

Student Handbook  
Fall/Spring 2018-2019  
Associate Degree Nursing Program



# Danville Area Community College

2000 East Main Street  
Danville, Illinois 61832

[www.dacc.edu](http://www.dacc.edu)

*(The faculty of the Danville Area Community College Nursing Program reserves the right to make changes to this handbook when necessary. Students will be notified of changes.)*

**Student Handbook**

**Fall/Spring 2018-2019  
Revised July, 2018**

**Associate Degree Nursing Program**



The College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The nursing program is approved by the Illinois State Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN).

Higher Learning Commission of the North Central Association of Colleges and Schools  
(312-263-0456)

Department of Financial and Professional Regulation  
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Springfield, IL 62786  
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Mission Statement: Danville Area Community College is committed to providing quality, innovative and accessible learning experiences, which meet the lifelong academic, cultural and economic needs of our diverse communities, and the world we share.

Revised June, 2016

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# GENERAL INFORMATION

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# Mission Statement and Program Philosophy

## Introduction

The Associate Degree Nursing (ADN) program at Danville Area Community College (DACC) is under the auspices of the Math, Sciences, & Health Professions Division at DACC. The program is a ladder approach in which a student has the opportunity after the second semester to take the National Council Licensure Examination-Practical Nursing (NCLEX-PN), which is required to obtain state licensure as a licensed practical nurse (LPN). After completion of the fourth semester, students are eligible to take the National Council Licensure Examination-Registered Nursing (NCLEX-RN), which is required for state licensure as a professional registered nurse. In addition, LPNs may enter after the 2<sup>nd</sup> semester and be eligible to take the NCLEX-RN after two semesters of nursing courses.

The Associate Degree Nursing program is approved by the Illinois Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN). The ADN nursing curriculum reflects current concepts, professional standards, and competencies/student learning outcomes that are consistent with the National League for Nursing (NLN) *Outcomes and Competencies for Graduates of Associate Degree Programs in Nursing* (2010) and the Quality and Safety Education for Nurses (QSEN) initiative. The curriculum also incorporates guidelines and standards established by the American Nurses Association, the Illinois State Board of Nursing, and the NCLEX test plan.

## Mission Statement

Danville Area Community College associate degree in nursing program is dedicated to providing nursing education using a variety of affordable and accessible delivery methods to a diverse population. The program's goal is to prepare graduates to practice safe, entry level professional nursing and to have a desire for lifelong learning. To achieve this mission, we strive to create a culture of excellence and support, where students are challenged to meet high educational standards.

## Program Philosophy

The nursing faculty believes nursing education should be proactive and responsive to the community's needs; emphasizing quality, affordability, and effective partnerships in order to enhance quality of life through learning. Our philosophy of nursing education consists of five elements: persons, health, environment, nursing, and education which are also embedded into the Student Learning Outcomes.

**Persons:** Individuals have a right to knowledge about themselves as well as a right to participate in decisions that influence their life, needs, health, and community services in the environment. Individuals also possess the capability of communicating to meet their needs. The growth and development of individuals are a function of communication with other individuals, genetic endowment, meaningful and satisfying experiences, and an environment conducive to helping individuals mature.

**Health** or wellness is an outcome variable that depends on dynamic life experiences and resultant needs of an individual. This implies a continuous adjustment to components in the environment through optimum use of the individual's resources to achieve maximum potential for meeting needs in daily living. Illness is a change from normal, resulting in unmet needs due to an imbalance in the dynamic state of one or more of the components relating to an individual's health.

**Environment** may be defined as either the individual's personal or community environment. The healthy individual continuously adjusts to significant events in these environments. Thus, the environment may be perceived as a stressor for the individual as well as potential precipitators of

illness when maladaptation occurs.

**Nursing** involves therapeutic actions and communication whereby the nurse and individual share information about their perceptions of the environment. Through purposeful communication, the nurse and individual identify needs and assess means to meet these needs. Registered nurses, then, are important in a collaborative role with other health care professionals in assessing and meeting needs, promoting health, preventing disease, facilitating health teaching and client advocacy, and in coordinating and managing health care for the individual and family. As a result, the nursing process is an essential and functional component of professional nursing. Through observation, assessment, and scientific rationale, the nurse utilizes the nursing process as a dynamic factor to facilitate and evaluate an individualized plan of care for identified needs.

**Nursing Education** is based on sciences, liberal arts, and involves the development of personal, interpersonal, and professional interactions. In this manner, theoretical and clinical components are integrated with the nursing process to provide an optimal educational environment.

### **End of Program Student Learning Outcomes (SLOs)**

The ADN graduate is prepared and expected to practice within the framework of the Educational Competencies for Graduates of Associate Degree Nursing Programs as identified by the 2010 NLN Educational Competencies. ADN graduates practice within the framework of eight core competencies/student learning outcomes which are: caring interventions, clinical decision making collaboration, communication, managing care, professional behaviors, safety, and teaching and learning. It is from this framework that the graduate outcomes, course outcomes, and both clinical and theory weekly learning outcomes have been derived. In addition, these concepts are explored and operationalized in curriculum development and evaluation.

The DACC Nursing Program follows a progressive testing blueprint using Bloom's taxonomy as its guide. The Level I courses gradually shift from the lower levels of learning to the mid-levels of learning. The Level II courses gradually shift from the mid-levels of learning to the higher levels of learning.

The associate degree nurse is an entry level practitioner and is competent to practice as a direct caregiver in a variety of health care settings which include diverse patient population. ADN graduates are employed in a health care delivery system that continues to grow and change. As noted in our mission statement, the nursing program has an overall goal of preparing graduates who practice safe, entry level professional nursing with a desire for lifelong learning.

Nursing is a life-long learning profession; therefore ADN graduates are strongly encouraged to pursue bachelors, masters, and doctoral degrees in preparation for advanced levels of practice. Schools with articulations agreements with DACC are invited to meet with students several times throughout the school year in order to help them choose their RN-to-BSN completion program.

## Role-Specific Graduate Student Learning Outcomes

Upon completion of the Associate Degree Nursing Program, the graduate will be proficient in the following:

### 1. Caring Interventions

By the end of the DACC Nursing Program, the graduate nurse will adopt behaviors that support a caring patient-centered environment where choices related to cultural values, beliefs, and lifestyles are respected.

### 2. Clinical Decision Making

By the end of the DACC Nursing Program, the graduate nurse will integrate clinical decision making in planning care that incorporates the holistic needs of the patient population by providing culturally and developmentally competent assessment and care while respecting differences, values, preferences, and expressed needs.

### 3. Collaboration

By the end of the DACC Nursing Program, the graduate nurse will organize collaboration with clients, significant support person(s), and members of the interdisciplinary healthcare team in the responsibilities of shared planning, decision making, problem solving, and goal setting while delivering high quality, evidence-based, patient-centered care to diverse populations within a family and community context.

### 4. Communication

By the end of the DACC Nursing Program, the graduate nurse will model therapeutic communication skills verbally and non-verbally when interacting with patients, significant support person(s), and members of the interdisciplinary team in complex environments and practice effective written and electronic documentation.

### 5. Managing Care

By the end of the DACC Nursing Program, the graduate nurse will determine effective utilization of information and technology, and other resources regarding management of comprehensive care to diverse patient populations within a family and community context.

### 6. Professional Behaviors

By the end of the DACC Nursing Program, the graduate nurse will integrate professional nursing practice behaviors that demonstrate lifelong personal responsibility and accountability for own care and care delegated while practicing within a legal, ethical, and professional scope that is guided by accepted standards of nursing practice.

### 7. Safety

By the end of the DACC Nursing Program, the graduate nurse will incorporate the nursing process to make clinical judgments using evidence-based practice providing safe, quality care to promote the health of diverse populations within a family and community context.

### 8. Teaching and Learning

By the end of the DACC Nursing Program, the graduate nurse will design and implement health education to clients and/or significant support person(s) while promoting and facilitating informed decision-making to achieve safe and high quality health outcomes within a family and community context.

**Curriculum Guide For Levels I & II**  
**Associate In Applied Science Degree in Nursing**  
**(AAS Degree)**

Valid through the 2018-2019 academic year

Level I

SEMESTER I:

NURS 192 – Concepts of Nursing	12 hours
BIOL 136 – Anatomy & Physiology I	4 hours
ENGL 101 – Rhetoric I	<u>3 hours</u>
	19 hours

SEMESTER II:

NURS 194 – Adult Nursing	8 hours
NURS 195 – Maternal-Child Nursing	4 hours
BIOL 137 – Anatomy & Physiology II	4 hours
PSYC 100 Intro to Psychology	<u>3 hours</u>
	19 hours

TOTAL FOR LEVEL I = 38 hours

\*\*Level II

SEMESTER I:

NURS 296 – Advanced Nursing I	6 hours
NURS 297 – Advanced Nursing II	6 hours
BIOL 140 – Microbiology	<u>4 hours</u>
	16 hours

SEMESTER II:

NURS 298 – Advanced Nursing III	8 hours
NURS 299 – Advanced Nursing IV	4 hours
MATH 115 Survey of Statistics	<u>3 hours</u>
	15 hours

TOTAL FOR LEVEL II = 31 hours

**TOTAL FOR AAS DEGREE = 69 credit hours**

**It is highly recommended that general education courses be completed prior to applying to the Nursing Program.**

**\*\*All classes from the first year curriculum MUST be completed prior to advancing to second year. Students will not be allowed to begin the second year unless all first level curriculum has been successfully completed with a C or higher. Additionally, students may not enter Semester II of Level II without having successfully completed with a C or higher the courses from Semester I in Level II.**

**Curriculum Guide For Levels I & II**  
**Associate In Applied Science Degree in Nursing**  
**(AAS Degree)**

Valid for the 2019-2020 academic year and beyond

<b>Pre-requisite Courses beginning Fall of 2019</b>	<b>HOURS</b>
BIOL 136 Anatomy and Physiology I	4
BIOL 137 Anatomy & Physiology II	4
BIOL 140 Microbiology	4
ENGL 101 Rhetoric I	3
MATH 115 Survey of Statistics*	3
PSYC 100 Intro to Psychology	3
Total	21

\*may be taken during the summer semester between Level I and Level II

<b>REQUIRED COURSES</b>	<b>HOURS</b>
<b>Level One First Semester</b>	
NURS 192 Concepts of Nursing	12
Total	12
<b>Level One Second Semester</b>	
NURS 194 Adult Nursing	8
NURS 195 Maternal-Child Health Nursing	4
Total	12
<b>Total Hours</b>	
24	
<b>Level Two First Semester</b>	
NURS 286 Advanced Nursing I	6
NURS 297 Advanced Nursing II	6
Total	12
<b>Level Two Second Semester</b>	
NURS 298 Advanced Nursing III	8
NURS 299 Advanced Nursing IV	4
Total	12
Total Hours Level Two	
24	
<b>Total Hours Nursing Program</b>	
69	

Total for Level I = 24  
TOTAL FOR LEVEL II = 24 hours  
**TOTAL FOR AAS DEGREE = 69 credit hours**

## **Nursing Course Descriptions**

### **ADN -- Levels I & II**

#### **LEVEL I - First Year**

**NURS 192 – Concepts of Nursing – (ADN Level I, First Semester - 12 hrs)**

Foundational preparation for nursing care based on the philosophy and science of nursing with content drawn from the physical, social, biological, and nutritional sciences. Incorporates identification of individual needs for life and health as a vital dimension of nursing care. Emphasis on the application of knowledge and the development of assessment skills for the individual's needs in health or illness. Focuses on the development skills related to the nursing process, communication, and interactions with the environment. Clinical experience provided in the hospital environment. (Course includes theoretical skill labs and clinical components.) Prerequisites: Acceptance into Nursing Program and admission to the College. [C]

**NURS 194 – Adult Nursing – (ADN Level I, Second Semester - 8 hrs)**

Application of the nursing process to concepts of health and illness related to adult needs in a nursing environment. Expands the focus to enhance the student's understanding of pharmacological needs as well as personal, interpersonal, and social needs and interactions of the individual. Clinical experiences are provided in the hospital and community environments. (Course includes theoretical and clinical components.) Prerequisites: Consent from Nursing Director and NURS 192. [C]

**NURS 195 – Maternal Child Health Nursing – (ADN Level I, Second Semester - 4 hrs)**

Foundational preparation for the provision of nursing care to the individual with maternal-child health needs. Instruction and supervised clinical experience provides understanding of the ways in which to assess, plan, intervene and evaluate the family, women/maternal health, pre-natal periods, as well as child from birth through adolescence. Emphasis is on: maternal health and illness, gynecological health and illness, labor and delivery, postpartum care, newborn care, and growth and development of children and adolescence in the hospital and community environments. (Course includes theoretical and clinical components.) Prerequisites: Consent from Nursing Director, NURS 192 and NURS 194.

