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MISSION OF NURSING PROGRAM
AT ALPENA COMMUNITY COLLEGE (ACC)

The mission of the nursing program at ACC is to design and direct student centered, evidenced-based educational experiences. These experiences are designed to facilitate growth, promote life-long learning and produce safe and competent practicing nurses.

PHILOSOPHY

In keeping with the goal of ACC to foster an environment of learning that embraces change, cultural diversity, personal accountability, and global thinking the nursing program is based on the belief that:

1. Caring is a universal need that is an essential component of nursing care.
2. Faculty role-model caring by helping students and staff achieve their maximum potential.
3. Value will be placed on the uniqueness and worth of our diverse student population.
4. An educational environment should promote and facilitate lifelong learning.
5. Curriculum must be based on current evidence-based nursing practices.
6. Faculty and students will strive to achieve a culturally competent viewpoint.
7. Leadership can be encouraged through progressive thinking and free exchange of ideas.
8. Students are adult learners who are held accountable for maintaining the integrity of the nursing program and standards of nursing practice.
9. The student community will be supported through fostering and enhancing of the Student Nurses Association.
10. Fiscally responsible care of the local and global community is promoted through service learning.
Conceptual Framework and Program Outcomes

The program’s conceptual framework is based on the National League for Nursing (NLN) Educational Competencies Model and the components within it. The Model consists of the following components (National League for Nursing, 2010):

**Core Values:** Seven core values, implicit in nursing’s paradigm, are the foundation for all nursing practice. The core values are shown at the root of the model and indicate that each type of nursing program and each competency must be grounded in these fundamental values (pg. 8).

These values include:

1. **Caring:** “promoting health, healing, and hope in response to the human condition”.
2. **Diversity:** recognizing differences among “persons, ideas, values, ethnicities” while affirming the uniqueness of each.
3. **Ethics:** involves reflective consideration of personal, societal, and professional values, principles, and codes that shape nursing practice. Ethics in nursing integrates knowledge with human caring and compassion, while respecting the dignity, self-determination, and worth of all persons.
4. **Excellence:** creating and implementing transformative strategies with daring ingenuity. Reflects a commitment to continuous growth, improvement and understanding.
5. **Holism:** the culture of human caring in nursing and health care that affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual’s environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs, within the context of a wellness-illness continuum.
6. **Integrity:** means respecting the dignity and moral wholeness of every person without conditions or limitations.
7. **Patient-Centeredness:** an orientation to care that incorporates and reflects the uniqueness of an individual patient’s background, personal preferences, culture, values, traditions, and family. A patient-centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient-centeredness supports the respectful, efficient, safe, and well-coordinated transition of the patient through all levels of care.
Integrating Concepts: Emerging from the seven core values are six integrating concepts. These concepts are shown as bands around the program types, illustrating their progressive and multidimensional development in studies and learning experiences (pg. 8). These concepts are not meant to be understood in isolation, rather as integrated within a whole (pg. 15).

The six integrating concepts include:

1. Context and Environment: in Health Care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement and effectiveness.

2. Knowledge and Science: refers to the foundations that serve as a basis for nursing practice which in turn, deepen, extend, and help generate new knowledge and new theories that continue to build the science and further the practice.

3. Personal and Professional Development: is a lifelong process that refers to learning, refining, and integrating values and behaviors that:
   - Are consistent with the profession’s history, goals and code of ethics
   - Serve to distinguish the practice of nurses from that of other health care workers
   - Give nurses the courage needed to continually improve the care of patients, families, and communities, and ensure the ongoing viability of the profession.

4. Quality and Safety: the degree to which health care services:
   - Are consistent with the current professional knowledge
   - Minimize the risk of harm to individuals, populations and health care providers
   - Optimize health outcomes
   - Are operationalized at an individual, unit and systems perspective.

5. Relationship-centered care:
   - Caring
   - Therapeutic relationships with patients, families and communities
   - Professional relationships with members of the health care team as the core of nursing practice
   - Relationship-centered care integrates and reflects respect for the dignity and uniqueness of others, valuing of diversity, integrity, humility, mutual trust, self-determination, empathy, and the capacity for grace and empowerment.

6. Teamwork: encompasses the ability to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality health care for patients, families and communities.
Apprenticeships: The six integrating concepts can be described, defined, and then further explicated by one of the three types of apprenticeships based on the work of Benner et al. (2009). The apprenticeships offer a set if specific knowledge, understanding, and skills that nurses should become familiar with as they progress in their learning (pg. 15).

The three apprenticeships include:

1. Knowledge: includes science and theory.
2. Practice: technical skills, clinical judgment and performance. It means being able to engage in practice in a thoughtful, deliberate and informed way.
3. Ethical comportment: based on formation in the profession, responsibilities, notions of good, and boundaries of practice. It includes the notions of “good practice” and “boundaries of practice”.

Program Outcomes: The goals of nursing education for each type of nursing program can be summarized in four broad program outcomes. Nurses must use their skills and knowledge to enhance human flourishing for their patients, their communities and themselves. They should show sound nursing judgment and should continually develop their professional identity. Finally, nurses must approach all issues and problems in a spirit of inquiry (pg. 9).

These four program outcomes can be defined as:

1. Human Flourishing: an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts.
2. Nursing Judgment: encompasses the three processes; namely critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community along with management of resource allocation.
3. Professional Identity: involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. A core value become self-evident as the nurse leans, gains experience, and grows in the profession.
4. Spirit of Inquiry: draws from the concepts of Knowledge, professional development, and quality & safety. It is a persistent sense of curiosity that informs both learning and practice. A nurse infused by the spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems.
Nursing Program Objectives

In addition to the four Program outcomes the following are goals for each semester of the nursing program.

Level I:

Within the scope of practice for the Licensed Practical Nurse in Michigan, Level I nursing students will achieve the following during their first semester of the Nursing Program at Alpena Community College.

