

# COLLEGE OF DUPAGE ASSOCIATE DEGREE NURSING STUDENT HANDBOOK FALL 2020-2021



## Program Approval and Accreditation Status

The Associate Degree in Nursing (ADN) 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. Phone: (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 is 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.

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## **Welcome from the Nursing Faculty and Staff**

Dear Nursing Student:

The faculty and staff want to welcome you to the Associate Degree Nursing Program.

The College of DuPage 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 encourage you to make full use of their support — visit them during office hours, interact as a nursing committee member, ask questions in class. 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.

We look forward to interacting with you during your time in nursing program. We will share in your success as you are awarded your Associate of Applied Sciences Nursing degree and your nursing pin. Our hope is that you will remember the College of DuPage as the starting point of your professional nursing career.

With warm wishes,

*The Associate Degree Nursing Faculty and Staff*

# 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 year 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 are 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 the 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 review and systematically evaluate 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

# 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.

## Conceptual Framework Definition of Terms

### 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, 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 family and individual 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. 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 that 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 acknowledge the core competencies of The Scope of Practice for Academic Nurse Educators (NLN, 2012) and aspire to incorporate the eight competencies in their daily teaching activities. The faculty acknowledge 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 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, 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 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 nursing program).

### **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 College of DuPage 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.

## Concept-Based Curriculum, Course Overviews, and Learning Experiences

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. Concepts can be considered the building blocks or the foundation of nursing theory. (Giddens, J. F., 2021, Concepts for Nursing Practice).

Most nursing courses have *core concepts* as well as supporting concepts embedded within the context of the course. Learning experiences are planned in accordance with the philosophy of the College of DuPage ADN courses and are designed to progress sequentially from the application of simple concepts to the complex integration of these concepts. Concept study includes exploration of *exemplars* pertinent to individual concepts.

Each course in the College of DuPage ADN sequence has learning objectives designed to assist you in meeting the requirements of each course. The faculty have designed the courses to build upon the concepts and exemplars of the prior courses. Students must complete a total of 75 credit hours to meet the requirements of the College of DuPage ADN program. Listed below are the courses and the concepts which are core to those courses.

### **Nursing 1120 Role of the Nurse I**

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 nursing process, communication, health promotion, practice standards, and the various roles of the nurse in the delivery of healthcare.

**Core Concepts:** *Communication, Professional Identity, Ethics, Collaboration, Safety*

Prerequisite: Admission to ADN program. (Semester hrs. 1, Lecture hrs. 1, Clinical/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.

**Core Concepts:** *Fluid and Electrolytes, Functional Ability, Nutrition, Mobility, Tissue Integrity, Stress, Coping, Clinical Judgment, Patient Education*

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. Concurrent Enrollment: 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, or \*\*Concurrent Enrollment: MICRO 1420 Microbiology, current CNA in Illinois, Anatomy & Physiology 1552 or 1572, and concurrent enrollment in Nursing 1170. (Semester hrs. 4, Clinical/lab hrs. 4, Lecture hrs. 2)

### **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, Lecture hrs. 1, Clinical/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, Lecture hrs. 3, Clinical/Lab hrs. 0)

### **Nursing 1170 Foundations of Pharmacology**

Students will explore the relationship between medications and the disease processes. Students will focus their knowledge on preparation for safe administration of pharmaceutical agents to acute and chronic populations across the lifespan.

Prerequisite: NURSI 1150 Pathophysiology-Altered Health Concepts with a grade of "C" or better, or equivalent and NURSI 1140 Physical Assessment with a grade of "C" or better, or equivalent, NURSI 1120 Role of the Nurse I with a grade of "C" or better, or equivalent.

Concurrent Enrollment: NURSI 1130 Introduction to Core Concepts or with a grade of "C" or better, or equivalent, MICRO 1420 Microbiology or MICRO 1420 Microbiology with a grade of "C" or better or equivalent. (Semester hrs. 3, Lecture hrs. 3 Clinical/Lab Hours: 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.

***Core Concepts:** Adherence, Cellular Regulation, Glucose Regulation, Elimination, Infection, Perfusion, Pain, Gas Exchange*

Prerequisites: NURSI 1130 Introduction to Core Concepts with a grade of "C" or better. Prerequisite: NURSI 1170 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, Lecture hrs. 2, Clinical/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.

*Core Concepts: Development, Family Dynamics, Culture, Reproduction, Immunity, Health Promotion*

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 1170 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, Lecture hrs. 2, Clinical/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.

*Core Concepts: Acid Base Balance, Clotting, Inflammation, Evidence, Gas Exchange, Perfusion, Glucose Regulation*

Prerequisite: ENGLI 1101 English Composition 1 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. (Semester hrs. 5, Lecture hrs. 2, Clinical/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.

*Core Concepts: Sexuality, Mood and Affect, Anxiety, Addiction, Interpersonal Violence, Caregiving, Psychosis*

Prerequisite: ENGLI 1101 English Composition 1 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. (Semester hrs. 5, Lecture hrs. 2, Clinical/Lab hrs. 6)

### **Nursing 2320 Complex Health Problems**

Development of complex health and illness concepts within the context of the four domains: nursing, individual, health, and environment. Individuals and groups experiencing critical alterations in multidimensional processes and restoration of homeostasis.