## **LEVEL II - Second Year**

### **NURS 296 – Advanced Nursing I – (ADN Level II, First Semester - 6 hrs)**

Advanced preparation for the facilitation of nursing care to individuals with complex health needs. Focuses on the nurse's unique role to design and manage care for individuals from birth to older adulthood in the acute care environments. Emphasizes the nurse's collaborative communications with other health care professionals for health teaching and advocacy. Synthesizes theory and clinical experiences in the transition from the LPN to the RN role. (Course includes theoretical and clinical components.) Prerequisites: Consent from Nursing Director and NURS 192, NURS 194, and NURS 195. [C]

### **NURS 297 – Advanced Nursing II – (ADN Level II, First Semester - 6 hrs)**

Emphasizes the significance of nursing care in relation to complex health needs of the individual from birth to older adulthood. Focuses on the collaborative communication with other members of the health care team and with the individual and family in the hospital environment for health teaching and client advocacy. Theory and clinical experience enhance the integration of principles of advanced nursing. (Course includes theoretical and clinical components.) Prerequisites: Consent from Nursing Director and NURS 192, NURS 194, NURS 195, and NURS 296. [C]

### **NURS 298 – Advanced Nursing III – (ADN Level II, Second Semester - 8 hrs)**

Formulates nursing care and communication for the individual and family with complex physical/psychological health needs. Emphasizes the role of the community relative to nursing care of the individual from birth to older adulthood. Theory and clinical experience create the opportunity for integration of principles of advanced nursing, health teaching, and client advocacy in a variety of hospital and community environments. (Course includes theoretical and clinical components.) Prerequisites: Consent from Nursing Director and NURS 192, NURS 194, NURS 195, NURS 294. [C]

### **NURS 299 – Advanced Nursing IV – (ADN Level II, Second Semester - 4 hrs)**

Analyzes the roles of the registered nurse. Examines internal and external influences on nursing practice. Explores concepts related to professionalism, delegation, leadership and management, nursing power and politics, and career planning. Prerequisites: Consent from Nursing Director and NURS 192, NURS 194, NURS 195, NURS 296, NURS 297/294, and NURS 298. [C]

## **LEVEL II--PART TIME LPN-RN SEQUENCE**

NURS 296 ADN Level II, First Semester -- 6 hrs

NURS 297 ADN Level II, Second Semester – 6 hrs

NURS 298 ADN Level II, Third Semester – 8 hrs

NURS 299 ADN Level II, Fourth Semester -- 4 hrs

## Nursing Program Advisory Council

The Nursing Program Advisory Council is composed of representatives of the community who serve in a voluntary advisory capacity to the Nursing and College administrators and faculty. The council convenes in the Fall of each academic year and studies the educational needs of the nursing program, facilitates the operation of the school, advises on the development of policies, interprets the school to the community and the needs of the community to the school, and studies and recommends optimum policies for students and faculty.

<b>Community Members 2018-2019</b>	
Patricia Brown MSN, RN Retired DACC Nursing Professor Danville Area Community College Phone: Email: <a href="mailto:nascarnana9@yahoo.com">nascarnana9@yahoo.com</a>	Connie Schroeder, MSN, RN Retired DACC Director of Nursing Danville Area Community College Phone: Email: <a href="mailto:cschroed52@gmail.com">cschroed52@gmail.com</a>
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Wexford Director of Nursing Danville Correctional Center 217-446-0441 ex 336	Karen Hodges, MSN, RN Nurse Manager 58-2 DACC ADN Graduate

Email:	VA Illiana Health Care System Phone: 217-554-3000 Email: <a href="mailto:Karen.Hodges2@va.gov">Karen.Hodges2@va.gov</a>
Area High School Health Care Guidance Counselors -- TBD	

Student representatives who are chosen from each cohort are also invited to periodically attend Faculty meetings. This provided a channel of communication between students and faculty to address issues, ideas, and concerns.

<b>Parent Representatives</b>	
Parent: Naomi Yonke Student: Sarah Woods Phone: Email:	Parent: Samantha Fye Student: Kennedy Fye Phone: Email:
<b>DACC Representatives</b>	
Dr. Stephen Nacco President	Dave L. Kietzmann Vice President of Instruction & Student Services
Kathy R. Sturgeon Dean, Math, Sciences, & Health Professions Division	Mary S, Skinner, MSN, RN Director/Nursing Program
TBD Health Careers Advisor	Amie Musk Health Careers Advisor
Angel Fellers Office Assistant Health Care Professions	Bob Mattson Director of Institutional Effectiveness
Student representatives from the cohorts 0520--TBD 1219--TBD 0519-TBD 1218—TBD	Shanay Wright Director, TRIO and Student Success Center
<b>Nursing Faculty</b>	
Nicole Carter, DNP, RN, FNP-BC	Joanna Commons DNP, RN, NP-C
Shannon Childers, MSN, RN,	Erica Johnson, MSN, RN, FNP-BC
Angela Shaffer, MSN, RN	Cathy Jo Sroufek, MSN, RN

## **Affiliating Agencies**

- Carle Foundation Hospital and Clinic (Urbana, Hoopston and Danville campuses and satellite facilities)
- Department of Corrections
- Hawthorn Inn
- Pavilion Behavioral Health System
- OSF Sacred Heart (Danville) and OSF Sacred Heart of Mary (Urbana) and satellite facilities
- Vermilion County Health Department
- Veterans Affairs Illiana Health Care System

## Technical Standards

Students entering and graduating from DACC's Nursing Program must be able to meet the technical standards of the academic program. These technical standards enable all nursing students to carry out the technical standards of the nursing process throughout the nursing program and include, but are not limited to, the following abilities:

### Functional Ability/Category Standard

#### Representative Activity/Attribute

#### Motor Abilities

- Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength, to provide patient care.
  - Mobility sufficient to carry out patient care procedures such as assisting with ambulation of patients, administering CPR, assisting with turning and lifting patients, providing care in confined spaces, such as treatment room or operating suite.
  - Move within confined spaces, sit and maintain balance, reach above shoulders (e.g., IV poles), and reach below waist.
  - Twist, bend, stoop/squat, move quickly (e.g. response to an emergency), climb (e.g., ladders/stools/stairs), and walk.
  - Push and pull 25 pounds (e.g., position patients), support 25 pounds (e.g., ambulate patient), lift 25 pounds (e.g., pick up a child, transfer a patient), move light object weighing up to 10 pounds, move heavy objects, defend self against combative patient, carry equipment/supplies, use upper body strength (e.g., perform CPR, restrain a patient), and squeeze with hands (e.g., operate fire extinguisher).

#### Manual Dexterity

- Demonstrate fine motor skills sufficient for providing safe nursing care.
  - Motor skills sufficient to handle small equipment, such as insulin syringe and administer medications by all routes, perform tracheotomy suctioning, and insert urinary catheter.
  - Pick up objects with hands, grasp small objects with hands, write with pen or pencil, key/type using computer, pinch/pick or otherwise work with fingers (e.g., manipulate syringe), twist or turn knobs or objects using hands, squeeze with finger(s).

#### Perceptual/ Sensory Ability

- Sensory/perceptual ability to monitor and assess patients.
  - Sensory abilities sufficient to hear alarms, auscultate sounds, and hear cries for help, etc.
  - Visual acuity to read calibrations on 1 cc syringe, assess color (e.g., cyanosis, pallor, identify color of body fluids, etc.).
  - Tactile ability to palpate pulses, feel skin temperature, palpation veins, etc.
  - Olfactory ability to detect smoke or noxious odors.

#### Behavioral/ Interpersonal/ Emotional

- Ability to relate to colleagues, staff and patients with honesty, civility, integrity and nondiscrimination.
- Capacity for development of mature, sensitive and effective therapeutic relationships.
- Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural, and intellectual backgrounds.

- Ability to work constructively in stressful and changing environments.
- Modify behavior in response to constructive criticism.
- Capacity to demonstrate ethical behavior, including adherence to the professional nursing *Code of Ethics for Nurses* as identified by the American Nurses Association (ANA).
  - Establishes rapport with patients and colleagues.
  - Works with teams and workgroups.
  - Demonstrates emotional skills sufficient to remain calm in an emergency situation.
  - Demonstrates behavioral skills sufficient to the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of patients.
  - Adapts rapidly to environmental changes and multiple task demands.
  - Maintains behavioral decorum in stressful situations.
  - Establishes therapeutic boundaries, provides patient with emotional support, adapts to changing environment/stress, deals with the unexpected, focuses attention on task, controls own emotions, performs multiple responsibilities concurrently, responds appropriately.
  - Represents the nursing profession in manner, dress, and behavior.

#### Safe environment for patients, families and co-workers

- Ability to accurately identify patients.
- Ability to effectively communicate with other caregivers.
- Ability to administer medications safely and accurately.
- Ability to operate equipment safely in the clinical area.
- Ability to recognize and minimize hazards that could increase healthcare associated infections.
- Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.
  - Prioritizes tasks to ensure patient safety and standard of care.
  - Maintains adequate concentration and attention in patient care settings.
  - Seeks assistance when clinical situation requires a higher level or expertise/experience.
  - Responds to monitor alarms, emergency signals, call lights from patients, and orders in a rapid and effective manner.
  - Negotiates interpersonal conflict, respects differences in patients, and establishes rapport with co-workers.

#### Communication

- Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communication, such as interpretation of facial expressions, affect, and body language).
- Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy.
- Communicate professionally and civilly to the healthcare team including peers, instructors, and preceptors.
  - Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in health care team discussions of patient care.
  - Elicits and records information about health history, current health state and responses to treatment from patients or family members.
  - Conveys information to patients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner.
  - Establishes and maintain effective working relations with patients and co-workers.
  - Recognizes and reports critical patient information to other caregivers.

- Teaches (e.g., patient/family about health care), explains procedures, gives oral reports (e.g., reports on patient's condition to others), interacts with others (e.g., health care workers), speaks on the telephone, influences people, and directs activities of others.
- Conveys information through writing (e.g., nursing documentation).

#### Cognitive/ Conceptual/ Quantitative Abilities

- Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis.
- Ability to gather data, to develop a plan of action, establish priorities, monitor, and evaluate treatment plans and modalities.
- Ability to comprehend three-dimensional and spatial relationships.
- Ability to react effectively in an emergency situation.
- Demonstrate critical thinking.
- Analytical thinking
  - Calculates appropriate medication dosage given specific patient parameters.
  - Analyzes and synthesizes data and develops an appropriate plan of care.
  - Collects data, prioritizes needs and anticipates reactions.
  - Comprehends spatial relationships adequate to properly administer injections, starts intravenous lines or assesses wounds of varying depths.
  - Recognizes an emergency situation and responds effectively to safeguard the patient and other caregivers.
  - Transfers knowledge from one situation to another.
  - Accurately processes information on medication labels, and physicians' orders; safely monitors equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records for patient safety and understands current policies and procedures.
  - Identifies cause-effect relationships, plans/controls activities for others, synthesizes knowledge and skills, and sequences information.
  - Transfers knowledge from one situation to another, processes information, evaluates outcomes, solves problems, prioritizes tasks, uses long term memory, uses short term memory.
  - Reads and understands columns of writing, reads digital displays, reads graphic printouts, calibrates equipment, converts numbers to and/or from metric system, reads graphs, tells time, measures time, counts rates, uses measuring tools, reads measurement marks, adds, subtracts, multiplies, divides whole numbers, computes fractions, uses a calculator, writes number in records.

#### Punctuality/ work habits

- Ability to adhere to DACC policies, procedures, and requirements as described in the nursing student handbook and course syllabus.
- Ability to complete classroom, lab, and clinical assignments and submit assignments at the required time.
- Ability to adhere to classroom and clinical schedules.
  - Attends class and clinical assignments punctually.
  - Reads, understands, and adheres to all policies related to classroom, lab, and clinical experiences.
  - Contacts the instructor in advance of any absence or late arrival.
  - Understands and completes classroom, lab, and clinical assignments by due date and time.

\*The DACC College Catalog states:

*“Disability Services provides assistance to all qualified students with disabilities, whether they are physical, psychiatric, or educational. Please note, under the ADA and Section 504, a person is an individual with a disability if he or she has a physical or mental impairment that substantially limits one of more major life activities. In order for academic accommodations to be received, students are required to register through the Assessment Center/Disability Services office and attend an interview to document the disability and identify their needs. All services are based on individual needs. Examples of available services include adaptive equipment, audio textbooks, interpreters, note takers, readers, special testing accommodations, and TTY locations.”*

### **Required Health Information**

Current immunization status must be completed by set due dates. Upon acceptance into the program, a physical exam completed by required due dates by a healthcare provider must also be completed indicating the applicant meets the technical standards of the nursing profession regarding physical, emotional, and mental skills abilities, or that needed accommodations can be reasonably provided. Accepted students must submit documentation of current American Heart Association Basic Life Support (BLS) for Healthcare Provider CPR certification by the set due date and maintain such certification throughout the program. Proof of annual flu immunization by the required due date is also required. Failure to provide the required documentation will result in the student being unable to attend clinical until the documentation is provided to the nursing office. Students who miss more than one full clinical day per course cannot be evaluated for meeting course objectives which will negatively affect their grade.

# **STUDENT SUPPORT AND SERVICES**

## Academic Advisement & Counseling (AAC) Department

Danville Area Community College provides advisement and counseling services to students, and potential students, in three different formats: 1) through the Academic Advisement & Counseling Department located in Lincoln Hall; 2) through career, program-specific faculty advisors; and 3) through our TRiO program located in Cannon Hall. The college also provides transfer-oriented, faculty mentoring for students who are interested in learning more about their intended major.

One of the primary functions of Academic Advisement and Counseling is to help all students obtain the type of education best adapted to their needs, abilities, and interests. Counselors and academic advisors meet with students to assist them in planning their academic programs and career goals, solving personal concerns, and adjusting to college. While all students are encouraged to work with an academic advisor or counselor, those who are registering for 12 or more credit hours (fall or spring semester) or more than 6 hours (summer semester) are required to work with a counselor or advisor. Advisors and counselors are specialized by major/program of study.

To meet the demanding needs of our students, DACC advisors and counselors provide a flexible meeting/appointment schedule with walk-in times, scheduled appointments, e-mail communications, and phone communications. Students may also visit the Academic Advisement and Counseling Department web-site for degree/certificate requirements, general education electives, transfer course information, schedule of classes, course descriptions, counselor schedules, and more at <http://www.dacc.edu/aac/>.

