

STUDENT POLICIES

HOWARD COLLEGE

ASSOCIATE DEGREE NURSING PROGRAM

BIG SPRING

2017-2018

(REVISED June 2017)

Special Note: All policies developed for the nursing program is supplemental and/or complementary to general policy. These student policies are put in handbook form to pull together all items relating to the nursing student and should be used in conjunction with the college catalog and general student handbook. **The student is responsible for the contents herein.**

ACCREDITATION

The Howard College ADN Program is accredited by:

Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
P. 404-975-5000 Fax. 404.975.5020
Email: info@cenursing.org
Web: www.acenuring.org

HONOR CODE

Although participation and sharing of experiences is an integral part of the Nursing Program, responsibility for learning must be assumed by the individual student. Certain learning experiences are designated under the Honor Code restrictions. Under these restrictions the student will neither solicit, accept, nor give help. At all times the student will honor his/her responsibility not to take credit for work that is not his/her own and keep all records accurately. An infraction of this Honor Code is sufficient cause for dismissal.

HONEST/ETHICAL/LEGAL BEHAVIORS

The faculty at Howard College believes that ethical and legal considerations in administering nursing care should be observed at all times by the students as stated in Howard College policy. The student is aware that only those graduates who meet these behaviors will be recommended to the Board of Nursing for the State of Texas to write the examination for Registered Nurse. The faculty further believes that honest behavior in the classroom, skills laboratory, and the clinical setting accompanies the graduate in the world of work. Any student involved in cheating is in a direct violation of the Howard College policy <http://catalog.howardcollege.edu/index.php?catoid=4> (H.C. student handbook). The successful completion of the nursing program and subsequent recommendation to the Board of Nursing for the State of Texas is in jeopardy.

ADA STATEMENT

It is the policy of Howard County Junior College District to comply with requirements of the Americans with Disabilities Act (ADA) unless such action shall pose an undue burden or would result in a fundamental alteration of programs of the District Individuals requesting assistance under the letter or spirit of ADA should contact the District ADA Coordinator.

COURSE CONTENT

College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

COMMUNICATION RESPONSIBILITY

Students are assigned an e-mail address through Howard College. Students should make sure they can access the Howard College e-mail and/or Blackboard. Students are required to check their Howard College e-mail and/or Blackboard regularly for important announcements or assignments.

PHILOSOPHY

THE FACULTY of the Associate Degree Nursing (ADN) Program, an integral part of Howard College, accepts the, purposes, and objectives of the college.

WE, the faculty believe that each individual possesses worth and dignity and has unique abilities for achievement of his maximum potential. To this end, man is endowed with individuality, potential for growth, and freedom to make choices for which he/she is held accountable. The individual and society is in search of a balance and harmony among the mental, social, physical and spiritual dimensions.

WE, the faculty, believe nursing is a practice discipline with a unique body of knowledge based on principles and concepts derived from the sciences and humanities. The goal of nursing as a caring profession is to assist individuals, families, and communities in health promotion, maintenance and restoration throughout the life process.

NURSING fulfills (attains) this goal through a communication and problem-solving and critical thinking that structures its framework on the nursing process. Within this interaction framework, nursing draws from the principles and concepts of the sciences and humanities as the basis for teaching and implementing actions of nursing practice. Within a dynamic internal and external environment (culture), each individual strives to maintain homeostasis on the wellness-illness continuum through the process of adaptation.

WE, the faculty, believe nursing education is a dynamic teaching-learning process (experience) necessary for the implementation of the nursing process and the development of clinical, human, economic and community relation skills unique to the practice of nursing. Education is a process of self-realization, encompassing life experiences. Through this process, the learner assimilates knowledge, masters clinical skills, establishes values, realizes their unique potential, and ultimately embraces accountability to the profession and to society.

LEARNING is a sequential process that requires problem solving and the ability to organize parts into a meaningful whole. Learning occurs through socialization and change. Socialization is integrated through a variety of social agents, including the family, the peer group, the school, the job, religion, and transcultural/rural community.

The Howard College ADN Program subscribes to the following as approaches to learning:

- Learning occurs when a need or problem is encountered. Readiness influences direction, energizing the learner with drive and motivation.
- An atmosphere of mutual respect and trust is conducive to the learning process.
- Reinforcement of desired behavior is achieved through rewards and enhances retention.
- Repetition of responses through practice and feedback reinforces desired behavior.
- Learning occurs when the learner accepts the major responsibility in the learning process. Learning is a lifelong process.
- Active involvement allows the learner to participate in problem solving. The individual acts, originates, and thinks based on unique life experiences.
- Progression of learning is sequential and hierarchical in nature.
- Socialization defines social expectation, i.e., values/attitudes and appropriate behavior patterns that the immediate social environment considers appropriate. Learning through socialization continues through the stages of maturity.

WE, the faculty, accept the responsibility of assisting and facilitating through guidance and resources the student educational process. The faculty is a diversified entity responsible for creating an atmosphere of mutual trust and respect. The faculty proactively establishes objectives, organizes materials, designs and arranges learning activities, selects content, and evaluates performance in ways that enable students to learn. To meet this aim, the curriculum incorporates the following concepts: accountability, communication, life processes, safety, and adaptation. To further strengthen this educational outcome, the faculty utilizes strategies which foster (encourage) commitment, accountability, decision making, problem solving, and self-awareness in ongoing educational pursuits. *Educating registered nurses who become care givers, leaders, educators, and members of the health care community is a unified goal of the faculty.*

This is fulfilled through the following value statements of Howard College and the nursing program. The faculty, as part of Howard College working as one that:

- *Focuses on who we serve;*

By providing the community with graduates who display basic knowledge in the area nursing practice such as referrals, consultation, collaboration, fiscal responsibilities, and technical skills in caring for clients, family, and health care institution.

To provide the community and employers with graduates who communicate techniques that allow them to interact with patients, families, and members of the healthcare team.

To provide the community and employers with graduates who will utilize a systematic problem solving process (nursing process) to develop critical thinking (organizing and delivering nursing care).

To provide the community and employers with graduates who utilize proficient knowledge and technical skills

- *Provides quality innovative instruction and services leading to successful outcomes;*

To provide the community with graduates who are eligible to apply to take and successfully complete the National Council of Licensure Examination for Registered Nurses (NCLEX-RN).

To provide the community with graduates who are employable as a provider of care, coordinator of care, and a member of the profession-The Associate Degree Nursing Board of Nursing (BON) Differentiated Educational Competencies (DEC's).

- *Utilizes effective and efficient processes, policies and procedures;*

To provide the community with graduates who hold professional values within a legal/ethical framework for the profession.

By preparing graduates to articulate within the totality of nursing (greater than LVN practice but less than BSN practice), using the Differentiated Essential Competencies published by the Texas Board of Nursing.

- *Demands a culture of personal and institutional integrity and accountability;*

By providing an atmosphere of mutual respect and trust that is conducive to the learning process.
- *Fosters an environment of high academic standards, exceptional performance and service by all;*

By instilling the desire in the graduate a commitment to professional growth and continuous self-development through lifelong learning.

To provide the community and employers with graduates who have a commitment to professional growth and continuous self-development.
- *Values the individual employee/student;*

By believing that each individual possesses worth and dignity and has unique abilities for achievement of his/her maximum potential.

