



**Practical Nursing Program
Nursing Student Handbook
2013-2014**

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NORTHEASTERN JUNIOR COLLEGE
PRACTICAL NURSING HANDBOOK

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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 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 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 accredited by the Accreditation Commission for Education (ACEN).

ACEN contact information:

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Atlanta, Georgia 30326

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www.acennursing.org

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

Practical Nursing Program Student Learning Outcomes

1. Assess health care needs of clients and family by collecting data, identifying deviations from normal with prioritization of client care needs across the health-illness continuum.
2. Provide safe, ethical and competent nursing care without bias due to the individual's age, ethnicity creed, life style, or illness.
3. Utilize the nursing process to maintain and promote the health of clients throughout the lifespan. Apply critical thinking skills to content from nursing and support courses and to the roles of the Practical Nurse.
4. Act as an advocate for patients and their families in teaching methods of health care and health promotion and in identifying other available resources.
5. Communicate and cooperate with members of the health care team by demonstrating accountability for the quality of care given.
6. Reflect knowledge and skill necessary for filling a beginning patient-care management role.
7. Uphold the ANA and NFLPN Standards of Care and Code of Ethics, NLN roles, Colorado Nurse Practice Act, and advancement of the profession.
8. Accept responsibility for maintaining competence, for seeking guidance as indicated and for lifelong learning in nursing.

Nursing Department Mission and Philosophy

MISSION STATEMENT DEPARTMENT OF NURSING

Mission:

To provide quality education that prepares the learner to become a member of the profession of nursing, meeting the needs of a diverse population, in an ever-changing health care environment in both rural and/or urban settings.

DEPARTMENT OF NURSING PHILOSOPHY

The Individual

The individual is unique and complex, a holistic being of biological, psychological, social, cultural, and spiritual dimensions. Each individual operates within a personally determined value system which is acquired and shaped through experience, personal judgments, and interaction with others. Individuals possess deliberative abilities and have the potential to make rational decisions about their lives, their health, and their own goals. Individuals possess inherent human rights and are deserving of respect and support in accordance with their basic needs. Each person is influenced by his/her genetic inheritance, biological make-up, culture and the physical and social environment in which he or she exists.

Health

Health is a dynamic state that is influenced by each individual's inherited characteristics and life experiences. At any given time, a person's health status is seen as being at a point on a continuum that extends from high-level wellness to the cessation of life. Human beings possess adaptive and recuperative abilities. Individuals can alter his or her health status resulting individuals moving in either a positive or negative direction on the health continuum in response to his or her own efforts and/or through intervention of the health care system. Individuals who have achieved a reasonable level of understanding have the right to information regarding their health and are entitled to make choices about their health care and status and the care they will receive. Wellness is viewed as a dynamic state of physical, psychological, social and spiritual well-being. Wellness is defined by the individual's perception of wellness and influenced by the presence of disease and the individual's ability to adapt.

Nursing Practice

As a member of the health care team within the discipline of nursing, the Licensed Practical Nurse (LPN) provides direct individualized care with shared responsibility for the care of the individual(s) under supervision of a professional nurse, MD, podiatrist or dentist. The LPN performs therapeutic and preventative nursing measures in structured settings within traditional and alternative health care delivery systems.

Associate degree education is one of the established entry points into professional nursing practice. At the associate degree level, nursing education is directed toward facilitating the student to develop basic knowledge, skills, and attitudes necessary for the

professional practice. Upon entry into practice, the associate degree graduate is prepared to function as a novice generalist in the roles of provider of care, teacher, manager of care, advocate and member within the discipline of nursing. The nurse provides direct care to patients with complex health needs, adjusting care as patient situations change; collecting and analyzing data from patients, families, and other health care resources; formulating appropriate nursing diagnoses, implementing therapeutic intervention and developing/revising plans of care based on evaluation. The ADN-RN maintains professional relationships by advocating and supporting patient decisions, and by collaborating and communicating with patients, families, and other health professionals. The ADN-RN manages the care of assigned patients and supervises care given by other licensed and unlicensed health personnel.

The baccalaureate degree nurse is distinguished from the associate degree nurse in the breadth and depth of care of the group and community as client, and in leadership and research expectations.

