

COLLEGE OF DUPAGE ASSOCIATE DEGREE NURSING STUDENT HANDBOOK FALL 2023-2024



Program Approval and Accreditation Status

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

The ADN program is accredited by the Accreditation Commission for Education in Nursing, Inc.(ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326. Phone: (404) 975-5000 Fax: (404) 975-5020.

ADN Student Handbook updated 4/24
Program Participation Committee

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Welcome from the Nursing Faculty and Staff

Dear Nursing Student:

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

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

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

With warm wishes,
The Associate Degree Nursing Faculty and Staff

EDUCATIONAL FOUNDATIONS

ADN Program Mission

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

ADN Program Values

Integrity: We expect the highest standard of moral character and ethical behavior.

Honesty: We expect truthfulness and trustworthiness.

Respect: We expect courtesy and dignity in all interpersonal interactions.

Responsibility: We expect fulfillment of obligations and accountability.

Equity: We expect that everyone in our college community has an equal opportunity to pursue their academic, personal, and professional goals.

ADN Program Vision

The College of DuPage Associate Degree Nursing Program will be the primary college district residents choose for a high quality nursing education.

ADN Program Purpose

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

Statement of Beliefs - Nursing

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

Nursing Education

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

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

The Learner

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

Learner Responsibilities:

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

The Faculty

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

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

Faculty Responsibilities:

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

NURSING PROGRAM OVERVIEW

Conceptual Framework

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



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

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

Conceptual Framework Definition of Terms

Person (Individual)

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

Environment

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

Health

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

Teaching and Learning

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

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

Faculty value a learning environment which:

- Supports learning.
- Fosters healthy interdependence.
- Respects students.
- Empowers students in current and life-long learning.

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

The nursing faculty acknowledge the core competencies of The Scope of Practice for Academic Nurse Educators (NLN, 2012) and aspire to incorporate the eight competencies in their daily teaching activities. The faculty acknowledge the importance of evidence-based nursing education and strives to incorporate best practice in their teaching.

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

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

ADN Program Outcomes

1. Performance on State Licensure Exam

- The ADN program will achieve NCLEX-RN (licensing exam) pass rates at the national average or above.

2. Program Completion

- The ADN program will have at least 80% 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 (HESI)

- 78% of students will score an 850 or above on the second attempt on HESI exit exam.

End of Program Student Learning Outcomes:

The College of DuPage ADN Program curriculum incorporates established professional standards, guidelines, and competencies.

- 1. SAFETY:** Provide safe and holistic nursing care, grounded in science and the nursing process, to a culturally diverse society.
- 2. PATIENT-CENTERED CARE:** Apply nursing judgment to ensure the delivery of patient-centered care and promotion of health for patients within 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:** Assume accountability for practice in accordance with professional, legal, and ethical standards.

Concept-Based Curriculum, Course Overviews, and Learning Experiences

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

What is a Concept? It is an organizing principle, or classification of information. It may be simple or complex in range. Concepts can be considered the building blocks or the foundation of nursing theory. (Giddens, J. F., 2021, Concepts for Nursing Practice).

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

Each course in the College of DuPage ADN sequence has learning objectives designed to assist you in meeting the requirements of each course. The faculty have designed the courses to build upon the concepts and exemplars of the prior courses. Students must complete a total of 70 credit hours to meet the requirements of the College of DuPage ADN program. Listed below are the courses and the concepts which are core to those courses.

Nursing 1120 Role of the Nurse I

Students will be introduced to essential concepts and core values of the nursing profession within the context of the four domains: nursing, individual, health, and environment. Emphasis will be placed on nursing process, communication, health promotion, practice standards, and the various roles of the nurse in the delivery of healthcare.

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

Prerequisite: Admission to ADN program; concurrent enrollment in NURSI 1140 AND NURSI 1150; PSYCH 1100 with a grade of C or better or equivalent or concurrent enrollment in PSYCH 1100.

(Credit hrs. 1, Lecture hrs. 1, Clinical/Lab hrs. 0)

Nursing 1130 Introduction to Core Concepts

Students will be introduced to essential concepts and core values of health within the context of the four domains: nursing, individual, health, and environment. Emphasis will be placed on the concepts of development, functional ability, nutrition, elimination, homeostasis, care giving, and safety.

Core Concepts: *Fluid and Electrolytes, Functional Ability, Nutrition, Health Disparities, Mobility, Tissue Integrity, Stress, Coping, Spirituality, Fatigue, Clinical Judgment, Technology and Informatics, Patient Education*

Prerequisites: NURSI 1120, NURSI 1140, and NURSI 1150, all with a grade of C or better or equivalent; concurrent enrollment in NURSI 1170.

(Credit hrs. 4, Lecture hrs. 2, Clinical/lab hrs. 4)

Nursing 1140 Physical Assessment

Theoretical basis for assessing the health status of individuals with an emphasis on cultural diversity and age-related differences. Application of cognitive, psychomotor, communication, and critical thinking skills in conducting a health assessment. Assists the students in identifying and communicating normal and abnormal findings.

Prerequisite: Admission to ADN Program; concurrent enrollment in NURSI 1120 and NURSI 1150

(Credit 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 ADN program; concurrent enrollment in NURSI 1120 and NURSI 1140 (Credit hrs. 3, Lecture hrs. 3, Clinical/Lab hrs. 0)

Nursing 1170 Foundations of Pharmacology

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

Prerequisite: NURSI 1150, NURSI 1140, and NURSI 1120, all with a grade of C or better or equivalent; NURSI 1130 with a grade of C or better or concurrent enrollment in NURSI 1130 (Credit hrs. 3, Lecture hrs. 3, Clinical/Lab hrs. 0)

Nursing 1220 Health and Illness Concepts I

Students will further expand upon the essential concepts of health and illness within the context of the four domains: nursing, individual, health, and environment. Emphasis will be placed on human response to chronic alterations in multidimensional processes and restoration of homeostasis.

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

Prerequisites: NURSI 1130 with a grade of C or better; PSYCH 2237 with a grade of C or better, or equivalent or concurrent enrollment in PSYCH 2237; ENGLI 1101 with a grade of C or better, or equivalent or concurrent enrollment in ENGLI 1101; or consent of instructor. (Credit hrs. 5, Lecture hrs. 2, Clinical/Lab hrs. 6)

Nursing 1230 Family Health Concepts I

Students will be introduced to 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 will be placed on health, wellness, and illness throughout the lifespan.

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

Prerequisite: NURSI 1130, NURSI 1170 with a grade of C or better, or equivalent; PSYCH 2237 with a grade of C or better, or equivalent or concurrent enrollment in PSYCH 2237; ENGLI 1101 with a grade of C or better, or equivalent or concurrent enrollment in ENGLI 1101; or consent of instructor. (Credit hrs. 5, Lecture hrs. 2, Clinical/Lab hrs. 6)

Nursing 2120 Health and Illness Concepts II

Students will explore concepts of health and illness within the context of the four domains: nursing, individual, health, and environment. Concepts emphasized relate to the human response to acute alterations in multidimensional processes and restoration of homeostasis.