Program Outcomes

- ***Program Completion***
 - a) ELA: 70% of transition students entering the Howard College program will graduate within the three year time frame.
 - b) ELA: 60% of generic student entering the Howard College ADN program will graduate within the three year time frame.
 - c) ELA: 65% of all students entering Howard College program will graduate within the three-year time frame
- ***Employability – NCLEX RN Licensure***
 - a) ELA: 80% of generic graduates will achieve “pass” on the initial attempt of the NCLEX (TX BON Rule).
 - b) ELA: 80% of transition graduates will achieve “pass” on the initial attempt of the NCLEX (TX BON Rule).
 - c) ELA: 80%of all graduates will achieve a “pass” on the initial attempt of the NCLEX (TX BON Rule)
 - d) ELA: Programs 3 year mean pass rate will be at or above the national mean for the same year period.

- **Job Placement**

- a) ELA: At least 90% of all graduates (aggregate) will be employed in nursing within 6 months of graduation.
- b) ELA: At least 90% of all graduates (generic) will be employed in nursing within 6 months of graduation
- c) ELA: At least 90% of all graduates (transition) will be employed in nursing within 6 months of graduation

- **Professional Growth and Development**

- a). ELA: 50% or higher of all graduates will be enrolled in a BSN or higher program within 5 years of graduation
- b). ELA: 50% or higher of generic graduates will be enrolled in a BSN or higher program within 5 years of graduation
- c). ELA: 50% or higher of transition graduates will be enrolled in a BSN or higher program within 5 years of graduation

End-Of-Program Student Learning Outcomes

- **Communication**

Student will utilize therapeutic communicate techniques that allow them to interact with patients, families, and members of the healthcare team.

- **Critical Thinking**

Students will show competency in the understanding of safe and effective nursing care across the lifespan

Students will be able to identify concepts and skills for developing professional competencies nursing care situations involving patients and families with multiple body system problems.

- **Professional Growth & Development**

Students will utilize proficient knowledge, skills, and professional values within a legal/ethical framework of the profession.

- **Skills Competencies**

Students will utilize a systematic problem solving process to develop critical thinking by utilizing the nursing process to individualize nursing care and evaluate care for the transcultural/rural clients who are experiencing stress related to changes in their life processes due to sudden illness, trauma, and exacerbation of chronic illnesses.

CONCEPTUAL COMPONENTS

- Accountability
- Communication
- Life Processes
- Safety
- Adaptation
- Culture

CURRICULUM COMPONENTS

Nursing Roles-Differentiated Essential Competencies (DECs)

Member of the Profession

- Function in Scope of the Profession (Legal/Ethical Aspects)
- Assume Responsibility and Accountability for Quality Nursing Care
- Promote Practice of Professional Nursing

Provider of Patient- Centered Care

- Clinical Skills
- Discharge Planning
- Client Advocate
- Critical Thinking

Patient Safety Advocate

- Texas Nurse Practice Act
- Legal Aspects
- Current Issues and Trends
- Nurse Practice Act
- Patient Advocacy

Manager/Coordinator of the Health Care Team

- Coordinate Care Patient and Families
- Communicate and Collaborate with Health Care Team
- Leadership
- Management
- Teaching-learning
- Historical Review of Nursing
- Promoting Cost Containment
- Research

Client Needs

Physiological Integrity

- Pharmacological & Parental Therapies
- Basic Care & Comfort
- Physiological Adaptation
- Reduction of Risk Potential

Psychosocial Integrity

- Coping and Adaptation (theorist - Roy)
- Transcultural/Rural (theorist - Leininger)
- Mental Health Concepts

Safe and Effective Care Environment

- Management of Care
- Safety and Infection Control
 - Microbial
 - Chemical
 - Psychological
 - Thermal
 - Physical

Health Promotion, Maintenance, Restoration

- Stages of Maturity (theorists - Erikson & Maslow)
- Techniques of Physical Assessment
- Ante/Intra/Postpartum and Newborn Care
- Health Screening

Differentiated Entry Level Competencies

Differentiated Essential Competencies (DECs) are the expected educational outcomes to be demonstrated by nursing students at the time of graduation, as published in the *Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgment, and Behaviors: Professional (VN), Diploma/Associate Degree (Diploma/ADN), Baccalaureate Degree (BSN), October 2010* (DECs) @ https://www.bon.texas.gov/pdfs/publication_pdfs/delc-2010.pdf.

The following are excerpts from Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, published by the Board of Nursing for the State of Texas in October of 2010.

I. Member of the Profession:

- A. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- C. Participate in activities that promote the development and practice of professional nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

II. Provider of Patient-Centered Care:

- A. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice.
- B. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or

- associate degree nursing program of study.
- C. Analyze assessment data to identify problems, formulate goals/ outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
 - D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
 - E. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
 - F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
 - G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
 - H. Coordinate human, information, and materiel resources in providing care for patients and their families.

III. Patient Safety Advocate:

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Formulate goals and outcomes using evidence-based data to reduce patient risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

IV. Member of the Health Care Team:

- A. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.
- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.
- E. Communicate and manage information using technology to support decision making to improve patient care.
- F. Assign and/ or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need.
- G. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.

DEFINITIONS

Client: A person who enters the health care delivery system for assistance in meeting health needs.

Continuing Student: A student who is accepted into the nursing program, and accomplishes a C or better in each course, but chooses not to follow the consecutive progression time line.

Educational Outcomes: The knowledge, skills, and attitudes demonstrated by the associate degree nurse as the result of associate degree nursing education. Educational outcomes encompass those competencies expected at the time of graduation as well as those anticipated after six months of

practice as a registered nurse.

Generic Student: A student who is accepted into the nursing program and begins their study with the first-year nursing course curriculum.

Need: A fundamental physiological or psychosocial requirement for the well being of an individual.

Nursing Process: A problem-solving approach to the identification of a client's needs and the utilization of nursing interventions designed to maintain, restore, or support health status. The major components of the process are assessment, diagnosis, planning, implementation, and evaluation.

Re-Admission: The process required for a student who fails a course and desires to repeat the course. Lecture and Clinical of each course are co-requisites. (One **cannot** be taken without the other.)

Setting: The organizational and physical environment in which nursing care is delivered.

Transition Student: A student who is accepted into the nursing program with a license to practice Vocational Nursing (LVN) and completes the second year of the nursing curriculum with a "C" or better in each course.

REFERENCES

National Council of State Boards of Nursing, Inc. (2010). Test plan for the National Council licensure examination for Registered Nurses. Chicago: National Council of State Boards of Nursing, Inc.

Roy, C. (1980). The Roy Adaptation Model. In Riehl, J. & Roy, C. (Eds). Conceptual models for nursing practice. (2nd ed., pp. 179-188) New York: Appleton-Century-Croft.

Differentiated Educational Competencies of Graduates of Texas Nursing Programs
Board of Nurse Examiners for the State of Texas, 2010 @
https://www.bon.texas.gov/pdfs/publication_pdfs/delc-2010.pdf

STUDENT OUTCOMES

**HOWARD COLLEGE
BIG SPRING CAMPUS
SCHOOL OF NURSING**

First Time Pass Rate on National Council Licensure Exam for Nurses (NCLEX)

Howard College Big Spring, TX ADN NCLEX Pass Rates		
Expected Level of Achievement (ELA):		
80% of all graduates will achieve “pass” on the initial attempt of the NCLEX.		
Year	National Average	HC- Big Spring ADN
2016	84.57%	95.6%
2015	84.53%	100 %
2014	81.78%	95.6%
2013	83.04%	100%
2012	90.34%	94.7%

TX BON Website for all RN Schools NCLEX pass rates:

http://www.bon.state.tx.us/education_school_resultsRN.asp

Students Completing the Program

Howard College Big Spring, TX ADN Program Completion		
Expected Level of Achievement (ELA)		
65% of all (Generic and/or Transition) ADN students entering the Howard College program will graduate within the150% or Program Length.		
ELA	Year Enrolled	Program Completion Rate
Same as above	2016	Pending
Same as above	2015	66.6%
Same as above	2014	65.7%
Same as above	2013	73.4%
Same as above	2012	73.6%
Same as above	2011	58%

Graduates Obtaining Jobs

Howard College Big Spring, TX ADN Job Placement Rates		
<p>Expected Level of Achievement (ELA)</p> <p>At least 90% of all students will be employed in nursing or attending a secondary institution working towards a bachelor's degree or higher.</p>		
ELA	Year	Job Placement Rate
Same as above	2016	100%
Same as above	2015	100%
Same as above	2014	100%
Same as above	2013	100%
Same as above	2012	91.6%
<p>Note: This data excludes students who could not be reached</p>		

BOARD OF NURSING FOR THE STATE OF TEXAS
333 GUADALUPE STE 3-460, AUSTIN, TEXAS 78701
DECLARATORY ORDER INFORMATION
https://www.bon.texas.gov/licensure_eligibility.asp

Please see DO information below. IF you are able to answer yes to ANY question below you must file a DO prior to admission into the nursing program.