*Core Concepts: Intracranial Regulation, Sensory Perception, Cognition, Palliative Care, Gas Exchange, Perfusion, Cellular Regulation, Glucose Regulation, Thermoregulation*

Prerequisite: NURSI 2120 Health and Illness Concepts II 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. 4, Lecture hrs. 2, Clinical/Lab hrs. 6)

### **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.

*Core Concepts: Health Care Quality, Care Coordination, Health Care Organizations, Health Care Economics, Health Policy, Leadership, Health Care Law*

Prerequisite: NURSI 2120 Health and Illness Concepts II 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, Lecture hrs. 1, Clinical/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. 2, Lecture hrs. 0, Clinical/Lab hrs. 6)

## Program of Study

College of DuPage						
Associate Degree Nursing Program						
Degree conferred: Associate of Applied Science - 75 hours						
Pre-Nursing Admission Requirement			Theory/Lab/ Clinical	Credits: Semester/ Cumulative	Lecture (hours/week, based on 16 weeks)	Lab and/or Clinical (hours/week, based on 16 weeks)
ANAT	1551 or 1571	Anatomy and Physiology I	Theory/Lab	4	3	3
ANAT	1552 or 1572	Anatomy and Physiology II	Theory/Lab	4	3	3
PSYCH	1100	General Psychology	Theory	3	3	
CHEMI	1211, or, 1551 or, 1212 or, 1552 or, 2551 or, 2552, or equivalent	General Chemistry	Theory/Lab	5	4	3
MATH	MATH 1102, or higher* (Math 1104, 1120 and 1340 are not accepted for the AAS)	Mathematics for Health Sciences	Theory	3	3	
CNA Certification					19/19	
<b>Semester I</b>						
NURSI	1120	Role of the Nurse I*	Theory	1	1	
NURSI	1140	Physical Assessment*	Theory/Lab	2	1	2
NURSI	1150	Pathophysiology	Theory	3	3	
NURSI	1130	Introduction to Core Concepts**	Theory/Lab/ Clinical	4	2	4
NURSI	1170	Pharmacology & Disease Process	Theory	3	3	
MICRO	1420	Microbiology	Theory/Lab	4	2	4
				17/35		
<b>Semester II</b>						
NURSI	1220	Health and Illness Concepts I	Theory/Lab/ Clinical	5	2	6
NURSI	1230	Family Health Concepts I	Theory/Lab/ Clinical	5	2	6
ENGLI	1101	English Composition I	Theory	3	3	
PSYCH	2237	Developmental Psychology: The Life Span	Theory	3	3	
				16/51		
<b>Semester III</b>						
NURSI	2120	Health and Illness Concepts II	Theory/ Lab/ Clinical	5	2	6
NURSI	2130	Family Health Concepts II	Theory/ Lab/ Clinical	5	2	6
SPEEC	1100 OR 1120	Fundamentals of Speech Communication OR Small-group Communication	Theory	3	3	
				13/65		
<b>Semester IV</b>						
NURSI	2320	Complex Health Concepts	Theory/Clinical	4	2	6
NURSI	2330	Role of the Nurse II	Theory	1	1	
NURSI	2340	Clinical Decision Making Practicum	Clinical Internship	2		9
Humanities Elective	Humanities Course within list of approved Global/Cultural Multicultural studies (Philo 1110)		Theory	3		
				10/75		

\* - first 8 weeks

\*\* - second 8 weeks

<https://www.cod.edu/academics/programs/nursing/pdf/program-of-study.pdf>

## **Nursing Department Staff and Faculty Titles/Roles**

### **Administrative Staff:**

#### **Dean of Nursing and Health Sciences**

The Dean of Nursing and Health Sciences oversees the ADN program and 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 Dean of Health Sciences is responsible for planning/scheduling of learning experiences, hiring and evaluating faculty. The Dean of Nursing and Health Sciences also chairs the advisory committee. The Dean of Nursing and Health Sciences position is a college administration role.

#### **Administrative Assistant**

The Administrative Assistant provides assistance to the Dean of Nursing and Health Sciences in the operations of the Nursing Department. Responsibilities include assisting with personnel related tasks, textbook management, scheduling of faculty, submitting schedule information to Central Scheduling, monitoring submission of course syllabus and grades, managing records and files.

### **Instructional Staff:**

#### **Nursing Program Chair(s)**

The Nursing Program Chair role may be shared among two or more faculty members. The Chair(s) works closely with the Dean of Nursing and Health Sciences. The Program Chair(s) is responsible for 1) maintenance of the curriculum 2) managing admission and tracking program completion rates 3) working with the clinical sites to assure compliance with clinical requirements and 4) facilitate prospective nursing student advising sessions.

#### **Full-time Faculty**

Full time faculty have 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 Dean of Nursing and Health Sciences.

Full-time faculty have student advising responsibilities, program committee responsibilities, and college wide committee responsibilities. They can be contacted via email, phone or in person by appointment.

#### **Adjunct/Part-time Faculty**

Part-time nursing instructors can teach in lecture, lab, simulation 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 and are required to use this account and communicate with students through their student college email. They are responsible for grading assignments related to the portion of the course that they are teaching.

#### **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 strongly encouraged to meet with their Advisor a minimum of once each semester.



**Support Staff:****Manager of Simulation and Laboratory Learning**

The Manager of Nursing & Health Science Simulation and Learning Lab directs the development and maintenance of the simulated clinical teaching/learning spaces. This includes resource budgeting and acquisition for simulation and clinical learning equipment. The Manager collaborates with course leader 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 laboratory supervises Simulation technicians, Laboratory assistants and Student workers.

**Simulation Technicians**

The Simulation Technicians primary responsibility is to provide technical support in the set-up and operations of simulated learning experiences. They work directly with the Faculty during simulations. They provide input into resource acquisitions to provide contemporary, state-of-the-art nursing and health care simulated practice. All simulations are conducted under the direction of nursing faculty.

**Program Support Specialist**

The Program Support Specialist provides support for the management of the Associate Degree Nursing program including but not limited to the following: Coordinates student orientations and works with students with respect to health and program requirements, registration, NCLEX testing and fingerprinting, clinical and annual program requirements. Acts as the liaison between the college departments and clinical partners with respect to the coordination of clinical requests and rotations, preparing and submitting required documentation specific to each clinical site, ensuring all aspects of compliance with partner affiliation agreements are met. Coordinates longitudinal testing, monitors and tracks student academic progress and assists with biannual admissions process.