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

Prerequisite: NURSI 1220, NURSI 1230, ENGLI 1101, and PSYCH 2237, all with a grade of C or better or equivalent or consent of instructor; SPEECH 1100 or 1120 with a grade of C or better or equivalent or concurrent enrollment in SPEECH 1100 or 1120. (Credit hrs. 5, Lecture hrs. 2, Clinical/Lab hrs. 6)

Nursing 2130 Family Health Concepts II

Students will continue their exploration of conceptual principles and values of providing multidimensional nursing care to individuals, children, and families. Concepts will be contextualized within the four domains: nursing, individual, health, and the environment. Concept emphasis is on health, wellness, and illness throughout the lifespan.

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

Prerequisite: NURSI 1220, NURSI 1230, ENGLI 1101, and PSYCH 2237, all with a grade of C or better or equivalent, or consent of instructor.

SPEECH 1100 or 1120 with a grade of C or better or equivalent or concurrent enrollment in SPEECH 1100 or 1120.

(Credit hrs. 5, Lecture hrs. 2, Clinical/Lab hrs. 6)

Nursing 2320 Complex Health Problems

Students will explore complex health and illness concepts within the context of the four domains: nursing, individual, health, and environment.

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

Prerequisite: NURSI 2120 and NURSI 2130, both with a grade of C or better, or equivalent, and consent of instructor. Humanities course of 3 credit hours with a grade of C or better or equivalent or concurrent enrollment in a Humanities course of 3 credit hours.

(Credit hrs. 4, Lecture hrs. 2, Clinical/Lab hrs. 6)

Nursing 2330 Role of the Nurse II

Students will continue to explore concepts and core values of the nursing profession within the context of the four domains: nursing, individual, health and environment. Emphasis is placed on leadership, professionalism, collaboration, and safety as a member of an interdisciplinary healthcare team in a dynamic healthcare system.

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

Prerequisite: NURSI 2120 and NURSI 2130, both with a grade of C or better or equivalent. Humanities course of 3 credit hours with a grade of C or better or equivalent or concurrent enrollment in a Humanities course of 3 credit hours.

(Credit hrs. 1, Lecture hrs. 1, Clinical/Lab hrs. 0)

Nursing 2340 Clinical Decision-Making Practicum

Students will assimilate concepts within the context of the four domains: nursing, individual, health, and environment. Emphasis will be placed on accountability, collaboration, and management of patients. Students will begin the transition to the role of registered professional nurse under the guidance and supervision of a nurse preceptor.

Prerequisite: NURSI 2320 and NURSI 2330, both with a grade of C or better or equivalent, or consent of instructor. Humanities course of 3 credit hours with a grade of C or better or equivalent or concurrent enrollment in a Humanities course of 3 credit hours.

(Credit hrs. 2, Lecture hrs. 0, Clinical/Lab hrs. 6)

**Program Map: Nursing
Associate in Applied Science**

Pre-Program Courses (Admission Requirements)			Lecture/Lab/Clinical	Credits: Semester/Cumulative
ANAT	1551 or 1571	Anatomy and Physiology I	Lecture/Lab	4
ANAT	1552 or 1572	Anatomy and Physiology II	Lecture/Lab	4
MICRO	1420	Microbiology	Lecture/Lab	4
MATH	MATH 1102 or higher (MATH 1104, 1120 & 1340 not accepted for AAS)	Mathematics for Health Sciences	Lecture	3
Completion of a CNA course		May take at COD or transfer in the course		
Total Credits				15/15

Program Course Sequence			Lecture/Lab/Clinical	Credits: Semester/Cumulative
FIRST SEMESTER				
NURSI	1120 ¹	Role of the Nurse I	Lecture	1
NURSI	1140 ¹	Physical Assessment	Lecture/Lab	2
NURSI	1150 ¹	Pathophysiology	Lecture	3
NURSI	1130 ²	Introduction to Core Concepts	Lecture/Lab/Clinical	4
NURSI	1170 ²	Pharmacology & Disease Process	Lecture	3
PSYCH	1100	General Psychology	Lecture	3
Total Credits				16/31
SECOND SEMESTER				
NURSI	1220 ³	Health and Illness Concepts I	Lecture/Lab/Clinical	5
NURSI	1230 ³	Family Health Concepts I	Lecture/Lab/Clinical	5
ENGLI	1101	English Composition I	Lecture	3
PSYCH	2237	Developmental Psychology: The Life Span	Lecture	3
Total Credits				16/47
THIRD SEMESTER				
NURSI	2120 ³	Health and Illness Concepts II	Lecture/Lab/Clinical	5
NURSI	2130 ³	Family Health Concepts II	Lecture/Lab/Clinical	5
SPEEC	1100 OR 1120	Fundamentals of Speech Communication OR Small Group Communication	Lecture	3
Total Credits				13/60
FOURTH SEMESTER				
NURSI	2320 ⁴	Complex Health Concepts	Lecture/Clinical	4
NURSI	2330 ⁴	Role of the Nurse II	Lecture	1
NURSI	2340 ⁵	Clinical Decision Making Practicum	Clinical Internship	2
Humanities Elective	Within list of approved Global/Cultural Multicultural Studies (Recommended: PHILO 1110)		Lecture	3
Total Credits				10/70

1 - first 8 weeks	2 - second 8 weeks	3 - first OR second 8 weeks	4 - first 10 weeks	5 - last 6 weeks
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Nursing Department Staff and Faculty Titles/Roles

Administrative Staff:

Director of Nursing

The Director of Nursing oversees the ADN program and is responsible for the overall administration of the Department of Nursing. In doing so, is administratively responsible for resource acquisition and allocation, curriculum implementation, and student enrollment management. The Director of Nursing is responsible for planning/scheduling of learning experiences and hiring and evaluating faculty. The Director of Nursing, or their designee, also chairs the advisory committee. The Director of Nursing position is a college administration role.

Administrative Assistant

The Administrative Assistant assists the Director of Nursing in the operations of the Nursing Department. Responsibilities include assisting with personnel related tasks, textbook management, monitoring the submission of course syllabi and grades, managing records and files, and supporting the faculty.

Program Chair(s)

The Nursing Program Chair role may be shared among two or more faculty members. The Chair(s) works closely with the Director of Nursing. The Program Chair(s) is responsible for:

1) Maintenance of the curriculum. 2) Managing admission and tracking program completion rates. 3) Working with the clinical sites to assure compliance with clinical requirements. 4) Facilitating prospective nursing student advising sessions. 5) Liaison between students, faculty, and the Director of Nursing.

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

Adjunct/Part-time Faculty

Adjunct 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. Adjunct faculty have access to the adjunct faculty office. They have a college email account and are required to use this account to communicate with students through their student college email. They are responsible for grading assignments related to the portion of the course that they are teaching.

Academic Advisor

All students are assigned a full-time nursing faculty advisor. The advisor supports student progress throughout the two-year program. Students schedule appointments with the faculty advisor to review academic progress. Students are strongly encouraged to meet with their Advisor a minimum of once per semester.

Support Staff

Manager of Simulation and Laboratory Learning

The Manager of Nursing & Health Science Simulation and Learning Lab directs the development and maintenance of the simulated clinical teaching/learning spaces. This includes resource budgeting and acquisition for simulation and clinical learning equipment. The Manager collaborates with course leader and faculty to plan, develop, implement and evaluate the cognitive, psychomotor and effective teaching of skills to nursing students. The Manager supervises Simulation Technicians, Laboratory Assistants, and student workers. The Manager reports to the Director of Nursing with updates and/or issues.