In general, DACC academic advisors and counselors provide in-depth guidance on course selection for degree completion and overall student success. Advisors and Counselors interpret results of COMPASS, ASSET and ACT/SAT to facilitate appropriate course placement in mathematics and English. Individualized assessment is also provided to help students gain a better understanding of their needs, values, interests and abilities. Advisors and counselors work closely with the Career Services, Financial Aid, and Student Success Center to provide comprehensive services. The AAC office also provides assistance with transfer processes, access to college fairs, assistance with college policies and procedures, and referrals to services on-and off-campus.

Personal counseling is available through DACC's AAC Office. Counselors will assess student situations and determine if further counseling is needed through the AAC office or an off-campus, community provider. AAC counselors help students to identify barriers and develop solutions that enable them to persist and achieve their academic goals. The College also provides special assistance for disadvantaged students and students with disabilities. Special services are available through the Student Support Services office located in Cannon Hall.

*Community Resource Contact Information:* The AAC office can provide students with a list of community resources prepared by the United Way office. The updated list may be obtained in the AAC Office (Lincoln Hall, Room 104). On-going, personal counseling needs are generally referred to Crosspoint Human Services at 217-442-3200.

## **Advisement & Counseling Staff (Lincoln Hall, Room 104)**

Jeanne Dunn, AAC Administrative Assistant, 217-443-8750, [jdunn@dacc.edu](mailto:jdunn@dacc.edu)

Stephane Potts, Counselor/Transfer Articulation Coordinator, 217-443-8749, [spotts@dacc.edu](mailto:spotts@dacc.edu)

Jeff Primmer, Academic Advisor/Counselor, 217-443-8594, [jprimmer@dacc.edu](mailto:jprimmer@dacc.edu)

Amie Musk, Academic Advisor, Allied Health 217-443-8745, [amaul@dacc.edu](mailto:amaul@dacc.edu)

Melissa Green, Academic Advisor, 217-443-8804, [mgreen@dacc.edu](mailto:mgreen@dacc.edu)

## Student Success Center

Student Success Center (SSC) provides resources and services to empower students to be successful in college and life. SSC is funded through two federal grants, Perkins III and TRiO. The Student Success Center houses the Tutoring Lab and the TRiO Student Support Services. The SSC provides free tutoring for DACC students in almost every subject, as well as one-on-one and group tutoring. The department also arranges accommodations for students with documented disabilities. Accommodations include but are not limited to: alternative testing arrangements, assistive technology, course materials in alternate format, sign language interpreters, and note takers. Students interested in learning more about these services should visit Student Support Services in Room 113 of Cannon Hall or call Vicki Squires, Office Specialist, at 217-443-8862.

### TRiO Program

The federally funded TRiO Program serves students who are academically or economically disadvantaged, disabled, or first generation. The program helps qualified students to receive on-campus support and guidance during their first years of college. Applications are accepted throughout the year and students are encouraged to apply. Their goal is to help these students achieve academic success. TRiO participants receive the following services: academic advisement, counseling for academic success, development of education plan, university transfer visits, strategies for financing college, course selection and registration, tutoring, assistance with scholarship search and applications, and assistance with four-year college/university applications and transfer process.

#### The TRiO Advisors (Cannon Hall, Room 113)

Laura Reed-Sallee, TRiO Academic Advisor, [lreedsallee@dacc.edu](mailto:lreedsallee@dacc.edu), 217-443-8780

Brennon Hightower, TRiO Academic Advisor, [bhightower@dacc.edu](mailto:bhightower@dacc.edu), 217-443-8898

Shanay Wright, Director, [shuerta@dacc.edu](mailto:shuerta@dacc.edu), 217-443-8860

### Disability Services

Disability Services provide assistance to all qualified students with disabilities; physical, psychiatric, or educational. Students are required to register with the Disability Services and identify the needs in order to be eligible for academic accommodations. All services are based on individual needs. Students are responsible for identifying themselves to the Disability Services, located in Cannon Hall Room 103, for providing documentation and for requesting accommodations. Students are required to submit disability/accommodation documentation to the Disability Service office, the Nursing Program office, and to their professors. If there are any changes to the disability/accommodation, additional documentation must be provided to all parties concerned.

#### STEPS TO GET STARTED:

1. Contact Lisa Rudolph at 217-443-8708 or [lrudolph@dacc.edu](mailto:lrudolph@dacc.edu) to set up a meeting with a Disability Services Specialist.
2. Meet with the Specialist to complete an interview process and to complete the program forms.
3. Provide the Disability Services Office with all requested and appropriate documentation.
4. Complete the Semester Request for Academic Accommodations form every semester.

In order for accommodations to be in place when classes begin, students are encouraged to meet with Disability Services at least four weeks prior to the beginning of each semester.

For additional information on services available, please visit the website at <http://www.dacc.edu/ssc/oa> or call 217-443-8708; TTY (217) 443-8701. Please note, the accommodations and services are offered in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of

1990.

## **Career and Employment Services**

The Careers and Employment Services Center located on the first floor of Lincoln Hall, Room 104, assists students in making career and life planning choices. Students wishing assistance in their career choice or in gaining skills which will aid them in their job-hunting process are encouraged to visit the Career Center. A wealth of career and job search information is available, including internet-based and computerized career guidance programs. Career and Employment Services also helps students with their full-time, part-time, and seasonal employment needs. Services are designed to help DACC students acquire the skills necessary for a successful job search as well as connect students with potential employer contacts. For more information, please visit <http://www.dacc.edu/career> or contact Carla Boyd, Director of Career and Employment Services [cboyd@dacc.edu](mailto:cboyd@dacc.edu), 217-443-8593

## **Math & Science Solutions (MASS) Tutoring Center**

The MASS Center is dedicated to students' educational success by providing quality learning support relevant to their individual needs. They seek to provide services that will help students become independent learners and function successfully in an academic environment and foster an interest in becoming lifelong learners.

This endeavor is accomplished through peer tutoring and expert tutoring. Tutors share their knowledge of the subjects with students, explain difficult concepts, provide steps and methods, and give examples. Tutors are a sounding board to illuminate time management, test taking, and study skill problems. The MASS Center tutors impart encouragement, inspiration, motivation, and confidence to students enabling them to keep a positive attitude and succeed in their courses.

Services are FREE to all students currently attending DACC.

Based on tutor availability, students may receive tutoring in the following math and science courses:

- Math 101, 105, 115, 120 (offered when tutors are available, see schedule)
- Biology 102
- Anatomy and Physiology 136
- Chemistry and Physics
- Nursing – theory and skills lab

For more information, visit the website at <http://www.dacc.edu/depts/MASS> or stop in Mary Miller Room 123.

## Computer Labs and Technical Support

Computers are available at various open labs throughout campus (Mary Miller Room 206, Clock Tower Center Room 127, and Lincoln Hall 204). Students using these labs should follow campus guidelines as established in the DACC Student Handbook.

Students may contact the Computer and Network Services department for assistance with accounts, passwords, or other technical issues. The email address for this department is [cns@dacc.edu](mailto:cns@dacc.edu); phone numbers are 217-443-8861, 217-443-8710, and 217-443-8871.

## Library Services

DACC maintains a library in the Clock Tower building. The DACC Library provides nursing students with access to a range of electronic resources, videos, and print materials. Hours for the library are located on their website. Students can also access the library's extensive electronic resources at any time over the internet using their user ID and password.

Students can search for books, articles, and video using Summon, the library's single-search-box discovery tool (known locally as *ISearch*). The library provides access to *CINAHL Plus with Full Text*, *PubMed Central*, *Health Source: Nursing/Academic Edition*, *PsycArticles*, *Elsevier's ScienceDirect*, *EBSCO's Nursing Reference Source Plus*, *EBSCO Medline with Full Text*, and *Sage Journals Online*. E-books are available through *EBSCO eBook Academic Collection* and *eBook Community College Collection*.

The library also supplies print titles specifically targeting nursing students' needs, flagging them with a prominent label to make them easy to identify on the shelves. These titles are augmented by more than 1,800 books in closely related areas from anatomy to immunology. In addition, DACC Library is a member of the Consortium of Academic and Research Libraries of Illinois (CARLI), giving our students quick interlibrary loan access to materials in all 84 member libraries through I-Share, the joint catalog system.

The library has access to the Alexander Street Video Collection's *Nursing Education in Video* and *Health and Society* streaming video collections, two of the most highly regarded video collections for the health professions.

Additional information on the library at DACC can be found at: <http://www.dacc.edu/library/>

Additional library facilities located at OSF Sacred Heart (Danville), the Veterans Affairs Illiana Health Care System, Carle Hospital, and Lakeview College of Nursing are also available for student use.

# **STUDENT RESPONSIBILITIES**

## Attendance Policy

### Classroom and Clinical/Lab

Nursing is an intense course of study. Therefore it is essential that students attend all lectures, labs, and clinicals in order to learn the required material. Attendance will be taken in each class. However, the Nursing Program recognizes that unexpected absences can occur. The following table shows the maximum number of hours that can be missed before negatively affecting good standing in the program. If a student reaches the maximum time limit of absence. It will result in a 5% reduction of the final grade. Further interference with classroom or clinical/lab management will be referred to the Program Director. If unresolved at that level, any additional absence may refer to the Dean of Math, Sciences, and Health Professions (MSHP) for the initiation of the Health Professional Code of Conduct process. Lab is defined as either Skills Lab or Simulation Lab educational experiences.

These hours are equal to four class periods for the 16 week course and two class periods for the eight week courses based on credit hours.

NURS 192	12 hours
NURS 194	10 hours
NURS 195	5 hours
NURS 296	8 hours
NURS 297	8 hours
NURS 298	10 hours
NURS 299	5 hours

In general, if a student is late for class, they will sit out until the first break and lose 1 hour. Since attendance is based on an hourly rate, students are encouraged to attend part of the class in lieu of missing all of the class. Students sleeping in class will be considered absent and asked to leave based on instructor discretion and time deducted from attendance. Sleeping is defined as consistently closed eyes as observed by Professor.

For example, a NURS 192 student is late for class and sits out until first break. This is 1 hour. The student later misses class because of an ill child for another 3 hours. This is now a total of 4 hours. Then the student leaves class at the half-way point because of another commitment that is 1.5 hours, this will be rounded up to 2 hours. This is now a total of 6 hours. If this trend continues through the semester to reach 12 hours then the final grade will be reduced by 5%. If the student exceeds this limit then the student will be dismissed.

### Lab/Clinical/Simulated clinical experience

It is **mandatory** that students report to his/her assigned clinical/lab instructor when unable to attend clinical **a minimum of one (1) hour before the clinical/lab start time but not between the hours of 9 PM and 5 AM.**

- Clinical/Lab Attendance:
  - Failure to report the lab/clinical absence a minimum of one (1) hour before the clinical/lab start time will receive a Needs Improvement (NI) in the appropriate clinical criteria outcome.
  - Students must report their absence prior to the start of clinical/lab to the instructor via a phone call or text message (if texting is approved by the individual instructor).
  - Emailing the instructor and/or having other students inform the instructor will be considered an unacceptable form of communication and will result in an Unsatisfactory (U) for professionalism in the weekly clinical evaluation.

- A “no call, no show” is defined as not notifying the instructor prior to the lab/clinical start time of the intended absence. A “no call, no show” will result in an Unsatisfactory (U) for professionalism in the weekly lab/clinical evaluation.
- Students who will be arriving late to clinical/lab should notify the instructor before the clinical start time.
- Students arriving late without proper notification to the clinical/lab instructor may be asked to leave and will have the day counted as (1) clinical absence day.
- Students who miss more than one full lab OR clinical day per 6 or 8 week course and one full lab AND one clinical day per 16 week course cannot be evaluated for meeting course objectives which will result in dismissal.
- Students will be required to submit an extensive make-up assignment related to the clinical experience they missed in order to make-up the content.

#### Clinical Sites and Classroom:

- Students may be responsible for obtaining their clinical assignments prior to their clinical experience when applicable. At no time should any direct patient contact occur when students are obtaining their clinical assignment. Students are expected to be adequately prepared for clinical. Adequately prepared is defined as having equipment needed for patient care such as stethoscope, proper student uniform code, and having the clinical knowledge for patient care. Failure to be adequately prepared for the clinical day will result in a Needs Improvement (NI) on that specific clinical outcome.
- Clinical sites may be held outside Danville and require students to travel. Clinical sites will be within a one (1) hour radius of DACC. Travel to these clinical sites is at the student’s expense.
- No food or drinks (except for water) are allowed in any classroom, clinical, or lab.
- No chewing gum, tobacco, or smokeless tobacco is allowed in the clinical setting.
- Pagers, cellular phones, text messaging, and similar devices are not to be used in the classroom, lab, or clinical settings.
- Family members, babysitters, etc. should be informed of telephone numbers that are appropriate institutional contacts for emergency use. (Office Assistant for Health Professions and/or the Office Assistant for Math/Science Division– see page 5 for contact information).
- Concerns regarding the clinical site or experience should be discussed with the clinical instructor. ***Students should not, at any time, contact the clinical facility for matters regarding your clinical experience.***

#### Orientation Attendance:

- Failure to be present for ANY mandatory orientation will result in student’s dismissal from the program unless previous arrangements are made with the Nursing Program Director. There are no exceptions to this rule.

### **Student Dress Code**

The student dress code will be followed when obtaining clinical assignments. The DACC nursing student name badge must be worn **AT ALL TIMES** when in a clinical setting. The dress code at an affiliating agency may be more restrictive than the following policies. Faculty will advise students in this situation to follow the agency’s policy. The DACC embroidered top and lab coat cannot be worn by student while they are outside the assigned clinical setting or other medical facility.

- A. Clean, wrinkle-free, pressed hunter green uniform with embroidered nursing program emblem (purchased from Polyclinic), and name badge worn at chest height. Pants should not touch the

ground.