**Laboratory Assistants**

The Laboratory Assistants are responsible with the nursing lab daily operations of the nursing laboratory. They staff the open lab during open lab hours and reinforce instruction given by lab or clinical faculty. The Laboratory Assistants manage the inventory and set up for lab sessions and skills testing. They also assist with needed data collection. They do not teach or evaluate skills. Students who need more reinforcement of a clinical skill must seek instructional support from a faculty member that teaches in the nursing lab or a full-time faculty member.

**Licensure Requirements for 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 have proof of graduation from a nursing education program.
2. Obtain the signature of the Director of Nursing, or other person designated by the Director of Nursing.
3. Pay the required examination fees.
4. 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). NCSBN is the vehicle through which boards of nursing act and counsel together to provide regulatory excellence for public health, safety and welfare.

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 (IDFPR) 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 which:
  - 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 the NCSBN for the NCLEX-RN.
  - a. Pearson Vue processes your NCLEX-RN application and fees
  - b. Student schedules the exam time once the ATT is received from CTS

In determining licensure under this Section, the Department may take into consideration any felony conviction of the applicant. For questions related to convictions, please contact the IDFPR State Board of Nursing for further information.

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>
- **Illinois Department of Financial and Professional Regulations (IDFPR) General Nursing**
  - <http://www.idfpr.com/profs/nursing.asp>
- **Continental Testing Service (CTS) (041)**
  - <http://continentaltestinginc.com/>
- **Pearson (NCLEX provider)**
  - General web page: <http://www.pearsonvue.com/nclex/>
  - Exam registration: <http://www.pearsonvue.com/nclex/capva/>

## **Program Considerations**

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 proactive in their own learning process. To encourage student success, students 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 8.5 hours. Clinical practicum shifts may be up to 12.5 hours.
- 2. Work commitments:** Work requirements may interfere with student success and make academic success difficult. Evidence based nursing research states that students working more than 10 hours per week are at academic risk in nursing programs. If students are working full-time, and reside outside the district, students will have to prove that they are continuing to work each semester in order to be considered “in-district” for the program.
- 3. Health requirements:** Students are required to meet all health requirements deadlines. The health requirements are implemented to meet the requirements of each clinical agency. If students are not compliant with the health requirement deadlines, they will not be eligible to start clinical. These include annual TB screening, influenza vaccine, and vaccination updates. Drug screening may be required prior to the start of clinical rotations per agency requirements. Although marijuana is legal in the state of Illinois, clinical agencies do not allow students who test positive for marijuana within their facility for clinical experience. In addition, students who test positive for marijuana are not eligible to attend class, lab or simulation activities. (See “Readmission Following a Positive Drug Screen.”)
- 4. Readmission:** Students returning to the ADN program for readmission are required to complete a new drug test, background screen and any outstanding health requirements prior to their return.
- 5. CPR Requirement:** Students are required to maintain a valid American Heart Association BLS provider CPR certification throughout the program.
- 6. Criminal Background Check:** Students are required to complete a Criminal Background check prior to the start of the program and annually. See conditional acceptance policy.
- 7. Health Insurance:** Students are required to maintain medical health insurance throughout the program.
- 8. Counseling/Advising:** Counselors/advisors are available to assist students with identified special academic or personal needs. A link to the services is listed below:  
[https://cod.edu/student\\_life/resources/counseling/](https://cod.edu/student_life/resources/counseling/)
- 9. College experiences:** College courses are time-demanding commitments. A nursing academic course load translates into many more hours when the course require lab and clinical hours.
- 10. Communication skills:** Students are expected to demonstrate skill in reading, speaking, and writing so that students 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 is:  
<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 remediated prior to admission to the program. Please contact the Learning Commons for math assistance.

12. **Assigned clinical:** Students may make changes to their course schedule four weeks prior to the start of each session. After that time period, changes are not allowed.

**Clinical sites and times may change prior to the start of each 8-week session. Please note that clinical start times as stated in MyAccess, may change due to specific requirements of clinical sites. Students will not be permitted to change their clinical site 4 weeks prior to the start of clinical rotation. The first day that classes resume on campus, is the start of the session. This may mean that students are in clinical or lab prior to lecture.**

## COLLEGE ACADEMIC POLICIES

### Graduation Information

The four degrees awarded by the College of DuPage are 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 College of DuPage ADN program is eligible for the Associate in Applied Science degree. This degree represents the completion of a program that has been specially 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. Students are to review degree audits at the beginning of the second year of the program to ensure that degree requirements are completed prior to graduation.

### Code of Academic Conduct (Board Policy #20-41/Updated 2-2020)

College of DuPage is committed to the promotion of absolute integrity and high ethical standards of individual honesty in academic work. As members of the College community, students are expected to refrain from academic dishonesty in all forms, including but not limited to: cheating, plagiarism, furnishing false information, abuse of academic materials, misconduct during a testing situation, facilitating academic dishonesty, and misuse of identification with intent to defraud or deceive. All work submitted by students is expected to be the result of the student's individual thoughts, research and self-expression. When students use ideas, wording, or organization from another source, the source shall be acknowledged appropriately. The College will maintain disciplinary procedures to address violations of the Code of Academic Conduct. The Code of Academic Conduct procedures will be published in the College Catalog.

### Code of Student Conduct (Board Policy #20-35/updated 2-2020)

The College will maintain a Code of Student Conduct to provide fair and reasonable rules and procedures to promote personal development and to ensure that students do not engage in conduct that interferes with the operations of the College. Students are responsible for their own conduct in complying with existing College policies regarding student behavior. The College will maintain disciplinary procedures to address violations of the Code of Student Conduct. The Code of Student Conduct procedures will be published in the College Catalog. Refer to Board Policy 15-10 (Prohibition of Discrimination and Harassment); Board Policy 15-11 (Prohibition of Sexual Discrimination, Harassment and Misconduct); and Board Policy 20-5 (Non-Discrimination Policy)

### **Students with Disabilities**

Students with disabilities are mainstreamed at the College of DuPage. Support services are available for any students 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 College of DuPage Catalog 2019-2021. A link to these services is:

[http://www.cod.edu/student\\_life/student\\_services/access\\_accommodations/index.aspx](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 noted in the College of DuPage Board policies. The policy and definition of course-related academic dishonesty can be found on the following link:

[https://www.cod.edu/catalog/current/pdf/2019-2021-student\\_services.pdf](https://www.cod.edu/catalog/current/pdf/2019-2021-student_services.pdf) and in blackboard.