1. Define the four major concepts of Human Being, Health, Environment, and Nursing.
2. Explain safety and infection control measures that protect patients from injury and disease transmission.
3. Demonstrate nursing procedures, adhering to safety and infection control measures.
4. Calculate medication doses accurately.
5. Demonstrate basic computer proficiency.
6. Define and use proper medical terminology as it pertains to patient safety and care.
7. Begin to understand concepts of nursing foundations, medical-surgical nursing, obstetrical and reproductive health nursing, and pharmacology.
8. Provide care to patients, incorporating concepts learned in the classroom and nursing laboratory.

Within the scope of practice for the Licensed Practical Nurse in Michigan, Level I nursing students will maintain and enhance knowledge and skills from the first semester, and achieve the following during their second semester of the Nursing Program at Alpena Community College.

1. Demonstrate understanding of additional medical-surgical and pharmacology concepts.
2. Identify concepts related to nursing care of children with various health problems.
3. Identify concepts of nutrition.
4. Collect patient data.
5. Contribute to the patient’s plan of care.
6. Provide safe and compassionate care to patients.
7. Provide holistic care to patients in various health care settings, incorporating concepts learned in the classroom and nursing laboratory.
8. Interpret patient data to determine the appropriate plan of action.
9. Demonstrate readiness to assume the role of the LPN.
Level II:

Building on concepts from Level I (or education for LPN licensure obtained elsewhere), and within the scope of practice for the Registered Nurse in Michigan, Level II nursing students will achieve the following during their first semester of the Nursing Program at Alpena Community College.

1. Master concepts related to physical assessment.
2. Consider the impact of workplace and professional nursing issues on nursing practice.
3. Master concepts related to care of patients with complex needs resulting from acute and chronic health problems.
4. Master concepts related to care of families with complex needs related to health problems during pregnancy and/or childhood.
5. Prioritize nursing care interventions according to assessed needs of patients and families.
6. Provide safe effective care to patients and families with various and complex needs.

Within the scope of practice for the Registered Nurse in Michigan, Level II nursing students will build on knowledge and skills from the first semester, and achieve the following during their second semester of the Nursing Program at Alpena Community College.

1. Develop skills for working as an effective member of the health care team.
2. Master additional concepts related to care of patients with complex needs related to acute and chronic health problems.
3. Master concepts related to care of patients with acute and chronic behavioral health problems.
4. Prioritize nursing care interventions according to assessed needs of patients and families.
5. Consider the impact of workplace and professional nursing issues on nursing practice.
6. Provide safe and effective care to patients and families with various and complex needs as a member of the health care team.
7. Demonstrate readiness to assume the role of Registered Nurse.
Incorporating Watson’s Caring Theory Into the Nursing Program

Caring is a central theme in the National League for Nursing (NLN) Educational Competencies Model and provides a seamless connection with our clinical partner, Alpena Regional Medical Center, who has adopted Watson’s Caring Theory as their nursing model. In Watson’s *Philosophy and Science of Caring* the Caring Science “can be used to form the foundation of the nursing profession by providing an ethical, moral, and values-guided comprehensive explanation for its science, human phenomena, and its approach to caring-healing-person-nature-universe” (Watson, 2008).

Use of Watson’s theory across the curriculum enhances the program outcomes defined by the NLN Educational Competencies Model. From Watson’s early work in 1979 came the 10 Carative Factors that remain the structural core for the evolving Caritas Processes. (Watson, 2008)

The Carative Factors and their corresponding NLN Competencies Model Program Outcome include:

1. Formation of a humanistic-altruistic system of values (Human Flourishing)
2. Instillation of faith-hope (Professional Identity)
3. Cultivation of sensitivity to oneself and others (Human Flourishing)
4. Development of helping-trusting relationship (Human Flourishing)
5. Promotion and acceptance of the expression of positive and negative feelings (Professional Identity)
6. Systematic use of the scientific problem-solving method for decision making (Spirit of Inquiry)
7. Promotion of interpersonal teaching-learning (Nursing Judgment)
8. Provision for a supportive, protective, and corrective mental, physical, sociocultural, and spiritual environment (Nursing Judgment)
9. Assistance with the gratification of human needs (Nursing judgment)
10. Allowance for existential-phenomenological forces (Spirit of Inquiry)

Watson’s model provides the basis for a portion of the course content at each level of the program. Students will first identify and practice caring behaviors in theory courses and then recognize and use carative factors when providing care to patients and families in the clinical setting.
**Watson’s Theory and the Four Nursing Paradigm Major Concepts**

1. Human Being: Watson views the human being as: “a valued person in and of him or herself to be cared for, respected, nurtured, understood and assisted; in general a philosophical view of a person as a fully integrated self. He, human is viewed as greater that and different from, the sum of his or her parts” (Watson, 2008).

2. Health: According to the World Health Organization Health is defined as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity” (World Health Organization, 1948). In addition to this definition, Watson adds three elements:
   a. A high level of overall physical, mental and social functioning
   b. A general adaptive-maintenance level of daily functioning
   c. The absence of illness (or the presence of efforts that leads to its absence)
   
   Within in the framework the Caring Theory “it can be made more explicit that health and healing notions related to caring are distinctly different form exclusive medical, clinical, body-physical approaches.” Furthermore, in this model, “health is a subjective, inner-life world experience and phenomenon that cannot necessarily be defined by external criteria alone.” Health and illness are not viewed as an absolute state but a process of living (Watson, 2008).

3. Environment: Carative Factor 8 deals with the environment and involves the provision for a supportive, protective, and corrective mental, physical, sociocultural, and spiritual environment. It deals with the following measures:
   a. Comfort
   b. Safety
   c. Privacy
   d. Human Dignity
   e. Clean aesthetic surroundings.

