Program Approval and Accreditation Status

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

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

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

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

My signature (below) acknowledges my receipt of this information, and the understanding that I am held accountable for knowing and abiding by all items noted on this list. I am aware that this is not an exhaustive list. I realize that a breach of any one of these could result in disciplinary action up to and including dismissal from the program. I understand that that I will sign this each semester I am in the Associate Degree Nursing Program to acknowledge updates, additions or edits to previous versions of this handbook.

Student’s Name (print): ________________________________

Student’s Signature: ________________________________ Date: __________
Welcome from the Nursing Faculty and Staff

Dear Nursing Student:

The faculty and staff want to welcome you to our nursing program.

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

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

With warm wishes,

The Associate Degree Nursing Faculty and Staff
I. EDUCATIONAL FOUNDATIONS

A.D.N. Program Mission

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

A.D.N. Program Purpose

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

Statement of Beliefs

Faculty believe:

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

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

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

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

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

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

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

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

Conceptual Framework

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

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

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

Person (Individual)
Each person is a complex, multi-dimensional human being that is a member of a family, community and a culturally diverse society. Individuals are impacted by environmental, physiological, psychosocial, and cultural and spiritual factors. Each person has the right to self-determination, respect, and ongoing growth as a human being in order to achieve the highest level of wellness.
Definition of Terms

Environment
The environment includes factors which impact the health of an individual, the family or the community. This is a dynamic balance between biological, ecological, economic, and cultural influences. Humans exist within a global society. Threats to the equilibrium within the environment impact health.

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

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

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

Faculty value a learning environment which:
- Supports learning
- Fosters healthy interdependence
- Respects students
- Empowers students in current and life-long learning

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

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

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

The instructional process is a triad of classroom discussion, nursing laboratory and a clinical practicum (traditional clinical, community clinical and simulation). Classroom discussion is the primary approach to theory instruction. The laboratory setting allows student to practice their psychomotor skills prior to performing of these skills in the clinical setting. Students are tested on their lab skills. Upon successful testing of the skill; you may subsequently perform the skill in the clinical setting with faculty guidance. The A.D.N. faculty seeks to adopt strategies to support multisensory learning, cooperative learning, and classroom assessment techniques.

A.D.N. Program Outcomes

1. **Performance on State Licensure Exam**
   - The A.D.N. program will achieve NCLEX-RN (licensing exam) pass rates at the national average or above.

2. **Program Completion**
   - The A.D.N. program will have at least 78% of current students graduate from the program within three years from admission to the program major.

3. **Program Satisfaction**
   - Alumni Survey-78% of alumni will express program satisfaction.
   - Current Student-78% of students will express program satisfaction (administered to students in their 1st and 3rd semester of the program)
   - Graduating Students-78% of students will express program satisfaction (administered to students in the last week of the final semester of the nursing program)

4. **Program Exit Exam (Reach/HESI)**
   - 78% of students will score an 850 or above on the second attempt on HESI exit exam.
Student Learning Outcomes:

The College of DuPage A.D.N. Program curriculum incorporates established professional standards, guidelines, and competencies.

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

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

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

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

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

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

Learning experiences are planned in accordance with the philosophy of the College of DuPage A.D.N. courses and are designed to progress sequentially from the application of simple concepts to the complex integration of these concepts. Each course in the College of DuPage A.D.N. sequence has learning objectives designed to assist you in meeting the requirements of each course. Students must complete a total of 77 credit hours to meet the requirements of the College of DuPage A.D.N. program.

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

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

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

Nursing 1150 Pathophysiology-Altered Health Concepts
Principles of normal and altered physiology. Disease states and alterations in health status throughout the lifespan, incorporating diverse populations. Overview of common disease processes and their impact on homeostasis. Prerequisite: Admission to the Associate Degree Nursing Program Prerequisite: MICRO 1420 Microbiology with a grade of "C" or better, or equivalent or Concurrent Enrollment: MICRO 1420 Microbiology. (Semester hrs. 3, Lecture hrs. 3, Clinical/Lab hrs. 0)
**Nursing 1160 Foundations of Pharmacology**
Principles of pharmacokinetics, and medication administration. Preparation for safe administration of pharmaceutical agents to populations across the lifespan. Emphasis on drug classification, dosage calculation, drug action, side effects, nursing implications, and patient education. Prerequisite: NURSI 1120 Role of the Nurse I with a grade of "C" or better, or equivalent. Concurrent Enrollment: NURSI 1150 Pathophysiology-Altered Health Concepts with a grade of "C" or better, or equivalent. Prerequisite: NURSI 1140 Physical Assessment with a grade of "C" or better, or equivalent. Prerequisite: MICRO 1420 Microbiology with a grade of "C" or better, or equivalent, or Concurrent Enrollment: MICRO 1420 Microbiology (Semester hrs. 2, Lecture hrs. 2, Clinical/Lab hrs. 0)

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

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

**Nursing 2120 Health and Illness Concepts II**
Further explores concepts of health and illness within the context of the four domains: nursing, individual, health, and environment. Emphasis on human response to acute alterations in multidimensional processes and restoration of homeostasis. Prerequisite: ENGLI 1101 English Composition 1 with a grade of "C" or better, or equivalent. Prerequisite: PSYCH 2237 Developmental Psychology: The Life Span with a grade of "C" or better, or equivalent. Prerequisite: NURSI 1220 Health and Illness Concepts I with a grade of "C" or better, or equivalent. Prerequisite: NURSI 1230 Family Health Concepts I with a grade of "C" or better, or equivalent. (Semester hrs.: 5, Lecture hrs.: 2, Clinical/Lab hrs.: 6)
**Nursing 2130 Family Health Concepts II**  
Further explores the conceptual principles and values of providing multidimensional nursing care to individuals, children, and families within the context of the four domains: nursing, individual, health, and the environment. Emphasis on health, wellness, and illness throughout the lifespan. Prerequisite: ENGLI 1101 English Composition 1 with a grade of "C" or better, or equivalent. Prerequisite: PSYCH 2237 Developmental Psychology: The Life Span with a grade of "C" or better, or equivalent. Prerequisite: NURSI 1220 Health and Illness Concepts I with a grade of "C" or better, or equivalent. Prerequisite: NURSI 1230 Family Health Concepts I with a grade of "C" or better, or equivalent. (Semester hrs.: 5, Lecture hrs.: 2, Clinical/Lab hrs.: 6)

