



Sterling, Colorado

**[www.njc.edu](http://www.njc.edu)**

**Associate Degree Nursing Program (LPN to ADN)**  
**Nursing Student Handbook**  
**2011**

**Addendum**

## **Northeastern Junior College Nursing Programs Approval and Accreditation**

Northeastern Junior College is accredited by North Central Association. This institutional accrediting agency evaluates the entire educational organization. In addition NJC's nursing program is approved by the Colorado State Board of Nursing. Both the Practical Nursing Program and the LPN to Associate Degree Nursing Program are under candidacy status with the National League for Nursing Accrediting Commission (NLNAC).

**NLNAC's contact information:**  
3343 Peachtree Road NE Suite 850  
Atlanta, Georgia 30326  
(404) 975-5000

NJC's nursing program also participates in the Colorado Nursing Articulation model through which nursing credits are accepted by other Colorado nursing programs.

### **Students Right to Privacy**

All student files and records are confidential. Any and all student materials are to be maintained in a locked room when unattended. FERPA guidelines can be reviewed at <http://www.njc.edu/Records/Privacy-Act/> for more information about students' right to privacy

### **Disclaimer**

The nursing student handbook is intended to be a fair summary of matters of interest to students and should be used in conjunction with the Northeastern Junior College Catalog and Student Handbook. The NJC catalog and Student Handbook can be found at [www.njc.edu/publications/home.html](http://www.njc.edu/publications/home.html) Readers should note that is not intended to be a complete statement of all procedures, policies, rules or regulations. The college/department reserves the right to change, without notice, any academic or other requirements, course offerings, course contents, programs, procedures, policies, rules, and regulations that may be contained in this booklet.

**Northeastern Junior College**  
**Student Learning Outcomes for Associate Degree Nursing Program**

1. Demonstrate an attitude of compassion in serving as caregiver and advocate for clients and their families regardless of the individual's age, ethnicity, creed, religion or health care needs.
2. Assess health care needs of clients and family by collecting data and differentiating between normal and abnormal findings.
3. Use the nursing process to assess, prioritize and manage client and family needs related to physical, psychological, socio-cultural and developmental needs.
4. Apply teaching/learning techniques in instructing clients and family needs related to physical, psychological, socio-cultural and developmental needs.
5. Apply Colorado Nurse Practice Act, and the ANA Standards of Care and Code of Ethic to professional practice.
6. Promote dignity and growth of the nursing profession through collaboration with others in modifying nursing approaches.
7. Show evidence of accountable behaviors as an individual concerned with the welfare of others, and accountable behavior as a member of the community.
8. Accept responsibility for maintaining and updating individual knowledge and skills through continued learning activities.

## **Student Involvement/Activities**

**LPN to ADN Nursing Club:** Students are offered the opportunity to participate in a student organization focusing on behaviors and attitudes that reflect professionalism within the nursing discipline. Participation is optional and includes activities to support and positively influence the goals of the nursing program, college, and community. Participation includes planning and fundraising for graduation.

**LPN to ADN Nursing Club Student Officers:** Students will be elected to represent the LPN to ADN nursing program on campus, the Student Faculty Liaison Committee, and the Advisory Council (generally the president) during each academic year. Offices held include president, vice-president, secretary, treasurer, and one or two CAB representatives. The role of secretary and treasurer can be combined and president and vice president can be combined for co-president roles if the class votes as such. The CAB representatives will alternate meeting attendance. The CAB representative(s) is required to attend the NJC campus meeting for the College Activities Board which occurs weekly in the Hays Student Center.

**Student-Faculty Liaison Committee:** A committee will be formed comprised of student elected class officers and full-time faculty. The committees focus will be to bring forth student input which encourages student and faculty collaboration in a quality improvement process.

## **Student Grievance Procedure**

The student grievance procedure is intended to allow students an opportunity to present an issue that they feel warrants action. This includes the right to secure educational benefits and services without regard to sex, race, national origin, or ancestry, creed, color, disability, or age and have the issue considered in a prompt and equitable fashion.

NJC's nursing programs follow the college's Student Grievance Procedure for all student grievances. Please refer to Section 3.17 in the NJC Student Handbook. p. 41-43. The Student Handbook can be accessed at [www.njc.edu/publications/home.html](http://www.njc.edu/publications/home.html)