4. Nursing: Watson defines nursing as “A human science of persons and human health-illness experiences that are mediated by professional, personal, scientific, esthetic and ethical human transactions”. In addition, she believes that “Nursing helps sustain human dignity and humanity itself while contributing to the evolution of human consciousness, helping to move toward a more humane and caring moral community and civilization” (Watson, 2008).
ALPENA COMMUNITY COLLEGE’S CORE COMPETENCIES
REFLECTED IN THE NURSING PROGRAM

The Nursing Program has a cohesive curriculum that incorporates these Alpena Community College core competencies:

1. **How to learn effectively:**
   a. They will possess effective learning skills.
   b. They will know how to access learning resources and information skills.
   c. They will understand learning as a life-long process.

2. **How to solve problems:**
   a. They will be able to identify a problem, collect and analyze information, develop and apply strategies, and evaluate outcomes.

3. **How to use mathematical concepts:**
   a. They will be able to use mathematical knowledge as a component of problem-solving in everyday life.
   b. They will be able to understand and use concepts of mathematics appropriate to their chosen program of study.

4. **How to communicate effectively:**
   a. They will be able to read and write with sufficient skills to achieve educational and personal goals.
   b. They can speak and listen with sufficient skill to achieve educational and personal goals.

5. **How to interact with the world:**
   a. They will have an understanding of the rights and responsibilities of the individual in society.
   b. They will have an understanding of historical, social and geographical forces which shape the world.
   c. They will have an understanding of aesthetic principles.
   d. They will have an understanding of the nature of scientific inquiry and its technological application.
   e. They will have an understanding of the effect of technology on lives.
   f. They will be able to function effectively as an individual and as a member of a group.
   g. They will have an understanding of factors important to mental and physical health and well-being.
   h. They will be able to clarify values and ethical issues.
Nursing Program Admission Criteria

Alpena Community College offers two program options in nursing; both programs are approved by the Michigan State Board of Nursing. Alpena Community College’s Nursing Program is a candidate for accreditation through the Accreditation Commission for Education in Nursing (3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326 [www.acenursing.org]). During the Pre-Nursing Curriculum the student will complete 12.5 credits of course work including, CEM 111 and CEM 111L, BIO 201 and BIO 201L, ENG 111, and NUR 133 (Dosage Calculation).

The Practical Nursing Certificate Program (Level I) includes two semesters with 20 students admitted each fall semester and spring semester. The Associate Degree Nursing Program (Registered Nursing) (Level II) includes all Level I course work, plus two additional semesters of study leading to an associate in applied science degree. Up to 20 students will be admitted to Level II each fall and spring semester.

The nursing curriculum at ACC is designed to promote career mobility and to offer qualified students alternative educational tracks according to their career goals. Two entry and two exit points are available to nursing students. Graduates are prepared to write the National Council Licensure Examination (NCLEX) and to assume entry-level staff positions in health care delivery systems. Graduates can also articulate into a Bachelor of Science in Nursing (BSN) completion program at four-year institutions in Michigan or other states. Also students who meet criteria can concurrently enroll in UM-Flint as a guest student and take courses aimed at preparing them to continue on with a BSN completion program after graduation from ACC.

Admission Criteria

1. Nursing Program applicants who will be new students at Alpena Community College must apply to ACC prior to applying to the Nursing Program.
2. Students entering at either level must have a high school diploma or General Education Degree (GED), or be enrolled in the early college program.
3. If any courses were taken at another college or university, official transcripts must be sent to the ACC Registrar’s office for determination of equivalent course and transfer credit. The deadline for submission of transcripts is March 13 for fall admission and October 15 for spring admission.
4. All prerequisite courses and general education co-requisites must have a minimum grade of 2.0, “C”, or higher with a combined grade point average (GPA) of 3.0, “B”, to be eligible for consideration for an opening in Level I or Level II of the Nursing Program.
5. Prerequisites may only be repeated once. Withdrawals will be counted as an attempt of taking the class. The highest grade in the course is used in calculating the student’s GPA.
6. Science courses that are older than five years from the date the student formally begins the program will be evaluated on an individual basis.
7. Students are required to submit background check information from the Michigan State Police and child abuse/neglect central registry clearance from the State of Michigan Department of Human Services with their application to the program. This will be at the student’s expense and must be completed prior to the deadline for application.

8. The Nursing Program must meet legal and contractual agency requirements and students will not be admitted to the Nursing Program or be allowed to continue in the Nursing Program if clinical requirements cannot be met.

9. Students should be aware that the Michigan Board of Nursing may deny a license to an applicant who has been convicted of a felony or certain misdemeanors or is addicted to drugs or alcohol. Alpena Community College is not responsible if an applicant is denied licensure after completion of the Nursing Program. If the felony is such that the student would not be able to attend clinical rotations at any of our sites, admission to the program would be denied.

10. All students must attend a mandatory Nursing Program orientation when accepted into the program. Failure to meet Nursing Program deadlines for admission or to attend the orientation session will result in forfeiting placement in the program.

11. Please be aware that meeting minimum requirements does not guarantee an opening in either Level I or Level II of the Nursing Program.

12. Students accepted for both Level I and Level II Nursing Programs are required to submit the following documentation to the Nursing Program Secretary prior to a mandatory scheduled orientation session that occurs prior to the start of classes. Failure to provide required documentation prior to orientation will result in the loss of your position in the program.