**Nursing 2160 Pharmacology and Disease Processes**  
Explores the relationship between medication and disease processes. Emphasis on reactions to medications, both therapeutically and adversely, in order to predict potential drug interactions. Focuses on critically ill patients across the lifespan, emphasizing medication management of intravenous therapy, drug titration, parenteral nutrition, and medication administration via central lines and epidural routes. Prerequisite: NURSI 1160 Foundations of Pharmacology; NURSI 1220 Health and Illness Concepts I, and 1230 Family Health Concepts I (Semester hrs. 1, Lecture hrs. 1, Clinical/Lab hrs. 0)

**Nursing 2320 Complex Health Problems**  
Development of complex health and illness concepts within the context of the four domains: nursing, individual, health, and environment. Individuals and groups experiencing critical alterations in multidimensional processes and restoration of homeostasis. Prerequisite: NURSI 2120 Health and Illness Concepts II with a grade of "C" or better, or equivalent. Prerequisite: NURSI 2160 Pharmacology and Disease Processes with a grade of "C" or better, or equivalent. Prerequisite: NURSI 2130 Family Health Concepts II with a grade of "C" or better, or equivalent. Prerequisite: SPEEC 1100 Fundamentals of Speech Communication with a grade of "C" or better, or equivalent. Prerequisite: SPEEC 1120 Small-Group Communication with a grade of "C" or better, or equivalent. (Semester hrs.: 5, Lecture hrs.: 2, Clinical/Lab hrs.: 6)

**Nursing 2330 Role of the Nurse II**  
Synthesis of concepts and core values of the nursing profession within the context of the four domains: nursing, individual, health, and environment. Emphasis is placed on leadership, professionalism, collaboration and safety as a member of an interdisciplinary healthcare team in a dynamic healthcare system. Prerequisite: NURSI 2120 Health and Illness Concepts II with a grade of "C" or better, or equivalent. Prerequisite: NURSI 2160 Pharmacology and Disease Processes with a grade of "C" or better, or equivalent. Prerequisite: NURSI 2130 Family Health Concepts II with a grade of "C" or better, or equivalent. Prerequisite: SPEEC 1100 Fundamentals of Speech Communication with a grade of "C" or better, or equivalent. Prerequisite: SPEEC 1120 Small-Group Communication with a grade of "C" or better, or equivalent. (Semester hrs.: 1, Lecture hrs.: 1, Clinical/Lab hrs.: 0)
Nursing 2340 Clinical Decision Making Practicum
Assimilation of concepts within the context of the four domains: nursing, individual, health and environment. Emphasis on accountability for practice, collaboration as a member of the health care team, and management of the care of a group of patients. Prepares the transition to the role of registered professional nurse under the guidance and supervision of a nurse preceptor. Prerequisite: NURSI 2320 Complex Health Problems with a grade of "C" or better, or equivalent. Prerequisite: NURSI 2330 Role of the Nurse II with a grade of "C" or better, or equivalent. Prerequisite: SPEEC 1100 Fundamentals of Speech Communication with a grade of "C" or better, or equivalent or Prerequisite: SPEEC 1120 Small-Group Communication with a grade of "C" or better, or equivalent. (Semester hrs.: 3, Lecture hrs.: 0, Clinical/Lab hrs.: 9)
Concept Based Curriculum

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

What is a Concept? It is an organizing principle, or classification of information. It may be simple or complex in range. They can be considered the building blocks or the foundation of nursing theory. (Giddens, J. 2017, Concepts for Nursing Practice)

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

**NURSI 1120 Role of the Nurse I**  
**Core Concepts:** Professional Identity, Communication, Collaboration, Safety, Ethics

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

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

**NURSI 1230 Family Health Concepts I**  
**Core Concepts:** Health Promotion, Development, Culture, Family Dynamics, Immunity, Reproduction

**NURSI 2120 Health and Illness Concepts II**  
**Core Concepts:** Acid Base Balance, Clotting, Inflammation, Evidence, Gas Exchange, Perfusion, Glucose Regulation

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

**NURSI 2320 Complex Health Concepts**  
**Core Concepts:** Cognition, Intracranial Regulation, Sensory Perception, Palliative Care, Gas Exchange, Perfusion, Cellular Regulation, Glucose Regulation, Thermoregulation

**NURSI 2330 Role of the Nurse II**  
**Core Concepts:** Healthcare Quality, Care Coordination, Healthcare Law, Healthcare Organizations, Healthcare Policy, Healthcare Economics, Technology and Informatics, Leadership
# Program of Study

**College of DuPage**

**Associate Degree Nursing Program**

Degree conferred: Associate of Applied Science - 77 hours

<table>
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<tr>
<th>Pre-Nursing Admission Requirement</th>
<th>Theory/Lab/ Clinical</th>
<th>Credits: Semester/ Cumulative</th>
<th>Lecture (hours/week, based on 16 weeks)</th>
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<td>ANAT 1552 or 1572</td>
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<td>PSYCH 1100</td>
<td>General Psychology</td>
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<td>CHEMI 1211, or, 1551 or, 1212 or, 1552 or, 2551 or, 2552, or equivalent</td>
<td>General Chemistry</td>
<td>Theory/Lab</td>
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<td>MATH MATH 1102 or higher</td>
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CNA Certification

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16/35
### Semester II

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<td>Health and Illness Concepts I</td>
<td>5</td>
</tr>
<tr>
<td>NURSI</td>
<td>1230</td>
<td>Family Health Concepts I</td>
<td>5</td>
</tr>
<tr>
<td>ENGLI</td>
<td>1101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH</td>
<td>2237</td>
<td>Developmental Psychology: The Life Span</td>
<td>3</td>
</tr>
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</table>

| Total   |       | 16/51                                           |        |

### Semester III

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSI</td>
<td>2120</td>
<td>Health and Illness Concepts II</td>
<td>5</td>
</tr>
<tr>
<td>NURSI</td>
<td>2130</td>
<td>Family Health Concepts II</td>
<td>5</td>
</tr>
<tr>
<td>NURSI</td>
<td>2160</td>
<td>Pharmacology and Disease Processes</td>
<td>1</td>
</tr>
<tr>
<td>SPEEC</td>
<td>1100 OR 1120</td>
<td>Fundamentals of Speech Communication OR Small-group Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total   |       | 14/65                                           |        |

### Semester IV

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSI</td>
<td>2320</td>
<td>Complex Health Concepts</td>
<td>5</td>
</tr>
<tr>
<td>NURSI</td>
<td>2330</td>
<td>Role of the Nurse II</td>
<td>1</td>
</tr>
<tr>
<td>NURSI</td>
<td>2340</td>
<td>Clinical Decision Making Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>Any applicable to the AAS Degree. Please see College Catalog For Global Multi Cultural Studies (Philo 1110)</td>
<td>Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total   |       | 12/77                                           |        |

* First 8 weeks
**Second 8 weeks
Nursing Department Staff and Faculty: Titles and Roles

Administrative Staff

Director of Nursing (DON)
The DON oversees the A.D.N. program. The DON is responsible for the overall administration of the Department of Nursing. In doing so, is administratively responsible for resource acquisition and allocation, curriculum implementation, and student enrollment management. The DON is responsible for planning/scheduling of learning experiences and hiring and evaluating faculty. The DON position is a college administration role.