Simulation Technicians

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

Program Support Specialist

The Program Support Specialist provides support for the management of the Associate Degree Nursing program including but not limited to the following: 1) Coordinates student orientations and works with students with respect to health and program requirements, registration, NCLEX testing and fingerprinting, clinical and annual program requirements. 2) Acts as the liaison between the college departments and clinical partners with respect to the coordination of clinical requests and rotations, preparing and submitting required documentation specific to each clinical site, ensuring all aspects of compliance with partner affiliation agreements are met. 3) Coordinates longitudinal testing, monitors and tracks student academic progress and assists with biannual admissions process. 4) Assists with scheduling of faculty and submitting schedule information to Central Scheduling.

Laboratory Assistants

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

Licensure Requirements for the State of Illinois

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 which:

- a. Facilitates license application with the Illinois Department of Financial and Professional Regulations (IDFPR)
- b. Provides applicants with the authorization to test (ATT) take the NCLEX-RN exam once verified by the Associate Degree Nursing program.
2. **Pearson Vue** is contracted with the NCSBN for the NCLEX-RN.
 - a. Pearson Vue processes your NCLEX-RN application and fees
 - b. Student schedules the exam time once the ATT is received from CTS

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

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

- **National Council of State Boards of Nursing (NCSBN)**
 - <https://www.ncsbn.org/nclex.htm>
- **Illinois Department of Financial and Professional Regulations (IDFPR) General Nursing**
 - <https://idfpr.illinois.gov/profs/nursing.html>
- **Continental Testing Service (CTS) (041)**
 - www.continentaltesting.net
- **Pearson Vue Professional Testing (NCLEX provider)**
 - General web page: www.pearsonvue.com/nclex/
 - Exam registration: <http://www.pearsonvue.com/nclex/capva/>

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

- 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.
- Apply online with (CTS) and pay their application fee.
 - **NOTE:** The application is valid for **3 years**. If you do not pass the examination within those 3 years, you will need to reapply as a NEW applicant and resubmit all new documentation including proof of completion of a NCLEX Review Course.
- Register with Pearson Vue Professional Testing online or by calling 866- 496-2539 (US & Canada) and pay their fee.
 - **NOTE: All communication with applicants is accomplished via email;** therefore, it is critical that applicants provide a valid email address as part of their application process.
- Illinois schools may submit either an Official Student Roster, Official Transcript, or form ED-NUR.
 - **NOTE:** The College of DuPage Nursing Program **will send the Official Student Roster after the Records Office has officially graduated the nursing students** each semester.
 - The Official Student Roster is only valid for a period of **90 days**. If you do not register with CTS within 90 days, your school will need to submit either a newly dated Official Roster or form ED-NUR.
- Proof of Fingerprinting by a licensed Illinois Live Scan Fingerprint Vendor must be submitted.
 - **NOTE:** Fingerprinting is valid for a period of **60 days**.
- Receive Authorization to Test (ATT) email from Pearson VUE.
- Schedule your exam with Pearson VUE.
- If you plan to take the **NCLEX exam in a different state**, contact the nursing regulatory body (NRB) where you are seeking to practice for licensure/registration requirements.

Program Considerations

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

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

1. **Home commitments:** It is demanding to meet the needs of a family while carrying a full college schedule. Course schedules may require evening and weekend hours, and clinical shifts up to 8.5 hours. Clinical practicum shifts may be up to 12.5 hours.
2. **Work commitments:** Work requirements may interfere with student success and make academic success difficult. Evidence based nursing research states that students working more than 10 hours per week are at academic risk in nursing programs. If students are working full- time, and reside outside the district, students will have to prove that they are continuing to work each semester to be considered “in-district” for the program.
3. **Health requirements:** The College of DuPage Associate Degree Nursing program utilizes the Castle Branch corporation to maintain student health records providing security, accuracy, compliance and quality assurance for students health records. Students are required to meet all health requirements deadlines. The health requirements are implemented to meet the requirements of each clinical agency. If students are not compliant with the health requirement deadlines, they will not be eligible to start clinical. These include annual TB screening, influenza vaccine, and vaccination updates. Drug screenings may be required prior to the start of clinical rotations per agency requirements. Although marijuana is legal in the state of Illinois, clinical agencies do not allow students who test positive for marijuana within their facility for clinical experience. In addition, students who test positive for marijuana are not eligible to attend class, lab, or simulation activities. (See “Readmission Following a Positive Drug Screen.”)
4. **Readmission:** Students returning to the ADN program for readmission are required to complete a new drug test, background screen, and any outstanding health requirements prior to their return.
5. **CPR Requirement:** Students are required to maintain a valid American Heart Association BLS provider CPR certification throughout the program.
6. **Criminal Background Check:** Students are required to complete a Criminal Background check prior to the start of the program and annually.
7. **Health Insurance:** Students are required to maintain medical health insurance throughout the program.
8. **Counseling/Advising:** Counselors/advisors are available to assist students with identified special academic or personal needs. A link to the services is listed below:
https://cod.edu/student_life/resources/counseling/
9. **College experiences:** College courses are time-demanding commitments. A nursing academic course load translates into many more hours when the course requires lab and clinical hours.
10. **Communication skills:** Students are expected to demonstrate skill in reading, speaking, and writing so that students may clearly, correctly, and effectively communicate as a member of a healthcare team. Therefore, it is urged that weakness in communication skills be remedied before admission to the program. The staff in the Learning Commons is available to prescribe developmental work in

communication skills and math. A link to Learning Commons is listed below:

<http://www.cod.edu/learningcommons>

11. **Computation skills:** Preparation and administration of medications requires an ability to compute dosage calculations accurately and quickly. Weakness in application of the four basic mathematical operations (addition, subtraction, multiplication, and division) should be remediated prior to admission to the program. Please contact the Learning Commons for math assistance, link above.
12. **Assigned clinical:** Students may make changes to their course schedule four weeks prior to the start of each session based on space availability. **After that time period, changes are not allowed.**

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

COLLEGE ACADEMIC POLICIES

Graduation Information

The four degrees awarded by the College of DuPage are Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in General Studies. Each degree carries special requirements and limitations for graduation and is directed toward meeting the educational needs of students who plan to pursue a particular course of study or have a special goal. A graduate of the College of DuPage ADN program is eligible for the Associate in Applied Science degree.

This degree represents the completion of a program that has been specially designed to focus on specialized occupational or technical curriculum. For further graduation information, see the College catalog. All degree requirements must be completed prior to graduation in order to qualify for the NCLEX-RN exam. Students are to review degree audits at the beginning of the second year of the program to ensure that degree requirements are completed prior to graduation.

Code of Student Conduct

The College of DuPage Student Conduct office promotes a campus environment that supports the academic and co-curricular pursuits of our students. This goal is achieved through restorative justice practices and supporting the rights and responsibilities of all students. We are committed to caring for the student, treating students equitably, and making ethical decisions.

The College of DuPage Code of Student Conduct governs the behavior of our students to allow for a safe community that is conducive to learning. Students are responsible for adhering to all campus policies as well as local, state, and federal laws.

The goals of the Student Conduct Process are to:

- Educate students about the core values of integrity, honesty, respect, responsibility, and equity.
- Promote individual insight and growth.
- Support a safe, inclusive, and affirming campus environment.
- Teach skills of self-control, responsible decision making, compromise and ethical reasoning.
- Hold students accountable for their actions, making them aware of behavioral consequences.
- Help students understand their role and responsibility in creating an environment where learning and civic engagement can occur.