   ● A physical exam form signed by a physician, physician assistant, or nurse practitioner.
   ● Proof that Hepatitis B immunization series has been initiated or a signed release form stating the reason for noncompliance of this requirement.
   ● Proof of any other applicable vaccines which may be required by clinical sites.
   ● Proof of a TB test obtained within the past year.
   ● A current Health Care Provider Card (American Heart Association) or Professional Rescuer Card (American Red Cross).
   ● Results of a mandatory drug screen from Rapid Results in Alpena within the last 30 days.
Nursing Program Selection Process

Level I:

1. Alpena Community College admits students to the Nursing Program under a Selective Admission Process. The criteria for admission will be based on:
   - GPA of prerequisite courses.
   - Composite score of a standardized admission exam: Assessment Technologies Institutes Test of Essential Academic Skills (TEAS™). This exam is administered at the student’s expense and can be repeated only once to improve the score. Arrangements to take the exam should be made through the Testing Center at Alpena Community College prior to the admission application deadline.
   - Number of credits taken at Alpena Community College.
   - Previously earned degrees.
   - Previously documented healthcare work experience.
   - Number of previous semesters a student has applied to the Nursing Program.

2. Students will be admitted twice per year.

3. Students may apply during their last semester of prerequisite coursework.

4. Applications will be available to pick up at the Alpena campus on the second floor of the Natural Resource Center (NRC) in the Nursing Program secretary’s office (NRC 202) and also on the Nursing bulletin board. Applications may also be picked up at the HUSH campus in the Student Lounge or in Lori Pulda’s Office (HUSH 211).

5. Application deadlines will be posted on the bulletin board on the second floor of NRC near the nursing office.

6. Students that are not admitted must reapply.

7. In the event that more than one student with the same score is eligible to be admitted to the Nursing Program competitively admission to the program will be based on:
   - GPA
   - Work experience
   - Application date at the point when all prerequisite courses were met

Students may exit the program at the end of Level I and are eligible to sit for the NCLEX-PN exam.

Students who continue on to the Level II program (within two consecutive semesters) are encouraged to sit for the NCLEX-PN exam but can be admitted as progressing students.

Level I students must state their intent, in writing, to continue on to Level II by October 15th or March 13th of their second semester.
Level II:

1. ACC Nursing Program students who complete the Level I program with a combined GPA [nursing and prerequisite courses] of 3.0 and declare their intent to continue to Level II prior to the deadline, will be granted admission to the Level II program in the first available semester after graduation.

For students who exit after Level I of the program and for students coming from other programs, selection preference for remaining seats will be based on the following criteria:

- Documentation of six months of full time equivalent hours (1040 hours) as a LPN within the last two years.
- Proof of a current unencumbered license.
- Combined GPA of prerequisite & nursing courses of 3.0.
- Composite score of a standardized admission exam: Assessment Technologies Institute LPN-Step Test. This exam is administered at the student’s expense and can be repeated only once to improve the score. Arrangements to take the exam should be made through the Testing Center at Alpena Community College prior to the admission application deadline.
- Number of credits taken at Alpena Community College.
- Previously earned degrees.

2. Students will be admitted twice per year.
3. Students may apply during their last semester of prerequisite coursework.
4. Applications will be available to pick up at the Alpena campus on the second floor of the Natural Resource Center (NRC) in the Nursing Program secretary’s office (NRC 202) and also on the bulletin board. Applications may also be picked up at the HUSH campus in the Student Lounge or in Lori Pulda’s Office (HUSH 211).
5. Application deadlines will be posted on the bulletin board on the second floor of NRC near the nursing office.
6. Students that are not admitted must reapply.
7. In the event that more than one student with the same score is eligible to be admitted to the nursing program competitively admission to the program will be based on:
   - GPA
   - Work experience
   - Application date at the point when all prerequisite courses were met
8. If a student’s GPA is not 3.0 at the time of application to the program you will be required to meet with the Director of Nursing for academic advising to elevate GPA. Then you will be required to reapply. Applications will then be reviewed competitively based on this admission criteria.
ACC Nursing Program

Semester 1 Pre-requisites

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<th>Course</th>
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Semester 2 – Semester 1 LPN

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<td>NUR142 Medical Surgical Nursing I Theory</td>
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Semester 3 – Semester 2 LPN

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<td>NUR 151 Medical Surgical Nursing Clinical II Acute Care Setting: Primary Care</td>
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Students may exit at this point and will be eligible to sit for the NCLEX-PN exam.
### Semester 4 RN Semester 1

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<td>BIO 140L Lab</td>
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<td>NUR 240 Advanced Medical Surgical Theory I</td>
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<td>NUR 240LC Advanced Medical Surgical Lab I Skills Lab and IV Medications</td>
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<td>NUR 241 Advanced Medical Surgical Clinical I Orientation to RN role/skills</td>
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<tr>
<td>NUR 244LC Physical Assessment Lab</td>
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<td>3.0</td>
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<tr>
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### Semester 5 RN Semester 2

<table>
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<tr>
<td>PLS 221/222</td>
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<tr>
<td>ENG 112</td>
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<tr>
<td>NUR 249 Advanced Medical Surgical Nursing Theory II</td>
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<tr>
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<tr>
<td>NUR 252 Psychiatric Nursing Theory</td>
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<tr>
<td>NUR 253 Psychiatric Nursing Clinical</td>
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<tr>
<td>NUR 255 Nursing Leadership</td>
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Nursing Program Information

A. Repeating Nursing Courses

Any student who fails, or withdraws, from a nursing course may repeat the course **one time only within one calendar year**. **Failure of a nursing course will result in academic withdrawal from the corresponding theory or clinical course.** If the failure was the result of disciplinary action or serious (versus inadvertent) plagiarism the student may be ineligible to return to ACC’s Nursing Program. If the failure, or withdrawal, is due to a call to duty for reservist military personnel, the time frame may be extended, provided the student returns in the semester following completion of military obligations. Students who will be repeating a course must meet with the nursing faculty member, responsible for the course, and the Director of Nursing to establish a remediation plan. After documentation of completion of the remediation plan the student will meet with the nursing admissions committee to determine eligibility to return to the program. **Students who have a second failure in the Nursing Program will be dismissed from the program and will not be eligible to return.**

B. Employment

Because course work in both Level I and Level II is so demanding, students are advised not to be employed while completing the nursing program.