## **NURSING POLICIES AND PROCEDURES**

The following policies and procedures for the nursing department are located on the Nursing Department Web Page at: <https://www.cod.edu/academics/programs/nursing/>

### **Health Requirements**

Note: There are select health requirements that will need to be repeated in the second year of the Associate Degree Nursing program. These include, but are not necessarily limited to QuantiFERON Gold TB blood test, drug screen, background check, and flu vaccine.

### **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 Testing**

Health Career students with direct patient contact must be drug tested prior to clinical experience in every program. This mandatory drug testing must be performed by the Nursing Departments designated drug testing facility. Drug testing is done at the student's 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.

### **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. Students must pay for the drug screening at the time of the testing. Private health insurance will not pay for the testing.
4. Student should not take prescription medications to the lab at the time of testing. If warranted, the student will be asked to provide a list of prescription medications to a Medical Review Officer subsequent to the testing.
5. Results of the screening will be given to the Dean, Nursing and Health Sciences, Division Office.

If a student provides a sample that is inconclusive, an additional drug test must be performed and paid for by the student.

6. Only students receiving negative drug screens may remain enrolled in nursing courses.
7. 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.
8. If a student challenges the results of the screening, only the original sample will be tested. The student is responsible for the cost of the re-test.
9. Students failing to complete the drug screening during the date and time required in the initial notification will withdraw 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, the student will be removed from the educational setting and required to submit to an appropriate screening immediately.
2. If the behavior is noted in the clinical setting, the student will be removed from patient care. The student will have to submit to the agency’s drug screening and results will be shared with the Dean, Nursing and Health Sciences immediately.
3. The security department at the clinical agency will be called to contact the community police department. The student will then be detained by security department until the police department arrives and removes the student 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 the student will be transported to the contracted agency for drug testing.
5. If the result of the drug screening is negative, the student shall meet with the Dean, 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 Dean, 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 Dean, Nursing and Health Sciences will withdraw the student from all nursing courses. The student will pay the costs associated with the “for cause” drug screening.
7. The results of a positive drug screening will be reported to the Department of Financial and Professional Regulation.
8. If a student refuses a “for cause” testing, the instructor will remove the student 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 the student has violated “Student Code of Conduct” as provided in the College of DuPage Catalog.
9. A student’s failure to comply with any aspect of the “For Cause” Drug Screening Requirement will result in the student’s 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 are excluded from all Health Science Programs for a period of one year. Student must submit a letter to the Dean of Nursing & Health Sciences requesting readmission to the Nursing Program. The letter will be sent electronically to: [directorofnursing@cod.edu](mailto:directorofnursing@cod.edu)
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, the student will be subjected to random drug screening and/or to “for cause” drug screening at the student’s expense for the duration of his or her studies in the Nursing Program.
4. If the student has positive results on a drug screening after readmission to the Nursing Program, the student will be dismissed from the Nursing Program with no option for readmission to the program.
5. Intermittent Screenings - In addition to the annual required screening, students may be required to complete additional drug screenings to comply with the request of the clinical agencies. This cost will be incurred by the student. Students who test positive will be removed from the nursing program.

Academic Advising and Record of  
Communication [Academic Advising policy](#)  
[Academic Alert policy](#)  
[Record of Communication/Occurrence Report](#)

## **Criminal Background Check Information**

Criminal Background checks in the ADN program are conducted annually. If any student has a positive background check, they will not be able to start the program. Students currently enrolled in the program will not be able to continue in the program if they have a positive background check.

## **Attendance**

Attendance is expected at all scheduled learning sessions: lecture/discussion laboratory sessions, simulation and clinical. This applies to virtual learning activities as well. If tardy for a quiz, no additional time will be given to complete the quiz. Consistent absences could result in unsuccessful progression in the program. 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, laboratory, clinical or simulation session by the College of DuPage email. It is your responsibility to obtain information presented during a class that is missed.

## **Cell Phones**

All cell phones and smart watches must be turned off or set on 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. Return calls must be made at break or after class is over. No cells phones or smart watches are allowed during test sessions. Cell phones and smart watches may not be used in clinical for personal reasons without instructor permission.

**Children in Class**

Children are not permitted in the classroom, nursing skill laboratory, open lab, or simulation spaces.

**Conferences (Student/Faculty)**

Conferences with instructors may be student or instructor initiated at any time during the course. Students should schedule a conference with their course instructor when a student is not doing well in a course. The course faculty member should then notify their assigned Nursing Faculty Advisor for further remediation or counsel.

**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 have 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 for ADN Program**

Anatomy 1551/1552 or 1571/1572 (any combination of 2 terms/sections)

Psychology 1100

Chemistry 1211 equivalent or higher

Math 1102 equivalent or higher (exception Math 1104, 1120, and 1340)

Completion of an IDFPR approved CNA program

The nursing program requires a GPA of 2.75 or higher for admission

**Grading Scale**

Percentage	Grade
90.0% - 100%	A
84.0% - 89.9%	B
78.0% - 83.9%	C
70.1% - 77.9%	D
Below 70.0%	F

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 course assignments, quizzes, or longitudinal testing. In addition, overall course grade must also equal 78% or greater.