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

Instructional Staff

Nursing Program Coordinator(s)
The Program coordinator is responsible for curriculum maintaining the curriculum, following up on curriculum. Managing admission and tracking program completion rates. Working with the clinical sites to insure compliance with clinical requirements. Chairing the advisory committee. Assisting students with advising. The coordinator works closely with the Dean. The Nursing Program Coordinator Role may be shared among two or more faculty members.

Full-time Faculty
Full time faculty have offices on campus, maintain office hours, and provide the full range of instruction. Full-time faculty develop curriculum, program policy and program evaluation. They provide student instruction, evaluation and work closely with the Dean. Full-time faculty has student advising responsibilities, program committee responsibilities, and college wide committee responsibilities. They can be contacted via email, phone or in person by appointment.

Adjunct/Part-time Faculty
Part-time nursing instructors can teach in lecture, lab, simulation and/or clinical. They work with the full-time faculty to assist students with academic success. They are the instructors of record for their assigned clinical classes. Part-time faculty has access to the part time faculty office. They have a college email account. They are responsible for grading assignments related to the portion of the course that they are teaching.

Academic Advisor
All students are assigned a full-time nursing faculty advisor. The advisor supports student progress throughout the two-year program. Students schedule appointments with the faculty advisor to review academic progress. Students are required to meet with their
advisor a minimum of once each semester. Students are notified of their faculty advisor during the orientation to the program.

**Support Staff:**

**Manager of Simulation and Laboratory Learning**

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

**Simulation Technicians**

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

**Program Support Specialist**

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

**Laboratory Assistants**

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

**Coordinator for Nursing Support**

The Coordinator for Nursing Support assists in securing appropriate community clinical sites with faculty; manages community events, such as the Education and Employment Fair; assists the Simulation/Laboratory Manager to ensure adequate coverage to open lab and simulation, and supports operational function of the simulation and lab spaces as needed. The Coordinator processes departmental purchases; manages the alumni survey, and processes the Student Satisfaction Surveys, clinical evaluations, and clinical site evaluations. In addition, the Coordinator for Nursing Support assists in data collection and Management for the Systematic Evaluation Plan, annual reports, and student
surveys. The Coordinator for nursing support also assists in maintaining electronic resources for faculty, laboratory staff, and students.

Requirements for Licensure in the State of Illinois

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

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

The requirements for licensure are regulated by the state (Illinois Department of Financial and Professional Regulations – IDFPR); however, the exam for licensing is directed by the National Council of State Boards of Nursing (NCSBN). NCSBN is the vehicle through which boards of nursing act and counsel together to provide regulatory excellence for public health, safety and welfare.

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

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

Two agencies administer the application for license and the licensing exam. These are Continental Testing Services (CTS) and Pearson Vue.

1. **Continental Testing Service (CTS)** is the provider for IDFPR who
   a. Facilitates license application with the Illinois Department of Financial and Professional Regulations (IDFPR)
   b. Provides applicants with the authorization to test (ATT) take the NCLEX-RN exam once verified by the Associate degree nursing program.

2. **Pearson Vue** is contracted with by NCSBN for the NCLEX-RN. They are who
   a. Process your NCLEX-RN application and fees
   b. You schedule the exam time with once you get your ATT from CTS

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

Important web sites that influence your eligibility for licensure and taking of the NCLEX-RN.
• National Council of State Boards of Nursing (NCSBN)
  o https://www.ncsbn.org/nclex.htm
• Illinois Department of Financial and Professional Regulations (IDFPR) General Nursing
  http://www.idfpr.com/profs/nursing.asp
• Continental Testing Service (CTS) (041)
  o http://www.continentaltesting.net/ProfDetail.aspx?Entity=2&ProfID=10
• Pearson (NCLEX provider)
  o General web page: http://www.pearsonvue.com/nclex/
  o Exam registration: http://www.pearsonvue.com/nclex/capva/
The College of DuPage Associate Degree in Nursing Program Considerations

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

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

1. Home commitments: It is demanding to meet the needs of a family while carrying a full college schedule. Course schedules may require evening and weekend hours, and clinical shifts up to 12 hours.
2. Work commitments: Work requirements may interfere with student success. Work schedules may make academic success difficult. If students are working full time and reside outside the district, students will have to prove that they are continuing to work each semester in order to be considered “in-district for the program”.
3. Health requirements: You are required to submit an up-to-date health record prior to registration for NURSI 1130 and prior to NURSI 2120 or NURSI 2130. The health requirements are necessary to meet the expectations of each clinical agency. The deadline to submit all of the health requirements is 6 weeks prior to the start of the appropriate course.
4. Students returning to the A.D.N. program (Advance Placement students) will need to have their health requirements within four weeks of their return dates. Changes of student health status warrant medical clearance to ensure students can meet the Essential Functions in the clinical setting. Proof of this documentation must be provided by students to their clinical instructor. 
   NOTE: Absences that require making up of clinical experiences that require an additional instructor cost to provide for needed clinical supervision may incur an additional cost associated with this instruction.
5. Students are required to have a valid Healthcare Provider CPR card which expires in the month of graduation from the A.D.N. program. (May or December of the second year)
6. Students are required to have a Certified Criminal Background Check completed prior to the start of Nursing 1120. If the Criminal Background check is positive there is no guarantee of acquiring a license from the state of Illinois.
7. Students are required to have medical health insurance
8. Counseling/Advising: Counselors/advisors are available to assist students with identified special academic or personal needs. A link to the services is listed below: 
   http://www.cod.edu/counseling/advising/index.aspx
9. College experiences: College courses are time-demanding commitments. An academic course load of 15 semester credit hours translates into many more hours when the course require lab and clinical hours. Communication skills: Students are expected to demonstrate skill in reading, speaking, and writing so that students may clearly, correctly, and effectively communicate as a member of a healthcare team. Therefore, it is urged that weakness in communication skills be remedied before admission to the program. The staff in the Learning Commons is available to prescribe developmental work in communication skills and math. A link to Learning Commons: 
   http://www.cod.edu/learningcommons
10. Computation skills: Preparation and administration of medications requires an ability to accurately and quickly compute dosage calculations. Weakness in application of the four basic mathematical operations (addition, subtraction, multiplication, and division) should be remedied prior to admission to the program. Please contact the Learning Commons for math assistance.