C. Clinical Sites

Clinical experiences are planned at Alpena Regional Medical Center, Alpena Regional Medical Center–Home Care, Tendercare/Extendicare facilities, Pied Piper Opportunity Center, Head Start, Pointe East, Baby Pantry, Light of Hope Alpena Clubhouse, Hospice of Sunrise Shore, Northeast Michigan Community Mental Health and Health Department District 4. Sites may change.

D. Standard Precautions

Standard precautions will be used in the care of all patients while you are enrolled as a student at Alpena Community College. Hand washing, appropriate use of personal protective equipment, careful use and safe handling of sharps with proper disposal are required. If a patient has specific isolation precautions, these precautions will be adhered to in additional to standard precautions.
E. Management of Exposure to Blood and Body Fluids

Any student experiencing an exposure to blood or body fluids via a needle puncture wound, laceration, bite, or splash to mucous membranes or non-intact skin must receive appropriate follow-up within 24 hours of the injury.

a. All students will be responsible for reporting to faculty and faculty will be responsible for recording, reporting and treatment.
b. The faculty supervising the student and the student will be responsible for recording/reporting and treatment.
c. The policy/procedure of the clinical agency about exposure shall be followed.
d. Financial responsibility for post-exposure follow-up is the responsibility of the student.

F. Statement on Confidentiality

By nature of the profession students and staff gain knowledge about individuals that is sensitive in nature. Students and staff will conform to the guidelines established by Health Insurance Portability and Accountability Act (HIPAA).

All information about patients and hospital activities related to care of patients shall be held in the strictest confidence by the college students and the faculty. Betraying that confidence can mean dismissal from the program. Tape recording of any theory or clinical course is not allowed as care of patients is discussed (eliminating names and other identifiers). Students must be very careful in the clinical setting to avoid revealing private information and no identifiable information can ever be taken from the clinical setting.
The following table (based on Alpena Regional Medical Center’s Hospital Wide Policy and Procedure regarding HIPPA – Sanctions) will be used in investigating and deciding on disciplinary actions related to privacy issues.

<table>
<thead>
<tr>
<th>Level of Breech</th>
<th>Examples</th>
<th>Minimum Disciplinary Action</th>
</tr>
</thead>
</table>
| **Level 1 breech: Carelessness**       | 1. Discussing PHI in a public area.  
2. Leaving PHI in a public area.  
3. Failing to put all patient information used for clinical experience in an appropriate shredding bin prior to leaving clinical for the day.  
4. Leaving a computer unattended in an accessible area with PHI unsecured.  
5. Misdirected faxes, e-mails and mailings.                                                                                             | After investigation of the facts and number of offenses the incident will be reported to the Director of Nursing and disciplinary action may include:  
- Counseling  
- Verbal warning  
- Written warning  
- Points deducted from clinical evaluation resulting in a lowering of clinical grade/failure of clinical rotation  
- Suspension from the nursing program  
- Dismissal from the nursing program  
In addition the student will be required to repeat the ATI HIPPA privacy training on their own time and show proof to their instructor. |
| **Level 2 breech: Curiosity or Concern**| 1. Looking up birthdates, addresses, or other information about friends or relatives.  
2. Accessing or reviewing a person’s PHI out of concern or curiosity.  
3. Accessing or reviewing the PHI of a “famous” or public personality.  
4. Accessing or reviewing one’s own health records.  
5. Giving another individual access to your user name or password.  
6. Accessing or allowing access to PHI without having a legitimate reason.  
7. Requesting another individual to access PHI.                                                                                       | After investigation of the facts and number of offenses the incident will be reported to the Director of Nursing and disciplinary action may include:  
First offense:  
- Written warning  
- Points deducted from clinical evaluation resulting in a lowering of clinical grade/failure of clinical rotation  
- Suspension from the nursing program  
- Dismissal from the nursing program  
Second offense:  
- Dismissal from the nursing program  
Except in cases of dismissal from the program the student will be required to repeat the ATI HIPPA privacy training on his/her own time and show proof to their instructor. |
| **Level 3 breech: Personal Gain or Malice**| 1. A student reviews a patient record to use information in a personal relationship.  
2. A student compiles a mailing list for personal use or to be sold.  
3. Tampering with or unauthorized destruction of information.                                                                                | After investigation of the facts and number of offenses the incident will be reported to the Director of Nursing and disciplinary action may include:  
- Dismissal from the nursing program.                                                                                                   |
NURSING PROGRAM
POLICIES AND PROCEDURES

A. Conduct

1. Each student is expected to put forth his/her best effort throughout the program. **If the student is having difficulty with any area, it is the student’s responsibility to seek the appropriate instructor for help.**

2. Each student is expected to conduct him/herself in a manner that reflects well on the college and on our nursing profession. At clinical sites, students are required to respect agency policies and procedures.

3. Students are expected to assist in maintaining a clean, orderly classroom. Drinking nonalcoholic beverages during class is acceptable. Food and beverages are not allowed in the Nursing Lab, unless it is part of the lesson and with the instructor’s permission.

   Students will organize their own monitoring system. It is imperative that classrooms not be littered. Privileges will be withdrawn if recurring problems make the action necessary.

4. Personal calls will be made during breaks only. Phones of the clinical agencies are for agency business only. In the clinical setting, we adhere to agency guidelines for cell phones/devices. Your instructor will provide additional information about additional restrictions.

   Cell phones/devices must be set on airplane mode during class time (vibration is noise). If an emergency call should come in, students are requested to quietly exit the classroom to answer the call. No devices can be out during tests.

   - First offense: reminder of the policy and a 5% reduction from their participation grade.
   - Second offense: 10% reduction in participation grade.
   - Third offense: grade 0 for participation.

   The use of cell phones as a PDA in the clinical setting will be determined by the facility policy.