Any person who can answer "yes" to any of the questions listed below should apply for a Declaratory Order with the State Board of Nursing:

For any criminal offense, including those pending appeal, have you:

- A. Been convicted of a misdemeanor?
- B. Been convicted of a felony?
- C. Pled nolo contendere, no contest, or guilty?
- D. Received deferred adjudication?
- E. Been placed on community supervision or court-ordered probation, whether or not adjudicated guilty?
- F. Been sentenced to serve jail or prison time? Court ordered confinement?
- G. Been granted pre-trial diversion?
- H. Been arrested or any pending criminal charges?
- I. Been cited or charged with any violation of the law?
- J. Been subject of a court-martial; Article 15 violation; or received any form of military Judgment/punishment/action?

(You may only exclude Class C misdemeanor traffic violations.)

NOTE: Expunged and Sealed Offenses: While expunged or sealed offenses, arrests, tickets, or citations need not be disclosed, it is your responsibility to ensure the offense, arrest, ticket, or citation, in fact, has been expunged or sealed. It is recommended that you submit a copy of the Court Order expunging or sealing the record in questions to our office with your application. Failure to reveal an offense, arrest, ticket, or citation that is not in fact expunged or sealed, will at a minimum, subject your license to a disciplinary fine. Non-disclosure of relevant offenses raises questions related to truthfulness and character.

NOTE: Orders of Non-Disclosure: Pursuant to Tex. Gov't Code § 552.142(b), if you have criminal matters that are the subject of an order of non-disclosure you are not required to reveal those criminal matters on this form. However, a criminal matter that is the subject of an order of non-disclosure may become a character and fitness issue. Pursuant to other section of the Gov't Code chapter 411, the Texas Nursing Board is entitled to access criminal history record information that is the subject of an order of non-disclosure. If the Board discovers a criminal matter that is the subject of an order of non-disclosure, even if you properly did not reveal that matter, the Board may require you to provide information about that criminal matter.

1. Are you currently the target or subject of a grand jury or governmental agency investigation?
2. Has **any** licensing authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a professional license, certificate, or multi-state privilege held by you now or previously, or ever fined, censured, reprimanded or otherwise disciplined you?*
3. Within the past five (5) years have you been addicted to and/or treated for the use of alcohol or any other drug?
4. Within the past five (5) years have you been diagnosed with, treated, or hospitalized for schizophrenia and/or psychotic disorders, bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder?

*If **"YES"** indicate the condition: ()schizophrenia and/or psychotic disorders
()bipolar disorder()paranoid personality disorder, ()antisocial personality disorder,
()borderline personality disorder

**BOARD OF NURSING FOR THE STATE OF TEXAS
333 GUADALUPE STE 3-460
AUSTIN, TEXAS 78701**

Licensure Eligibility Notification Form

I hereby verify that I have received and have had the following documents regarding licensure eligibility for registered professional nurses in Texas explained to me.

https://www.bon.texas.gov/licensure_eligibility.asp

- 1) Section 301.257 of the Nursing Practice Act
- 2) Rules 215.8 of the *Rules and Regulations relating to Professional Nurse Education*

Student Name

Date of Birth

Signature

Date Signed

REGISTRATION FOR NURSING COURSES

It is recommended that the nursing student report to the Nursing Department prior to registration for academic advisement and registration forms. Instructions for campus connect can also be provided at this time. Registration after the announced date will be considered late registration, and the appropriate fee will be charged.

ADMISSION OF TRANSFER STUDENTS

Transfer of pre-requisite and nursing courses are contingent upon approval by the Howard College ADN Program Director.

1. Provide a letter of recommendation by the Dean of Nursing from the transferring college.
2. Meet Howard College admission requirements.
3. Results of the TEAS exam with a minimum reading score of 80% (maximum attempts in 5 year period is 3).
4. Successfully pass a criminal background check.
5. Show competency by successfully passing ATI testing as determined by Nursing Director.
6. Satisfactorily pass skills check off to assess clinical skills competency.

RE-ADMISSION

1. Students who fail a course, withdraw failing, or withdraw passing will be withdrawn from the program.
2. Students desiring to re-enter the Howard College ADN Program must **reapply** for admission to the ADN Program and complete a current application. The applicant will be considered with the total applicant pool and in accordance with current admission guidelines. **Re-admission is not guaranteed**, and is based on current admission criteria, in accordance with current admission guidelines. **If any portion of a course is not completed or is failed, the entire course must be repeated (co-requisites).**
3. Permission to re-enter will be determined by:
 - a. Submission of a current application and any new documentation needed to determine criteria guidelines.
 - b. A minimum grade of "C" in required support courses.
 - c. Completion of courses required for the re-entry level.
 - d. Letter asking for re-admission to the Nursing Director.
 - e. Space available
4. Students desiring to re-enter the ADN Program are required to follow the **current** application standard, **current** course requirements, and **current** grading scale.
5. A STUDENT WHO FAILS OR WITHDRAWS (FAILING) FROM ANY NURSING COURSE TWO (2) TIMES WILL BE SUSPENDED FROM THE HC NURSING PROGRAM.

CONTINUING STUDENTS

1. A student who completes the semester with a "C" or better, must comply with the outlined progression in the catalog. The maximum time that is allowed for the completion of the nursing courses for the ADN program is 3 years. A student who does not graduate within this 3-year period must satisfy the current catalog requirements.

2. Continuing students desiring to progress in the Howard College ADN Program must update their physical examination records and have documentation of required immunizations.
3. Continuing students desiring to progress in the ADN Program are required to show documentation of personal health insurance as required by the clinical facilities.
4. Any course **not** completed or failed must be re-taken in its entirety (meaning both lecture and clinical for the course).
5. CPR- BLS Healthcare provider- must be renewed **prior** to being enrolled in the nursing program.
6. PPD TEST MUST BE RENEWED YEARLY WHILE ENROLLED IN THE NURSING PROGRAM.

WITHDRAWALS

Students withdrawing from the nursing program are required to initiate the withdrawal process through the Nursing Department. Failure to do so will result in the student receiving an "F" for the nursing courses being taken. Additionally, students leaving the nursing program are encouraged to schedule an exit interview with the Program Director. The exit interview may be done in person, by phone, or by email.