11. Assigned clinical: Students have two weeks before the start date of class to make change your assigned clinical site. After that time period, changes will not be allowed.

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

Students will not be able to change their clinical site 6 weeks prior to the start of clinical because the clinical sites require that all of the student paperwork is turned in 6 weeks prior to clinical starting.

The first day of class may not be what is listed in myAccess. The first day that classes resume on campus, is the start of the session. This may mean that students are in clinical prior to lecture.
III. COLLEGE OF DUPAGE ACADEMIC POLICIES

Graduation Information

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

Plagiarism

The Course-Related Academic Integrity -Board Policy 5050 states "Academic dishonesty is prohibited. An act of academic dishonesty will be met with the appropriate disciplinary action." Board Policy 5050 states in part: "Plagiarism occurs when a student uses language or ideas from materials without acknowledgment and/or when the work is copied from other sources and is submitted as your own. Examples of plagiarism include, but are not limited to: Copying a phrase, a sentence, or a longer passage from a source and submitting it as one's own. Summarizing or paraphrasing someone else's ideas without acknowledging the source. Submitting group assignments individually as one's own independent work." For the complete text on Board Policy 5050, see College of DuPage Catalog 2017-2019. If there is a disparity between in-class and out-of-class written work, students will be required to submit evidence that they wrote the paper, e.g. outline notes, etc. A link to this policy can be found at (page 116): [http://www.cod.edu/catalog/current/pdf/2017-2019-academic-policies.pdf](http://www.cod.edu/catalog/current/pdf/2017-2019-academic-policies.pdf)

Student Code of Conduct

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

Students with Disabilities

Students with disabilities are mainstreamed at College of DuPage Support services are available for any students with documented learning and/or physical/medical disability. The Center for Access and Accommodations (630) 942-2154 provides note taking paper, tape recorders, alternate testing, adaptive equipment, sign language interpreters, textbooks on tape and other auxiliary services. Tutoring is available through the Academic Support Center. For the complete text on Health and Special Services, see College of DuPage Catalog 2015-2017. A link to these services is: 
http://www.cod.edu/student_life/student_services/access_accommodations/index.aspx

Academic Dishonesty

Academic dishonesty is prohibited. An act of academic dishonesty will be met with appropriate disciplinary action. It is noted in Board policies. The policy and definition of course-related academic dishonesty can be found in the link below on page 116.
IV. HEALTH SCIENCE PROGRAMS AND NURSING DEPARTMENT STUDENT PROGRAM PARTICIPATION POLICIES AND PROCEDURES

The following policies and procedures for the nursing department are located on the Nursing Department Web Page at: http://www.cod.edu/programs/nursing/index.aspx

Health Requirements

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

Professional Code of Conduct in Classroom, Laboratory and Clinical Sites

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

Essential Functions

Functional abilities that must be performed independently or with reasonable accommodations

Drug Screening

Academic Advising and Record of Communication

Academic Advising policy
Academic Alert policy
Record of Communication

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

Attendance

Attendance is expected in all scheduled periods: lecture/discussion laboratory sessions, simulation and clinical. Consistent absences could result in unsuccessful progression in the program. If you are tardy for a quiz, you will receive a zero for that quiz. Consistent tardiness is unacceptable and an Occurrence form will be initiated by the lecturing faculty.

In case of unavoidable absence, the instructor(s) must be notified prior to the class, laboratory, clinical or simulation session by email. It is your responsibility to obtain information presented during a class that is missed.

Cell Phones

All cell phones must be turned off or set to vibrate during instructional and lab/skill practice time. It is not acceptable for a student to text message during a class, or to leave class to answer a call unless prior arrangements are made regarding an emergency situation. Return calls must be made at break or after class is over. No cells phones are allowed during test sessions. Cell phones may not be used in clinical for personal reasons without instructor permission.

Children in Class

Children are not permitted in the classroom, nursing skill laboratory, open lab, nor simulation.

Conferences (Student/Faculty)

Conferences with instructors may be student or instructor initiated at any time during the course. Students should schedule a conference with their assigned Nursing Faculty Advisor within three weeks of each semester or when a student is not doing well in a course.

Evaluation of Course Work

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

General Education Prerequisites

Pre-Nursing Admissions Requirements
Anatomy 1551/1552 or 1571/1572 (any combination) of 2 terms/sections
Psychology 1100
Chemistry 1211 equivalent or higher
Math 1102 equivalent or higher* (exception Math 1104, 1120 and 1340)
Completion of an IDFPR approved BNA program.

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

**Grading Scale**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>84.0% - 89.9%</td>
<td>B</td>
</tr>
<tr>
<td>78.0% - 83.9%</td>
<td>C</td>
</tr>
<tr>
<td>70.1% - 77.9%</td>
<td>D</td>
</tr>
<tr>
<td>Below 70.0%</td>
<td>F</td>
</tr>
</tbody>
</table>

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

Student progression in the A.D.N. program is determined by academic testing. In order for a student to pass any NURSI course, the cumulative average of all exams must equal 78% or greater. This does not include any course assignments, quizzes, or collaborative testing.

**Longitudinal Testing Program**

**Policy Statement:** The A.D.N. program subscribes to an external longitudinal testing program, which students pay for through their course fees. Students participate by taking prescribed tests in specific courses throughout the program. These include the following courses and the related test:

- NURSI 1140 Health Assessment
- NURSI 1150 Pathophysiology
- NURSI 1220 Fundamentals of Nursing
- NURSI 1230 Maternity
- NURSI 2120 Medical Surgical Nursing
- NURSI 2130 Psych Mental Health Nursing
- NURSI 2160 Pharmacology
- NURSI 2340 HESI Exit (NCLEX-RN predictor)

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

Taking these exams assists the student and faculty in:
- Determining individual student preparedness for the NCLEX-RN exam compared to national trends
- Identifying areas and accessing resources for remediation based on test results

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

Longitudinal Testing Rules:

Registering for the test:
- The program specialist will send a roster of student names for each course to the testing center.