- B. Full coverage undergarments are to be worn under the uniform. Undergarments are not to be visible.
- C. When uniforms are not required during clinical experiences, students must wear name badge and appropriate conservative business attire. Students should not wear:
  - Sleeveless, tight or low cut tops.
  - Low rise and/or sagging pants (abdomen/buttocks should not show with arms raised).
  - Skirts should not be tight and the hem of or top of slits should be below the tip of middle fingers when placed on leg.
  - Shirts with slogans.
  - Attire which causes distraction or impedes the ability to give healthcare assistance.
- D. Students may wear a plain, white short/long sleeved shirt underneath the uniform top. If one is worn, it must be tucked in. No thermal undershirts or shirts with logos should be visible.
- E. Clean, plain white leather shoes – no clogs, open heel or toe, or high-tops.
- F. Plain white hose or ankle high socks. If wearing skirts, white hose should be worn to cover the legs.
- G. Good personal hygiene, being well-groomed, without body odor, and clothing in clean condition is expected at all times in the classroom, lab, and clinical settings.
- H. Students are to be clean shaven or have a neatly trimmed moustache and/or facial hair.
- I. No excessive makeup. Makeup should be conservative.
- J. Hair should be clean and neat. Hair must be out of eyes and secured only with subtle hair accessories. Hair must be of natural color. No streak(s) of color/ombre. NO two tone color weaves are allowed. Extreme colors (e.g., pink, purple) are not allowed. Hair style must not interfere with the student responsibilities. Hair needs to be pulled back and up off the nape of the neck. Hair should not fall forward when leaning over patient.
- K. No artificial fragrances, including, but not limited to perfumes, body lotion, or cigarette smoke.
- L. Fingernails are to be neatly manicured and of reasonable length (less than ¼ inch in length from tip of the finger).
  - Artificial nails, extenders, or enhancements are not permitted
  - Nail polish, gel, powder dips, and shellac polish are enhancements.
  - Nails are to be at fingertip length and clean without polish.
- M. Jewelry:
  - Engagement/wedding rings only (in some clinical areas all jewelry must be removed).
  - Simple neutral color, professional style watch with second hand (no costume jewelry).
    - Students with body piercing may wear one small pair of stud post earrings only in the earlobes. Except for the ear lobe, no other body piercings are allowed to be visible.
  - Ear gauges must be removed and/or covered.
  - Necklaces, bracelets, decorative pins, etc. are not acceptable.
  - Students in Level II may wear their LPN graduation pin on the student uniform.
- N. Stethoscope must be carried in uniform pocket and should be dark or neutral in color (i.e., black, navy, brown, gray, tan, white, hunter green, or burgundy).
- O. All Tattoos must be FULLY covered.
- P. Lab Coats: Hunter green lab coat is optional, but if worn, must have the embroidered nursing program emblem on left sleeve.

Students are expected to follow the student dress at all times while in the lab and clinical setting. Students not following the student dress code may be asked to leave and marked absent for the time that was missed. Violations of the dress code will result in an Unsatisfactory (U) within the professional behavior outcome. Further violations may result in an Unsatisfactory (U) and ultimately clinical failure. Students who do not comply with the Nursing Program Dress Code will be dismissed from clinical immediately and receive a zero for the day.

## Grading System

A minimum of a “C” grade must be maintained in each course of the theoretical component. In the clinical component, students must receive a Satisfactory (S) to pass the clinical component. An Unsatisfactory (U) clinical grade will result in the student receiving an “F” in the course despite having a passing theory grade. Further details on the rubric for the clinical component can be found on the clinical evaluation (weekly/summative) tools.

The following grading system is utilized for the theory component:

100 – 93.00	A
92.99 – 83.00	B
82.99 - 76.00	C

No rounding of grades will occur. Student must achieve a 76.00% to pass the theoretical portion of the course. Students who do not achieve a 76% in the theoretical portion of the course will receive a grade of D. The theoretical portion of the course includes any assignments, tests, quizzes, and projects for example. Lab and clinical are not considered theory and grades from those will be calculated into the final course grade after the 76% for theory has been reached.

## Testing Procedure

1. Students will be allowed one to one and one-half minute per question at the faculty discretion for each test unless additional time is pre-approved by student services. Per the college policy, 2.5 hours will be allotted for the final exam.
2. Students must place their name **and** Student Test ID on the answer form. Students who do not place their name **and** Student Test ID on the answer form will receive a zero for the test. Students who just write their name **or** ID will receive a 5% reduction in their grade.
3. When the test is completed, the student returns the answer form and the copy of the test to the instructor, and may then leave the classroom until the last student has completed his/her test.
4. No cell phones, smart watches, or other electronics will be allowed during the testing process. This includes testing completed at the assessment center as well.
5. Desks should be clear with the exception of a pencil. Water bottles should not be on the desk and are subject to inspection. Hats need to be removed.
6. It is the student’s responsibility to assure that any erasures and other stray marks on the answer sheet are removed.
7. At faculty discretion, testing early outside of designated class time is done in the Assessment Center. Arrangements will need to be made in advance.

Any discrepancy in the grade should be discussed with the instructor. Grades are calculated as follows: Subtract the number wrong from the total possible points. Example: 55 total questions minus 5 incorrect answers = 50 correct answers. Then divide 50 by 55= 0.909 or 90.9%).

Group test reviews will be done at the instructor’s discretion. Students may make an appointment with the instructor(s) to review their individual tests in the presence of the instructor. Students may take notes on the areas which were unclear. The answer forms will be graded and the grades will be posted.

**Faculty have up to one week** to enter grades as test review and test analysis of the exam needs to be completed. Grades for final exams will not be posted for 24 hours after the exam.

## Late Testing Procedure

Five percent (5%) will be deducted for the first and second occurrence testing not completed at the initial time offering. For the 3<sup>rd</sup> occurrence and thereafter, there will be a 10% deduction. The late test must be taken in the Assessment Center, Cannon Hall, Danville Area Community College, 24 hours within the date of return to class, excluding weekends. The **STUDENT** will call the Assessment Center (443-8708) and make an appointment to take the test. The hours for the Assessment Center may vary. When the student calls the center, they must identify themselves as a Danville Area Community College Nursing Program student calling to schedule a time to make up a test. The student must be specific as to which test he/she is scheduling. Tests will be available by 12:00 pm on the day of the test at the Testing Center; however, it is the student's responsibility to notify the instructor that the test needs to be taken. The testing format of the late test may vary from the original written test based on instructor discretion. Makeup tests not taken on the scheduled make-up will result in the student receiving a zero percent (0%) on the test. The student must show a photo ID when they arrive at the Assessment Center.

## ATI Testing Policy

The Assessment Technologies Institute (ATI)'s Comprehensive Assessment and Review Program is designed to provide students with various learning tools that assist them in reviewing course content, identifying strengths and weaknesses, improving test taking abilities, and ultimately successfully passing the NCLEX-PN and NCLEX-RN for professional licensure. The Nursing Program considers ATI materials to be a beneficial adjunct to the curriculum and therefore takes successful completion of all ATI assessments very seriously.

The nursing program uses the Content Mastery Series of proctored assessments. These are given at the appropriate point in each nursing course. The expected level of achievement of each proctored exam is the proficiency Level 2. The cut score for Level 2 differs with each exam. However scores meeting the Level 2 criteria indicate that a student is fairly certain to meet the NCLEX-RN standards in that content area. ATI advises that students engage in continuous focused review in order to improve their knowledge of this content. Students who score Level I or below are advised to develop a rigorous plan of focused review in order to achieve a better grasp of the content.

At the end of Level I; a comprehensive NCLEX-PN readiness examination that is administered. At the end of Level 2, a comprehensive NCLEX-RN readiness examination is administered.

Self-Assessment Inventory and Critical Thinking Entrance Assessments are required at the beginning of the nursing program. ATI offers many unique online tutorials. The tutorial *Nurse Logic*, for instance, teaches nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. The Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from *Nurse Logic*. Features embedded in the Learning System tutorial such as hint buttons, a talking glossary, and a critical thinking guide help students gain an understanding of the content. Video case studies are aligned with the Content Mastery Series. They are interactive vignettes that support classroom and clinical concepts.

New material added for the 2018-2019 academic year:

- Skills Modules
- Achieve
- Pharm Made Easy
- Dosage Calculation
- Board Vitals

Students have an opportunity to take the course specific non-proctored or practice tests as many times as they wish during the semester prior to taking the course-specific proctored assessment assigned in the respective course. Feedback about the test results is provided to the students as part of the overall ATI program. This feedback is in the form of a detailed report of the individual performance on the designated test and provides scores for mastery of nursing content areas, nursing process, critical thinking phases, therapeutic interventions, communication skills and cognitive levels. Students are able to complete a focused review for the items they need to improve on. These tools help the student close any learning gaps discovered.

Remediation provides additional learning opportunities related to clinical judgement and safe nursing practice. Students benefit from remediation activities. Remediation should not be considered punitive in nature, but a part of each student's personal success plan. Individual remediation assistance will be provided to assist students close their knowledge gaps.

#### Recommended Plan:

##### During Nursing Program Orientation

- ATI Student Orientation and Learning Activity
- Achieve Modules
- Nurse Logic-Beginner
- Self-Assessment Inventory
- Critical Thinking Assessment: Entrance (Proctored during second on-site orientation)

##### During the Nursing Program

- Pharm Made Easy
- Dosage Calculation
- Learning System Quizzes
- Video Case Studies
- Your own custom assessment builder

Students will also begin an ATI notebook using the Active Learning Templates. They are fillable forms found on the My ATI tab, at the top of the screen. There are seven different templates.

## **Student Success Plan**

#### Before Proctored assessment

- Take Content Mastery Practice Assessment A
  - Review your results for topics missed
  - Develop your Custom Assessment Builder (add to notebook)
    - For each topic missed, complete an Active Learning Template
    - Use the Three Critical Points guideline
  - Plan on a minimum of one hours in focused review.
- Take Content Mastery Practice Assessment B
  - Review your results for topics missed
  - Develop your Custom Assessment Builder (add to notebook)
    - For each topic missed, complete an Active Learning Template
    - Use the Three Critical Points guideline

- Plan on a minimum of one hour in focused review.
- Take Proctored exam with confidence!

#### NURS 192

- Skills Modules
- See list above
- Custom Assessment Builder

#### NURS 194

##### Practice Assessments

- RN Fundamentals
- Targeted Medical-Surgical assessments for each body system
- Custom Assessment Builder

##### Proctored Assessments

- RN Fundamentals
- Dosage Calculation RN Fundamentals

#### NURS 195

##### Practice Assessments

- RN Maternal Newborn
- RN Nursing Care of Children
- Custom Assessment Builder
- PN Comprehensive Predictor Practice Test

##### Proctored Assessments

- RN Maternal Newborn
- RN Nursing Care of Children
- Dosage Calculation Nursing Care of Children
- PN Comprehensive Predictor

#### NURS 296

##### Practice Assessments

- Targeted Medical-Surgical assessments for each body system
- Custom Assessment Builder

##### Proctored Assessments

- RN Nutrition

#### NURS 297

##### Practice Assessments

- RN Nutrition
- Targeted Medical-Surgical assessments for each body system
- Custom Assessment Builder

##### Proctored Assessments

- RN Pharmacology
- RN Adult Medical-Surgical
- Dosage Calculation RN Adult Medical Surgical

## NURS 298

### Practice Assessments

- RN Mental Health
- RN Community Health
- Custom Assessment Builder

### Proctored Assessments

- RN Mental Health
- RN Community Health
- Dosage Calculation RN Mental Health

## NURS 299

### Practice Assessments

- RN Leadership
- RN Comprehensive Predictor
- Nurse Logic-Advanced Student Tests

### Proctored Assessments

- RN Leadership
- RN Comprehensive Predictor (Pre and post Live Review)
- Critical Thinking Assessment: Exit
- Dosage Calculation RN Critical Care

The DACC Nursing Program provides students with NCLEX preparation materials. Either the ATI Live Review, face-to-face with an ATI Nurse Educator, or the Virtual Capstone Content Review will be held prior to the end of NURS 299 for a comprehensive review of the nursing program. These reviews are cohort size dependent. The larger cohorts will attend the Live Review while the smaller ones will do the Capstone with DACC Nursing faculty.

ATI Board Vitals will be available to assist students with NCLEX preparation. It is computer based adaptive quizzing engine with more than 3300 RN-NCLEX style questions. It will be available 30 prior to graduation until the student takes the NCLEX.

See course syllabi for grading details.

## **Clinical Evaluation and Measurement**

The clinical evaluation tools for each course are based on the course objectives and include behavioral, communication, and psychomotor skills. The student must attain a satisfactory clinical grade by meeting the stated objectives. Further details on the rubric for the clinical component can be found on the clinical evaluation (weekly/summative) tools.

Individual student-faculty meetings may be held weekly in private offices or clinical setting to discuss written anecdotal notes from the student's previous clinical experience. Students are required to complete a summative self-evaluation at the end of each clinical experience. Faculty then review the student's self-evaluation, along with the weekly evaluations, for the student's final clinical evaluation.

Student clinical assignments are assignments used for students to apply the theoretical material to the clinical experience. These clinical assignments are graded and worth a portion of the course grade. Students are expected to achieve a 76% on the clinical assignment. Failure to achieve a 76% will result in a Needs Improvement (NI) and the student resubmitting the clinical assignment until the grade is 76% or above. The initial grade will be the one used for course grade calculations. Failure to resubmit the clinical assignment will result in an Unsatisfactory (U).

## **Completion of Course Requirements**

All required course work is to be completed by the due date assigned by the faculty. Submission and acceptance of late course work will be handled on an individual basis by each faculty member. Any student who has not completed all clinical paperwork or theory requirements by the last day of class before the final testing will receive an Incomplete for the course. Students will only be allowed two weeks following the course to remove the Incomplete. If the student fails to complete the requirements, the student will fail the course and be dismissed from the program.