The Profession of Nursing

Nursing is a humanistic, service discipline founded on knowledge from the sciences, humanities, and human experience. It is a scholarly profession that utilizes theories from nursing and other disciplines to guide its practice for the promotion of health, care of the sick, and support to individuals and families in the final stages of life. The focus of nursing care is to meet the needs of the individual who functions as a member of a family, culture and society. Whatever affects any part of an individual affects the whole, hence the emphasis for the holistic nursing approach. Nursing provides education and supportive, recuperative care for individuals needing assistance in attaining or maintaining health or coping with illness. An emphasis of nursing care is promotion of the highest level of wellness achievable by the individual and society as a whole. An attitude of empathic caring is an essential element of effective nursing care. The nursing process is utilized by nurses within their roles, as they work cooperatively with patients, families and groups in finding solutions to individual and community health problems. Nurses provide care without bias to all persons needing their service regardless of the individual's race, creed, culture, religious orientation or health status. Nursing requires continuous updating of its knowledge base and treatment modalities in an effort to promote an evidenced based practice in response to emerging health care problems, scientific discoveries and new technologies in the profession. The discipline of nursing encompasses a wide range of technical skills and scientific knowledge.

Teaching/Learning/Nursing Education:

Learning is the acquisition of knowledge, understanding and skills as demonstrated in the change in behavior that persists. Learning is the cultivation of the potential of the individual and is more effectively achieved when learning opportunities are integrated and meaningfully related to the learner's interests and level of achievement. The potential for education can exist in any situation, but the responsibility for learning lies solely with the learner.

The nursing education process is seen as a cooperative effort requiring extensive interaction between students and faculty. A variety of teaching learning strategies is utilized to meet the individualized needs of students in both the academic and practice settings. Curriculum content is designed to proceed from the simple to the complex, and progresses from the known to the new material.

Nursing education is seen as a continuous, life-long process through which individuals expand learning, enhance practice ability or qualify for advanced employment positions. Specific processes are provided to facilitate progression from the practical nurse to the associate degree professional nurse and then to the baccalaureate nurse level, and are defined and validated through the Colorado Articulation Model.

Graduates of an educational program offered by the Department of Nursing will possess knowledge of the history, development, accomplishments, and direction of the nursing profession. They will be informed regarding the unique roles, competencies, and responsibilities expected from individuals prepared at all levels. Graduates will also be aware of advanced practice positions and opportunities available to individuals prepared with baccalaureate and graduate credentials in nursing.

Adopted: 7/26/06
Revised: 9/14/06
Revised: 10/04/07

CCCS Nursing Program Curriculum Framework

The CCCS Nursing Curriculum has as its foundation, the arts, sciences, humanities and nursing knowledge. The structure of the curriculum is built upon seven (7) key concepts from the nursing philosophy which are: professionalism, nursing process, communication, health illness continuum, holistic care, teaching/learning and caring intervention. These guiding concepts are foundational to education for the roles of the professional nurse. The curriculum is also guided by the Colorado Board of Nursing (CBN), The National League for Nursing's (NLN) nursing roles, the Colorado Articulation Agreement, and the American Nurses Association (ANA) standards.

These concepts thread through each course and identify concepts and theories that guide the development of each part to create a whole curriculum. This structure promotes progressive development of breadth and depth of knowledge.

The desired characteristics of program graduates reflect the concepts in this framework and are summarized as competence in the NLN roles of the nurse; Provider of Care which incorporates teacher and advocate, Manager of Care and Member of the Profession. These desired characteristics are defined further in program specific competencies and are used to guide content, course objectives and the outcome evaluation processes.

Glossary

Professionalism is the embodiment of the nursing roles, both those established by NLN and the multiple roles of entry into practice (LPN, ADN, BSN), standards of care, cultural competence, ethical/legal practice and the use of evidenced based practice in the practice of nursing. It is personified in committed, well-educated individuals who are focused on quality client care.

Nursing Process is the problem solving process used to plan and implement client care; it includes assessment, planning, intervention, analysis, synthesis and evaluation. The use of the nursing process, accompanied by highly developed critical thinking skills, is essential for quality outcomes in client care.

Communication is the verbal and nonverbal interaction between the nurse and client, nurse and family and/or significant others, and nurse and healthcare team that contributes to the understanding, treatment and teaching of clients. Three types of communication skills are essential in the practice of nursing; listening, interviewing and therapeutic.

Health-illness continuum demonstrates that health and illness are not exclusive for each other and exist as an ever-changing state encompassing physical, mental, spiritual, and social well being.