Taking the test:
- Testing is mandatory for all students
- Tests will be taken in course sections or cohort groups
- Tests must be proctored in the testing center
- Rules of the testing center will be followed
- On the day of the test students will be required to bring a picture ID
- Students should allot 2-3 hours for testing depending upon the specific test being taken
- No cell phones or electronic media devices are allowed in the testing experience

After taking the Longitudinal test (HESI), the student will:
  a. Print out a copy of your test report
  b. Bring the report to the student’s current lecture instructor

Longitudinal testing are standardized exams that compare against national benchmarks for NCLEX success. It has been indicated that acceptable scores range from an equivalent of 850 or higher. Effective Fall, 2016, students who score 850 or higher for courses that have a mandatory HESI longitudinal exam will receive 2% of the total course points, and points are a part of the actual course points to be placed on the grade worksheet in each course syllabus. Students who score below 850 will receive zero points.

If the student cannot make it to a scheduled longitudinal test, the student:

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

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

- Need to schedule a time to take the Longitudinal (HESI) test with the testing center (on the Monday following the scheduled exam).
- Receive zero points for that longitudinal test
- Have a Student Occurrence Report completed by the course faculty
- Meet with their Faculty Advisor to determine a plan for remediation
- Not be allowed to take any course exams until meeting with the student’s Faculty
Advisor and develop a remediation plan

- The Faculty Advisor will give the student a copy of the advising meeting with the Advisor signature
- The student will give this copy all current course faculty to which will allow the student to sit for the course exams

References:


Portfolio Policy

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

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

The Portfolio project will be introduced in NURSI 1120.

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

- “About me”
- Nursing Philosophy of Nursing and Health.
- Resume
- Course Work- sub headings listing Nursing Courses and Course Concepts
- Clinical Experiences
- Learning Outcomes
- References
- Reflections

Each concept based course will have an artifact which will be linked to the specific “Course Work” tab. Each project will be linked to a specific student learning outcome. Artifacts which are required by each clinical course will have a “reflection” as a component to the project. The reflection is pass/fail for each portfolio project, and it must be completed in order to pass each course. The reflection is based on how completion of the portfolio project enabled the student to achieve a specific Student Learning Outcome (SLO), as described in this Handbook. In NURSI 2340, students will synthesize what they have learned and how the student met the SLOs have been achieved. In that course, students will evaluate how the SLOs were met by reviewing the reflections. Students will upload the appropriate portfolio project as indicated for each course by the end of that course. It is highly recommended that the students make the appropriate changes and upload a final version. The student portfolio must be completed by the due date listed in the NUR 2340 syllabus.
### STUDENT LEARNING OUTCOMES SUMMARY TABLE FOR PORTFOLIO PROJECT

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

In order for a student to begin the next course in the sequence of College of DuPage A.D.N. courses, students are required to:
1. Be considered in good standing by the college
2. Complete all prerequisites for the course satisfactorily
3. Submit CPR certification by the designated deadline
4. Complete other health screening requirements as appropriate by designated deadline
5. Meet all course requirements as stated in the course syllabus
6. Complete clinical objectives and criteria, and receive a satisfactory evaluation in the clinical component
7. Have earned a grade of at least "C" in all College of DuPage A.D.N. program courses
8. Have earned a grade of at least "C" in all program required courses

Recording Lectures

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

Syllabus Statements

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

Testing Policy:

- The proctoring faculty has the right to seat students for test as seen fit
- Students are expected to bring sharp #2 pencils and clean erasers to the test
- The official source of a test score is the Scantron sheet that is processed through the computer
  - All eraser marks on the Scantron sheets are the responsibility of the student
  - No changes may be made on the Scantron after it is submitted to the faculty member proctoring the test
- Students will receive their test results approximately one week after original test time
- For arrangements for testing outside the regularly scheduled class time, students must contact the proctoring faculty
- No exam may be made up later than one week from the original test time
  - Two theory points are deducted from a test score when a test is taken within one day after the scheduled test time
  - One additional point will be deducted for each day thereafter
  - No exam may be made up later than one week from the original test time. A grade of zero (0) will then be recorded for that exam
- Student who are tardy for an exam will not receive additional time for completion
- No cell phones or electronic media devices are allowed in the testing session
• Student progression in the A.D.N. program is determined by academic testing
• In order for a student to pass any NURSI course, the cumulative average of all exams must equal 78% or greater and averages will not be rounded. This does not include any course assignments, quizzes, or longitudinal testing
• Remediation activities may be required as a result of unsatisfactory test performance

Test Review:
• Students may compare their test booklets with the computer Scantron sheet during the week immediately following the return of the student grade sheets.
• Students need to make an appointment to see their test booklets with the faculty member responsible for the test
• Any test concerns, i.e. accuracy of a student score, inaccurate scanning of Scantron etc. must be handled within one week after computer printouts are returned to the student
• After one week, the test score stands as recorded
• If a student receive less than a 78% on any test the student must schedule an appointment with the course instructor. It is highly recommended that students who earn less than 78% on any course exam perform a Loma Linda Assessment with their faculty member in order to enhance test taking skills.

Written Assignments

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

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

Withdrawal Policy

A student must meet with an instructor prior to making a decision on withdrawal from the course. Course syllabi will identify the withdrawal date deadline.

Withdrawal Procedures

The final day for you to withdraw from any course will be equal to 75% of the time for the respective academic session (see the Registration Calendar) through myAccess or in person at the Registration office, Student Services Center (SSC), Room 2221 designated final exam period for 16-week classes and before the last class meeting for all other session classes.
Lab Policies
Lab attendance is mandatory. Students are allowed to miss one lab in an emergency. The emergency is accepted at the instructor’s discretion depending upon the nature of the emergency and documentation may be required. The Lab must be made up or an alternative assignment will be given.

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

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

1. Lab Hours: Hours will be posted in the lab, explained to the students in the lab classes and posted on nursing lab webpage. Lab hours are continually evaluated; if any changes are necessary, students will be notified by these means.
2. Personal belongings (i.e. Coats and books) are not lab staff responsibility. Please make sure that they are neatly placed out of the way for the consideration of other students.
3. No eating or drinking in the lab. When taking a break outside the lab, use a waste container provided.
4. If any of the mannequins or equipment is not working properly, report immediately to the lab staff so that it may be repaired. (Report any and all incidents or malfunctions to the lab staff).
5. Lab staff members are available for assistance as needed during independent study/practice. Skill performance will be evaluated by faculty.
6. After practicing skills in any laboratory setting, it is the responsibility of the student to clean up their workspace. The workspace must be prepared to be utilized by the next student who needs to use it. General guidelines are as follows:
   - Chairs should be replaced under the tables when leaving the area
   - Pick up any waste materials observed on the floor and place in trash containers
   - Return any lab issued supplies or equipment to designated location; example - needle and syringes to syringe box in designated areas
   - Wipe up all spills on floors
   - Keep beds in appropriate position with linens straightened before leaving and side rails in upright position
   - Replace manikins neatly in the bed
   - Turn off all over bed lights
7. The lab must maintain a study atmosphere; therefore, it is requested that *students not bring visitors or children to the area.*
Lab Safety /Emergency Response Guidelines

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

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

Skill Return Demonstration Policies

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

- Failure to complete the return demonstration successfully by the deadline will result in the establishment of a Student Occurrence Report form related to professionalism between you and the clinical/lab instructor.
- Simulation skills return validation is considered clinical skills validation. Students who demonstrate unsafe behaviors after a third attempt of skills validation will be removed from the nursing program.