PROGRESSION

1. The student is required to progress through the nursing curriculum according to levels as outlined. Generic students must take and successfully complete (a "C" or above) RNSG 1309, 1261, RNSG 1115, RNSG 1105 prior to RNSG 1343, and must also take and successfully complete RNSG 1343 to advance to level III courses. Transition students must take RNSG 2307 to progress to level III. Please note, if RNSG 1115 or RNSG 1105 is successfully completed and RNSG 1309 or RNSG 1261 are failed, a successful completion of a Health Assessment check off must be performed.
 *Please note **Level II- Adaptation to Role of Professional Nurse** is online
 *All Level III didactic classes are online courses.
2. All required nursing courses include both lecture and clinical experiences. In order to achieve a passing grade for any nursing course, the student must satisfactorily complete the requirements for both lecture and clinical experiences. Failure to achieve a satisfactory grade in either lecture or clinical will result in failure of the individual course. * RNSG 1115 & RNSG 1105 must be completed satisfactorily in order to complete RNSG 1261 clinical requirements.
3. The student who fails a course must re-enter the course failed, the clinical co-requisite, and achieve a grade of "C" or better in **order to progress** to other nursing courses.
4. Students must complete each level of the nursing program in order to progress to the next level.
5. If a student fails a nursing course, the student will be required to re-take the failed course, **(both lecture and clinical)**, in accordance with the course offering as scheduled by Howard College. It will be necessary for the student to follow the Re-Admission guidelines in order to re-take the nursing course. The failed course must be completed successfully in order to progress to the next level.
6. A STUDENT WHO FAILS OR WITHDRAWS FROM ANY NURSING COURSE **TWO (2) TIMES** WILL BE SUSPENDED FROM THE NURSING PROGRAM. The student will not be allowed to re-enter for a period of 5 years and with director approval.
7. A student who does not comply with the outlined progression guideline will be admitted to nursing courses on space available basis.

Progression for the Associate Degree Nursing Program student is categorized into three levels as follows:

Pre-requisites	BIOL	2301	Anatomy & Physiology I
	BIOL	2101	Anatomy & Physiology (Lab)
	BIOL	2302	Anatomy & Physiology II
	BIOL	2102	Anatomy & Physiology (Lab)
	BIOL	2420	Microbiology
	ENGL	1301	Freshman Composition
Level I	RNSG	1309	Introduction to Nursing
	RNSG	1261	Introduction to Nursing (Clinical Training)
	RNSG	1115	Health Assessment
	RNSG	1105	Nursing Skills I
	*PSYC	2314	Life Span/Growth & Development
Level II	RNSG	1343	Complex Concepts of Adult Health
	RNSG	1362	Complex Concepts of Adult Health (Clinical Training)
	*PSYC	2301	General Psychology
	*MATH	1342	Elementary Statistical Methods
Level III	RNSG	2213	Mental Health Nursing
	RNSG	2161	Mental Health Nursing (Clinical Training)
	RNSG	2308	Maternal/Newborn Nursing and Women's Health
	RNSG	2260	Maternal/Newborn Nursing and Women's Health (Clinical Training)
	RNSG	2201	Care of Children & Families
	RNSG	2263	Care of Children & Families (Clinical Training)
	RNSG	2432	Enhanced Concepts of Adult Health
	RNSG	2460	Enhanced Concepts of Adult Health (Clinical Training)
	*Creative Arts/ Language, Philosophy, & Culture elective		

Progression for the Accelerated ADN student is categorized as follows: (must be a graduate of a VN Program)

Pre-requisites	BIOL	2301	Anatomy & Physiology I
	BIOL	2101	Anatomy & Physiology (Lab)
	BIOL	2302	Anatomy & Physiology II
	BIOL	2102	Anatomy & Physiology (Lab)
	BIOL	2420	Microbiology
	PSYC	2314	Life Span/Growth & Development
Level II	RNSG	2307	Adaptation to the Role of Professional Nurse
	RNSG	2160	Adaptation to the Role of Professional Nurse (Clinical Training)
Level III	RNSG	2213	Mental Health Nursing
	RNSG	2161	Mental Health Nursing (Clinical Training)
	RNSG	2308	Maternal/Newborn Nursing and Women's Health
	RNSG	2260	Maternal/Newborn Nursing and Women's Health (Clinical Training)
	RNSG	2201	Care of Children & Families
	RNSG	2263	Care of Children & Families (Clinical Training)
	RNSG	2432	Enhanced Concepts of Adult Health
	RNSG	2460	Enhanced Concepts of Adult Health (Clinical Training)
	*ENGL	1301	Freshman Composition
*PSYC	2301	General Psychology	
*MATH	1342	Elementary Statistical Methods	

*Creative Arts/ Language, Philosophy, & Culture elective

Students MUST receive a MINIMUM grade of "C" in each co-requisite course, as well as EACH nursing course in order to progress and graduate.

GRADUATION

To be awarded the Associate in Applied Science Degree, the student must adhere to the graduation requirements as stated in the current Howard College catalog @

<http://catalog.howardcollege.edu/content.php?catoid=7&navoid=237&hl=graduation&returnto=search>
in addition, students must satisfy the following requirements:

1. Complete all **REQUIRED** courses in the curriculum of the Associate Degree Nursing Program or Accelerated Associate Degree Nursing Program with a grade of "C" or better (including transferred courses)
2. Discharge all financial obligations to the college prior to graduation
3. Successfully complete a (ATI) comprehensive predictor assessment exam.
4. Attend the pinning ceremony.
5. **Attend an approved RN NCLEX Review Course in last semester prior to graduation.** The NCLEX Review course will be scheduled by the Nursing Director and/or faculty. If a student fails a course, then an approved NCLEX review course must be taken prior to graduation (i.e. if a student fails Mental Health than he/ she must take an NCLEX review course at the end of Mental Health and bring proof of completion to Howard College ADN Director prior to affidavit being sent to Board of Nursing).

CHANNELS OF COMMUNICATIONS

1. Individual student problems must be discussed first with the instructor of the class in which the student is registered.
2. If the problem concerns a clinical experience of the student, the clinical instructor must be consulted first.
3. If further assistance is needed, the student and instructor will meet with the Associate Degree Program Director
4. If further assistance is needed regarding a decision made by the instructor/Director related to behavior the student should meet with the Dean of Students.
5. The H.C. Student handbook outlines the due process procedures to be followed @ <http://catalog.howardcollege.edu/content.php?catoid=4&navoid=109&hl=Grievances&returnto=search>.
6. The H.C. Student handbook outlines the procedures for a grade appeal @ http://catalog.howardcollege.edu/content.php?catoid=4&navoid=112#Appendix_C

LIABILITY AND HEALTH INSURANCE

Students enrolled in the Associate Degree Nursing Program are required to purchase liability and health insurance prior to the beginning of clinical experiences and to maintain such insurance for the duration of their enrollment. A break in enrollment of either liability or health insurance will result in the student's inability to attend clinical. Arrangements to purchase liability insurance at a reduced group rate will be made through the Howard College Business Office in conjunction with the payment of other required fees. Students are required to purchase health insurance at their own expense.

Students will be required by a clinical facility to submit to a random selection for a drug-screening test. If a student does not pass the random drug screening test and is unable to attend clinical, the student will be unable to fulfill the course requirements and possible failure of the course may occur.

Students may be required by a clinical facility to submit to an additional background check and fingerprinting. If a student does not pass the background check and is unable to attend clinical, the student will be unable to fulfill the course requirements and possible failure of the course may occur. It is not the responsibility of the nursing faculty or Howard College to make alternative arrangements for clinical hours.