A link for the Center for the Code of Student Conduct is listed below:
https://www.cod.edu/student_life/dean-of-students/student-conduct.aspx

Students with Disabilities

Students with disabilities are mainstreamed at the College of DuPage. Support services are available for any students with documented learning and/or physical/medical disability. The Center for Access and Accommodations 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. A link and contact phone number for the Center for Access and Accommodations is listed below:

https://www.cod.edu/student_life/resources/access-accommodations/contact.aspx

Contact Number: (630) 942-2154

Academic Dishonesty

Academic dishonesty is prohibited. An act of academic dishonesty will be met with appropriate disciplinary action noted in the College of DuPage Board policies. The policy and definition of course-related academic dishonesty can be found on the following link: https://www.cod.edu/student_life/dean-of-students/pdf/code_of_academic_conduct.pdf and in Blackboard.

Access and Accommodations

The College of DuPage is committed to the equitable access of educational opportunities for students with disabilities in accordance with The Americans with Disabilities Act, As Amended and Section 504 of the Rehabilitation Act of 1973. Any student who feels they may need an accommodation on the basis of an illness, injury, medical condition, or disability should contact the Center for Access and Accommodations to determine eligibility for accommodations and to obtain an official Letter of Accommodation. The Center for Access and Accommodations can be reached via email at access@cod.edu. Students may also initiate a request for services by going to www.cod.edu/access and clicking on the green box labeled “complete form to request accommodations.” If you are already registered with the Center for Access and Accommodations, please email your Letter of Accommodation as soon as possible to the course lead faculty member. **Please DO NOT send any private health documentation or Doctor’s notes to faculty.**

NURSING POLICIES AND PROCEDURES

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

Health Requirements

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

https://cod.edu/admission/health_science/pdf_health/healthrequirements.pdf

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. https://www.cod.edu/academics/programs/nursing/nursing_simulation_lab/code-of-https://www.cod.edu/student_life/dean-of-students/student-conduct.aspx

Essential Functions

Functional abilities that must be performed independently or with reasonable accommodations.

General Education Prerequisites for ADN Program

Anatomy 1551/1552 or 1571/1572 (any combination of 2 terms/sections must be completed with 5 years of the application deadline as noted in ADN Admission packet)

Microbiology 1420

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

Completion of an IDFPR approved CNA program

The nursing program requires a GPA of 2.75 or higher for admission in ADN prerequisites and general education classes to be considered for admission.

Elsevier Evolve Admission Assessment HESI (A2) Exam

Applicants must achieve a cumulative score of 75%. A minimum score of 65% in HESI subject areas of Vocabulary, Reading, and Math is required. A minimum score of 70% in the HESI subject area of Anatomy & Physiology is required. All scores must be achieved in a single test. This admission HESI test must be taken within 2 years of the application deadline. The test can be taken once every 30 days for a total of 3 attempts in one calendar year (January 1 – December 31 current year).

Admission

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

Drug Testing

“For Cause” Drug Screening

1. If faculty observes a student behaving in a manner that is consistent with the use or misuse of alcohol, illegal drugs, or drugs which impair judgment, affecting either the classroom, clinical, or laboratory setting, the student will be removed from the educational setting and required to submit to an appropriate screening immediately.
2. If the behavior is noted in the clinical setting, the student will be removed from patient care. The student will have to submit to the agency’s drug screening and results will be shared with the Dean of Nursing and Health Sciences immediately.

3. The security department at the clinical agency will be called to contact the community police department. The student will then be detained by security department until the police department arrives and removes the student for suspected public intoxication.
4. If the behavior is noted on campus in either the classroom or laboratory setting the college's police department will be notified and the student will be transported to the contracted agency for drug testing.
5. If the result of the drug screening is negative, the student shall meet with the 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. The results of a positive drug screening will be reported to the Illinois Department of Financial and Professional Regulation.
8. If a student refuses a "for cause" testing, the instructor will remove the student from the clinical, classroom or laboratory setting pending an investigation. Nursing Program personnel may, if they deem it appropriate to do so under the circumstances notify the Vice President of Academic affairs alleging that the student has violated "Student Code of Conduct" as provided in the College of DuPage Catalog.
9. A student's failure to comply with any aspect of the "For Cause" Drug Screening Requirement will result in the student's withdrawal from the Nursing Program without option for readmission.

Readmission Following a Positive Drug Screening

1. Students who are withdrawn from the nursing program for reasons related to a positive drug screen are excluded from all Health Science Programs for a period of one year. Student must submit a letter to the Director of Nursing requesting readmission to the Nursing Program. The letter will be sent electronically to: directorofnursing@cod.edu
2. Applicants must include documentation from a therapist specializing in addiction behaviors indicating status of recovery and/or documented rehabilitation related to the substances used or abused. Documentation must include a statement by the therapist that the applicant will be able to function effectively and provide safe, therapeutic care for clients in the clinical setting.
3. If readmitted, the student will be subjected to random drug screening and/or to "for cause" drug screening at the student's expense for the duration of his or her studies in the Nursing Program.
4. If the student has positive results on a drug screening after readmission to the Nursing Program, the student will be dismissed from the Nursing Program with no option for readmission to the program.
5. Intermittent Screenings - In addition to the annual required screening, students may be required to complete additional drug screenings to comply with the request of the clinical agencies. This cost will be incurred by the student. Students who test positive will be removed from the nursing program.

Criminal Background Check Information

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

Attendance

Attendance is expected at all scheduled learning sessions: lecture/discussion, laboratory sessions, simulation and clinical. This applies to virtual learning activities as well. If tardy for a quiz, no additional time will be given to complete the quiz. Consistent absences could result in unsuccessful progression in the program. Consistent tardiness is unacceptable, and an occurrence form will be initiated by the lecturing faculty. This is the student's responsibility.

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

Cell Phones

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

Children in Class

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

Conferences (Student/Faculty)

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

Evaluation of Course Work

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

Grading Scale

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

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

Student progression in the ADN program is determined by several factors: 1) academic testing 2) clinical performance 3) simulation performance 4) laboratory skills testing 5) clinical coursework and a 6) portfolio project as designated. In order for a student to pass any NURSI course, the cumulative average of all exams must equal 78% or greater. This does not include course assignments, quizzes, or longitudinal testing. In addition, overall course grade must also equal 78% or greater.

Grading of Incomplete:

The instructor of record may assign an incomplete or “I” grade when a student who has completed a substantial portion of a class with a passing grade is unable to complete the course within the prescribed time due to documented unforeseen circumstances. When an instructor agrees to issue an incomplete grade, an Incomplete Contract must be completed and submitted to the Office of Student Records.

Unfinished coursework must be completed within the time limits prescribed by the instructor, but may not exceed twelve (12) months from the end of the term in which the “I” grade was assigned. The student is responsible for contacting the instructor of record or, when the instructor of record is no longer employed at the College, the appropriate Dean regarding course completion. If the “I” has not been changed by the instructor of record within the twelve (12) month period, the “I” will automatically change to an “F” grade. During the time the “I” is on the student’s record, it will not be calculated into the cumulative grade point average.

Longitudinal Testing Program Policy Statement:

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

NURSI 1140 Health Assessment
NURSI 1220 Fundamentals of Nursing
NURSI 1230 Maternity
NURSI 2130 Psychiatric Mental Health
NURSI 2320 Medical-Surgical Nursing
NURSI 2340 HESI Exit I and II (NCLEX-RN predictor)
NURSI 2340 Pharmacology

Purpose:

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

Taking longitudinal exams assists the student and faculty in:

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

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

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

Rules:

- Testing is mandatory for all students.
- Tests will be taken in course sections or cohort groups.
- Tests must be proctored.
- Rules of the testing center will be followed.
- On the day of the test students will be required to bring a picture ID.
- Students should allot 3-4 hours for testing depending upon the specific test being taken.