“Hat Skills” Policy

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

1. Course leaders of NURSI 2120 & 2320 will notify their students of the skills return 2 months prior to the beginning of their class session and encourage them to practice all skills learned in the first year in open lab. Students will be advised to contact the course leaders directly with any questions regarding the skills return. The students will be notified on blackboard.

2. The course leaders of 2120 and 2320 will notify the lab manager of rooms needed for the returns for each clinical (2 eight week sessions) four weeks prior to the beginning of each semester. This will include the clinical section, date, and time frame. The lab manager will notify the course leaders of the room assignments.

3. The course leaders will request supplies needed for the returns on the Outlook calendar in a timely fashion per policy.

4. The students will conduct their returns on campus during the second during their clinical orientation day and be observed and graded (pass/fail) by their clinical instructor. The course leaders will provide the clinical faculty with the skills return check lists at their course meeting prior to the beginning of each 8-week session.

5. The course leaders will notify all clinical faculty of this obligation by email as well as orient them to the process at the course meeting prior to the beginning of each 8 week session.

6. If the student fails a skill at first attempt the clinical instructor will document this with an occurrence report and notify the course leaders. Remediation in the Open Lab must occur; the faculty member will provide a form for verification of remediation.

7. If the student fails the first attempt they must remediate (practice) this skill in the lab. The clinical instructor will notify the lab staff by email that the student will be contacting them by email of their intent to remediate a skill. The lab staff will notify the clinical instructor that the student has set up a date/time to remediate. The student may retest the skill they failed with their clinical instructor after 3 days of remediation. The same skill will be tested.

8. The lab staff will be available to provide equipment and guide the student who is remediating. The lab staff will not be teaching the student.

9. If the student fails the return for a second time the clinical instructor will document this with an occurrence report and notify the course leaders. The student will follow the procedure outlined in #7. After three days the student will repeat the skill failed plus be tested on an additional skill in the presence of two full time faculty.

10. Passing the Hat Skills Return is a requirement to successfully meet the objectives of the course. The student must meet all course objectives to pass the course. If the student fails the skill for a third time, the two full-time faculty members will document this with an occurrence report and notify the program coordinator. A student who does not pass a Hat Skill on the third attempt will be viewed as unsafe and will not be allowed to continue in the course. The
occurrence report will reflect that the student failed the course. If the student does not drop the course before the last day to withdraw, a grade of F will be given.

CLINICAL POLICIES AND GUIDELINES

Attendance/Absence in Clinical Setting

Students are required to attend all clinical sessions.
- A missed clinical is defined as a clinical absence due to illness or personal reasons
- Clinical absences cannot exceed 1 absence per clinical course
- Three (3) tardies to clinical constitutes a missed clinical day. Tardiness is defined as arriving to clinical after the designated clinical starting time.
- Emergency circumstances are individually evaluated by the instructor
- The need for clinical make-up assignments is determined by the clinical instructor determining student clinical competency. Alternative activities may be required.
- If a student exceeds the maximum number of clinical absences, the student must withdraw from the program or accept a failing grade (F) for the course
- In case of unavoidable absence, students must check the method of notification established by the clinical instructor

Cell Phones in Clinical Setting

Cell phones are allowed in the clinical setting per faculty discretion and clinical site policy. Inappropriate use of a cell phone in a clinical setting may result in an occurrence report.

Clinical Facility- Student Responsibilities

The School shall notify each student prior to upon his/her arrival at the clinical Facility that he/she is required to:
- Follow the administrative policies, standards and practices of the Facility
- Obtain medical care at his/ her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility
- Provide his/her own transportation to and from the clinical Facility
- Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility
- Conform to the standards and practices established by the School before publishing any material relating to the clinical learning experience
- Obtain prior written approval of the Facility and the School before publishing any material relating to the clinical learning experience
- Meet the personal, ethical and professional standards required of employees of the Facility and consistent with the applicable professional code of Ethics and the applicable standards of The Joint Commission and/or other relevant accrediting or regulatory bodies.
Clinical Dress Code and Site Policies

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

- Jewelry may not be worn with the uniform, except one ring and a single small ear post in each ear. No other visible piercings will be allowed in the clinical setting.
- Hair must be neat and above the collar. Hair, if pulled up, must be held in place by a solid, neutral accessory. Hair must be a naturally occurring color. Facial hair must be short-clipped and well-groomed. Cosmetics / makeup must be conservatively used.
- Complete uniform includes clean white, enclosed nursing shoes, (if tennis shoes are used they must be all white with no stripes or color; shoestrings must be white and clean), white/neutral hose or white socks, name pin, COD student ID, bandage scissors, and a watch with a second hand. Complete uniform consists of jacket, shirt, and pants. Jackets should be worn except in specialty clinical areas and/or isolation rooms. If jackets are removed, identification pin must be worn on uniform shirt.
- Nails should be at a length and condition that will not be injurious to patients. No artificial nails or extensions allowed. Nail polish must be clear/neutral.
- "Business casual" dress for community and/or psychiatric clinical experiences consists of: plain pants, plain shirt/top. In some clinical instances, a full uniform may also be required. No jeans, no t-shirts, no open-toe shoes or gym shoes are allowed. See current syllabi for further dress code description.
- College of DuPage student identification badge must be worn at all clinical activities.
- Gum chewing is not permitted in the clinical setting
- Perfume/cologne may not be worn in the clinical setting
- Tattoos must not be visible, as this the policy as our clinical agencies
- Smoking is not permitted at the clinical site

Site Policies

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

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

Injury at the clinical site

Any injury that occurs at the clinical site which may require medical attention resulting in medical fees is your responsibility. Please follow the healthcare institution’s policy when injuries do occur. Students are required to have medical insurance. Students may wish to contact the college admission office for information on health insurance availability through the college student group plan.
Clinical Restrictions

A student may register for a clinical experience in the facility in which a student is employed provided the clinical experience is not on the unit/units on which the student is employed. Any student who experienced a hospitalization will require a statement submitted by their healthcare provider to the division office prior to the start of clinical stating they can return to clinical without restrictions. If the care provider recommends restrictions, they must be listed on the statement. Students who are experiencing an injury need to adhere to clinical site policy. Ability to progress in the program may be limited by clinical site policies.