Holistic Care is patient care based on “understanding that the patient is an interconnected unity and that physical, mental, social and spiritual factors need to be included in any interventions. The whole is a system that is greater than the sum of its parts.” *ANA Scope and Standards*, 2004.

Caring Intervention is the provision of individualized, therapeutic nursing interventions enveloped in human compassion and sensitivity to one's self and others. It requires critical thinking, planning and the promotion of communication and collaboration between client and nurse.

Teaching/Learning incorporates into its meaning the concept of life-long learning and articulation for progression as one may choose to pursue a higher degree in nursing.

Admission Criteria for PN Programs

Prerequisites

- ENG 121 English Composition (3 credits)
- BIO 106 Basic Anatomy & Physiology (4 credits) or BIO 201 Anatomy & Physiology I (w/ lab, 4 credits) and BIO 202 Anatomy & Physiology II (w/ lab, 4 credits)
- HPR 108 Dietary Nutrition (1 credit)

Prerequisite Requirements

- Must be completed with a grade of “C” or better
- A cumulative GPA of **2.25** is required for all prerequisites (Note: a student cannot achieve a 2.25 with all C’s)
- Science prerequisites are valid for 7 years from the time of completion to the start of the Nursing Program
- If you did not take your courses at Northeastern Junior College send official transcripts to NJC’s records office.

Program Acceptance

The following must be completed for the student to be accepted into the program:

- Accuplacer scores or comparable course work to show Math, Reading and English are at college level; courses to be determined during academic advising.
- Take the Kaplan pre-nursing test.
- A GPA of 2.25 on all prerequisites is required, and a grade of “C” or better is required for each prerequisite course.

Admission for the practical nursing program will be based on a point system. Points are awarded based on the following:

- Grade point average on required prerequisites
- Prior Degree
- Certified Nursing Assistant – proof of certification from State Board of Nursing
- Score on Kaplan pre-nursing test
- Proof of being from NJC’s service area for at least one year prior to start date

All students will be **admitted provisionally** until the following have been completed:

- Satisfactory Criminal Background Check (Not to be done any earlier than 90 days of start date into the program)
- Negative drug screen
- Current Health statement
- Current immunization records
- Professional CPR Certificate (Must not expire until after graduation from the program)

Criminal Background Checks

All Colorado community college nursing students are required to take and pass the background checks available at this web site address: www.healthcareex.com/ for the list of disqualifying offenses refer to <http://www.njc.edu/Academics/Nursing/Admission-Requirements> .

The faculty and personnel of the Nursing Program do not guarantee or promise that any student will be accepted by or acceptable to every facility, clinical lab, practitioner, affiliates, or others who may provide training or other services for the Nursing Programs.

Health Policy

1. A student is required to have a physical examination by a health care provider PRIOR TO ENTRY into the program. A health form is provided by the program office specific to program requirements and is the only form accepted for health clearance.
2. Required vaccinations as a condition of program admission (required PRIOR TO PROGRAM ENTRY)
 - a. Hepatitis B: 3-dose series (#1 now, #2 in 1 month, #3 approximately 5 months after dose #2); positive serologic titer; or signed vaccine waiver
 - b. MMR: must have serologic evidence of immunity (positive titer for all 3 - rubeola, rubella, and mumps) or needs 2 doses of MMR 4 weeks apart
 - c. Varicella: serologic proof (positive titer) of immunity or prior vaccination or needs 2 doses of varicella vaccine, 4 weeks apart
 - d. Tetanus, diphtheria, pertussis: a one-time dose of Tdap with Td boosters every 10 years thereafter
 - e. Flu vaccine: a one-time dose of influenza vaccine every flu season before the start of clinical in the fall.
3. Required PPD (Tuberculin testing) testing: the 2-step process is required. If student has had 1 PPD in the last 12 months a second PPD is required within 3 months of program start. If the student has no history of PPD in last 12 months 2 PPDs are required. The second test is often given 1 week after the first test.
4. Student Health Services are available through the Family Care Clinic at 615 Fairhurst in Sterling. The student must identify as a NJC student when an appointment is made at the clinic. The student must contact his/her own physician or Sterling Regional Med Center for treatment of illness or injury during evening and night hours and weekends. The student is responsible for the cost of Emergency Department treatments.