DRUG POLICY

Each college student has a responsibility to the public to deliver services in a safe and conscientious manner. In order to ensure that this responsibility is met, students must be able to work free from the effects of alcohol and other performance-impairing substances. Therefore, the use, sale, or unauthorized possession by a student of an intoxicating liquor, controlled substance, drug not medically authorized, or any other substance which may impair clinical performance or pose a hazard to the safety and welfare of the student, the public, or other students while attending lecture or doing clinical rotation is unlawful and strictly prohibited in the Howard College Nursing Program. Illegal drug usage and alcohol abuse, whether on or off the job, may adversely affect the safety of nursing students, patients, and members of the general public and therefore may constitute just cause for disciplinary action up to and including dismissal from the program. Students may make a verbal report to the ADN Director or a faculty member of the impaired performance of any nursing student. Students who are convicted of violating any criminal drug statute must notify the ADN Director within 5 days of the conviction.

Examples of impaired performance that should be reported are:

bizarre or inappropriate behaviors, neglect of duty or erratic performance, frequent or unusual accidents, repeated, unexplained medication errors, or drug diversion, serious errors in judgment in patient care situations,, smelling of alcohol and/or using medication that could impair judgment or performance, irritability; moodiness; isolation; change in dress; unkempt appearance; flushed complexion; red eyes; swollen face; tremors; forgetfulness; confusion; decreased alertness; inappropriate responses; elaborate excuses for behavior; intolerance of others; suspiciousness; nervousness, odor of alcohol; slurred speech; unsteady gait; errors in judgment; excessive absenteeism; a pattern of tardiness; late assignments with elaborate excuses for not meeting deadlines; avoiding peers and faculty; avoiding group work; unsafe clinical performance/placing patients at risk; impaired judgment in the clinical area; leaving the clinical area frequently; and deteriorating productivity

Students should report only direct observations and avoid personal opinions or conclusion. After a report is made, it should not be discussed with any other nursing student or staff member.

A **chemically impaired person** is one who is under the influence of a substance that interferes with mood, perception, or consciousness resulting in physiological and/or behavioral characteristics. This impairment affects the individual's ability to meet standards of performance, computing, and safety in clinical settings, skill labs and classrooms. *Students of the Howard College Associate Degree Nursing program are expected to remain drug free and in suitable physical and mental condition for the learning environment.*

Students are permitted to take legally prescribed and/or over-the-counter medications consistent with appropriate medical treatment plans. However, when such prescribed or over-the-counter medications interfere with the student's mental or physical performance, personal safety and/or the safety of others becomes at risk, the student should be sent home for the day. Determination will be made on an individual basis as to whether the student is capable of continuing to perform in the learning environment. Corrective or disciplinary actions may be required.

"For Cause" Testing

1. Students exhibiting behavior that, in the opinion of the instructor, is considered to be consistent with the use of drugs and/or alcohol will be required to provide urine and/or blood samples for alcohol and illegal drug screening.
2. The instructor will remove the student to a private area in which he/she will discuss the student's observed behaviors. The student will be allowed to provide a verbal explanation of the suspicious behavior
3. The instructor will request immediate urine and/or blood testing if deemed appropriate. Failure to cooperate or provide a timely urine or blood sample upon request will result in disciplinary action up to dismissal from the College Program.
4. If in the judgment of the instructor, transportation needs to be provided for the student the following steps will be taken:
 - a) Call immediate family or designated emergency contact.
 - b) Call taxicab – payment to be assumed by student.
5. The results of the test will be made known to the ADN Director.
6. Nursing students who present with positive tests results (other than for a properly administered prescription drug) will not be allowed to continue in the nursing program. Any student dismissed following a positive drug, controlled substance, or alcohol test will be removed from all nursing courses. A grade of "W" will be transcribed if prior to the college withdrawal date. A grade of "F" will be transcribed if the student is removed from courses following the college withdrawal date. They will be notified in writing. Students may apply for readmission at a later date but must provide documentation regarding treatment and counseling received and record of attendance at appropriate support group meetings.

Possible Outcomes following the substance abuse testing:

- a. The substance abuse testing does not substantiate the alleged substance abuse by the student. If this occurs, all documentation related to the alleged incident is removed from the student's file and the student may return to all courses without negative academic consequences. Arrangements for clinical make-up time will be determined.
- b. The substance abuse testing does substantiate the alleged substance abuse by the student. If this occurs, the student will not be allowed to continue in the nursing program.
- c. In the above situation, if the student is employed in the healthcare field he or she must inform the employer/supervisor in writing (copy to the Director) of the determination. Confirmation of this will be completed by the Director. If the employer/supervisor is not informed, the Director will notify the appropriate person.

**HOWARD COLLEGE ASSOCIATE DEGREE NURSING
SUBSTANCE ABUSE POLICY AGREEMENT**

This is to certify that I, _____, agree to the following conditions.

1. I will submit to unannounced urine and/or blood screenings which may be at my own expense. All reports will be sent to the ADN Director. A positive test will result in immediate dismissal from the program.

2. I will submit copies of any and all prescriptions for medications to the ADN Director within three days of filling the prescriptions.

Applicant Signature

Date

Witness Signature

Date

**HOWARD COLLEGE ASSOCIATE DEGREE NURSING
SUBSTANCE ABUSE POLICY AGREEMENT
OF READMISSION**

This is to certify that I, _____, agree to the following conditions for readmission to the Howard College Associate Degree Nursing Program.

1. I must submit a letter from a treatment agency certifying completion of a drug/alcohol treatment program before consideration for readmission.
2. I must report to the ADN Director on an assigned date monthly for a conference.
3. I will submit to unannounced urine and/or blood screenings which may be at my own expense. All reports will be sent to the ADN Director. A positive test will result in immediate dismissal from the program.
4. I will submit copies of any and all prescriptions for medications to the ADN Director within three days of filling the prescriptions.

Applicant Signature

Date

Witness Signature

Date

CLASS ROOM/ONLINE ATTENDANCE POLICY

1. Attending lecture is mandatory. The adult learner is responsible for all information covered and material missed. Being absent more than two (2) days from class/lecture will result in a learning contract with the instructor. More than three (3) days absent from lecture/class will result in failure of the course. A contract must be initiated by the student with the instructor for missed exams (exams must be made up in two (2) calendar days or a grade of zero "0" is issued for the missed exam).
2. On-line participation is mandatory. On-line participation is defined as logging on and completing all activities as assigned. The adult learner is responsible for all information covered. A learning contract with the instructor will be initiated if the student fails to log on to the course for three (3) consecutive weekdays, and/or fails to complete online activities as assigned. If more than 3 online activities or assignments (discussion questions, assignments for coursework to ADB) are missed, then failure from the course may result.
3. The use of cell phones in the classroom is prohibited.

ONLINE COMMUNICATION POLICY

Online communication will be required and expected throughout the Howard College Associate Degree Nursing Program. Online communication may take place in the form of:

- Discussions
- Peer Responses
- Journaling
- E-mail
- Chats
- Text messages

In order to ensure that all communication supports the learning process, the following "Netiquette Rules" must be followed by all students and faculty. Failure to abide by the "Netiquette Rules" may result in disciplinary action for both parties, a learning contract initiated with the appropriate faculty member, and the parties will be subject to disciplinary action that may range from a warning to expulsion from the Howard College Associate Degree Nursing Program.

NETIQUETTE RULES

1. Remember you are speaking to humans when you write you messages/postings. Choose your words wisely as context cannot adequately be interpreted without face-to-face or verbal communication. If you would not say the same statements to the reader's face, do not post it.
2. Respect other's works and give credit where it is due. Plagiarism does not just apply to published works. If you cite anyone else's work be sure to cite it appropriately.
3. Do not type in all CAPS. This means you are yelling. It is acceptable to use caps to emphasize certain words or characters. Just do not type consistently in all caps.
4. Use proper grammar and spelling. When submitting formal assignments and discussion board postings you must remember to write professionally. Do not use internet shorthand (i.e., lol).
5. Use appropriate language. No form of slang or profane language will be acceptable by faculty or students.
6. Respect the privacy of others. Do not forward personal email messages without the original sender's permission.