Conferences (Student/Faculty)

Conferences with instructors may be initiated by students or the clinical instructor at any time during the course. If a student is not meeting the clinical objectives, a nursing department occurrence report may be initiated.

Dosage Calculation Test Requirements

Students will be expected to pass a dosage calculation test using dimensional analysis by a designated time each semester in each clinical course. A score of 80% is required for Nursing 1130. A score of 100% is required for each subsequent course. Deadlines for meeting the requirement will be identified in the course syllabus.

Drug Testing (For all College of DuPage Health Career Programs)

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

Admission

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

7. If a student challenges the results of the screening, only the original sample will be tested. Students are responsible for the cost of the retest.

8. Failing to complete the drug screening during the date and time required in the initial notification will be withdrawn from consideration in the nursing program due to failure to meet the drug screening requirement.

“For Cause” Drug Screening
1. If faculty observes a student behaving in a manner that is consistent with the use or misuse of alcohol, illegal drugs, or drugs which impair judgment, affecting either the classroom, clinical or laboratory setting, the student will be removed from the educational setting and required to submit to a drug screen immediately.

2. If the behavior is noted in the clinical setting, the student will be removed from patient care. The student will have to submit to the agency’s drug screening and results will be shared with the Director of Nursing immediately.

3. The security department at the clinical agency will be called to contact the community police department. The student will then be detained by security department until the police department arrives and removes the student for suspected public intoxication.

4. If the behavior is noted on campus in either the classroom or laboratory setting the college’s police department will be notified and the student will be transported to the contracted agency for drug testing.

5. If the result of the drug screening is negative, the student shall meet with the Director of Nursing within 24 hours of the test results to discuss the circumstances surrounding the impaired behavior. Based on the information provided and further medical evaluation if warranted, the Director of Nursing will make a decision regarding return to the clinical, classroom and laboratory setting.

6. If the drug screen is positive, the Director of Nursing will withdraw the student from all nursing courses. The student will pay the costs associated with the “for cause” drug screening.

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

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

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

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

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

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

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

Evaluation

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

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

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

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

Suspension

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

Following the meeting with the clinical instructor of record, the student will be called to appear before the Associate Degree Nursing (A.D.N.) Appeal Board.
Because there is a lag time between suspension, when a grade would be conferred, and ability to file a formal appeal according to the college guidelines, the following internal appeal process has been instituted.

**Appeal Process**

1. The A.D.N. Appeal Board will be convened in all cases of student suspension from clinical.
2. The Director of Nursing will convene the A.D.N. Appeal Board within three days of the suspension, excluding times when classes are not in session. The A.D.N. Appeal Board may consist of:
   - Associate Dean of Nursing and Health Sciences
   - One A.D.N. program faculty
   - One College of DuPage Counselor (preferably from the Health Science Division)
   - The instructor of record who evaluated you as unsatisfactory or unsafe. Substitute members of the A.D.N. Appeal Board will be appointed in the event of potential conflict of interest or inability to convene a full board to hear the appeal.
3. The A.D.N. Appeal Board will hear the case, speaking individually with both the student and the instructor of record, and both parties together, in any order they deem fit to discern particulars of the case. Materials reviewed in the appeal shall include, but are not limited to: student handbook, student clinical evaluation tools (all courses to date and in particular, course from which dismissed), anecdotal notes, and any materials that would reflect clinical performance.
4. The A.D.N. Nursing Appeal Board decisions can not violate college or affiliate policies or jeopardize program accreditation.
5. Decisions must carry by a majority vote. All votes will be rendered anonymously.
6. The A.D.N. Appeal Board's decision will result in one of three outcomes:
   a. Students are not found to be unsatisfactory or unsafe and may return to clinical.
   b. Students are evaluated as unsatisfactory. The student will be offered the option to withdraw. If the student chooses not to withdraw, the student will earn a grade of "F" for the course. A student who has been evaluated as unsatisfactory may not continue in the course (clinical, classroom, and nursing skills laboratory).
   c. Students are evaluated as unsafe. The student may not continue in the course (clinical, classroom, and nursing skills laboratory) and will earn an F in the course. A student evaluated unsafe may not return to the College of DuPage A.D.N. Program.

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

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

**Definition of Clinical Grading Terms:**

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

**Needs Improvement** clinical performance is defined as inability to fully meet the clinical objectives of the course, as outlined in the clinical objectives and delineated on the clinical evaluation tool. Examples of behaviors that demonstrate needs improvement in clinical performance are listed on the clinical evaluation tool for each course. Students must convert a grade of "needs improvement" to a satisfactory grade by the end of the course in order to pass the course. You must successfully meet the outcomes identified in the clinical contract to successfully pass the clinical component of the course.

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

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

- Violations of professional conduct-refer to Professional Conduct in Classroom, Laboratory or Clinical Sites
- Repeatedly performs skills incorrectly
- Inability to complete patient care assignments
- Inability to make decisions
- Inability to exercise clinical judgment
- Inappropriate in applying safety measures
- Inability to appropriately communicate with faculty, staff, peers or patients
- Communication or contact with patient outside the clinical setting

**Unsafe** clinical performance is defined as the inability to safely meet the needs of the patient in such ways as patient endangerment, failure to act in a reasonable and prudent manner when delivering care or responding to patients and irresponsible actions towards patients are all considered unsafe behaviors. **Examples** of behaviors that demonstrate unsafe clinical performance are listed on the clinical evaluation tool for each course. Unsafe behavior may consist of a behavior, or pattern of behaviors that include, but are not limited to:

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

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

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

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

3. A Student Occurrence Report form will be completed for any student who attempts to pass medication without completing the rights of medication administration. After a potential medication error, the student will be expected to write a plan of action that identifies the wrong action and correctly identifies the action that should have occurred. Examples of potential medication errors include, but are not limited to:
   a. Unprepared for medication administration
      i. Unsatisfactory knowledge of medications
      ii. Inability to perform essential patient assessments prior to medication administration
      iii. Unable to perform skills necessary for safe administration
   b. Inadequate identification of the patient

4. A Nursing Department Occurrence Report will be developed for any clinical behavior that is identified as needing improvement. Students must successfully meet all terms of the contract in order to pass the course. Examples include, but are not limited to:
   a. Tardiness
   b. Dress code infractions
   c. Poor organizational skills
   d. Lack of preparation for clinical experience
   e. Inability to perform previously learned assessments and skills

VI. WITHDRAWAL AND READMISSION POLICIES

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

1. Students who have begun the program and wish to withdraw during the semester:
   Students are encouraged to consult directly with the instructor or advisor when considering a course withdrawal. Refer to the current college Catalog.