Students must pass the clinical component of each nursing course in order to pass the theory component. Denial of access to any clinical facility will stop the student's progression in all clinical activities and he/she will be dismissed from the program. This includes, but is not limited to, criminal background checks and positive substance abuse screens.

## **Performance Improvement Plan**

The Performance Improvement Plan will be completed by the faculty member or Director of Nursing Education. The faculty member or the Director of Nursing Education will then set up a meeting with the student to clarify the behavior(s) of concern. After the meeting is completed, the student and faculty member will outline the plan for academic success. Both the faculty member and the student will sign the form, one copy will be given to the student and the other copy will be placed in the student's personal file. At any time, a faculty member or student can request that the Director of Nursing Education be present at the meeting with faculty.

## **Confidentiality**

As part of their affiliation with clinical agencies, students enrolled in clinical courses are required to comply with federal HIPAA regulations, state regulations, and facility policies with regard to privacy of patient information. All patient and clinical agency-related information is considered confidential information. Confidential information may NOT be discussed in any public place – such as the student

lounge, the halls of the hospital or school, hospital cafeteria or any similar public place. See the Health Professions Code of Conduct for further information. The examples of breach of confidentiality include but are not limited to:

- Written information, such as care plans, practice nurse's notes, growth and development papers, etc. pertaining to a patient, or any written information must be guarded as confidential. Any written information should never contain the patient's name or any other identifying information (including patient initials).
- Do not discuss clinical experiences in any public place. Confidentiality of patients, staff, faculty, and students is to be maintained at all times. Patient information or clinical situations should never be discussed in public places or on social networking sites even if the patient is not referred to by name.
- Photocopying or printing of any patient records or removal of patient records from the clinical facility is expressly forbidden.
- Photography of any patient or clinical situation is strictly prohibited.
- **Social Media (for example, Facebook and Twitter) and cell phone guidelines**
- Students shall not use online social media to harass, threaten or discriminate against other students, faculty, staff or any member of the public.
- Text, photos, e-mails or videos that are demeaning or insulting to others may not be used and/or posted.
- Clinical affiliation agencies prohibit the use of cell phones and other electronic devices.
- Personal information about students, faculty, staff or clinical sites may not be shared on networking sites without written permission from all parties involved.
- Computers and cell phones are not to be used during class or clinical time for social networking, texting, e-mailing, or other recreational use.

*Violations of privacy regulations/policies may result in immediate dismissal from the program and may involve civil and criminal penalties. See Health Professions Code of Conduct for further information.*

Students should be aware that information posted on these sites violate the DACC Student Code of Conduct. Students will be given an Unsatisfactory (U) under Professional Behaviors. Furthermore, such violations can place the student at risk for civil and criminal penalties.

## **Accidents or Illnesses**

All accidents or illnesses which occurs during school hours in the classroom or clinical setting must be reported immediately to the instructor in charge of the class. The Nursing Program follows the campus policy as outlined in the DACC Student Handbook. However, the student is responsible for maintenance of his/her own health needs. Each student should carry their own medical insurance to cover illnesses and accidents. The student is responsible for obtaining his/her own 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. It is DACC policy to initiate emergency medical response.

Use and disposal of needles and other sharp objects are potentially hazardous procedures for health care personnel. Needle stick injuries pose a serious risk for infection with Hepatitis B virus, human immunodeficiency virus (HIV), and many other pathogens. OSHA has set standards to prevent such injuries including, but not limited to, using appropriate puncture-proof disposal containers to dispose of uncapped sharps, never bending or breaking needles before disposal, and never recapping used needles.

If a needle stick injury occurs during a clinical rotation, the student **MUST** report the incident immediately to the supervising clinical faculty who will follow the recommendations set forth by the attending clinical agency.

## **Medical Conditions**

Declaration or disclosure of medical conditions is a voluntary act. Nursing students with medical conditions will be expected to meet the same conditions and objectives stated in DACC policy. If the student is unable to meet the technical standards that are required of all students, they will be allowed to withdraw and return the following semester based on class and space availability. Withdrawing due to medical conditions will not count towards the number of admissions allowed for the student unless they are failing (course and/or clinical) at the time of the course withdraw. Students who choose to withdraw due to medical conditions must present a physician's note which outlines the medical necessity to withdraw. Upon returning to the nursing program, students must present a note from their physician noting that they are free from restrictions and able to meet the technical standards of the nursing program.

Students are required to submit disability/accommodation documentation to the Disability Service office, the Nursing Program office, and to their professors. If there are any changes to the disability/accommodation additional documentation must be provided to all parties concerned.

## Statement of Academic Integrity

Each student at DACC is expected to exhibit conduct which corresponds with the educational mission of the College. It is the student's responsibility to become familiar with and adhere to the Student Code of Conduct, as outlined in the DACC Student Handbook, page 76. Students who violate the Student Code of Conduct are subject to disciplinary sanctions, as outlined in the Health Professions Student Code of Conduct and the DACC Student Code of Conduct found in the DACC Student Handbook:

<http://www.dacc.edu/student-handbook> .

Activities that violate academic integrity undermine the educational quality and diminish the value of educational achievement. Academic dishonesty may prevent the student from gaining knowledge, skills, or attitudes necessary to provide quality and safe care to patients.

### Classroom, Clinical, and Lab Conduct

Danville Area Community College students must adhere to the Student Code of Conduct located in the College Catalog and online at <http://www.dacc.edu/assets/pdfs/student-handbook/StudentHandbook.pdf> Health Professions students must also adhere to the Health Professions Student Code of Conduct, which may be found in the appendix of this handbook.

Students are expected to behave in an adult, professional manner on campus, in the classroom, lab, and clinical settings; complying at all times with the policies and procedures (including clinical site policies) outlined in the DACC Student Handbook, the Health Professions Student Code of Conduct, and the Nursing Program Student Handbook. Incivility will not be tolerated. Incivility is defined as intentional behavior that is aimed to disrupt the teaching and learning process (Morrissette, 2001). The faculty will bring the situation to the Director of Nursing Education. The Director has the authority to decide whether faculty should give a first warning, eject the student from the classroom, lab, or clinical setting, or refer to the Dean of MSHP and initiate the Health Professions Student Code of Conduct. Other unacceptable behaviors that may not disrupt the learning process but are unbecoming to a nursing student are listed below.

### Incivility and Unacceptable Behaviors

Students displaying behaviors identified as incivility and other unacceptable behaviors will be asked to leave and marked absent for the time that was missed. If incivility occurs in clinical, the time missed will equate to one clinical day and the student will need to complete the make-up assignment. Students will also be counseled on the behavior and receive a Performance Improvement Plan. If the behavior occurs in clinical, the student will receive a Needs Improvement (NI). See the Health Professions Code of Conduct for further information. The examples of unacceptable behaviors include but are not limited to:

#### Examples of incivility and unacceptable behavior

- *Cell phone, texting, and computer misuse*
- Rude comments, put-downs, slurs, and rumors (in person and in cyberspace)
- Interruptions and side conversations
- Late arrivals and leaving early
- Sleeping in class/clinical/lab
- Aggressive, intimidating, and bullying behaviors \*
- Anger or excuses for poor behavior
- Cheating and other forms of academic dishonesty

- Displaying a sense of entitlement
- Blaming others for shortcomings
- Shunning or marginalizing others
- Direct threat (verbal, nonverbal, electronic) to others
- Drug or alcohol use prior to attending a campus function
- Irresponsible and unprofessional use of social media
- Inappropriate use of electronic devices in class will be addressed at the professor's discretion.

\*Any evidence of bullying warrants an incident report to be filed with the Dean of MSHP and with the Dean of Student Services, Stacy Ehmen.

## **Unsafe Behaviors**

Students who are determined to be unsafe in clinical will be dismissed from clinical immediately. Unsafe behaviors require immediate intervention to protect patients and the public from unnecessary exposure to dangerous or potentially dangerous situations. The examples of unsafe behaviors include but are not limited to:

### **Examples of unsafe behaviors**

- Inability to follow instructions and safety measures
- Inability to perform skills without constant guidance
- Unprepared for clinical, i.e., lack of medication administration knowledge, etc.
- Performing procedure or administering medication without direct supervision of nursing faculty or registered nursing staff
- Impaired behaviors such as loss of motor skills, abuse of drugs or alcohol, or a psychiatric disorder, of sufficient degree to diminish his or her ability to deliver competent patient care
- Working the previous eight (8) hours immediately prior to clinical. Students are expected attend clinical rested in order to ensure client safety and decrease the potential for errors from practicing in a sleep-deprived condition; therefore, working the eight (8) hours immediately preceding the clinical day will result in an Unsatisfactory (U) and a Performance Improvement Plan will be completed by the faculty. The student will be asked to leave clinical and this will count as one missed clinical absence.

The clinical faculty member who has dismissed the student from clinical will immediately notify the Director of Nursing Education. The clinical faculty member will have two business days to submit written anecdotal notes for the reason for the clinical dismissal. The student will be required to meet with the Director of Nursing Education and clinical faculty member to discuss the unsafe behaviors. The student will receive an Unsatisfactory (U) on the clinical evaluation form and will also receive a Unsatisfactory (U) on the Performance Improvement Plan. Collaboratively, a plan of action to correct the unsafe behavior will be determined.

## **Unprofessional Behaviors**

Students are expected to adhere to the Health Professions Student Code of Conduct and the DACC Student Code of Conduct. Nursing Students are also expected to behave in a manner that reflects the American Nurses Association (ANA) Code of Nursing Ethics and the National Council of State Boards of Nursing (NCSBN).

Violations of Nursing Program Policy will be reviewed by the Director of Nursing Education. Violations of the Health Professions Student Code of Conduct and the DACC Student Code of Conduct will be forwarded first to the Dean of MSHP and, if needed, to the Dean of Student Services. See Health Professions Student Code of Conduct for due process.

### **Social Media Policy**

The DACC Nursing Program follows the NCSBN guidelines on the professional use of social media. The expectation is that while Facebook and other social media outlets are useful means of communication and connection, privacy and confidentiality boundaries must be observed. Inappropriate social media postings will be considered a violation of the Nursing Program Policy and subject to review.

### **Substance Abuse Policy**

Students must adhere to DACC's drug free policy as stated in the Health Professions Student Code of Conduct and the DACC Student Code of Conduct, <http://www.dacc.edu/student-handbook> , and must meet criteria of each clinical site utilized by the program. The nature of substance abuse includes denial and pervasive inability to think and behave logically. Thus, the safety of patients is greatly influenced by the cognition and behavior of the nursing students caring for them.

It is the policy of DACC Department of Nursing that drug screening is done on admission and immediately upon suspicion of substance abuse. Any student with a positive drug screen will be considered ineligible for the program and ultimately dismissed from the program. The test(s) required by the nursing program will be done at a designated health occupation facility and the cost of the test(s) will be at student's expense. The student must sign a release of information form allowing the results of the test to be released to the Director of Nursing at DACC. Failure to do so will result in the student's dismissal from the program.

**If a student refuses testing or fails to consent, he/she will be immediately dismissed from the program. Additionally, if a student tests positive at any time for illegal drugs, non-prescribed or non-adherent legal drugs or alcohol, the student will be immediately dismissed from the program.**

Faculty will contact the student's designated emergency contact and the emergency contact will be responsible for taking the student for drug testing and/or drive them home.

The student may gain a second admission in the nursing program if they:

- Have an alcohol/drug assessment at an approved program identified by the Director of Nursing and sign a release of information permit for the Director of Nursing to be sent the results of the assessment.
  - If the student is identified to have a drug/alcohol problem, he/she will be referred for appropriate treatment. The student must present written proof of attending/completing appropriate treatment.
  - Any student that refuses the assessment or does not attend or complete the designated treatment program will not be allowed second admission into the program.
  - **Readmission will only be considered if a treatment program has been successfully completed.**

## Dismissal from the Program

The reasons a student may be dismissed from the Nursing Program include but are not limited to:

1. Demonstration of conduct not in accordance with the ethical standards of licensed registered nurses during class/clinical/lab instruction. Misconduct related to professional nursing (verbal, non-verbal, electronic communication) including, but is not limited to: academic dishonesty, plagiarism, substance abuse, neglect and/or abuse of clients, bullying, patient abandonment, breaching confidentiality (HIPAA violation), and falsifying records. See HP Student Code of Conduct.
2. A grade point average below a C (76.00%) in the theoretical component of any one nursing course.
3. Two Unsatisfactory ratings on an individual outcome on a formative clinical evaluation.
4. One Unsatisfactory (U) rating on a summative clinical evaluation.
5. Conviction for a felony or misdemeanor during the academic year which would result in the student's denial to a clinical site. See HP Student Code of Conduct.
6. Failure to honestly answer questions on admission/medical forms.
7. Inability to meet criteria of each clinical site utilized by the program, including, but not limited to clinical site refusal of student attendance.
8. Administering medications or performing procedures without direct supervision of nursing faculty or registered nursing staff. Unsafe practices will go to HP Code of Conduct Hearing Committee. See HP Student Code of Conduct.
9. Failure to attend mandatory clinical orientations, clinical experiences, and any other classes, events, etc. that the student has been notified is mandatory.
10. Failure to comply with plan of action as outlined on the Performance Improvement Plan.
11. Failure to comply with the Substance Abuse Policy outlined in the DACC Nursing Student Handbook, page 66 and following. Substance Abuse cases will go to HP Code of Conduct Hearing Committee. See HP Student Code of Conduct.
12. Sentinel event the student was involved in. Sentinel Events will go to HP Code of Conduct Hearing Committee. See HP Student Code of Conduct.

Students must report any charge and/or conviction of a misdemeanor or felony to the Nursing Program Director.