   - First offense: any student found using their cell phone against a facilities policy will be asked to leave clinical that day and a 10% deduction will be taken from their final grade.
   - Second offense: will result in dismissal from clinical.

5. Gum chewing is not permitted during clinical practice.
6. Students are required to be in their assigned areas of clinical agencies and are required to remain in that assigned area unless the instructor directs otherwise.

B. Responsibilities

1. Students are responsible for their actions while giving care at clinical sites, where they work under the supervision of ACC instructors. Patients remain the direct responsibility of the clinical agency staff, who is to receive the patient condition reports.

2. Transportation to the affiliating health agency is the student’s responsibility. There is no reimbursement for transportation, meals, or lodging costs.

3. Students are responsible for obtaining the information presented during absence from class, clinical, or conference sessions.

4. Skills check lists will be maintained by all students. Check lists will be turned into the nursing secretary by the Monday of finals week during the second semester of both Level I and Level II programs.

5. All students will contract with the instructor regarding the terms of his/her medication administration experience.
   a. The student shall assume total responsibility for fulfilling the contract, and verification of that contract by the instructor.
   b. The completed contract shall become part of the student’s permanent record. It will be turned in to the nursing secretary by the Monday of finals week during the second semester.

6. Students should have health insurance. The college and the health care agencies do not assume responsibility for student health care expenses in the event of illness or accident.

7. Clinical sites provide areas for your coats and lunches. Money and valuables should be limited to what you can carry on your person.

C. Appearance

Nursing students represent Alpena Community College at clinical sites and at professional events that are incorporated into specific courses. Students will be given direction about appropriate attire prior to professional events. The dress code at clinical sites must comply with any specific agency requirements. The following general guidelines are offered to promote a professional appearance, safety, and medical asepsis.
Dress Code

- Level I students will wear burgundy tops and pants. Level II students will wear white tops and burgundy pants. Uniforms must be clean and pressed. Skirts/dresses should be knee length or longer. Uniforms should not be noticeably tight or noticeably loose (reasonable fit).
- Undergarments should be skin-tone appropriate to be not obvious and distracting.
- ACC crest is worn on the left sleeve of the student’s uniforms and lab coat. The crest is to be applied 1” from the top seam of the sleeve and centered on the sleeve.
- ACC name badge is worn on the left side of the chest. If the clinical site requires a specific agency badge (sometimes with a picture for identification), this badge is worn instead while the student is at the clinical site.
- Clean white clinical shoes and white stockings must be worn. Shoes must enclose the foot and be of leather/leather type material. White athletic shoes are appropriate, if low (no high-tops), minimal accent color, and free of stripes, distracting logos, etc.
- Sweaters, if worn, should be white. Students must comply with the dress code of the unit they are assigned to regarding t-shirts worn under scrub tops.
- Students must be in uniform or appropriate attire for specialty areas when providing care.
- The uniform should be covered when in public places, i.e. stores. Uniforms are never worn in establishments that serve alcoholic beverages. Students should not be wearing their clinical uniform on campus unless directed by nursing faculty, nor can students wear the clinical uniform with the ACC crest while working at a healthcare agency in a personal job capacity.
- Within these guidelines, students with other attire requirements, i.e. Catholic nuns who are part of an order that wears a habit, or Muslim students who wear the hijab and/or abaya can be accommodated.

Personal Grooming

- Personal hygiene, i.e. cleanliness of self and clothing, must be maintained.
- Hair must be pulled back and controlled (no unusual color, either).
- Perfumes and aftershave lotions are to be avoided.
- Make-up should be applied with moderation and good taste.
- Jewelry is limited to one plain band ring (if worn), a watch with a second hand, and small stud earrings, worn in the ear lobes, no more than two pairs. **No other visible piercing ornaments can be worn.**
- Fingernails are to be clean, trimmed, without polish and cannot exceed the end of the fingertips.
- No tattoos can be visible.
- No obvious tobacco odors can be tolerated in clothing, hair, or skin.
Normal street attire is acceptable and appropriate for regular classes held on campus at ACC. While in the Nursing lab, safe foot attire (no sandals or high heels) and clothing that is appropriate for movement and performance of skills are required. Uniforms will be worn to lab during skills check off and patient simulation scenarios.

D. Attendance

1. Student absenteeism results in a loss of 5% from their final grade for clinical courses. Any student absent from a clinical course 20% or more of the allotted time does not meet requirements and will not receive a passing grade. There will be no make-up time for clinical course work. Exceptions to this rule will be based on the student’s reason for their absence and their ability to achieve the course objectives. The absence must be unavoidable and written documentation for the absence must be provided. The student will meet with the faculty member and the Director of Nursing for a final decision regarding the grading process.

2. Workshops scheduled by the College during or in lieu of clinical time are considered an important part of the clinical experience. If attendance is mandatory, failure to attend will result in a deduction of 5% from the clinical grade for that course. However, attendance at workshops, not scheduled by the College, which conflict with the scheduled clinical experience will be allowed only at the discretion of the instructor and based on the student’s current standing in clinical performance. Attendance of that educational workshop shall be documented by the instructor in the student’s file.

3. Clinical course tardiness results in a loss of points. For every incident of tardiness 1% will be deducted from the final grade. Tardiness means that you are not present at the time designated by your instructor. If a student is later than 30 minutes, the instructor will determine whether the clinical day can be salvaged, with loss of points corresponding to loss of time. Further point deductions on the clinical evaluation can occur related to tardiness and absence.

4. Students will receive a points deduction for leaving the clinical site before shift is completed, proportionate to time lost with 1% per hour for any early departure. The instructor must be notified prior to departure.