**Longitudinal Testing Program****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 1140 Health Assessment  
NURSI 1220 Fundamentals of  
Nursing NURSI 1230 Maternity  
NURSI 2130 Psych Mental Health Nursing  
NURSI 2320 Medical-Surgical Nursing  
NURSI 2340 HESI Exit (NCLEX-RN  
predictor)  
NURSI 2340 Pharmacology (*Beginning Spring 2022*)

**Purpose:**

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

Taking longitudinal 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.

Following the exam, Elsevier will provide a remediation packet for each student. The student is then encouraged to create an individual study packet based on learning needs.

The tests are typically scheduled in the 7th week of the course for 8-week courses. The scheduled time is primarily during the 7<sup>th</sup> week the dates will be included in the course syllabi. Please contact your course instructor for further information.

**Rules:**

- 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
- Students should allot 3-4 hours for testing depending upon the specific test being taken
- No cell phones or electronic media devices are allowed in the testing experience
- Students who have been approved through Access and Accommodations will need to notify the Testing Center at least 48 hours prior to their planned longitudinal examinations that they will need accommodations on the examination.

Longitudinal testing are standardized exams that compare against national benchmarks for NCLEX success. Research supports that acceptable scores for this exam should be within the range from an equivalent of 850 or higher. Students who score 850 or higher for courses that have a mandatory HESI longitudinal exam will receive 2% of the total course points, in specific nursing courses except NURSI 2320. These points are part of the actual course points to be placed on the grade worksheet in each course syllabus. Students who score below 850 will receive zero points.

**If the student cannot attend a planned administration of a longitudinal test, the student:**

- Must notify the Nursing Program Support Specialist and lead course faculty member immediately; unless there is a proven emergency. Notification should occur well before the scheduled testing time.

- Needs to get permission from the lead course faculty member and Director of Nursing in order to take the exam, on a different day of the week in the Testing Center

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

- Need to schedule a time to take the Longitudinal (HESI) test with the testing center (on the Monday following the scheduled exam)
- Receive zero points for that longitudinal test
- 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 developing 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 to all current course faculty to which will allow the student to sit for the course exams.

**References:**

- Nibert, A. & Morrison, S. (2013). HESI testing: A history of evidence-based research. *Journal of Professional Nursing*, 29(25), s2-s4.
- Zweighaft, E. (2013). Impact of HESI specialty exams: The ninth HESI exit exam validity study. *Journal of Professional Nursing*, 29(25), s10-s16.

**Portfolio Policy**

A portfolio is a goal-driven, organized collection of items (artifacts) that demonstrate a learner's expansion of knowledge and skills over time. The learning portfolio is an efficient method of documenting and evaluating student learning and program outcomes.

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The College of DuPage ADN program will require all of the students to participate in the development of a portfolio. The project will showcase the student work for concept-based courses and evaluate the student learning outcomes.

The Portfolio project will be introduced in NURSI 1120.

The (minimal) areas to be addressed in the portfolio should contain:

- Introduction
- Philosophy of Nursing and Health
- Resume
- Course Work: sub-headings listing Nursing Courses with Course Concepts
- Portfolio Project
- Clinical, Simulation, and Community Experiences
- Professional Activities, Professional Development, Volunteerism
- Reflections

Each concept-based course will have an artifact which will be linked to the specific “Course Work” tab. Each project will be linked to a specific student-learning outcome.

Artifacts which are required by each clinical course will have a “reflection” as a component to the project. The reflection is pass/fail for each portfolio project, and it must be completed in order to pass each course. The reflection is based on how completion of the portfolio project enabled the student to achieve a specific Student Learning Outcome (SLO), as described in this Handbook. In NURSI 2340, students will synthesize what they have learned and how the student met the SLOs have been achieved. In that course, students will evaluate how the SLOs were met by reviewing the reflections. Students will upload the appropriate portfolio project as indicated for each course by the end of that course. It is highly recommended that the students make the appropriate changes and upload a final version. The student portfolio must be completed by the final week of NURSI 2340.

**Student Learning Outcomes Summary Table for Portfolio Project**  
**Student Learning Outcome (SLO) Reflection Project Focus**

<p>#1  <b>Provide safe and holistic nursing care</b> throughout the lifespan to a culturally diverse society            Grounded in science and the nursing process</p>	<p>➤ <b>Portfolio Assignment: N1130 Well Elder Project (Safety)</b></p>
<p>#2            Apply nursing judgment to ensure the delivery of <b>patient centered care and promotion of health</b>            For patients within a family and community context</p>	<p>➤ <b>Portfolio Assignment: N1230 Health Promotion/Family Teaching Project (Health Promotion)</b></p>
<p>#3  <b>Collaborate effectively within nursing and interdisciplinary healthcare teams</b> to foster open communication, respect, and shared decision making</p>	<p>➤ <b>Portfolio Assignment: N1220 Teaching Presentation (Collaboration)</b>            ➤ <b>N2130 Process Recording (Communication)</b></p>
<p>#4            Incorporate <b>a spirit of inquiry to make evidence based clinical judgments</b> and management decisions for quality improvement</p>	<p>➤ <b>Portfolio Assignment: N2120 Evidence-Based Clinical Research Paper (Evidenced-Based clinical judgment)</b></p>
<p>#5  <b>Integrate information and technology to communicate, manage knowledge, and support decision making</b> in the practice of nursing care</p>	<p>➤ <b>Portfolio Assignment: N2340 (Clinical Reflection)</b></p>
<p>#6            Assume accountability <b>for practice in accordance with professional, legal and ethical standards</b></p>	<p>➤ <b>Portfolio Assignment: N2320 Ethics Presentation (Professionalism)</b></p>

## **Program Continuation Requirements**

In order for a student to begin the next course in the sequence of College of DuPage ADN courses, students 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 College of DuPage 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). Students must obtain permission from individual instructors prior to recording.

## **Syllabus Statements**

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

## **Quiz Policy**

Quizzes must be taken at the time stated on the course calendar. No make-up quizzes will be allowed for missed quizzes.