- No cell phones, smart watches, or other electronic media devices are allowed in the testing experience.
- Students who have been approved through Access and Accommodations will need to notify the Testing Center at least 48 hours prior to their planned longitudinal examinations that they will need accommodations on the examination.

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

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

- Must notify the Nursing Program Support Specialist and lead course faculty member immediately; unless there is a proven emergency, this notification should occur well before the scheduled testing time.
- Needs to get permission from the lead course faculty member in order to take the exam, on a different day of the week in the Testing Center.

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

- Need to schedule a time to take the Longitudinal (HESI) test with the testing center (on the Monday following the scheduled exam).
- Receive zero points for that longitudinal test.
- Have a Student Occurrence Report completed by the course faculty.
- Meet with their Faculty Advisor to determine a plan for remediation.
- Not be allowed to take any course exams until meeting with the student’s Faculty Advisor and developing a remediation plan. The Faculty Advisor will give the student a copy of the advising meeting with the Advisor’s signature. The student will give this copy to all current course faculty to which will allow the student to sit for the course exams.

References:

- Gouveia, C., Thielk, M., & Sportsman, S. (2021, July 21). The association between the number of HESI-RN Specialty Exams and improved performance on the HESI Exit Exam (E2). *Thirty-Second Sigma Theta Tau International Nursing Research Congress, Online*.
- Riley, T.A., Gouveia, C. (2023). Scientific Evidence For Elsevier Hesi RN And Hesi APRN Exams, White Paper, Elsevier.
- Shaha, M., Fuller, B., Gouveiac, C., Meed, C. L., Baker, R. S., Ofelia, M., San Pedro, M. Z. (2022). NCLEX-RN Readiness: HESI Exit Exam Validity and Nursing Program Policies. *Journal of Professional Nursing*, 39, 131-138.

Portfolio Project

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 one method of many methods to evaluate student learning and end of program outcomes.

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The College of DuPage ADN program will require all students to participate in the development of a portfolio. The portfolio will be initiated and developed in NURS 1120. The project will showcase the student work for concept-based courses and evaluate the student learning outcomes. Each concept-based

course will have an artifact which will be linked to the 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 each course syllabus and its course objectives. In NURSI 2340, students will synthesize what they have learned and how the student will evaluate how their SLOs were met. Students will upload the appropriate portfolio project by the end of each course. It is highly recommended that the students make the appropriate changes and upload a final version. The student portfolio must be completed by the final week of NURSI 2340.

Program Continuation Requirements

In order for a student to begin the next course in the sequence of College of DuPage ADN courses, students are required to:

1. Be considered in good standing by the college.
2. Complete all prerequisites for the course satisfactorily.
3. Submit CPR certification by the designated deadline.
4. Complete other health screening requirements as appropriate by designated deadline.
5. Meet all course requirements as stated in the course syllabus.
6. Complete clinical objectives and criteria and receive a satisfactory evaluation in the clinical component.
7. Have earned a grade of at least "C" in all College of DuPage ADN program courses.
8. Have earned a grade of at least "C" in all program required courses.

Visual/Audio 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. Students may not record or distribute any class activity without consent from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use. If a faculty member provides consent to a student for visual or audio recording during remote lecture, simulation, laboratory or clinical, the recordings are to be used for educational purposes only and are protected by FERPA protection laws. Recordings may not be shared with students outside of the course or on social media. Such educational records may only be used as permitted by FERPA or in a manner allowed by consent.

Syllabus Statement

Students are responsible to review the syllabus at the beginning of every course enrolled and will adhere to its contents. This may include 1) testing and quizzes 2) written assignments 3) instructions for simulation, lab and clinical and 4) regulations and procedures of College of DuPage and clinical agencies. Non-compliance to the above is basis for student dismissal from the College of DuPage ADN program.

Quiz Policy

Quizzes must be taken at the time stated on the course calendar. No make-up quizzes will be allowed for missed quizzes. When a student is tardy, no additional time will be given to complete the quiz.

ExamSoft Testing

Exams will be administered electronically on a computer-based software called ExamSoft. Students are required to download exams onto their laptop or desktop computer when the instructor advises the students it is available, 24-48 hours prior to the exam time. Downloads can be done anywhere Wi-Fi is available. Course instructors will advise students of the earliest date possible to download the exam.

Computers need to be compatible with ExamSoft software. ExamSoft software is not compatible with Chromebooks or tablets.

- **Minimum system requirements can be found here:**

<https://examsoft.com/resources/examplify-minimum-system-requirements/>

Students need to advise the course instructor at the beginning of the course if they do not have access to an appropriate computer. Priority will be given to students who do not have/own a computer. This information needs to be given to the course instructor to reserve a laptop for all exams. **Laptop computers will be checked out to students and returned at the end of the semester.**

- **If you are a student with a documented accommodation, please disclose to the course instructor so the appropriate time allotment can be adjusted.**
 - Students may not obtain the password to start their quiz if they are more than TEN minutes late to the course.
1. Students will download and utilize Exam Soft software.
 2. Students will be notified when quizzes/exams are able to be downloaded and the corresponding password will be provided prior to the exam taking place.
 3. Students will be expected to follow proctoring rules so that they do not violate academic integrity.
 4. Students will receive their test results approximately one week after original test time.
 5. Exams must be taken at the scheduled time, except for cases of emergency. For arrangements for testing outside of the regularly scheduled class time, the student must contact the proctoring faculty (available for illness/emergency only). *Final exams must be taken by the last day of the course.*
 6. No exam may be made up later than one week from the original test time.
 7. Two test points are deducted from a test score when the test is taken on the same day but not during the scheduled test time unless prior arrangements have been made with the lead instructor. One additional test point will be deducted for every day thereafter, including weekend days. Missed exams must be made up at the earliest time possible. Late testing patterns are monitored closely.
 8. Final exam reviews are at the discretion of the instructor.
 9. Unusual circumstances, including repeated absences for tests, will be evaluated by the faculty.
 10. Tardiness for an exam will not render any additional time allowed for testing.
 11. No cell phones or electronic media devices are allowed in the testing session.
 12. Student progression in the ADN program is determined by academic testing. In order for a student to pass any NURSI course, the cumulative average of all exams must equal 78% or greater. This does not include any course assignments, quizzes, or collaborative testing.
 13. Remedial activities may be required as a result of unsatisfactory test performance.
 14. Early testing is not allowed, except as required by the Center for Access and Accommodations and/or Testing Center.
 15. The numeric value of exams and final course grades will not be rounded.

Academic Integrity Guidelines/Proctoring

Prior to starting an exam, students need to remove hats and smart watches and are encouraged to use the restroom. Once the exam has started, individuals will not be allowed to leave the testing session. Scratch paper may be given during an in-person exam session and will be collected at the end of the testing session. Students will not be allowed to use any resources such as notes, phones, or books while testing. Please be aware that students can speak out loud to themselves while testing in a private environment, but this activity may flag the student causing a review for testing behaviors or concerns by

the proctoring agency if the exam is taken virtually. The same context also applies to the use of drinks during a proctored examination. Students are not allowed to wear headphones or earbuds during testing.

