. The letter will be sent to the Director of Nursing electronically at: directorofnursing@cod.edu

   b. Submit a Formal plan for success in the nursing program to the Director of Nursing electronically at: directorofnursing@cod.edu. The formal success plan should address areas such as past barriers to success, adjustments in work schedule, adjustments in personal commitments, and use of college support service.

   Upon satisfactory completion of these steps, the student will also be evaluated using the ADN Advance placement Ranking tool. Upon review of the student plan for success and completion of the ranking tool, the Program Participation Committee will determine whether the student is a candidate for readmission.

3. Students seeking readmission must have a current GPA of 2.75 or higher in C.O.D. Associate Degree in Nursing/general education courses.
4. Students seeking readmission may be required to complete additional courses to prepare them for success prior to or concurrent with the first re-entry C.O.D. Associate Degree in Nursing course. If the student is not able to re-enter the program when the letter of re-admittance is sent, a new letter of intent must be submitted.

5. Readmission is dependent on space availability in the ADN program.