7. Acknowledge and return all emails/postings in a timely manner. All faculty will be required to respond to email/postings *within 24 hours* during business days (Monday-Thursday) and within *72 hours on weekends* (Friday-Sunday). Students will be required to respond to any communication by faculty within 72 hours or as designated by instructor preference. If you have an emergency or urgent need you may need to call your instructor personally. All faculty who will be unable to respond within the appropriate time frame due foreseen circumstances (e.g., professional conferences, vacation, etc.) must give reasonable advance notice to students. Students who fail to respond within the appropriate amount of time may have a learning contract initiated and face disciplinary action.
8. Be concise. Keep all communication brief and to the point.
9. Share expert knowledge. If you are able to share an answer to another person's question you may do so (i.e., Student Forum/FAQ). Be sure the information you share is correct and appropriate to share with all users. If you find answers from an internet source, be sure it is a reputable one. If you are not sure ask your instructor.
10. Be forgiving. All faculty and students are subject to netiquette mishaps. Each mishap is taken within the context of the situation.

EXAMS

1. An area will be designated for personal belongings (books, papers, etc.) before students enter the exam. Cell phones must be turned off and left in designated area.
2. A grade of zero will be recorded and averaged into the final grade if there is evidence of verbal or non-verbal communications between students during an examination.
3. Information found on or in the vicinity of the student during a period of the exam will be grounds for termination and a grade of zero will be recorded and averaged into the final grade.
4. All students are to remain seated during an exam situation, but should raise his/her hand if there is a need to communicate with the instructor.
5. The final exam is the property of Howard College and will not be reviewed.
6. Violation of the Exam Taking Policy will be grounds for dismissal from the program.
7. Computer use for exams is required.
8. The faculty will schedule all exams.
9. All students are required to be present and on time for exams. The door will be locked at the scheduled start time. Failure to be present on time to exams will result in a tardy for the student. A contract must be initiated by the student with the instructor for missed exams (exams must be made up in two (2) business/calendar days or a grade of zero "0" is issued for the missed exam. If absent or tardy on exam day, the makeup exam will cover the same material; however, there may be a 10 point deduction to the exam grade.
10. Exam questions will:
 - reflect the objectives of the course
 - include questions that test knowledge obtained in prerequisites and other nursing courses.
 - include general nursing knowledge
11. Upon completion of an exam, the student will be allowed to address concerns with specific exam items by completing the "Student's Test Item Comments" form. This form is submitted to the faculty **on the day** the exam is reviewed per faculty requirements.
12. Upon receipt of the student's concern, the faculty will review and provide information to the students regarding specific test items. All students will receive an opportunity to review their exams as a class.
13. Students will be provided their individual grades at a time and place determined by the faculty.
14. Exam grades are not final until faculty has performed a test item analysis.
15. Students are **not** to request grades from the secretary

MATH EXAM

There will be a total of 3 possible attempts for fulfilling the course requirement for the math exam (see individual course learning packets for specific details). Students must achieve an 80 percent or higher on the math exam to fulfill the course requirement. If 80 percent is not accomplished on the first attempt, a contact record will be instituted, tutoring will be required, and the exam will be repeated. The repeated exams must have a grade of 80 percent or higher to meet the requirement to pass the course. If student fails to meet the minimum score of 80 on the first attempt or on the retake exams, the student must withdraw from the course. Points from all attempts will be averaged together for the grade.

ASSESSMENT TECHNOLOGY INSTITUTE (ATI) ASSESSMENTS

ATI Assessment testing is a standardized testing tool. Content-specific assessments provide proficiency levels that measure a student's level of knowledge acquisition throughout the ADN program. NCLEX readiness is measured with the RN Comprehensive Predictor and helps students prepare for the Comprehensive Predictor. Proctored and practice assessments are utilized in the ADN program per course syllabi.

ASSIGNMENTS

1. An assignment is defined as any course work assigned excluding exams.
2. One late assignment is allowed with a **30%** deduction per course. (Late assignments must be completed within 24-48 hours per instructor discretion). After 48 hours or time agreed upon by instructor a grade of a "0" will be given.
3. Any additional late assignments in the course will result in a "0".
4. APA format will be used for all assignments.

Any student missing classroom or clinical experience is responsible for approaching the appropriate instructor for any work missed.

GRADING

Grades are determined within each nursing course in the ADN Program according to the standard stated in each course syllabus. All numerical points obtained in a semester, both from examinations and assignments, will be calculated together to determine the student's final grade (Total Points). Points awarded for theory examinations and written work may vary with each nursing course and will be detailed in each course syllabus.

	1000 point class	500 point class	100 point class
A	900-1000	450-500	90-100
B	800-899	400-449	80-89
C	780-799	390-399	78-79
D	600-779	300-389	60-77
F	0-599	0-299	0-59

INCOMPLETE GRADES

A student receiving an "incomplete" ("I") at the end of a semester may not enroll in any other nursing courses until the "I" is removed. An "incomplete" must be resolved by the end of the following long semester. A nursing student cannot progress in nursing courses without achieving a grade of "C" or better.

See <http://catalog.howardcollege.edu/content.php?catoid=7&navoid=233&hl=Grades&returnto=search> for further information.

MANDATORY TUTORING

Students failing a nursing exam **MUST** attend test review as well as a mandatory tutoring session **PRIOR** to the next exam for the course. The date and time for the mandatory tutoring session will be determined by the nursing tutor and/or nursing faculty. Failure to attend the mandatory tutoring session will result in the student not being able to take the next exam. No "makeup" tutoring will be offered, and a 10 point deduction will be taken on the examination. There will be no mandatory tutoring over information for the final.

STUDENT COMMITTEE

A Student Committee will be selected for the purpose of providing a mechanism for student input into the development of academic policies and procedures, curriculum planning and evaluation of teaching effectiveness.

DEPARTMENTAL EXAMINATIONS

The Nursing Division does not grant credit by examination for nursing courses.

All test/examinations are the property of Howard College Nursing Division.

Each student is required to take assessment tests at the end of each nursing course as determined by faculty.

CLINICAL POLICIES

1. **Clinical attendance is mandatory.** Clinicals are an important part of nursing school, and missing clinical will not only affect your experience in school but also your grade in the clinical course. See below for grading policy. Clinical is defined as but not limited to outpatient, inpatient, lab time, presentations, lab simulations, orientations, pre- and post- conferences, workshops, seminars, etc. Missed clinical experience results in the student being unable to meet the course objectives. One day of clinical absence is allotted. You must contact the instructor, clinical site, and the nursing office at least 30 minutes prior to the absence or it may be constituted as an unexcused absence and no further absence of any kind will be granted. The second clinical absence must be an excused absence. The absence must be accompanied by a physician's note (signed by physician), a note from your child's school, an obituary from a close (parent, spouse, child, grandparent) family member, or justification for the absence. Clinical hours will have to be made-up for the second absence at the discretion of the faculty. After the second absence, there may be additional absences granted at the instructor's discretion *if justified and excused*. There will be no exceptions. *An unexcused absence (not contacting clinical instructors **PRIOR** to start time or not having a note, obituary, etc.) may result in dismissal from the program.* The clinical hours for an unexcused absence must be made up regardless if this is the first clinical absence for the student. For an anticipated absence (school activity, pregnancy, and judicial appointments), clinical experience may be achieved prior to the planned event. Arrangements must be discussed and approved by the student's clinical instructor PRIOR to the anticipated absence.