- 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 faculty administering the exam.
- No examinations will be administered prior to the scheduled test date and time unless permission is granted by the instructor or as required by the Center for Access and Accommodations.
- Accommodation students scheduled to take their exam on a Friday afternoon when the testing offices at various sites close early, should be offered to take their exam the following day (Saturday) or an alternative day without penalty.

Test Review

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

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

Written Assignments

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

All written assignments must be submitted at the beginning of class on the date they are due. This includes clinical paperwork assignments. One point per day (including weekends and holidays) is deducted for late submission of any written assignment. All assignments must be submitted in order to receive a passing grade in the course.

Withdrawal Policy

A student must meet with an instructor prior to making a decision on withdrawal from the course. Course syllabi will identify the withdrawal date deadline. The withdrawal procedure is in the Course catalog here: <https://catalog.cod.edu/get-started/>

Simulation Learning Spaces and Lab Policies and Guidelines

Lab Policies

Nursing Laboratory (Practice Lab) - HSC 2142

The Nursing Skills Lab simulates a six-bed hospital setting where students can independently practice clinical nursing skills that are acquired in the lab portion of their nursing courses. Open laboratory includes a variety of equipment and supplies to support student ability to practice and meet the objectives of the Nursing Program Skills Lab Policies.

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.

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

Please review the [Code of Conduct](#) prior to utilizing the lab.

- Students should bring the supplies issued to skills lab when practicing and to your lab classes.
- Hours will be posted in the lab, explained to you in your lab classes and posted on the student portal and nursing lab website. Lab hours are continually evaluated; if any changes are necessary, you will be notified by these means.
- 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.
- No eating in the skills lab and only covered drinks allowed. When taking a break outside the lab, use the waste containers provided.
- If any of the manikins or equipment is not working properly, report it immediately to the lab staff so that it may be repaired. Report any and all incidents or malfunctions to the lab staff. Students should not remove manikins from the beds. Please ask for assistance.
- Lab staff members are available for assistance as needed during independent study/practice. Skill performance will be evaluated by faculty.
- After practicing skills, straighten unit/area so it is ready for the next student. Chairs should be replaced under the tables when leaving the area. Pick up any waste materials observed on the floor and place in trash containers. Return any lab issued supplies or equipment to designated location. For 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. Turn off all over bed lights.
- No iodine and/or pens around the manikins.
- The lab must maintain a study atmosphere; therefore, children and visitors are NOT allowed.

Lab Safety/Emergency Response Guidelines

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

Students should know the location of fire extinguishers and the evacuation route from the lab in case of fire or disaster. Students must always leave the building when the fire alarm is sounded.

Faculty and staff are trained to respond to emergencies according to the Emergency Response Handbook located in all college rooms near the phone or the college website:

https://www.cod.edu/about/police_department/emergency_response.aspx

Skill Return Demonstration Policies

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

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

“Hat Skills” Policy

- All students entering NURSI 1220, 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 be required to complete four hours of mandatory practice for NURSI 1220, 2120, and 2320. Two of these hours will be completed in a skills recap course provided with the Lab Staff dates. The Lab staff will contact all students enrolled in both of these courses close to the start of the semester with updates on when the skills recap course will be offered. The other two hours will be completed on your own in the skills lab and must be completed no more than 4 weeks prior to your hat skills date, which will be on your first clinical day. The student will randomly draw a skill from a “hat”. The skill pulled can be from any previously learned skill from first year. The course leaders will communicate with the students which skills will be tested. The student will have three attempts to successfully pass a skill. Documented remediation must occur after each failed skill attempt. The remediation form can be found on Blackboard. The remediation form must be signed by lab staff and returned to the clinical instructor. Passing the Hat Skills Return is a requirement to successfully meet the objectives of the course. The student must meet all course objectives to pass the course.

Procedure:

1. Course leaders of NURSI 1220, 2120, and 2320 will notify their students of the skills return prior to the beginning of their class session and encourage them to practice all skills learned in the first year in open lab. Students will be advised to contact the course leaders directly with any questions regarding the skills return. The students will be notified on Blackboard.
2. The course leaders of 1220, 2120, and 2320 will notify the lab manager of the clinical skills that will be conducted for the skills return demonstration for each clinical (two eight-week sessions) four weeks prior to the beginning of each semester. This will include the clinical section, date, and time frame. The lab manager will notify the course leaders of the room assignments.
3. The students will conduct their returns on campus on the first clinical orientation day and be observed and graded (pass/fail) by their clinical instructor. The course leaders will provide the clinical faculty with the skills return checklists or direct clinical faculty to the skills checklists located on the nursing web page at their course meeting prior to the beginning of each 8-week session.
4. The course leaders will orient clinical faculty to the skills return demonstration prior to the beginning of each 8-week session.

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

Occurrence Reports

The faculty member can write an occurrence report when they have determined a concern about progression, behavior, or safety. The faculty member also has the right to develop an occurrence report for any situation they have identified as necessary. The occurrence report and the plan of action should be discussed with the student.

Clinical Policies and Guidelines

Attendance/Absence in Clinical Setting

- Students are required to attend all clinical sessions.
- It is the student's responsibility to notify the clinical instructor of tardiness or absence prior to the beginning of clinical.
- A missed clinical is defined as a clinical absence due to illness or personal reasons.
- Clinical absences cannot **exceed 1** absence per clinical course.
- Two (2) tardies (no more than 15 minutes late) to clinical constitutes a missed clinical day. Tardiness is defined as arriving to clinical after the designated clinical starting time.
- Emergency circumstances are individually evaluated by the instructor.
- The need for clinical make-up assignments is determined by the clinical instructor determining student clinical competency. Alternative activities may be required.
- If a student exceeds the maximum number of clinical absences, the student must withdraw from the program or accept a failing grade (F) for the course.

Cell Phones in Clinical Setting

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

Clinical Facility- Student Responsibilities

The nursing program shall notify each student prior to 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. Be 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

All students must comply with the dress code policy when they are required to wear the student uniform. Students must be compliant with clinical agency guidelines. The dress code policy includes the following:

- **Uniform** - A complete uniform consists of jacket, shirt, pants, and shoes. Jackets should be worn except in specialty clinical areas and/or isolation rooms. A COD student ID badge must be worn on the uniform jacket. If the jacket is removed, a COD student ID badge must be worn on uniform shirt. If the student plans to remove their uniform jacket, a white long sleeve shirt can be worn under the uniform shirt. Long sleeve shirts of other colors should not be worn under the uniform shirt when the uniform jacket has been removed. The above dress code applies to any situation that the students are in their nursing uniform, including clinical, simulation, and designated laboratory sessions. Uniforms must be clean, neat, and well fitting. Shoes must be in good condition, enclosed in the front and back. Shoes must look professional, be either solid white, gray, black, or navy blue with minimal accent color/logo. No open shoes of any kind, no clogs, no crocs, and no “Barefoot” or “FiveFinger” shoes. White/neutral hose or white socks must be worn. Students should also bring a penlight and a watch with a second hand to clinical, lab, or simulation.
- **Community and/or specific clinical experiences** - Business casual dress for community and/or specific 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, and no open-toe or gym shoes are allowed. See current syllabi for further dress code description.
- **Jewelry** - Students must be professional in their use of jewelry/accessories, including amount, size and style. Visible body piercings must be small and minimal during the work shift. Jewelry may not be worn with the uniform, except one ring on one finger and a single small post in each earlobe that does not extend beyond the earlobe.
- **Tattoos** - Tattoos must not be visible, as this is the policy of our clinical agencies.
- **Hair** - Hair must be neat and above the collar. If pulled up, hair must be held in place by a solid, neutral accessory, no wide or patterned headbands. Hair must be a naturally occurring color. Facial hair must be short-clipped and well groomed. Hair styles may not obstruct vision or limit eye contact.
- **Cosmetics** - All makeup must be conservatively used, including no false eyelashes.
- **Nails** - Patient care providers should have natural nails and fingernails should be no longer than 1/4 inch from the fingertip in length. Acrylic nails, nail tips and gel nails are not acceptable. Nails must be clean and well cared for, no chipped or damaged nail polish.