## **Testing Policy**

- The proctoring faculty member has the right to seat students for test as seen fit.
- If Scantrons are used for testing, 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 the student.
  - No changes may be made on the Scantron after it is submitted to the faculty member proctoring the test.
- If computerized testing software, ExamSoft, is used, testing will be done on a laptop meeting specific requirements.
  - Prior to testing, required student orientation will be completed.
  - Please refer to course syllabus and Exemplify instruction document provided by course faculty.
- Students will receive their test results approximately one week after original test time.
- For arrangements for testing outside the regularly scheduled class time, students must contact the proctoring faculty.
- No examinations will be administered prior to the scheduled test date and time unless permission is granted by the instructor due to Testing Center scheduling.
- **Late testing**  
No exam may be made up later than one week from the original test time. This includes weekend days. A grade of zero will be recorded if the exam is not completed within that time frame

- Two exam points are deducted from a test score when the test is taken on the same day but not during the scheduled test time. One additional test point will be deducted for every day thereafter, including weekend days.
- Students must notify the course faculty as to the date/time of the scheduled make up examination. They must also notify the instructor when the examination is completed.
- Students who are tardy for an exam will not receive additional time for completion.
- No cell phones or electronic media devices (including smart watches) 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 and averages will not be rounded. This does not include any course assignments, quizzes, or longitudinal testing.

All examinations taken in Access and Accommodations must be started by the start of the scheduled classroom examination time.

## **Test Review**

**Students may review their test the week immediately following the exam.**

- Students need to make an appointment with the course faculty member to review the test.
- Any test concerns must be handled within one week after grades are posted.
- After one week, the test score stands as recorded.
- If a student receives less than a 78% on exam 1, the student must schedule an appointment with the course instructor and an occurrence report will be issued. It is highly recommended that students who earn less than 78% on any course exam perform a Loma Linda Assessment with their faculty member in order to enhance test-taking skills.
- Final exams must be taken by the last day of the course.
- Test reviews on final examinations are at the discretion of the instructor.

## **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. All assignments must be submitted in order to receive a passing grade in the course.

## **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. The withdrawal procedure is located in the Course catalog, <https://www.cod.edu/catalog/current/pdf/2019-2021-academic-policies.pdf>

# Simulation Learning Spaces and Lab Policies and Guidelines

## Lab Policies

Lab attendance is mandatory. Students are allowed to miss one lab in an emergency. The emergency is accepted at the instructor's discretion depending upon the nature of the emergency and documentation may be required. The lab must be made up or an alternative assignment will be given.

## Nursing Laboratory (Practice Lab) - HSC 2142

Open laboratory includes a variety of equipment and supplies to support student ability to practice and meet the objectives of the Nursing Program. The lab is open and equipped for student's ongoing nursing proficiency practice needs. A student will perform simulated practice until the student has mastered the skill/procedure to the point where the student can pass a return demonstration and safely perform the skill/procedure in the clinical setting. If a latex or betadine allergy exists or is suspected, please notify the 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:** Lab hours will be posted outside the lab and on the nursing lab website. The hours are subject to change and students will be notified accordingly.
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.
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 are 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 in any laboratory setting, it is the responsibility of the student to clean up their workspace. The workspace must be prepared to be utilized by the next student who needs to use it. General guidelines are as follows:
  - 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 **students 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 located in all college rooms near the phone or the college website:

[https://www.cod.edu/about/police\\_department/emergency\\_response.aspx](https://www.cod.edu/about/police_department/emergency_response.aspx)

## **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 course failure and the establishment of a Student Occurrence Report form related to CCSS-U between you and the clinical/ lab instructor.
- Simulation skills return validation is considered clinical skills validation.
- Students who demonstrate unsafe behaviors after a third attempt of skills validation will be removed from the nursing program.

## **“Hat Skills” Policy**

- All students entering NURSI 1220, NURSI 2120, and NURSI 2320 will be responsible for performing a skill return for their clinical instructor on the first day of clinical orientation. The student will randomly draw a skill from a “hat”. The skill pulled can be from any previously learned skill from first year. The course leaders will communicate with the students which skills will be tested. The student will have three attempts to successfully pass a skill. Documented remediation must occur after each failed skill attempt. The remediation form can be found on blackboard. The remediation form must be signed by lab staff and returned to the clinical instructor. Passing the Hat Skills Return is a requirement to successfully meet the objectives of the course. The student must meet all course objectives to pass the course.

## **Procedure:**

1. Course leaders of NURSI 1220, 2120, and 2320 will notify their students of the skills return prior to the beginning of their class session and encourage them to practice all skills learned in the first year in open lab. Students will be advised to contact the course leaders directly with any questions regarding the skills return. The students will be notified on blackboard.
2. The course leaders of 1220, 2120, and 2320 will notify the lab manager of rooms needed for the returns for each clinical (two eight-week sessions) four weeks prior to the beginning of each semester. This will include the clinical section, date, and time frame. The lab manager will notify the course leaders of the room assignments.
3. The students will conduct their returns on campus on the first clinical orientation day and be

observed and graded (pass/fail) by their clinical instructor. The course leaders will provide the clinical faculty with the skills return checklists at their course meeting prior to the beginning of each 8-week session.

4. The course leaders will notify all clinical faculty of this obligation by email as well as orient them to the process at the course meeting prior to the beginning of each 8-week session.
5. If the student fails a skill at first attempt, the clinical instructor will document this with an occurrence report and notify the course leaders. The clinical instructor will notify students of remediation form on Blackboard.
6. If the student fails the first attempt, they must remediate (practice) this skill in the lab. The clinical instructor will notify the lab staff by email that the student will be contacting them by email of their intent to remediate a skill. The lab staff will notify the clinical instructor that the student has set up a date/time to remediate. The student may retest the skill they failed with their clinical instructor after 3 days of remediation. The same skill will be tested.
7. The lab staff will be available to provide equipment and guide the student who is remediating. The lab staff will not be teaching the student.
8. If the student fails the return for a second time the clinical instructor will document this with an occurrence report and notify the course leaders. The student will follow the procedure outlined in #7. After three days the student will repeat the skill failed plus be tested on an additional skill in the presence of two full-time faculty.
9. Passing the Hat Skills Return is a requirement to successfully meet the objectives of the course. The student must meet all course objectives to pass the course. If the student fails the skill for a third time the two full-time faculty will document this with an occurrence report and notify the Director of Nursing and the program chair. A student who does not pass a hat skill on the third attempt will be determined to be unsafe and will result in course failure.