5. If a student must be absent from clinical, the clinical unit should be notified at least one-half hour prior to the scheduled session. Include name, level, and instructor name when calling to report the absence. Failure to report the impending clinical absence can result in deduction of up to 8% from the final grade for that clinical, depending on the circumstances. The student should follow the notification instructions from the instructor for that clinical agency. The student should submit substantiating documentation if a serious emergency prevents clinical absence notification.
6. Make-up assignments and tests cannot be assumed. Anticipate a 10% penalty if the instructor allows a make-up test. If a student fails to take a make-up test within one week, the student will be given a zero for that test.

7. If you arrive late for a test you might not be allowed to enter. Check in with the Nursing Department secretary (NRC 202).

8. When inclement weather causes postponement or cancellation of college operations, nursing students will follow the college directive. Information is broadcast over local radio and television stations, you may also learn of class cancellations by calling the college on a touch-tone phone, or sign up for school messenger which will send you a text message and email. If you anticipate a late arrival due to safety reasons, you are to notify the clinical site and the instructor’s office phone before the start of your shift. You are to state whether this will be an absence or a delay. If it is a delay, you are to state the anticipated time of arrival.

E. Community Service

Students are required to perform 10 hours of community service per year. At least 5 hours of this should be in a health-related area with a verified signature. A deadline is provided for submission of documentation of community service activities. An established project is sponsorship of a blood drive at ACC during spring semester.

F. Grading

1. Grading of theory classes is based on the achievement of objectives as included in the syllabi.

2. Clinical grade is based on how well the student has met the required course objectives.
3. The faculty has developed the following plan to enhance a student’s success in both levels of the Nursing Program:
   a. Any student who achieves less than 75% on a quiz or exam must meet with the course faculty within one week after the exam.
   b. It is recommended that students follow remediation activities as suggested by the faculty in order to improve their chance for success in the course.
   c. No extra credit will be given in any Nursing Course.

4. The grading scale is based on percentage points. Final grade will be rounded from the 100\textsuperscript{th} place. \textbf{Grades will not be based on a curve.}

\begin{tabular}{|c|c|c|}
\hline
Grade & Lower Bound & Upper Bound \\
\hline
A & 95 & 100 \\
A- & 92 & 94 \\
B+ & 89 & 91 \\
B & 86 & 88 \\
B- & 83 & 85 \\
C+ & 80 & 82 \\
C & 75 & 79 \\
\hline
C- & 72 & 74 \\
D+ & 69 & 71 \\
D & 65 & 68 \\
D- & 61 & 64 \\
E & <60 & \\
\hline
\end{tabular}

A “C” grade or higher is considered passing in the Nursing Program.

5. \textbf{Students must successfully complete all theory and clinical course work from semester 1 of either Level I or Level II before progressing on to semester 2.}

6. Students who appeal a failing grade will not be allowed to progress to the next sequential course unless grade is changed within ACC grade appeal processes or the course is repeated and passed.

G. \textbf{Student Complaint Procedure:}\ For professional resolution this chain of command needs to be followed:

\textbf{STEP 1- Faculty Member:}
The first step is for the student to discuss the complaint with the faculty member involved. If the faculty member is no longer employed by the College, the student should go directly to the Director of Nursing who will contact and represent the former faculty member. If the complaint involves a grade, the student must take the complaint to the faculty member within the semester (fall; spring) following the assignment of the grade. It is hoped that the complaint may be satisfactorily dealt with at this level.

\textbf{STEP 2 - Director of Nursing:}
If the student and faculty member are unable to resolve the complaint, the student may take the complaint to the Director of Nursing. Written notification of the complaint
must be given to the Director of Nursing within two weeks after meeting with faculty member (Step 1). It is the responsibility of the Director of Nursing to arrange for a conference where the student, faculty member, and the Director of Nursing will be present for discussion. Neither the faculty member nor the student will be allowed representation at the conference. The Director of Nursing shall hear both sides of the complaint and shall attempt to mediate a settlement. The Director of Nursing shall keep a written record of the proceedings, including the recommended solution. The Director of Nursing’s recommended solution is to be considered by both the faculty member and the student as a recommendation and not as a decision that is binding.

**STEP 3 - Department Chair:**
If a satisfactory resolution is not achieved, then the Director of Nursing will consult with the Department Chair and the complaint will move to Step 2 as outlined in the ACC Student Handbook (page 36).

**STEP 4 - Vice-President of Instruction:**
Should the student be unable to receive the satisfaction desired at the departmental level, the complaint may be taken to the Vice-President of Instruction. Written notification of the complaint along with a statement that specifies the relief sought must be submitted to the Vice-President. See page 37 of the ACC Student Handbook for details of this action.

**H. Graduation Requirements:**

To be eligible for graduation from each level of the Nursing Program at ACC, and to apply to take the licensing examination, the student must complete all nursing courses as required with a “C” (2.0) or better. Students follow ACC procedures to participate in commencement and receive diplomas. The Nursing Program has a “Pinning Ceremony” honoring graduates of Level I and Level II.

**I. Student Services:**

Information on personal, academic and career counseling services, student complaint procedures, financial aid, and other student services can be found in the current Alpena Community College Student Handbook. Please refer to it for additional policies and procedures which apply to all students at ACC.
DISCIPLINARY PROCESS

STEP 1 - Verbal Warning:

A verbal warning is considered an interaction between the nursing faculty and the student regarding actions by the student that lead to unsatisfactory performance on course objectives listed in the syllabi. This encompasses theory as well as clinical course work. Verbal warning can be given for any behavior that interferes with growth in the nursing courses.