No Artificial nails, including but not limited to:

- No acrylic nails
- No overlays
- No tips, bondings or extensions
- No gel based, No-chip, shellac finishes, dip powder
- No inlays, wraps, jamberries

- Nail jewelry of any kind is not permitted
- College of DuPage student ID badge must be worn at all clinical activities.
- Gum chewing is not permitted in the clinical setting.
- Perfume/cologne may not be worn in the clinical setting.
- Smoking is not permitted at the clinical site.

Clinical 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 or site policies violations occur. Adherence to the dress code policy is a part of the clinical evaluation tool in the area of professionalism.

Injury/Medical Event At The Clinical Site

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

Clinical Restrictions

A student may register for a clinical experience in the facility in which the 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 and/or restrictions.

Conferences (Student/Faculty)

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

Dosage Calculation Test Requirements

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

Evaluation

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

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

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

Clinical Evaluation Tool

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

Unsatisfactory/Unsafe Clinical Performance Evaluation of Clinical Work

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

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

- Violations of professional conduct-refer to Professional Conduct in classroom, laboratory or clinical sites.
- Failure to demonstrate competency.
- Repeatedly performs skills incorrectly.
- Inability to complete patient care assignments.
- Inability to make decisions.
- Inability to exercise appropriate clinical judgment.
- Inappropriate in applying safety measures.
- Inability to appropriately communicate with faculty, staff, peers, or patients.
- Communication or contact with patient outside the clinical setting.

An **unsafe** clinical performance is the inability to safely meet the needs of the patient in such ways as patient endangerment, failure to act in a reasonable and prudent manner when delivering care or responding to patients and irresponsible actions towards patients are all considered unsafe behaviors. If the student is unsafe at any time, the student will be removed from the clinical site and will be evaluated for the removal from the program, with no option to re-apply to the COD ADN program.

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

- Patient endangerment (safety/well-being).

- Violations of Professional Conduct – refer to policy Professional Conduct in Classroom, Laboratory, or Clinical Sites.
- Diverts medication or supplies.
- Fails to communicate serious changes in patient health status.
- Major violations of agency policy.
- Leaving patient unattended with side rail(s) down and/or bed not in lowest position.
- Failure to secure safe environment.
- Inability to follow safety guidelines.
- Lack of accountability for own actions.

Success and Safety Measures

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

1. Any student not prepared to perform clinical skills may be dismissed from clinical for that day and sent to the nursing skills lab for remediation. Proof of remediation and skills practiced must be submitted to the instructor of record.
2. Any alteration of physical and/or emotional status of a student that would negatively impact delivery of patient care will result in removal of the student from the clinical site until it is deemed safe for the student to return.
3. A Student Occurrence Report form will be completed for any student who attempts to pass medication without completing the rights of medication administration. After a potential medication error, the student will be expected to write a plan of action that identifies the wrong action and correctly identifies the action that should have occurred. Examples of potential medication errors include, but are not limited to:
 - a. Unprepared for medication administration.
 - i. Unsatisfactory knowledge of medications.
 - ii. Inability to perform essential patient assessments prior to medication administration.
 - iii. Unable to perform skills necessary for safe administration.
 - b. Inadequate identification of the patient.
4. A Nursing Department Occurrence Report will be developed for any clinical behavior that is identified as needing improvement. Students must successfully meet all terms of the contract in order to pass the course. Examples include, but are not limited to:
 - a. Tardiness.
 - b. Dress code infractions.
 - c. Poor organizational skills.
 - d. Lack of preparation for clinical experience.
 - e. Inability to perform previously learned assessments and skills.

Suspension

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

Following the meeting with the clinical instructor of record, the student will be called to appear before the Associate Degree Nursing (ADN) Appeal Board.

Because there is a lag time between suspension, when a grade would be conferred, and ability to file a formal appeal according to the college guidelines, the following internal appeal process has been instituted.

Grade Review and Appeal Procedure

College of DuPage recognizes that the responsibility for grading rests solely with faculty. This grade review procedure is available for a student to review a final course grade alleged to be arbitrary and capricious. Before requesting a formal review, a student is urged to make every effort to resolve the grievance informally with the instructor who issued the final grade. The student may terminate the formal procedure at any point, but when the procedure reaches full closure, the student must abide by the final disposition of the appeal and will be precluded from seeking review of the matter under any other college procedure. The Grade Review Procedure is fully outlined in Administrative Procedure 20-165.

A student may initiate a formal grade review if it is felt an arbitrary or capricious grade has been given, which means:

1. The assignment of a course grade to a student on some basis other than performance in the course.
2. The assignment of a course grade to a student by resorting to unreasonable standards different from those which were applied to other students in the class; or
3. The assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards. Factual and computational errors are included in this definition.

Student Consultation with Instructor And/Or Director of Nursing

1. The student contacts the instructor to discuss the grade and to work toward a mutual understanding of the basis and procedure used to determine the final grade. This request must be initiated by the student within forty-five (45) calendar days of the last day of the academic term for which the grade was assigned. If the instructor is not available, the student must register the request for the review with the Director of Nursing.
2. If the problem is not resolved between the student and the instructor at Step 1, Step 2 must be initiated by the student within ten (10) days following the meeting with the instructor or the Director of Nursing.

Students requesting a grade review or appeal should refer to the College of DuPage Grade Review and Appeal Procedure: <https://catalog.cod.edu/academic-policies-procedures/>

Withdrawal and Readmission Policies

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

1. Students who started the program and wish to withdraw during any semester are encouraged to consult directly with the instructor or advisor when considering a course withdrawal. Refer to the current college catalog.
2. Faculty Responsibility – Students who are in danger of failing academically or clinically must be apprised of this possibility in writing before the end of the automatic “W” time limit. Mid-course evaluations and conferences are vital, and your signature must be obtained on the evaluation form.

Readmission Policy

Students may be eligible for readmission if they meet the criteria below.

- Medically withdrew from the program (College of DuPage medical appeal guidelines must be followed).