## **Clinical Policies and Guidelines**

### **Attendance/Absence in Clinical Setting**

Students are required to attend all clinical sessions

- It is the student's responsibility to notify the clinical instructor of tardiness or absence prior to the beginning of clinical.
- A missed clinical is defined as a clinical absence due to illness or personal reasons.
- Clinical absences cannot **exceed 1** absence per clinical course.
- Two (2) 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 student clinical competency. Alternative activities may be required.
- 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.

### **Cell Phones in Clinical Setting**

Cell phones or smart watches are allowed in the clinical setting per faculty discretion and clinical site policy. Inappropriate use of these devices in a clinical setting may result in an occurrence report.

### **Clinical Facility- Student Responsibilities**

The nursing program shall notify each student prior to upon 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. Students must be compliant with clinical agency guidelines. 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. No other visible piercings will be allowed in the clinical setting.
- Hair must be neat and above the collar. Hair, if pulled up, must be held in place by a solid, neutral accessory; no wide or patterned headbands. Hair must be a naturally occurring color. Facial hair must be short-clipped and well groomed. Cosmetics/makeup must be conservatively used, including no false eyelashes. Students will arrive and remain throughout clinical day compliant with dress code.
- Complete uniform includes clean white, enclosed nursing shoes, (if tennis shoes are used they must be all white with no stripes or color; shoelaces must be white and clean), white/neutral hose or white socks, COD student ID badge, bandage scissors, penlight, 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, COD student ID badge must be worn on uniform shirt. The above dress code applies to any situation that the students are in their nursing uniform, including clinical, simulation and designated laboratory sessions.
- 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.
- College of DuPage student ID badge must be worn at all clinical activities.
- Gum chewing is not permitted in the clinical setting.
- Perfume/cologne may not be worn in the clinical setting.
- Tattoos must not be visible, as this is the policy of our clinical agencies.
- Smoking is not permitted at the clinical site.

### **Site Policies**

- Personal use of facility telephones is not permitted.
- Students do not have access to copy machines at any clinical agency; they must bring required forms/assessment tools to the clinical setting.
- Adherence to policies of the individual facility.
- Students should adhere to respective site policies.

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 clinical evaluation tool in the area of 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. Please follow the healthcare institution's policy when injuries do occur. 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 a student is employed provided the clinical experience is not on the unit/units on which the student is employed, with the exception of Nursing 2340.

Any student who experienced a hospitalization will require a statement submitted by their healthcare provider to the division office prior to the start of clinical stating they can return to clinical without restrictions. If the care provider recommends restrictions, they must be listed on the statement. Students who are experiencing an injury need to adhere to clinical site policy.

Ability to progress in the program may be limited by clinical site policies.

### **Conferences (Student/Faculty)**

Conferences with instructors may be initiated by students or the clinical instructor at any time during the course. If a student is not meeting the clinical objectives, a nursing department Occurrence Report 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 in each clinical course. One score of 80% is required for Nursing 1130. One score of 100% is required for each subsequent course. Deadlines for meeting the requirement will be identified in the course syllabus.

### **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 Report 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 course, and dismissal from the program.

Students 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, 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.

## Appeal Process

1. The ADN Appeal Board will be convened in all cases of student suspension from clinical.
2. The Director of Nursing 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:
  - 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 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, student 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 cannot violate college, 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. Students are not found to be unsatisfactory or unsafe and may return to clinical.
  - b. Students are 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. Students are 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 College of DuPage ADN Program.

## Clinical Evaluation Tool

A clinical grading tool was designed for evaluating a nursing student's clinical performance. It requires input from the nursing instructor and the nursing student. The student will be evaluated based on the six (6) student learning outcomes of the nursing program: Safety, Patient Centered Care, Collaboration and Teamwork, Evidence-based Practice and Quality Improvement, Informatics and Professionalism. Students must achieve a score of "2" or above for each outcome criteria by the end of the term in order to pass the course and receive a satisfactory grade. The following grading criteria are: **Excellent (4)**, **Above Average (3)**, **Average (Meets Competencies) (2)**, **Below Average (1)** and **Fails to Meet Standards (0)**. Behaviors or characteristics of each term are customized to meet the objectives for

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

### **Unsatisfactory/Unsafe Clinical Performance Evaluation of Clinical Work**

An **unsatisfactory** clinical performance is the inability to meet the clinical objectives of the course. If the student receives this status, they will not be able to progress in the nursing program. If this is the student's first admission, they will have **one** opportunity to re-apply to the COD ADN program. Students who are on their second admission are not eligible for readmission if they receive an unsatisfactory clinical evaluation.

Examples of behaviors that demonstrate an unsatisfactory status or failure to meet standards are listed on the clinical evaluation tool for each course. This may include but are not limited to:

- Violations of professional conduct-refer to Professional Conduct in Classroom, Laboratory or Clinical Sites
- Failure to demonstrate competency
- 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

An **unsafe** clinical performance is 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. If the student is unsafe at any time, the student will be removed from the clinical site and will be evaluated for the removal from the program, with no option to re-apply to the COD ADN program.