## Student Test Item Query

Name: \_\_\_\_\_

Test Date: \_\_\_\_\_

**Item number on test:**

**Rationale as to why I believe the keyed answer is NOT correct:**

**References (give page number):**

**What I believe to be the correct answer (give rationale for your answer):**



### Test Analysis Worksheet

Problem Area	Potentially Related Factors	Assessment Needed	Possible Interventions
I. Lack of knowledge of subject	Poor retention of information	Did you spend adequate time in study and review?	Have you built in review time in your schedule? Did you set up a pre-exam study review schedule? Did you make use of summary sheets, maps, flash cards, etc., for drilling on important information?
	Inadequate lecture notes	Was the information needed to answer the questions given in lecture or in textbook? If it was given in lecture, check to see if the information is adequately recorded in your notes.	Set up note-sharing with a peer tutor Share notes with others in a study group Get help in improving note-taking skills Record lectures with a tape recorder and then complete notes from the tape after class
	Failure to understand concept well enough to apply knowledge correctly	Pinpoint what you did not understand	Study with the goal of understanding Compare textbook with other sources in order to clarify concepts Seek help from instructors Set up tutoring with the goal of discussing important concepts including possible applications Discuss concepts with other students in a study group Check your summary sheets or maps to see if they were prepared to show relationships
II. Inadequate English language skills:			
Reading comprehension	Failure to understand the meaning of the question(s) and/or answer options	Did you restate or explain the question or answer options before answering the questions?	Seek clarification from the instructor to be sure the question or option is understood correctly Seek help with reading comprehension skills
Vocabulary	Inadequate vocabulary to understand the meaning of question(s) or answer option(s)	Check to see if you can explain the meaning of the word(s) which caused the difficulty	Look up all unfamiliar words in a dictionary or glossary when studying Make a list of all new vocabulary encountered Make flash cards of all new vocabulary words with their meanings. Drill with these flash cards. Use the words in sentences. Practice pronouncing the words.

Problem Area	Potentially Related Factors	Assessment Needed	Possible Interventions
Reading speed	Lack of time to complete all items on examination or unwise use of time	Did you answer all items?  Were items left undone or unfinished due to lack of time?	Did you budget test time? Did you follow the steps in our test-taking plan? Did you spend an inordinate amount of time on some of the questions? Discuss with instructor(s) whether it is possible to have extra time to complete exams Get help to improve reading rate.
III. Exam Panic:			
Unable to concentrate during the exam	Questions or answer options not read carefully enough	Were you able to answer the questions correctly immediately after the exam or now during the exam analysis?	Practice good exam techniques so that you have a specific routine to follow in answering <i>every</i> exam question: A. Concentrate on what the question is asking: – Underline key words – Jot down own answer before looking at the answer options  B. Consider each option carefully: – Underline key words – Mark each option as true, false, or?  C. Choose answer using information you have learned during the course
“Easy” questions answered incorrectly	Good exam techniques not used on “easy” questions as well as “hard” questions		Use good techniques on <i>every</i> question—not just those that are difficult
Mental block – <i>can't remember</i> what has been learned when taking exam	Material not learned thoroughly enough  Lack of confidence in ability to do well on exam  Unable to break exam panic cycle and relax after the first couple of minutes into the exam		Use a relaxation technique while exam papers are being passed out Immerse yourself in the exam; attack it with good test-taking techniques Locate an easy question and answer it first Over learn while studying Drill with flash cards on important concepts and related materials to build confidence in knowledge of material



<b>Problem Area</b>	<b>Potentially Related Factors</b>	<b>Assessment Needed</b>	<b>Possible Interventions</b>
IV. Poor Exam Skills:			
Did not know what question asked	Question read carelessly or too quickly. Key words not noted	Reread missed question, and then without looking at your former answer or the correct answer, answer it again. Is the second answer different? What caused the change?	Read each question carefully Underline key words Attempt to answer question; jot down “pool of answers” <i>before</i> looking at answer options. This will ensure that you understand <i>what</i> is being asked
Did not consider each option carefully	Made snap decision on an answer choice without thinking through each option		Underline key words in options Compare your “pool” of possible answers with answer options on exam Mark each option as true, false, or ?
	Attractively worded distracter chosen because of lack of self-confidence or because correct option seemed “too easy”		Choose answer you have marked true above one marked? Use knowledge you have learned in course—do not choose something unfamiliar just because it “sounds good”
Changed answer from right to wrong	Too much read into the question	How many answers did you change? Calculate the percentage of questions changed from right to wrong	Never change an answer unless you know <i>why</i> the first choice was wrong and/or <i>why</i> the second choice is right. Never change an answer just because of uncertainty or lack of confidence in your knowledge. First impressions are usually right. Later on you may “read” too much into the question
Difficulty with “ <i>except</i> ” questions		Did you have difficulty with “ <i>except</i> ” questions?	Disregard the word “ <i>except</i> ” Mark each option as true, false, or ? Choose the answer that is different from the others Reread stem (including “ <i>except</i> ”) with answer option chosen to be sure your answer makes sense

<b>Problem Area</b>	<b>Potentially Related Factors</b>	<b>Assessment Needed</b>	<b>Possible Interventions</b>
Failure to use time wisely—did not answer all of questions—failed to answer question even though correct answer known	Too much time used on different question(s) with not enough time left to answer all question	Were all questions answered?  Did you know the correct answer to questions not answered on the exam?	Answer question easiest for you first in order to build up confidence and get the most credit for what you know Answer moderately difficult questions next Leave most difficult questions until last Give more time to questions worth more points Make use of all information in the test, look for memory joggers, as you work through the test
Did not answer question adequately (essay or short answer questions)			Outline all key points before writing answer for an essay question
“Forgot” to answer question(s)	Carelessness or lack of concentration		Do not be in a hurry to leave Take time to recheck paper to be sure all questions have been answered
Marked wrong answer “by mistake”	Carelessness or lack of concentration		Take time to check paper for clerical errors Reread each question with the option you have chosen to be sure you have marked the answer you intended