- Were unsuccessful in any one program course.
 - Withdrew passing (grade of “C” or higher in course at the time of withdrawal).
 - Withdrew failing (grade below “C” in course at the time of withdrawal).
1. 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 or withdrew failing. The readmission must occur within **one calendar year** of the initial withdraw or receiving a grade below a “C”.
 2. 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.
 3. Requests for readmission will be reviewed on an individual basis and based on space availability. In addition, the student must complete the following steps to be considered for readmission:
 - a. Prior to exiting the program, the student must make an appointment with the lead faculty of the course. The nursing advisor may attend the meeting with the student and the lead faculty of the course. An occurrence report will be completed by the lead faculty of the course.
 - b. The student must also make an appointment with a Program Chair prior to exiting the program to review the readmission packet and discuss the process of readmission.
 - c. Students seeking readmission who have earned less than a “C” in a previous nursing course **must register and complete the course** that they were unsuccessful in before proceeding in the program. Readmitted students do have the option to take a different faculty member when they repeat the course in which they were unsuccessful. There is a possibility the student may experience an additional delay in graduation if the student chooses to wait until a different faculty member has been assigned to teach the course.
 - d. Registration for classes will be handled internally by the Program Support Specialist.
 - e. The student must 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. The included 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 services.
 - f. Students seeking readmission from 2nd, 3rd, or 4th semester will be required to complete Nursing 1109 the next time offered, even when the failed course has been retaken and was successfully completed. First semester students are exempt from this requirement.
 - g. Once approved for readmission, the Nursing department, Program Support Specialist will internally process the student to become program active.
 4. If a student **fails** (grade below “C”) **two program courses** throughout their tenure in the nursing program, they **will not be eligible for readmission** into the nursing program. If the two 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 two courses or withdraw failing from one course and earn a grade below “C” in another.
 5. The readmission for students described in #2 and #3 above must occur within one calendar year of the initial withdrawal. Upon satisfactory completion of these steps, the student will also be evaluated using the ADN Readmission Packet.
 6. If the student does not reenter the program for the semester and the letter of readmittance was sent, a new letter of intent must be submitted.

Medical Appeal

In order to apply for a medical appeal, you will be required to provide your personal statement describing the medical illness/injury and the period when you became medically unable to attend/participate in classes. If you are appealing due to the medical condition of another person (i.e., you are their caregiver), cite the relationship between you and the patient and describe the situation. Students requesting a medical leave during the progression of the nursing program should refer to the College of DuPage Medical Withdrawal Policy: <https://www.cod.edu/registration/forms/medical-appeal.aspx>

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

Addendums

Expectations for Hybrid/VCM Courses

1. Students are expected to attend and participate in all Hybrid/VCM classes, as they would in face-to-face classes.
2. For all virtual sessions, students should sign into the session at least five minutes prior to the scheduled start time; faculty will admit you from the waiting room. Students who sign in at the start of class time or later may not gain access to the session, as the faculty member will be engaged in teaching, and may not be aware that students are waiting to be admitted. Faculty will begin teaching at the scheduled start time.
3. The full student's name, as listed on the course roster, should be visible.
4. Students are encouraged to mute the audio if background noise is present. Please use the "raise hand" option for questions.
5. Please use a neutral or virtual background to protect privacy.
6. Students are expected to be present for the entire learning session.
7. All COD policies will be enforced during the classroom sessions. Please remember that COD has an alcohol free and no smoking policy.
8. If possible, try to be in a space with minimal distractions. It is understood that students are managing multiple roles, but please make every attempt to be seated and engaged in the virtual classroom.
9. The chat feature on Zoom is reserved for questions related to course content.

Changes to the ADN Handbook

Students will be notified of any changes to this handbook by email and on the Blackboard shell once the change has been implemented.

Loma Linda University School of Nursing Learning Assistant Program

Course faculty will often use Loma Linda as an exam analysis tool when reviewing course exams. The Loma Linda Exam Analysis Procedure is listed below.

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

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

- A. Be Sure You Know What The Question is Asking
- ◆ Read question carefully.
 - ◆ Underline important words.
 - ◆ Try to answer the questions yourself before you look at the answer options.
 - ◆ Create a pool of possible answers (jot down key word(s) for each)
- B. Consider Each Option Carefully
- ◆ Compare answer options given on exam with your own pool of possible answers.
 - ◆ Re-read the question carefully.
 - ◆ Read the answer options carefully underlining key words.
 - ◆ Mark each answer option as either true, false, T?, F?, or ?.
- C. Use Your Knowledge When Choosing the Best Answer
- ◆ Choose your answer based on what you have learned in the course. Example: Choose answer marked true above one marked?
 - ◆ Do not choose an answer just because “it sounds good” if you have not heard of it before (in lecture or textbook)—it may be a cleverly worded distractor.
- D. Use Your Time Wisely
- ◆ Do not spend too long on any one question.
 - ◆ Read the question and answer options carefully (twice if necessary).
 - ◆ If you are not sure which choice is correct, guess and mark the question number so you can come back to it if you have time.
 - ◆ Do not be in a hurry to leave. Check your paper to be sure you have answered all questions.
 - ◆ Check carefully for clerical errors (marking wrong answer by mistake).
 - ◆ Read each stem with the answer you have marked to be sure it makes sense.
- E. If You Do Not Understand the Question or Answer Option, Ask For Help
- ◆ Ask the instructor to clarify what is not clear.
 - ◆ Ask the instructor to “restate” a confusing question or option.
- F. Do Not Change Your Answers
- ◆ The only time you should change an answer is when you know why the first answer is wrong and/or why the second answer is right.
 - ◆ Never change an answer just because you feel uncertain.

Suggestions to Improve Exam Performance

Name: _____ Date: _____ Class: _____

Priority # _____ Lack of Knowledge of Subject Matter

- _____ 1. Use study guide/objectives/specific class guidelines to identify important content while reading textbook.
- _____ 2. Write out key points from #1 and use for later review.
- _____ 3. Take careful notes during class.
- _____ 4. As soon as possible after class and at the end of each week review #2 and #3 from above
- _____ 5. Participate in study group each week.
- _____ 6. Use NCLEX-RN review books to review important content and to practice application on review questions.
- _____ 7. Predict exam questions. Use these for group review.
- _____ 8. Schedule time to review each lecture carefully before each exam.
- _____ 9. Note weak areas such as pathophysiology, medication side effects, lab values, etc.
- _____ 10. Other: _____

Priority # _____ Exam-taking skills

- _____ 1. Read each question carefully and underline or circle key words.
- _____ 2. Give your own answer (write down a few words BEFORE looking at choices given on exam).
- _____ 3. Mark each answer choice as T, F, T, or F
- _____ 4. Choose the best answer based on what you learned in this class.
- _____ 5. Don't change an answer unless you know why the first answer is wrong. (Never change an answer just because you feel uncertain).
- _____ 6. Practice application of knowledge using case studies and NCLEX-RN review questions.
- _____ 7. Other: _____

Priority # _____ English Language/Vocabulary

- _____ 1. Look up vocabulary terms/new words identified in reading assignment, lecture, and study groups, etc.
- _____ 2. Write out the meanings of these words, note pronunciation and use them in a sentence, make flash cards or write them in a notebook.
- _____ 3. Drill on these words several times each week.
- _____ 4. If you don't understand an exam question or answer choice ask the instructor for clarification.
- _____ 5. Other: _____

Priority # _____ Exam Anxiety

- _____ 1. Over-prepare for exams so that you feel confident about your knowledge.
- _____ 2. Use recommended exam skills on every question. This helps you think logically.
- _____ 3. Use positive self-talk- i.e. "I know these concepts", "I am going to do well on this exam".
- _____ 4. Don't spend too long on a difficult question. This lowers your confidence and increases anxiety. Read it carefully 2 times, guess and move on to easier questions. Come back later if you have time.
- _____ 5. Practice relaxation techniques (deep breathing, etc.) so you can use them PRN.
- _____ 6. Other: _____

Priority # _____ Other (Please Specify Below):