**A sentinel event** is defined by the Joint Commission (2013) as: an unexpected occurrence involving death or serious physical or psychological injury, or the risk thereof. Serious injury specifically includes loss of limb or function. The phrase: "or the risk thereof" includes any process variation for which a recurrence would carry a significant chance of a serious adverse outcome. Such events are called "sentinel" because they signal the need for immediate investigation and response.

([http://www.jointcommission.org/sentinel\\_event.aspx](http://www.jointcommission.org/sentinel_event.aspx))

## Grievance Policy

When a student of the DACC community experiences a situation or a conflict in which the student thinks his/her rights have not been fully recognized or have been compromised in some manner, the students may resolve the conflict or his/her perceived grievance by following the College's process for the resolution of grievance. Grievances may be resolved on an informal basis or on a formal basis. The nursing program follows the campus policy as outlined in the DACC Student Handbook. This policy can be found online in the Student handbook at <http://www.dacc.edu/assets/pdfs/student-handbook/StuHandbook.pdf>

### Informal Resolution Process

1. Students are to meet with individual faculty within 10 business days of the situation or conflict to resolve any issues.
2. If the issue is not resolved to the satisfaction of the student at the point of origin within 5 business days, the student may contact and talk with the Director of Nursing.
3. If the issue is not resolved with the Director of Nursing, within 5 business days, the students should meet with the Dean of Math, Sciences, and Health professions.

Students are expected to follow the chain of command: 1) individual faculty, 2) Director of Nursing, 3) Dean of Math, Sciences, and Health Professions, 4) Vice President of Instruction and Student Services, and 5) College President.

Due to the nature or the seriousness of some potential student complaints, such as a complaint of harassment or knowledge of a serious conduct violation, the student is encouraged to bypass step one and immediately contact the Nursing Director. A student submitting complaints of harassment or serious conduct violation should request an appointment immediately with the Nursing Director. The Resolution Process Flow Chart reflects issues that would be of a level of seriousness to warrant this action. This may be found online in the Student Handbook <http://www.dacc.edu/assets/pdfs/student-handbook/StuHandbook.pdf>

After meeting with the Director and/or Dean, if a student feels their grievance is not resolved to their satisfaction (through the informal process noted above), the student may submit a formal grievance as stated in the DACC Student Handbook.

## Readmission

If a student requests readmission for any reason, the Admission Selection Committee will make the decision based upon the reason for withdrawal and available space. Students reapplying to NURS 194, 195, 296, 297, 298, 299 must meet admission criteria at the time of reapplication. Acceptance into these courses is based on space availability and approval from the Admission Selection Committee.

The process for readmission is as follows:

### Level I

- Readmission to the nursing program after dropping/withdrawing/and/or failing is not guaranteed.
- Students who are seeking readmission to NURS 192, regardless of the reason for leaving, must reapply to the nursing program and be ranked with all new applicants. No credit/points will be given for previously attending the nursing program. As always, the top ranked candidates will be chosen for admission into the nursing program. Acceptance into these courses is based on number of points, space availability, and approval from the Admission Selection Committee.
- The student may be eligible for readmission to the program if the readmission is within one year of the original withdrawal date, after completion of NURS 192, or for the next available time the needed course(s) is offered.
- If a greater period of time has elapsed than one year, the student will be required to reapply and enter the program at the beginning of the course work for the level they are applying to and will need to retake previous nursing course(s) he/she may have previously successfully completed.
- Students seeking readmission must meet admission criteria at the time of reapplication.
- A student may be considered for readmission to the program **one time only** regardless of the reason for leaving/dismissal. Unless special consideration is provided by the Director of Nursing due to extenuating circumstances.
- The Admission Selection Committee will consider readmission to the program based on the following:
  - Academic standing and continued academic efforts.
  - Withdrawal due to documented medical conditions that have resolved as long as all technical requirements are met.
  - Student behavior and level of professionalism during previous admission.
  - The student folder from the previous admission will be reviewed, including Performance Improvement Plans and other evaluations.
  - The student will be provided with an opportunity to submit an Action Plan for performance improvement.

### LPN Admission into Level II

- Level II applicants must be working LPN's with an unencumbered LPN license. (License must be unencumbered for a minimum of 5 years or the duration of having your license if less than 5 years). The work requirement is at least a minimum of 1040 hours in one year.
- The HESI LPN-to-ADN Entrance Exam is required. The required score is 850 or greater. This test may be retaken once within the next 12 months with a minimum of two weeks between retakes.
- LPNs that are applying for Level II must a Verification of Employment Letter. This letter will be reviewed by the Selection Committee.

## Readmission to Level II

- LPN's may apply for one additional readmission as a Level II student.
  - Application acceptance is based on space availability, the student meeting admission criteria at the time of reapplication, and Admission Selection Committee approval.
  - LPNs that are reapplying for Level II must have their employer submit an Evaluation of Applicant's Performance and Potential and a Verification of Employment Letter. This letter will be reviewed by the Selection Committee.
  - Students readmitted under these criteria will not be eligible for a 3<sup>rd</sup> admission into the nursing program, regardless of how long they have worked as a LPN.
  - The Level II student may be readmitted to the part-time option at the discretion of the Director of the Nursing Program.
- 
- These requirements must be met before the student may attend class:
    - All applicants seeking readmission must have had a physical examination and drug screen within the six months prior to the date of readmission.
    - Applicants must also have current immunizations.
    - All applicants must have an American Heart Association BLS (Healthcare Provider) CPR card or American Red Cross CPR card. *No other cards are accepted.*
  - Students who are selected for admission/readmission will attend a mandatory orientation with the Director of Nursing Education as stated in the acceptance letter.
- 
- Readmission following a sentinel event or unethical conduct:
    - Students dismissed from the program following a sentinel event in a clinical or unethical conduct in class, lab or clinical are not automatically eligible for readmission to the program. Please refer to the HP Code of Conduct for further options.
    - Students who voluntarily withdraw from the nursing program following a sentinel event are under the same regulations regarding readmission following a sentinel event in a clinical or unethical conduct while enrolled in the nursing program, including conduct outside of classroom/clinical/lab scheduled time.
    - Students who choose to voluntarily withdraw from the program but have displayed unethical conduct in or outside of class/lab/clinical may not be eligible for readmission.
    - If a student requests readmission, they must submit their admission application, along with a request for readmission addressing the specific reason for the dismissal and an action plan for remediation to the Director of Nursing.
    - This request will be reviewed by the Admission Selection Committee.
    - The student will be notified of the committee's decision within 30 days of the application deadline.
    - Readmission status will be reviewed by the Admission Selection Committee.

## **Graduation Requirements**

Meeting graduation requirements is each student's responsibility. Students should check regularly with the college Academic Advising and Counseling office to ensure he/she is fulfilling the requirements. All general education coursework must be completed at the conclusion of nursing coursework or the student will not have met the requirements for the degree and will not be eligible for licensing.

To complete the nursing program at DACC, each student must:

1. Satisfy all admission requirements.
2. Successfully complete 69 semester hours according to the nursing curriculum as published in the DACC Catalog.
3. Discharge all financial obligations to the college.
4. Complete the degree requirements of the college.
5. Apply for the degree by completing a graduation application.

Students wishing to obtain a Certificate for Level I must have completed all of the course work outlined in the DACC catalog for Level I – including the general education courses. Students missing general education courses will not be eligible to apply for the Certificate.

## **Commencement**

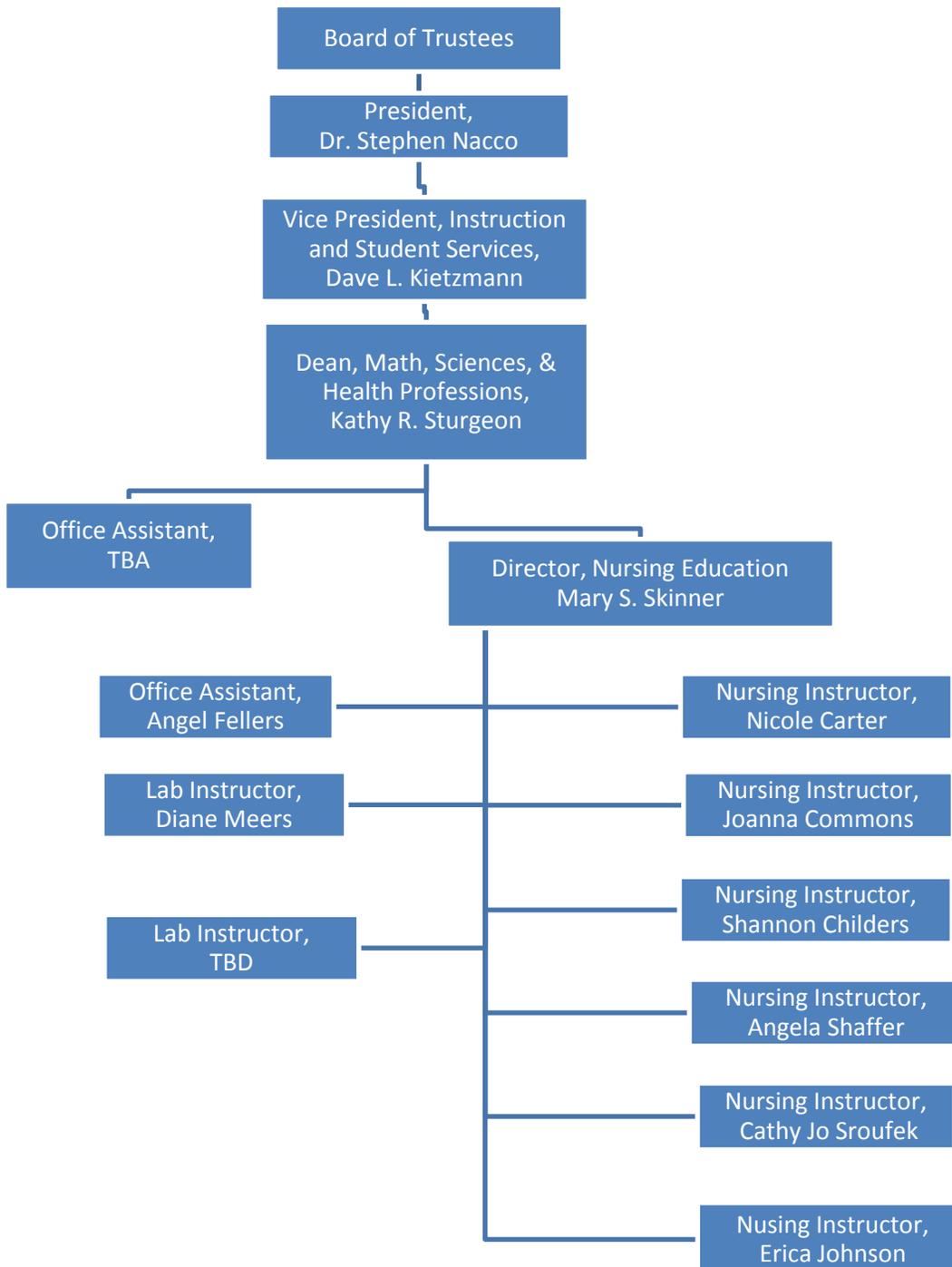
Graduates who have completed the graduation requirements are required to participate in commencement. Commencement is held in the Mary Miller Complex gymnasium in May. Students are seated with the general student population alphabetically by last name.

## **Pinning Ceremony**

A separate nursing pinning ceremony will be held to honor the Level II nursing graduates of the associate degree program. Students who complete Level I will have the option of purchasing an LPN pin through the Nursing Office. Only the students who have completed the ADN program requirements will be allowed to participate in pinning. In order to participate in the nursing pinning ceremony, students are required to participate in commencement. Level I students will receive a Certificate of Program Completion during Commencement. The nursing program will purchase a nursing pin for each ADN graduate.

## Organizational Chart

The following is the organizational chart for the nursing department:



## Reference

A Nurse's Guide to the Use of Social Media. (2011). *Nation Council of State Boards of Nursing*.  
Chicago, IL.

Code of Ethics for Nurses with Interpretive Statements. Retrieved from

<http://nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/EthicsStandards/CodeofEthics.aspx>

Morrisette, P. J. (2001). Reducing incivility in the university/college classroom. *International Electronic Journal for Leadership in Learning*, 5(4), 1-12.

Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing. (2012).  
New York, NY: National League for Nursing.

Quality and Safety Education for Nurses (QSEN) initiative.

Health Professions Student Code of Conduct (2018).