STEP 2 - Written Warning:

A written warning may be given with or without a verbal warning depending on the seriousness of the problem. Written warnings will be given for, but not limited to, the following:

● Any time there is unsatisfactory performance in either clinical or theory classes.
● Repeated behavior for which a verbal warning has already been given.
● Unsafe medication administration including, but not limited to:
  » Errors in medication administration.
  » Lack of knowledge regarding medications being administered to your patient (including purpose, side effects, and nursing implications).
  » Incorrect calculation of drugs or IV drip rates.
● Unsafe nursing practice resulting in actual or potential harm to your patient.
● Failure to perform basic nursing skills according to your level of course work.
● Failure to adapt your nursing skills to meet the individual patient needs.
● Being unprepared for clinical including:
  » Lack of knowledge of disease process typical for your patient population on a given clinical rotation (med/surg, OB, newborn, geriatric, psychological).
● Failure to demonstrate sound nursing judgment using the nursing process as taught in Nursing Fundamentals.
● Failure to complete an assignment according to the expectations of your course level.
● Failure to report to faculty and/or nursing staff accurate information about a change in your patient’s status.
● Failure to complete assignments in both clinical and theory courses by the date agreed upon with nursing faculty.
● Inappropriate behavior in theory or clinical courses which causes a disturbance for other students or faculty.
● No call/no show at any clinical rotation including assigned skills lab.
● Inability to establish effective working relationships and communication with nursing faculty, other students, members of the health care team at clinical sites, or patients.
● Incomplete or inaccurate assignments that does not improve with feedback. (Assignments turned in late without permission from faculty will be given a score of 0).
● Absences or tardiness that exceeds the number discussed in nursing program policies and procedures section of the student handbook.
● If a student is sent home from clinical due to illness or unsafe actions, it will be counted as an absence and cannot be made up at a later date.
● Inappropriate personal appearance or behavior during clinical rotations or in theory class.
● Unethical behavior or academic dishonesty.

The Nursing Program will strictly adhere to the Cheating and Plagiarism policy of ACC (see pages 244-245 of the ACC Student handbook)

Disclosure of any examination materials including the nature or content of examination items, before, during, or after the examination is a violation of policy. Violation of test confidentiality will result in disciplinary action which includes reduction of student test score by 10% of the total possible test points (Example: a 50 point test in which the student scores 43 points, would be reduced by 5 points (10% of 50 points) for a revised test score of 38). Students may discuss test items only during faculty scheduled test reviews or with faculty during individual student and/or group appointments.

Faculty Responsibility:

The student will be informed by the faculty at the earliest possible time so that they are aware of the problem. A verbal or written notice given to a student will include the following:

● Clear and specific reason for the warning.
● Faculty suggestions for improvement.
● Criteria for resolution of the warning.
● Expected time frame for student response.
● Plan for student follow up with faculty.

In the event of a serious incident the student may be dismissed from the program without the use of a warning notice procedure. Each situation will be evaluated individually depending on the potential for harm to self or others. The warning will be placed in the student’s permanent file and will be considered for future ongoing discipline if necessary.

Student Responsibility Regarding A Warning Notice:

● The student will have a conference with the faculty member by the next scheduled day of theory class or clinical.
● After receiving the notice from the faculty, the student will make an appointment with the Director of Nursing within one week of the notice.
● The student will write their perception of the problem and formulate a plan to correct the unsatisfactory behavior. A copy of this plan will be returned to the faculty member and given to the Director of Nursing during their appointment.
● Students who have received a verbal or written warning for clinical performance may not be sent to an outside observational experience that cannot be evaluated by a faculty member or preceptor until a satisfactory resolution of the problem has occurred.
● Two written warnings during the same semester will result in a lowering of the clinical grade by one letter grade.
● Failure to comply with the procedure may result in a probationary notice.

**STEP 3 - Probationary Notice:**

If a student continues to demonstrate unsatisfactory behavior, or fails to comply with verbal or written notices, the student will receive a **Probation Notice**. A probationary notice may be written by any faculty member. It will be signed by both the faculty member and the student and forwarded to the Director of Nursing. **This may be the first step in the process if it is deemed that the behavior is of a serious nature including but not limited to:**

● Any behavior that interferes with safe patient care.
● Use of chemical substances such as recreational drugs, or other medications that lead to unsafe behavior. A mandatory drug screen will be obtained at any time a faculty member suspects the student to be under the influence of any unsafe substance. Testing positive for alcohol or other drugs or declining to be tested will result in disciplinary action up to and including dismissal from the program.
● Any violation of patient privacy according to Health Insurance Portability and Accountability confidentiality rules will result in immediate dismissal from the nursing program.

The length of probation will be determined by the faculty person and the Director of Nursing. After receiving the notice, the student will have a conference with both the faculty member and the Director of Nursing. The notice will include identification of the problem and the recommendations of the faculty. One copy will be kept in the student’s personal file, and another will be given to the student.

Student objectives will be reviewed with the nursing faculty during the probationary period:

● Any absences occurring in a theory during the probationary period will be made up before the probation is completed.
● Receiving another Warning Notice during the probationary period warrants an automatic failure of the course and dismissal from the nursing program.
● Further behavior that would result in another probationary warning will result in dismissal from the nursing program.
● At the end of the probationary period, the student’s record will be reviewed by the nursing faculty and the Director of Nursing. At that time the student will either be removed from probation as a result of adequate progress or will receive a failing grade for the course.
● Terms of probation must be completed prior to exit from either Level I or Level II.
Student Responsibility Regarding a Probationary Notice:

- The student will have a conference with the faculty member prior to the next class or clinical day.
- The student will **schedule an appointment** with the Director of Nursing within one week of notice.
- The reason for probation and written plan of both the faculty member and the student will be presented at this meeting.
- Until the plan of action is reviewed at this meeting, the student may not be assigned to a site where direct supervision by the faculty member is not available.
- Failure to comply with this procedure may result in dismissal from the program.
References


National League for Nursing (2010) Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master’s, Practice Doctorate, and Research Doctorate Programs in Nursing.

STATEMENT OF UNDERSTANDING

All policies and procedures are stated here and are subject to change at any time at the discretion of the college.

I have read the ACC Nursing Program Student Handbook and understand that I am responsible for knowledge of the information contained therein.

________________________________  
Student Signature

______________________________  
Date

______________________________  
Student Email Address