**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 patient unattended with side rail(s) down and/or bed not in lowest position
- 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 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, 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. Unsatisfactory knowledge of medications
    - ii. Inability to perform essential patient assessments prior to medication administration
    - iii. Unable to perform skills necessary for safe administration
  - b. Inadequate identification of the patient
4. A Nursing Department 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
  - e. Inability to perform previously learned assessments and skills

## **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 started the program and wish to withdraw during any semester 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 your 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 College of DuPage Catalog (2019-2021).

## 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 first readmission must occur within two semesters within withdrawal.
2. Students who withdraw failing (grade below “C” at the time of withdrawal) or receive a grade below a —C in a College of DuPage Associate Degree in Nursing course may be granted one readmission on a space available basis, provided that this is the first grade below a C in a Nursing course. The readmission must occur within two semesters.
3. A student who is unsuccessful in a **first semester course** must reapply to the program as a “new applicant” to the program. A student who is unsuccessful in a **second, third or fourth semester course**, must apply utilizing the readmission packet for College of DuPage Nursing Students.
4. Students seeking re-admission who have earned less than a C in a previous nursing course **must register and complete the course** that they were unsuccessful in before proceeding in the program. Students readmitted to the program, will be admitted after one 8 week session (i.e. If exit was Fall of the second 8 weeks, the student should be admitted in Spring of second 8 weeks).
5. If a student fails (grade below “C”) two program courses throughout their tenure in the nursing program, they will not be eligible for reapplication into the nursing program. If the 2 failing courses occur in the same semester, the student will not be eligible for program readmission. The same applies to students who withdraw failing from 2 courses, or withdraw failing from one course and earn a grade below “C” in another.
6. The readmission for students described in #2 and #3 above 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 College of DuPage 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.
  - c. Student will need to attend an advising session with a Nursing Program Chair to review the readmission packet and discuss the process of readmission. For readmit to 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> semester

Upon satisfactory completion of these steps, the student will also be evaluated using the ADN Readmission Packet. Students seeking readmission must have a current GPA of 2.75 or higher in all courses required for the Associate of Applied Science degree in Nursing.

7. Candidates seeking readmission may be required to complete additional courses to prepare them for success prior to or concurrent with the first re-entry College of DuPage 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.
8. Readmission is dependent on space availability in the ADN program

**Medical Withdrawal**

Students requesting a medical leave during the progression of the nursing program should refer to the College of DuPage Medical Withdrawal Policy:

[http://www.cod.edu/registration/pdf/med\\_withdrawal.pdf](http://www.cod.edu/registration/pdf/med_withdrawal.pdf). Once the student is granted a medical withdrawal, the student should notify the faculty of record, assigned advisor and exit the course. If the student is enrolled in more than one course in any semester, the student will be dropped from both courses when exiting the program. Before returning to the Associate Degree Nursing Program, the student should contact the Nursing Program Chair of students. The student will follow the guidelines stated in Readmission Packet for College of DuPage Nursing Students upon returning to the program. The student needs to withdraw from the course first and then submit their medical appeal form. Students must also notify the lead course faculty member.

## **Loma Linda University School of Nursing Learning Assistant Program**

### **The Exam Analysis Procedure**

The following steps make up the exam analysis procedure:

1. The student and instructor/learning facilitator become aware that the student has a problem with taking exams.
2. The student requests an exam analysis.
3. The student and instructor/learning facilitator, who is doing the analysis, discuss the LAP Summary of Exam techniques.
4. The student and instructor/learning facilitator go over each question that the student missed on the exam. The student uses the exam techniques to answer these questions. (The student does not look at his former answer or at the correct answer on the answer key).
5. The student and instructor/learning facilitator identify the main category and specific problem or contributing factor for why the student missed each question.
6. The instructor/learning facilitator records why each item was missed on the exam analysis worksheet.
7. The instructor/learning facilitator totals the number of items missed and the percentages for each specific problem and each main category.
8. Suggested interventions are developed with input from the student and recorded on the Suggestions to Improve Exam Performance checklist.
9. A copy of the exam analysis is given to the student, and another is retained in the student's record.
10. Follow-up appointments (or referrals) for help with exam skills, tutoring, counseling and evaluation of progress are made.

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**LOMA LINDA UNIVERSITY SCHOOL OF NURSING LEARNING ASSISTANCE PROGRAM**  
**SUMMARY OF EXAM TECHNIQUES FOR MULTIPLE CHOICE QUESTIONS**

A. Be Sure You Know What The Question is Asking

- ◆ Read question carefully.
- ◆ Underline important words.
- ◆ Try to answer the questions yourself before you look at the answer options.
- ◆ Create a pool of possible answers (jot down key word(s) for each)

B. Consider Each Option Carefully

- ◆ Compare answer options given on exam with your own pool of possible answers.
- ◆ Re-read the question carefully.
- ◆ Read the answer options carefully underlining key words.
- ◆ Mark each answer option as either true, false, T?, F?, or ?.

C. Use Your Knowledge When Choosing the Best Answer

- ◆ Choose your answer based on what you have learned in the course. Example: Choose answer marked true above one marked?
- ◆ Do not choose an answer just because “it sounds good” if you have not heard of it before (in lecture or textbook)—it may be a cleverly worded distractor.

D. Use Your Time Wisely

- ◆ Do not spend too long on any one question.
- ◆ Read the question and answer options carefully (twice if necessary).
- ◆ If you are not sure which choice is correct, guess and mark the question number so you can come back to it if you have time.
- ◆ Do not be in a hurry to leave. Check your paper to be sure you have answered all questions.
- ◆ Check carefully for clerical errors (marking wrong answer by mistake).
- ◆ Read each stem with the answer you have marked to be sure it makes sense.

E. If You Do Not Understand The Question or Answer Option Ask For Help

- ◆ Ask the instructor to clarify what is not clear.
- ◆ Ask the instructor to “restate” a confusing question or option.

F. Do Not Change Your Answers

- ◆ The only time you should change an answer is when you know why the first answer is wrong and/or why the second answer is right.
- ◆ Never change an answer just because you feel uncertain.