# APPENDICES

## Performance Improvement Plan

Student Name: \_\_\_\_\_ Date of Occurrence: \_\_\_\_\_

Course: \_\_\_\_\_ Semester: \_\_\_\_\_

*A report of a student clinical/classroom/lab occurrence is both a communication and educational tool to provide constructive feedback and remediation. This form will be placed in the student nurse's file and the student will receive a copy.*

<b>VIOLATION OF PROFESSIONAL STANDARDS OR UNETHICAL BEHAVIOR</b>	
	Disrespectful or judgmental behavior to peers, faculty, patient, staff, visitor, etc.
	Dishonest behavior/Lying
	Withheld the truth/Error of omission
	Demonstrated irresponsible behavior/Does not assume responsibility for own actions
	Lack of professionalism in conduct and appearance
	Incivility in behavior
	Abuse or neglect of a patient
<b>UNSAFE OCCURRENCE (PATIENT CARE)</b>	
	Failure to gather data before giving care
	Failure to assess all patient(s) completely and document in a timely manner
	Failure to arrive prepared to give patient care
	Failure to report a key assessment or change in patient condition in a prompt manner to: _____ RN _____ Instructor
	Failure to make critical assessments before or after administration of medications including, but not limited to, digitalis, anti-hypertensive, anticoagulants, insulin
	Failure to intervene in a potentially life-threatening situation (i.e., obstructed airway, syncope, choking, cardiac arrest, vomiting with potential for aspiration)
	Failure to maintain/create a safe environment
	Failure to remedy an unsafe condition, i.e. side rails down or bed in high position.
	No call light in reach
	Unsafe handling of sharps
	Violation of medical/surgical asepsis
	Violation of standard precautions
	Violation of isolation precautions
<b>POLICY VIOLATION (PROGRAM, COLLEGE, HOSPITAL)</b>	
	Procedure performed without prior instructor approval or observation
	Failure to verify physician's orders on patient's chart prior to doing a procedure
	Equipment operated in a manner that could have harmed patient/staff/visitor
	Remained in facility after instructor had left and entered patient room to give care
	Violation of patient confidentiality
	Complaint of harassment or discrimination and validated
	Bullying
	Inappropriate use of social media
	Sentinel event
	Positive substance abuse screen or impaired behaviors
	Clinical absence or tardiness
<b>UNSAFE MEDICATION ADMINISTRATION</b>	

	Violation of 7 R's of Medication Administration: Wrong Patient, Wrong Drug, Wrong Dose, Wrong Route, Wrong Documentation, Wrong Time, Wrong Rationale for Giving Medication
	Failure to check patient ID band with medication administration record
	Failure to look up drug in drug handbook or other resource
	Failure to have medication or IV fluid verified by instructor or approved RN prior to patient administration
	Failure to check for patient allergies
	Failure to consult with instructor prior to medication administration
<b>OTHER</b>	
	Unsatisfactory course grade
	Unsatisfactory clinical grade
	Unsatisfactory care plan grade
	Absence or tardiness
	Medical condition preventing clinical/course completion
	Other:

Plans for improving performance:

<input type="checkbox"/> Tutoring center	<input type="checkbox"/> Decrease work hours
<input type="checkbox"/> Join peer study group	<input type="checkbox"/> Change of study habits
<input type="checkbox"/> Meet with Director of Nursing	<input type="checkbox"/> Alteration of clinical habits
Other:	
Faculty Comments:	
Student Comments:	

I have read the above statements and have received a copy.

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Nursing Faculty's Signature \_\_\_\_\_ Date: \_\_\_\_\_



# Intake Form

for student Issues & Appointments

Date \_\_\_\_\_ Time \_\_\_\_\_

<p><b>Section A: Student</b></p> <p><i>Student concerns are welcome, but please note that DACC policy should be followed.</i></p> <p><b>DACC Student Handbook Resolution Process</b></p> <p>1. Student must first contact and talk with the faculty or staff with whom the student has a conflict.</p> <p>2. If not resolved, the student may contact the director or dean of the program.</p> <p>3. If not resolved, the student may contact the Vice President of Instruction.</p> <p><b>For complaints of harassment or serious conduct violation, the student is encouraged to bypass step one.</b></p>	<p>Student Contact Information <i>Please print.</i></p> <p>Name _____</p> <p>Address _____ State _____ Zip _____</p> <p>Phone _____ Cell _____</p> <p>Email _____</p> <hr/> <p>Student Concern</p> <p>Course _____</p> <p>Instructor/STAFF _____</p> <p>What is the nature of your concern? <i>Please check the appropriate box.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Course Policy Issues</li> <li><input type="checkbox"/> Curriculum Requirements (Prerequisites, projects, etc.)</li> <li><input type="checkbox"/> Course Grading</li> <li><input type="checkbox"/> Instructional Methodology Ineffective</li> <li><input type="checkbox"/> Conduct Violation _____</li> <li><input type="checkbox"/> Other _____</li> </ul> <p><i>Please give a brief description of your concern.</i></p> <p>What actions have you taken to properly address the concern? Check the appropriate box.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emailed the instructor.</li> <li><input type="checkbox"/> Discussed the matter with the instructor via a phone conversation.</li> <li><input type="checkbox"/> Requested a meeting with the instructor and discussed concerns.</li> <li><input type="checkbox"/> Requested a meeting with the program director (for Health Profession students only).</li> </ul> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Have you reviewed your course policy?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Are you requesting an appointment with the Director/Dean? <i>We are happy to schedule an appointment. Appointments require a 24 hour wait period, except for serious conduct violations appointments</i></p>
<p>Student Signature</p>	<p><i>I have read the resolution process as detailed in the student handbook (summarized on the left of this form), and I understand that the Director/Dean may request a copy of the course outline and/or policy for my course or program. Other background information may be requested or accessed to resolve the issue as well.</i></p> <p>Signature _____ Date _____</p>
<p>Section B:</p>	<p>Verification <i>Review form for completion.</i></p>



## **HEALTH PROFESSIONS STUDENT CODE OF CONDUCT**

As members of an academic community, the students, staff, and faculty of Danville Area Community College have both rights and responsibilities which derive from appropriate standards of conduct and ethical integrity. The college code of conduct and the Health Professions Code of Conduct extends to individual programs. Thus, the Health Professions (HP) Programs will provide a safe environment where respect for the individual is practiced and learning is the fundamental goal of all activity. Students are expected to do course work honestly in accord with the stated requirements of each class. All individuals should be treated fairly in an atmosphere free from discrimination and hostility, as defined by the college. Activities which disrupt the learning process for other students and which interfere with faculty in the performance of their duties will be disciplined according to guidelines established by the college. Violations of standards of conduct as detailed by, but not limited to, this HP Code of Student Conduct and the DACC Code of Student Conduct will be dealt with fairly in a manner appropriate to the offense and according to sanctions guidelines.

### **Academic and Personal Conduct Standards**

The college administration and faculty members define, communicate, and enforce reasonable standards of behavior in classrooms, laboratories, offices, clinical sites, and other campus areas. Students are expected to attend and participate in their courses, to complete assignments, and to communicate clearly with faculty and administration any information necessary for their continued enrollment as defined in the program's handbook and course outline. Each student should understand the principles of academic integrity, ethical conduct, and their program handbooks.

Failure to show respect for order, property, and regulations is considered just cause for disciplinary action. When student behavior interferes with an effective learning climate, the student may lose the privilege of attending or receiving credit in course(s) and may be subject to more severe disciplinary actions, including suspension or expulsion from the Health Professions Programs and/or the College. Additionally, students with previous disciplinary actions may be denied readmission to Health Professions Programs.

### **Student Code of Conduct Terminology & Definitions**

The term "Accused" or "Respondent" refers to the student who is charged with violating this Student Code of Conduct. He or she will be asked to respond to the report and follow the conduct procedures noted below. These terms can be used interchangeably.

The term "accused student" means any student accused of violating this Student Code of Conduct.

The term "bullying" means unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. There are six main types of bullying: 1) verbal, 2) social, 3) physical, 4) relational aggression, 5) cyberbullying, and 6) prejudicial bullying.

The term "administrator" includes any person employed by DACC, performing assigned administrative or professional responsibility.

The term "Appeals Committee" means any person or persons authorized by the DACC President to consider an appeal from the Student Conduct Hearing Committee's determination as to whether a student has violated this Student Code of Conduct or from the sanctions imposed by the Student Conduct Officer.

The term “cheating” includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member the DACC faculty or staff; (4) the acquisition, with permission, of academic material belonging to a current or previous student; and (5) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

The terms "college" or "College" or "campus" or "DACC" all mean Danville Area Community College

The term “college premises” includes all land, buildings, facilities, and other property owned, used, or controlled by DACC [including adjacent streets and sidewalks].

The term “Complainant” means any person who submits a referral alleging that a student violated this Student Code of Conduct. When a student believes that s/he has been a victim of another student’s misconduct, the student who believes s/he has been a victim will have the same rights under this Student Code as are provided to the “Complainant” even if another member of the DACC community submitted the charges itself.

The term “disruptive behavior” shall include, but not limited to the following:

1. Behavior that causes a disruption to either academic endeavors or the administration of the College or clinical facility;
2. Conduct that disrupts any authorized or sponsored College or clinical event;
3. The blocking of an entrance, exit, or access to any College or clinical facility, area, road, stairway and/or walkway;
4. Behavior that could endanger life or property at College or clinical facility;
5. Behavior that infringes on the rights of other members of the College or clinical community;
6. Leading or inciting others to disrupt scheduled and/or normal activities within any campus area or clinical facility.

The term “faculty member” means any person hired by DACC to conduct classroom or teaching activities or who is otherwise considered by the College to be a member of faculty.

The term “FERPA” means the Family Educational Rights and Privacy Act of 1974. It deals with the release of student education records and affords students certain rights regarding those records.

The term “hazing” means any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person’s willingness to participate.

The term “Health Professions Programs” encompassed the Health Information Technology, ADN Nursing, and Medical Imaging.

The term “Health Professions Student Conduct Hearing Committee” or “HP Student Conduct Hearing Committee” or “Student Conduct Hearing Committee” means any person or persons authorized by the Executive Vice President of Instruction and Student Services to determine whether a student has violated this Student Code of Conduct and to recommend sanctions that may be imposed when a rules violation has been committed.

The term “HIPAA” means the Health Insurance Portability and Accountability Act. It provides privacy standards to protect patients’ medical records and other health information provided to health plans, doctors, hospitals and other healthcare providers.

The term “incivility” is defined as intentional behavior that is aimed to disrupt the teaching and learning process (Morrissette, 2001). Examples of incivility include, but not limited to cell phone usage, rude comments, slurs, rumors, interruptions, side conversation, tardiness, sleeping, aggressive behaviors, anger, excuses, and blaming.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

The term “policy” means the written regulations of DACC as found in, but not limited to, this Student Code of Conduct, Student Handbook, Health Professions Handbooks, and in the college catalog.

The term “sentinel event” is defined by the Joint Commission (2013) as: an unexpected occurrence involving death or serious physical or psychological injury, or the risk thereof. Serious injury specifically includes loss of limb or function. The phrase, "or the risk thereof" includes any process variation for which a recurrence would carry a significant chance of a serious adverse outcome. Such events are called "sentinel" because they signal the need for immediate investigation and response.

The term “staff” includes any person employed by DACC, performing duties assigned. The term “member of the DACC college community” includes any person who is a student, faculty member, DACC administrator, staff, or any other person employed by the college. A person’s status in a particular situation shall be determined by the Vice President of Instruction and Student Services.

The term “student” includes all persons taking courses at Danville Area Community College, either full or part time, credit or non-credit. Persons who withdrew after allegedly violating this Student Code of Conduct, who are not officially enrolled in a course but who have a continuing relationship with the college or who are in the process of enrolling in a course are still considered “students”. This Student Code of Conduct does apply at all locations of DACC, including off campus sites, at college sponsored events, and in the online environment.

The term “Student Conduct Officer” means a DACC official authorized on a case-by case-basis by to impose sanctions upon any student(s) found to have violated this Student Code of Conduct. The Executive Vice President of Instruction and Student Services may authorize the Student Conduct Officer to serve simultaneously as a Student Conduct Officer and the sole member or one of the members of the Student Conduct Hearing Committee. The Executive Vice President of Instruction and Student Services may authorize the Student Conduct Officer to impose sanctions in all cases.

The term “may” is used in the permissive sense.

The terms “will” and “shall” is something a person will do or expected to do.

\*Please note the College’s Student Handbook and the College’s Sexual Misconduct Policy and Procedure also defines terms for students to know and understand. Theft; gang related conduct;

possession or distribution of tobacco, drugs, alcohol, or firearms; demonstrations/riots, sexual misconduct, or criminal activities will be addressed according to the DACC Student Code of Conduct by the Dean of Student Services and/or DACC security.

### **Purpose of the Student Code of Conduct**

The primary purpose of the Student Code of Conduct is to assist Danville Area Community College in creating an environment that allows for quality, innovative, and accessible learning experiences. Students, faculty, staff and administration share in the responsibility for accomplishing the DACC mission. Student conduct standards at DACC are not to be equated to state or federal criminal codes.

### **College Policies**

In addition to its Mission and Values, the College has created policies to ensure Student Code of Conduct also covers all policies that are needed to protect the rights of the DACC community. Students must know and abide by all DACC policies.

### **Student Code of Conduct Authority**

- The Dean of Student Services is responsible for the DACC Student Code of Conduct.
- The Dean of Student Services shall develop policies and procedures for the administration of the DACC Student Code of Conduct system.
- The Dean of Math, Sciences & Health Professions, or designee, is responsible for the Health Professions Student Code of Conduct.
- The Dean of Math, Sciences & Health Professions, or designee, shall develop policies and procedures for the administration of the Health Professions Student Code of Conduct system.
- Decisions made by a DACC and HP Student Conduct Committee and/or the Conduct Officer shall be final, pending the normal appeal process.

### **Jurisdiction of the Student Code of Conduct**

This Student Code of Conduct and HP Student Code of Conduct shall apply to conduct that occurs on DACC premises and at DACC sponsored activities. Each student shall be responsible for his/her conduct on DACC premises and at DACC sponsored activities. Both Student Codes of Conduct shall apply to a student's conduct even if the student withdraws from or drops out of school while a disciplinary matter is pending.

### **Student Code of Conduct-Rules and Regulations**

Any student found to have committed or to have attempted to commit the following misconduct is subject to disciplinary sanctions as outlined in "Sanctions" section of this Student Code of Conduct. Please note, that the HP Student Conduct Officer has the right to call a HP Student Code of Conduct Committee to review and determine the action taken of any behaviors that do not appear on this list but are deemed serious.