CLINICAL ABSENCE GRADING SCALE

No Call No Show = 1 point for each clinical hour missed (regardless if first absence)

Clinical absence = no points deducted from final clinical grade

After 1 allotted absence- each additional absence is calculated 1 clinical hour missed = 1 point off final clinical grade

Note this does not replace clinical time that is required to be made up.

***Clinical absences may result in failure of clinical course.*

2. **Tardy** - If a student is not present at the onset of clinical or class, they are considered to be tardy. Following the second tardy the instructor will initiate a learning contract. Three (3) clinical tardies constitute an unexcused absence. A tardy is 0-15 minutes late, more than 15 minutes is an absence. A tardy without justification or notification is unexcused. Each student will demonstrate accountable and responsible behaviors throughout the course by being present and on time, or notifying the instructor, school (432) 264-5070, and the clinical facility of absence or tardiness at least 30 minutes prior to the clinical scheduled time. Failure to act accordingly will be reflected in the students' clinical evaluation, and possible failure of clinical. Failure of clinical will result in failure of the individual course.
3. The use of cell phones in the clinical area is prohibited. There will be no texting or talking on phone during clinical. If a student chooses to violate this practice he or she will be dismissed from clinical with an unexcused absence. In clinicals you may bring a cell phone and leave it with your belongings in a break room. You may check your cell phone during breaks or at

lunch only. You may not carry your phones (talk or text) on the units, in patient rooms, in the hallways, or at the nurse's desk. Violation of this policy will result in a contact record and an unexcused clinical or classroom absence.

4. Each student will receive an orientation and clinical rotation schedule. Due to clinical facility limitations/restrictions schedules may change or vary in dates and time. Depending on the clinical site, the student may be required to attend clinical for any shift days, evenings or nights 8-12 hours in length. In addition, out of town clinicals may be required. Self-scheduling is not permitted. Clinical schedules will not be revised by students. Student driven "switching" of clinical sites, dates or times will not be permitted and will result in disciplinary action. Clinical times will vary by site, it is the responsibility of the student to confirm times with course instructor prior to each clinical.
5. Clinicals at University Medical Center in Lubbock, Texas, are mandatory for course completion. Only clinical absences with prior approval from instructor or emergency situations are allowed.
6. As a part of the laboratory/clinical experience, a satisfactory return demonstration of designated skills is required. NOTE: No children/spouses are allowed in the classrooms or the computer lab.
7. Clinical paperwork is required to be handed in at the *start of clinical*. Failure to come to clinical with prepared paperwork (as defined by the course syllabus/learning packet) will result in an unexcused clinical absence and may result in failure of the course.
8. If a student demonstrates evidence of unsafe and/or ineffective nursing practice, unprofessional behavior, or is not prepared for clinical, the nursing faculty reserves the right to refuse the opportunity to a student to care for patients. The day missed in clinical will constitute an unexcused clinical absence and possible failure of the course

PRECEPTORS

WRITTEN CRITERIA FOR THE SELECTION OF CLINICAL PRECEPTORS

Adopted from TX BON Rule 215.10

The preceptor shall be accountable for evaluating the student using clinical objectives developed by ADN nursing faculty.

All ADN clinical nursing preceptors shall have:

- i. Philosophy of health care congruent with that of the nursing program;
- ii. Current licensure to practice nursing in the State of Texas;
- iii. Competence in designated areas of practice

Preceptor Responsibilities

1. Participate in preceptor orientation/receive preceptor packet to read and orient self to responsibilities.
2. Functions as a role model in the clinical setting
3. Each preceptor shall be responsible for the clinical learning experiences of no more than two students per clinical day.
4. Orient the student's to the clinical agency.
5. Guide, facilitate, supervise, and monitor the student in achieving the clinical objectives. Supervise the students' performance of skills and other nursing activities to assure safe practice.
6. Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
7. Provide direct feedback to the student regarding clinical performance.
8. Contact the faculty if assistance is needed or if any problem with student performance occurs.
9. Collaborate with the student and faculty to formulate a clinical
10. Discuss the faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent
11. Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

Agency Responsibilities

1. Retain ultimate responsibility for the care of clients.
2. Retain responsibility for preceptor's salary, benefits, and liability.
3. Provide basic information about the agency's expectation of the preceptor experience to the program and nurses.
4. Interpret the preceptor program and expectations of students to other agency personnel who are not directly involved with preceptorship

Student Responsibilities

1. Coordinate personal schedule with the preceptor's work schedule to avoid any conflicts.
2. Maintain open communications with the preceptor and faculty.
3. Maintain accountability for own learning activities.
4. Prepare for each clinical experience as needed.
5. Be accountable for own nursing actions while in the clinical setting.
6. Arrange for preceptor's supervision when performing procedures, as appropriate.
7. Contact faculty by telephone, pager or email if faculty assistance is necessary.
8. Respect the confidential nature of all information obtained during clinical experience.
9. Adhere to safety principles and legal standards in the performance of nursing care.

Each student will provide the clinical preceptor with the preceptor evaluation/ clinical objective sheet form. After the preceptor completes the form, turn in with completed assignment to the nursing faculty.

If a student demonstrates evidence of unsafe and/or ineffective nursing practice or is not prepared for clinical, the nursing faculty reserves the right to refuse the opportunity for a student to continue in the clinical area. The day missed in clinical will constitute a clinical absence.

HC ADN Nursing Educational Program/Faculty Responsibilities:

1. Ensure that preceptors meet qualifications in Rule 215.10, as appropriate. It is recommended that the preceptor has been licensed and in practice for at least one (1) year.
2. Ensure that there are written agreements which delineate the functions and responsibilities of the affiliating agency, clinical preceptor, nursing program, and student.
3. Ensure that clinical experiences using preceptors should usually occur only after the student has received applicable theory and clinical experiences necessary to safely provide care to clients (within course or curriculum), as appropriate.
4. Inform the preceptor of the skill level of the student to guide the preceptor's expectations of the student. *Student will have a hospital clinical skills sheet at precepted clinicals to help the student meet nursing skills competency objectives.*
5. Orient both the student and the preceptor to the clinical experience.
6. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discuss student expectations, skills performance, student guidelines for performance of procedures, and methods of evaluation. All preceptors will receive a packet of information with the above information in order to orient themselves to the clinical experience, and will have the chance to communicate with the nursing faculty when rounding and doing checks on the students.
7. Approve the scheduling arrangement for the student and preceptor to assure availability of the faculty member when needed during the precepted experience. (Faculty cell phone numbers will be on all preceptor sheets)
8. Assume overall responsibility for teaching and evaluation of the student.
9. Assure student compliance with standards on immunization, screening, OSHA standards, CPR, and current liability insurance coverage, as appropriate.
10. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
11. Collaborate with the preceptor to ensure appropriate student assignments and clinical experiences.
12. Communicate assignments, calendars, clinical schedules and other essential information to the agencies. (Emailed or delivered prior to start date)
13. Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
14. Monitor student progress through rounds, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
15. Be readily available, e.g., telephone, pager or email for consultation when students are in the clinical area.
16. Receive feedback from the preceptor regarding student performance.
17. Provide feedback to preceptor regarding performance as preceptor and the clinical learning experience.
18. Provide recognition to the preceptor for participation as a preceptor. Ex: adjunct faculty plaque, certificate. (Yearly during Nurse's Week)

DRESS AND APPEARANCE IN THE CLINICAL AREA

Based on certain hospital and clinical requirements, the following will be maintained:

- Hair will be clean, neat and of natural color. It will be worn so as not to extend below the bottom of the collar. Hair will be pulled back into a pony tail or bun. Hair will be off the neck and away from face. Hair ornamentation may be functional, but not decorative.
- Body hygiene will consist of a daily bath and deodorant (no perfumes or scented lotions). False eyelashes, fingernails, and excessive makeup are not acceptable.
- Fingernails will be clean and neatly trimmed. No polish is permitted.
- Mouth care (oral hygiene) is to be a part of the daily professional dress and appearance. Students should ensure that the breath is not offending to the patients.
- There will be no smoking or use of other tobacco products prior to or during clinical time.
- No jewelry will be worn, except:
 - Professional wristwatch with sweep second hand
 - Flat bands, and/or plain rings with settings that will not harm patients (no more than 2).
 - One small, plain gold, silver, or pearl stud in each ear (no dangles or loops of any kind are permitted). If you choose to wear earrings, you must have one, but no more than one, in each ear. No other visible body piercing jewelry will be allowed (nose, eyebrow, tongue, and such). No lapel pins of any kind.
- Tattoos should be covered per facility requirements.
- **Howard College must abide by the standards of each facility.**

Required items in the clinical area are:

- Drug-book
- Bandage scissors
- A black-ink pen and small note pad
- A wristwatch with a sweep-second hand
- White lab coat with school emblem on left sleeve and/or black scrub jacket (2" below the shoulder seam) to be worn at times designated by the individual instructors
- Stethoscope³
- Blood pressure cuff

Appropriate attire, including lab coat/black scrub jacket with Howard College name photo ID and emblem will be worn when the student is in the clinical area, even on days when students go to check the client's chart. It is to be remembered that the student is representing the Howard College ADN Program and should be professionally attired when in the hospital setting. Jeans, sandals, shorts, etc. are not appropriate.

WOMEN

1. Scrubs are worn in specific clinical settings as determined by faculty. Scrubs must be **solid** black and may be any brand. If not sure about a style please consult with faculty.
2. Socks must be worn with shoes.
3. Clean professional tennis shoes, with clean shoelaces are required. No clogs, sandals, open-toes, or open-heeled shoes may be worn.
4. School emblem sewn on left sleeve of the uniform AND scrub jacket/lab jacket, approximately 2" below the shoulder seam.
5. Student name photo lab ID is to be worn on left chest.
6. A student may wear a white T-shirt with short or long sleeves under the scrub top as needed for comfort.

MEN

1. Scrubs are worn in specific clinical settings as determined by faculty. Scrubs must be **solid** black and may be any brand. If not sure about a style please consult with faculty.
2. Beards and/or mustaches will be clean and neatly trimmed. These will be permitted unless contraindicated by hospital policy.
3. Clean professional tennis shoes, with clean shoelaces are required. No clogs, sandals, open-toes, or open-heeled shoes may be worn.
4. A white round-neck T-shirt with short or long sleeves must be worn under the scrub top.
5. Student name photo lab ID is to be worn on left chest of shirt.
6. School emblem sewn on left sleeve of the uniform AND scrub jacket/lab jacket, approximately 2" below the shoulder seam.

Non-compliance with the above policies will result in the student being sent home and counted absent.

CLINICAL EVALUATION

Clinical evaluation is determined from instructor observation, required clinical preparation (clinical performance, mini-care plans, care maps, etc.), and the nursing process. The clinical evaluation tool is a method utilized to determine graduate competencies in each clinical learning packet.

INCIDENT/ EXPSOURE

1. Provide first aid for the student sufficient to get the situation under control.
2. If the accident occurs in the clinical area, faculty responsible for the course in which the student is injured must be notified immediately of the incident.
3. If it appears that a physician should see the student, he or she may choose to see his/her own physician, go to a minor emergency center, or be transported to a hospital.

Students who experience an exposure to any potentially infectious materials (needle stick, mucous membrane, non-intact skin, or airborne inhalation) require specific follow-up. It is the responsibility of the individual to initiate certain actions, to report the incident as soon as possible (preferably within one hour) to their instructor, and to follow the instructor's recommendations. It is the responsibility of the clinical instructor or supervisor to take the appropriate steps to ensure the safety and well-being of the student. Faculty will ensure that copies of the exposure procedure and appropriate forms will be made available to the student as needed.

SAFE AND EFFECTIVE NURSING PRACTICE POLICY

This policy identifies the essentials of nursing practice and is complementary and supplemental to the objectives of all clinical nursing courses. This policy must be adhered to in order for the student to succeed in clinical. All overt and covert acts must be directed toward quality patient care to promote health. Safe and effective nursing practice is defined by TX BON @ http://www.bon.texas.gov/rr_current/217-11.asp and as the ability to:

1. Demonstrate knowledge regarding the client's health status.
2. Observe, report, and record signs and symptoms.
3. Interpret, report, and record changes in the patient's condition accurately.
4. Demonstrate competent nursing care.
5. Set priorities and carry through with appropriate nursing interventions.
6. Evaluate and make scientifically based decisions related to the quality of nursing care.
7. Calculate and administer drugs safely, including documentation of administration.
5. Demonstrate responsibility for safeguarding the patient's rights, including confidentially (HIPAA).
6. Provide care without chemical impairment.

If a student demonstrates evidence of unsafe and/or ineffective nursing practice, the nursing faculty reserves the right to refuse the opportunity to a student to care for patients. The day missed in clinical will constitute a clinical absence. A student may not render care when under the influence of prescribed medication, over-the-counter medication, alcohol, or illicit drugs, which may affect the student's judgment. Failure to demonstrate safe practices and complete clinical objectives constitutes failure of the course.

UNSAFE CLINICAL BEHAVIOR

Since nursing students are legally responsible for their own acts, commission and/or omission, and nursing instructors are responsible for any acts of their students in the clinical area, it is necessary for the student and the nursing faculty to conscientiously evaluate unsafe or unprofessional behavior by TX BON @ http://www.bon.texas.gov/rr_current/217-11.asp.

Unsafe clinical behavior is demonstrated when the student:

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| 1. Violates or threatens the <u>physical</u> safety of the patient or staff. | i.e. neglects use of side rails, restraints; <u>comes unprepared to clinical</u> |
| 2. Violates or threatens the <u>psychological</u> safety of the patient or staff | i.e. uses non-therapeutic techniques repeated interactions; attacks or denigrates individual beliefs or values, or displays unprofessional behavior |
| 3. Violates or threatens the <u>microbiological</u> safety of the patient, | i.e. unrecognized violation of aseptic technique comes sick to clinical experience. |
| 4. Violates or threatens the | i.e. violates the "5 |

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| | <u>chemical</u> safety of the patient, | Rights" in administering medications; fails to monitor IV infusions safely. |
| 5. | Violates or threatens the <u>thermal</u> safety of the patient, | i.e. burns patient with hot packs, heating lamp, etc; fails to observe safety precautions during O2 therapy. |
| 6. | Inadequately and/or inaccurately utilize the nursing process, | i.e. fails to observe and/or report critical data, re: patients; makes repeated faulty judgments/decisions in nursing situations. |
| 7. | Violates previously mastered principles/ learning/objectives in carrying out nursing care skills and/or delegated medical functions, | i.e. sophomore students unable to give IV injections; freshmen student fails to obtain accurate vital signs. |
| 8. | Assumes inappropriate independence in action or decisions, | i.e. performs competencies not yet tested; fails to seek help in emergency situations. |
| 9. | Fails to recognize own limitations, incompetence and/or legal responsibility, | i.e. refuses to admit errors noted by instructor/nursing staff; cannot identify own legal responsibility in specific nursing situation. |
| 10. | Fails to accept moral and legal responsibility for his/her own actions, fails to follow facility or program policies | i.e. covers own/others' errors or fails to report them, shares confidential information, reports to clinical setting them; shares confidential while under the influence of mind altering substances |