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

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

Readmission Policy

1. A student who withdraws passing (grade of “C” or higher in course at time of withdrawal) will not be penalized. A student who withdraws passing may be granted two readmissions on a space available basis. The first readmission must occur within two semesters within withdrawal. The student must apply as an advanced placement student.

2. Students who withdraw failing (grade below “C” at the time of withdrawal) or receive a grade below a —C in a College of DuPage Associate Degree in Nursing course may be granted one readmission on a space available basis, provided that this is the first grade below a C in a Nursing course. The readmission must occur within two semesters.

3. If a student fails (grade below “C”) 2 program courses throughout their tenure in the nursing program, they will not be eligible for reapplication into the nursing program. If the 2 failing courses occur in the same semester, the student will not be eligible for program readmission. The same applies to students who withdraw failing from 2 courses, or withdraw failing from one course and earn a grade below “C” in another.

4. The readmission for students described in #2 and #3 above must occur within one calendar year of the initial withdrawal. Requests for readmission will be reviewed on an individual basis. In addition, the student must complete the following steps to be considered for readmission:
   a. Submit a letter requesting readmission to the College of DuPage Associate Degree Nursing program. The letter will be sent to the Director of Nursing electronically at: directorofnursing@cod.edu
   b. Submit a Formal plan for success in the nursing program to the Director of Nursing electronically at: directorofnursing@cod.edu. The formal success plan should address areas such as past barriers to success, adjustments in work schedule, adjustments in personal commitments, and use of college support service.
   c. They also need to have attended an advanced placement advising session with a Nursing Coordinator prior to application for readmission.
   d. Students seeking advanced placement is allowed to retake the HESI A2 entrance exam one time and must pass with a cumulative assessment score of 75% in addition to 75% on each of Verbal, Math, and Anatomy and Physiology. Upon satisfactory completion of these steps, the student will also be evaluated using the A.D.N. Advance placement Ranking tool. Upon review of the student plan for success and completion of the ranking tool, the Program Participation Committee will determine whether the student is a candidate for readmission.

Students seeking readmission must have a current GPA of 2.75 or higher in all courses required for the Associate of Applied Science degree in Nursing.

5. Students seeking readmission may be required to complete additional courses to prepare them for success prior to or concurrent with the first re-entry College of DuPage Associate Degree in Nursing course. If the student is not able to re-enter the program when the letter of re-admittance is sent, a new letter of intent must be submitted.

6. Readmission is dependent on space availability in the A.D.N. program.
Nursing Department Occurrence Report
Please fill out this form for documentation of student occurrences

Good Academic Standing Y[ ] N[ ]
Withdraw Failing [ ]
Withdraw Passing [ ]
Exam Score Mean
Exit Date:

A. Student Information (Please Print)  *** COD ID
Name
Student email
A.D.N. Program  Course
Lead Faculty  Advisor

B. Initiator Information (Please Print)
Name
Date of Incident  Course

College Code of Conduct Violation Yes [ ] No [ ]

Situation (Please describe the incident in detail including location and all persons involved.)

Summary of Behaviors (Please summarize behaviors and include the related code) CODE

Student Response: (Please indicate the possible cause for this concern and/or any other comments) Check all that apply:
ELL issues  Work ≥10hrs wk  Health Concerns  Text Anxiety  Family concerns
Poor Time Mgmt  Documented Learning Disability  Comments:

Actions or Remediation (Include plans for correction of these issues as identified by the student.) Additional comment by initiator recommended that a Loma Linda assessment be completed on course exams.

[ ] Recommended that a Loma Linda assessment be completed on course exams
[ ] Recommended that student join a study group
[ ] Recommended that student meet with Counseling Dept. for test anxiety concerns
[ ] Recommend that the student utilize EVOLVE online resources for assigned text
[ ] Recommend that the student attend NCLEX questions for review
[ ] Recommend that the student attend GSQ sessions, if applicable
[ ] Recommend testing in the Center for Access and Accommodations
[ ] Student declined to meet with advisor for exit planning meeting. No remediation plan developed Comments:

Initiator’s Signature  Date
Student Signature  Date

Student signature indicates the student has read this report. An email attachment to the student dupage.edu address indicates student signature.
Instructions

1. Please fill out this form and return a paper copy to the Program Support Specialist.
2. Indications for use of this form include: student interaction, planned or impromptu, demonstrating behaviors contrary to student code of conduct and others listed in the student handbook, including evaluations, and policies for skills, lab, simulation hospital, classroom policies, hospital policies, syllabus policies, administrative policies.
3. Please correlate behaviors indicated on the front of this sheet with the codes listed below. The code should be included in the “Summary of Behavior” section.
4. Please make every attempt to work with the student to develop a plan of action.
5. The Program Support Specialist will scan and upload to the Nursing Department Portal under Private Documents, organized A-Z by student last name, in a folder and e-mail a copy to the student’s:
   i. Faculty advisor
   ii. Clinical instructor
   iii. Instructor of record (lecture instructor)
   iv. Student
6. Exit Reporting:
   a. Course faculty will complete/document the reason the student failed/withdrew from the course and notify the student advisor.
   b. The Advisor will meet with the student to complete the EXIT report and identify the remediation activities required of student before the student can seek readmission into the nursing program.
   c. EXIT Occurrence Report is the OFFICIAL communication of a student exiting the nursing program and must be submitted to the Program Support Specialist within 3 days of student EXIT.
7. The Dean must be copied on all occurrence reports containing conduct violations.

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<td>CCSS-P Promotion</td>
<td>CCSS-U “U” clinical day prep, meds, skills, general preparedness</td>
<td>CCSS-S Suspension</td>
<td></td>
</tr>
<tr>
<td>CCSS-E Exit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clinical Evaluation (EO#) EO # Evaluation outcome #

Administrative (A) Issues r/t administrative interactions A describe

Other (O) O describe