1. Acts of dishonesty or unethical behaviors, including but not limited to the following:
  - a. Cheating, plagiarism, or other forms of academic dishonesty
  - b. Furnishing false information to any DACC administrator, faculty, staff member, or department
  - c. Forgery, alteration, or misuse of any DACC or clinical document or record
  - d. Neglect and/or abuse of patients
  - e. Patient abandonment
  - f. Compromised patient, peer, staff and public safety within the clinical and lab setting

- g. Failure to report a charge and conviction of a felony or misdemeanor to the program director
  - h. Violation of direct or indirect supervision requirements as detailed in the Health Professions Handbook.
  - i. Insubordination
2. Disruption or obstruction of teaching, administration, disciplinary proceedings, other DACC activities, or of other authorized non-DACC activities when the conduct occurs on DACC premises or clinical facilities.
  3. Physical abuse, verbal abuse, bullying, threats, intimidation, harassment, coercion, incivility and/or other conduct which threatens or endangers the health or safety of any person whether verbal, nonverbal or electronic.
  4. Misuse of social media such as violations of FERPA, HIPAA, or other unprofessional postings.
  5. Engaging in acts of hazing, bullying or intimidating towards members of the DACC community. Forms of bullying also include stalking, cyber-bullying, or other forms of electronically-based communications.
  6. Failure to comply with directions of DACC administrators or faculty or staff acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
  7. Unauthorized access to any DACC office, computer, or premise.
  8. Violation of any DACC policy, rule or regulation published in hard copy or available electronically on the DACC website.
  9. Violation of any Health Professions policy, rule or regulation published in the program handbook.
  10. Use of drugs, alcohol, tobacco, including any smoking device, faux-smoking devices, or carrying of any lighted smoking instrument in college buildings or on college premises, at events on college premises, in college-owned/rented/leased vehicles or at clinical facilities.
  11. Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on the DACC premises. Disorderly conduct includes but is not limited to: Any unauthorized use of electronic or other devices to make an audio or video record of any person while on DACC premises without his/her prior knowledge, or without his/hers effective consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in the Fitness Center, locker rooms, or restrooms.
  12. Any misuse of the Health Professions' Computer Labs, Sim Labs, or Skills Labs.
  13. Abuse of this Student Code of Conduct system, including but not limited to:
    - a. Failure to obey the notice from the Student Conduct Officer to appear for a meeting or hearing as part of this Student Code of Conduct system.
    - b. Falsification, distortion, or misrepresentation of information before the Student Conduct Officer or Student Conduct Hearing Committee.
    - c. Disruption or interference with the orderly conduct of a Student Code of Conduct discipline proceeding.
    - d. Attempt to discourage an individual's proper participation in, or use of, this Student Code of Conduct system.
    - e. Attempting to influence the impartiality of a member of a Student Conduct Hearing Committee.
    - f. Harassment (defined above) and/or intimidation of a member of a Student Conduct Hearing Committee and/or any witness.
    - g. Failure to comply with the sanction(s) imposed under this Student Code of Conduct.
    - h. Influencing or attempting to influence another person to commit an abuse of this Student Code of Conduct system.
  14. Violation of any federal, state or local law. Violations of this nature may be reported to professional boards of regulations.
  15. Violation of safety rules as defined in the health profession handbooks or course outlines.

16. Involvement in a sentinel event.

### **Student Code of Conduct Procedures**

The purpose of the procedures is to provide a fair evaluation of an accused student's responsibilities for violating the DACC or HP Student Code of Conduct.

1. **Classroom Management:** Each faculty member is responsible for managing classroom behaviors. In the case a student's misconduct violates the Code of Conduct a faculty member may impose sanctions. If unresolved at the faculty level, the case may be referred by the faculty to the program director. If unresolved at the director level, the case may be referred to the Dean of Math, Sciences & Health Professions. If the violation results in removal from the classroom, program, or from the DACC campus, the faculty or program director will first complete an Incident/Conduct Report, to ensure students will receive due process. The report will be submitted to the Dean of Math, Sciences and Health Professions, who will serve as or designate a program director as the Student Conduct Officer.
2. **Referrals:** Any member of the DACC community may refer a student for behavior which violates the Code of Conduct. The Incident/Conduct Report is to be completed and submitted to the Code of Conduct Officer. Referrals should be submitted as soon as possible after the event takes place.
3. Upon receiving a referral the Student Conduct Officer may conduct an investigation to determine if the misconduct violates the Code of Conduct.
  - a. Violations that may result in sanctions leading up to probation may be addressed through an Informal HP Disciplinary Meeting conducted by the Student Conduct Officer. However, any event involving clinical issues will result in immediate removal from the site until the case is resolved.
  - b. Violations that may result in sanctions leading up to suspension and/or dismissal shall be addressed through a Formal HP Student Conduct Committee. However, any event involving clinical issues will result in immediate removal from the site until the case is resolved.
  - c. The Formal HP Student Conduct Committee reserves the right to refer the violation to the formal DACC Student Conduct Committee.
4. After the investigation, an Informal HP Disciplinary Meeting shall be conducted by the following procedures as stated below:
  - a. The student will be issued written notice of the Informal HP Disciplinary Meeting no later than three business days prior to the Meeting.
  - b. Typically 2-3 Conduct Officers will be present at the Informal Disciplinary Meeting.
  - c. The student will have the opportunity to hear and address the information gathered during the investigation.
  - d. The Student Conduct Officer will determine if the information presented indicates the student has violated this Student Code of Conduct. If it is determined that a violation has occurred and cannot be resolved by probation, the case will be forwarded to the Formal Student Conduct Committee.
5. Formal HP Student Conduct Committee Hearings shall be conducted by the following procedures as stated below:
  - a. All parties will receive written notice of the Student Conduct Hearing no later than three business days prior to the hearing.
  - b. The HP Student Conduct Hearings normally shall be conducted in private.
  - c. There shall be a written record of all Student Conduct Hearings (not including deliberations). Deliberations shall not be recorded. The record shall be the property of DACC.
  - d. When HP Student Conduct Hearings involve more than one student, the Student Conduct Officer, at his/her discretion, may schedule joint or separate hearings for each student accused. In some instances, the Student Conduct Committee may choose to keep the complainant and accused in separate locations during the hearing.

- e. Admission of any other person, besides the complainant's and/or respondent's advisor (see explanation below), shall be at the discretion of the Student Conduct Committee and/or the Student Conduct Officer.
  - f. The Complainant and the Accused have the right to be assisted by an advisor they choose. The advisor should be a member of the DACC community. When selecting an advisor, students should select a person whose schedule allows for attendance at the scheduled date and time for the Student Conduct hearing because delays will not normally be allowed due to the scheduling conflicts of an advisor. If the advisor is not a member of the DACC community or an attorney, the College must be notified 48 hours before the hearing takes place. If attorneys are involved, the Hearing will be moved the DACC Student Hearing Level.
  - g. Both parties are responsible for presenting his or her own information, and therefore, advisors are not permitted to speak or to participate directly in any Student Conduct Hearings.
  - i. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Student Conduct Hearing proceedings.
  - j. If accommodations for the concerns for the personal safety, wellbeing, and/or fears of confrontation of the Complainant, the Accused, and/or other witness during the hearing, the Hearing will be moved the DACC Student Hearing Level.
  - k. The Complainant, the Accused, and the Student Conduct Officer may arrange for witnesses to present pertinent information at the hearing. The Student Conduct Officer will try to arrange the attendance of the witnesses named if reasonably possible, at least two weekdays prior to the Student Conduct Hearing. Witnesses will provide information to and answer questions from the Student Conduct Committee. Questions may be suggested by the Complainant and/or Accused students to be answered by each other or by other witnesses. This will be conducted by the Student Conduct Committee with such questions directed to the Student Conduct Officer, rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved at the discretion of the Student Conduct Officer.
  - l. Pertinent records, exhibits, and written statements may be accepted as information for consideration by the Student Conduct Committee at the discretion of the Student Conduct Officer.
  - m. All procedural questions are subject to the final decision of the Student Conduct Officer.
  - n. After the portion of the Student Conduct Hearing concludes in which all pertinent information has been received, the Student Conduct Hearing Committee shall determine whether the Accused has violated each section of this Student Code of Conduct which the student is charged with violating.
  - o. The Student Conduct Hearing Committee's determination shall be made on the basis of whether it is more likely than not that the Accused violated this Student Code of Conduct.
  - p. The Student Conduct Committee will determine if the information presented indicates the student has violated this Student Code of Conduct and make recommendations for sanctions.
  - q. Sanctions will be imposed by the HP Student Conduct Officer or designated program director.
  - r. The HP Student Conduct Hearing Committee will consist of Dean of Math, Sciences & Health Profession, Program Director, at least one program faculty, at least one non-program faculty, at least one student services representative, and other college employees as deemed necessary. Faculty involved will be present but without voting privileges. Security may be present, if required.
6. If the Accused student, with notice, does not appear before a Disciplinary Meeting or Student Conduct Hearing, the information in support of the referrals shall be presented even if the Accused is not present.
7. When a student believes that s/he has been a victim of another student's misconduct, the student who believes s/he has been a victim will have the same rights under this Student Code of Conduct as are

provided to the Complainant, even if another member of the DACC community submitted the referral itself.

### **Sanctions & Decisions**

The following sanctions may be imposed upon any student found to have violated this Student Code of Conduct:

1. Oral reprimand
2. Written reprimand presented to the student and/or attached to the student's permanent records
3. An assignment (new or to repeat the work), to be graded on its merit
4. A lower grade or failing grade on the particular assignment or test
5. A failing grade in the course
6. Warning - A formal notice in writing to the student that the student is violating or has violated institutional regulations
7. Probation - A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation(s) during the probationary period.
8. Loss of privileges or denial of specified privileges for a designated period of time
9. Removal from a course or clinical site in progress
10. Removal from program and/or limitation of readmission

Additional sanction and decision comments:

- More than one of the sanctions listed above may be imposed for any single violation.
- Sanctions for repeated or aggravated violations that may lead up to suspension from the College.
- Disciplinary sanctions become part of the student's disciplinary and educational records. In situations involving both an accused student(s) and a student(s) claiming to be a victim of another student's conduct, the records of the process and sanctions imposed will be considered to be educational records of both.
- In each case in which a Student Conduct Hearing determines that a student(s) has violated this Student Code of Conduct, the sanction(s) shall be determined and imposed by the Student Conduct Officer. The Student Conduct Committee will recommend sanction(s). Following the Student Conduct Hearing the Student Conduct Officer shall advise the accused student(s) in writing via formal letter within seven (7) calendar days of its determination and of the sanction(s) imposed, if any.
- Both parties have the right to appeal. See below.

### **Interim Suspension**

In certain circumstances, the Student Conduct Officer, or a designee, may impose a suspension prior to holding a Student Conduct Hearing.

1. Interim suspensions may be imposed only: 1) to ensure the safety and well-being of members of the DACC community or preservation of DACC property; 2) to ensure the student's own physical or emotional safety and well-being; or 3) if the student poses an ongoing threat of disruption of, interference with, the normal operation of DACC.
2. During the interim suspension, a student may be denied access to the campus (including classes) and/or clinical and/or all other DACC activities or privileges for which the student might otherwise be eligible, as the Student Conduct Officer, or designee, may determine to be appropriate.
3. The interim suspension does not replace the regular process, which shall proceed on the normal

schedule, up to and through a Student Conduct Hearing, if required.

### **Appeals**

1. A decision reached by the Student Conduct Hearing or a sanction imposed by the Student Conduct Officer may be appealed by the Accused Student(s) or Complainant(s) to the Vice President of Instruction & Student Services within seven (7) days of the decision. Such appeals shall be in writing and shall be delivered to the Vice President of Instruction & Student Services.
2. Except as required to explain the basis of new information, an appeal shall be limited to a review of the verbatim record of the Student Conduct Hearing and supporting documents for one or more of the following purposes:
  - a. To determine whether the Student Conduct Hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present information that the Student Code was violated, and giving a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
  - b. To determine whether the decision reached regarding the accused student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Student Code occurred.
  - c. To determine whether the sanction(s) imposed were appropriate for the violation of this Student Code of Conduct which the student was found to have committed.
  - d. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Student Conduct Hearing.
3. If an appeal is upheld by the Vice President of Instruction and Student Services, the matter shall be returned to the original Student Conduct Committee and Student Conduct Officer to allow reconsideration of the original determination and/or sanction(s). If an appeal is not upheld, the matter shall be considered final and binding upon all involved.

### **Interpretation, Revision, and File Maintenance**

1. Any question of interpretation or application of this Student Code of Conduct shall be referred to the Dean of Math, Sciences & Health Professions or the Executive Vice President of Instruction and Student Services
2. This Student Code of Conduct shall be reviewed every five years under the direction of the Dean of Math, Sciences & Health Professions and the Program Directors, but will be reviewed by the Dean of Student Services and Executive Vice President of Instruction and Student Services.
3. As educational records all documents related to Student Conduct investigations and/or hearings will be maintained according to DACC Board Policies and FERPA.

## Student Signature Page / Agreements

*This Student Handbook is a dynamic document that will be revised as needed. Students will be notified of changes and updates to this Handbook.*

**Directions: Please read, check the box, and sign your name and date at the bottom:**

- I agree to maintain confidentiality regarding all aspects of clinical situations.
- I hereby authorize DACC to release requested clinical requirements to agencies as required.
- I understand and agree to comply with the policies and regulations as stated in the DACC Nursing Handbook, course syllabus, college catalog, and clinical facilities.
- I understand I should have health insurance, and I understand that it is my responsibility to obtain my own medical care at my own expense for any injuries or illnesses sustained as a direct or indirect result of my affiliation with the facility.
- I understand working more than 20 hours a week may hinder my success in the nursing program.

*My signature (below) acknowledges my receipt of the Handbook for Nursing Students and the understanding that I am held accountable for knowing and abiding by the policies of the Associate Degree Nursing Program at DACC, as a student in the program.*

Student Name (print): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The signed copy of this form is maintained in all student files kept in the nursing office.*