5. Health insurance is the responsibility of the student. Any injury that occurs in the classroom or lab that requires treatment will be the responsibility of the student. Refer to “*Clinical Information*” in this handbook for instructions regarding injury at a clinical site.

Northeastern Junior College Nursing Policy on Student Professional Nursing Competence and Good Moral Character (GMC)

The purpose of this policy is to explain the nursing department's position regarding nursing competency and good moral character standards for all nursing courses. This policy is based on the assumption that nursing students will be eligible for licensure after graduation, as well as practicing as practical nurses. The professional certification associated with practical nursing brings an ethical responsibility to faculty to attend to the competency and good moral character of students. It is the policy of the nursing department to adhere to all policies at the college including the requirements of the **American with Disability Act** as amended in 2008. Students are not required to disclose their disability to the nursing department. Qualified students with disabilities who believe they need an accommodation to meet the nursing competency and/ or good moral character must register with the appropriate college office.

The following standards have been determined by the nursing department to be essential to all clinical courses. All nursing students must meet the Professional Nursing Competency and GMC standards set forth in this policy with or without responsible accommodation(s) as defined by The Americans with Disability Act. In addition all nursing students must adhere to NJC's Student Code of Conduct.

1. Communication and Observation Skills

The nursing student needs to be able to:

- Speak clearly and effectively in English
- Hear and observe patients in order to elicit information, describe changes in mood, activity and posture, and to perceive nonverbal communications
- Communicate in writing or computer entry, as well as orally using standard, professional nursing and medical terminology
- Communicate effectively and sensitively with patients' family members and other members of the healthcare team, as well as faculty and peers in a 1-1 or group situation
- Elicit, convey or exchange information at a level that allows for the implementation and evaluation of the nursing process
- Communicate in ways that are safe and not unduly alarming to patients, family members, and other members of the health care team
- Relay appropriate information to patients: teach, explain, direct and counsel a wide variety of individuals, as well as provide clear, direct communication in English during highly stressful, crisis situations

2. Cognitive Abilities

The following examples include but are not limited to, nursing students demonstrating these related cognitive skills:

- Sufficient skills to read and understand written documents in English
- Sufficient skills in problem solving including measurements, calculations, reasoning, memory as well as analysis and synthesis of subjective and objective data

- Sufficient skills to comprehend three-dimensional relationships and to understand the spatial relationships of structure
 - Critical thinking ability sufficient for academic and clinical judgments demanded of practical nurses which require the intellectual abilities to critically appraise, to synthesize knowledge, integrate and prioritize patient care in a prompt, timely fashion
 - Incorporate data from multiple patient sources (physical assessment, vital signs, lab values, interdisciplinary documentation) in a prompt manner in order to provide appropriate safe patient care
3. Gross Motor Skills, Strength, Mobility, and Physical Endurance
- The following are examples of care the student must be able to perform safely:
- Lifting
 - Turning and positioning patients as needed to prevent complications due to bed rest or minimal movement
 - Transferring patients in and out of bed
 - Transporting and exercising patients
 - Pulling and pushing patients and/or equipment
 - Administering cardiopulmonary resuscitation
 - The student is expected to have the psychomotor skills necessary to perform or assist with procedures treatments, administration of medications, and emergency interventions. On a regular day whether in the classroom or clinical the student may be expected to sit, walk and stand. Examples include but are not limited to, the ability to:
 - Stand and/or sit for long periods at a time
 - Stand and maintain balance while transferring a patient, reach below the waist and overhead while providing patient care procedures
 - Walk without a cane, walker, casts, or crutches as well as, arms free of casts or other assistive/restrictive devices in order to ambulate patients and provide bedside or general nursing care
4. Behavioral and Social Attributes/Abilities
- The following are examples, which are not limited to, the behavioral and social attributes and abilities that nursing students need to demonstrate:
- Ability to relate to patients, family members, as well as work cooperatively with other members of the healthcare team and colleagues with honesty and integrity, and with non-discrimination in relation to the patient's race, ethnic group, age, gender, religion, or political preference ability to pay, gender or sexual orientation
 - Ability for the development of a mature, sensitive and effective therapeutic relationship with clients
 - Ability to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients

- Ethical behaviors reflecting adherence to the nursing code of ethics, and student academic integrity policy
- Sufficient emotional and mental stability to:
 - Tolerate physically taxing work
 - Handle emotions that might affect practice performance
 - Function effectively when stressed
 - A level of consciousness and attentiveness that guarantees patient safety
 - Ability to participate in the professional care of a patient, before and after a procedure that he/she may be in disagreement with
 - Ability to care for patient with communicable diseases using appropriate standard precautions and/or guidelines
 - Ability to accept and integrate constructive criticism given in the classroom and clinical settings
 - Ability to examine and change his/her behavior when it interferes with productive individual or team relationships and/or the care of patients
 - Ability to work in close quarters with patients, healthcare team members and nursing faculty

5. Sensory Skills

Examples of the necessary sensory skills include, but not limited to:

- Normal tactile feeling and use of touch to feel sensitivity to heat, cold, pain, pressure, etc.
- Use of auditory sense to detect sounds related to bodily functions with a stethoscope; to hear and interpret many people and correctly interpret what is heard
- Auditory sense to communicate clearly in telephone conversation and respond effectively with patients and with other members of the healthcare team
- Acute visual skills necessary to detect signs and symptoms, body language of patients, color of wounds and drainage, and possible infections anywhere; interpret written words accurately, read characters and identify colors on the computer screen
- Observation skills to observe lectures and demonstrations, observation is necessary to perform competent health assessments and interventions and necessitates functional; use of vision, hearing, tactile and somatic senses.

6. Good Moral Character (GMC)

GMC is defined for practical purposes as the ability to practice nursing in a safe and competent manner and with minimal risk to the public health, safety and welfare.

Examples of such good conduct are as follows:

- Honesty
- Trustworthiness

- Integrity
- Accountability
- Reliability
- Distinguishing between right and wrong
- Avoidance of aggression to self and others
- Taking responsibility for one's own actions

Examples of absences of such good conduct are as follows:

- Hostile or destructive conduct to another or to self
- Conduct that demonstrates disregard for the welfare, safety or rights of another
- Conduct that demonstrates disregard for honesty, integrity or trustworthiness
- Inability and/or unwillingness to acquire and integrate professional behavior
- Inability to control personal stress, interpersonal difficulties, significant Psychological dysfunction, and/or excessive emotional reactions that interfere with professional function

This policy was developed by using the following resource:

Sousa, S., Griffin, R., & Krainovich-Miller, B. (2012) Professional nursing competence and good moral character: A policy exemplar. *Journal of Nursing Law*, 15, 51-59

Program Curriculum

Pre-requisite Courses Required:

- ENG 121 – English Composition I
- BIO 106 – Basic Anatomy and Physiology or BIO 201 and 202
- HPR 108 – Dietary Nutrition
- Testing at a College level in Reading and Math

Fall Semester

Course #	Course Name	Credit Hours
NUR 101	Pharmacology Calculations	1.0
NUR 102	Alterations in Adult Health I	4.0
NUR 103	Basic Health Assessment for the Practical Nurse	1.0
NUR 105	Practical Nursing Arts and Skills	6.5
NUR 116	Basic Concepts of Gerontological Nursing	1.0
NUR 131	Clinical I: Application of Practical Nursing Arts and Skills	4.5

Spring Semester

Course #	Course Name	Credit Hours
NUR 104	Alterations in Adult Health II	5
NUR 110	Basic Pharmacology for the Practical Nurse	3.0
NUR 113	Basic Concepts of Maternal-Newborn	2.0
NUR 114	Basic Concepts of Nursing of Children	2.0
NUR 132	Clinical II: Applications of Alterations in Adult Health	3.0
NUR 133	Clinical III: Application of Basic Concepts of Maternal-Newborn and Pediatric Nursing	1.5

Summer Semester

Course #	Course Name	Credit Hours
NUR 111	Socialization into Practical Nursing	1.0
NUR 115	Basic Concepts of Mental Health and Illness	1.0
NUR 134	Clinical IV: Advanced Applications in Adult Health	4.5

A student is responsible for meeting all graduation requirements. Advisors may assist in planning programs, but the final responsibility for fulfilling all graduation requirements rests with each student.

Requirements for Licensure

In order to secure a license from the state of Colorado as a LPN certain information related to having a previous criminal record or having a chemical dependency problem (drugs or alcohol) is requested when applying for licensure. The following information is requested:

1. Has any nursing or other health care license held by you been denied , revoked, suspended, reprimanded, fined, surrendered, restricted, limited, or placed on probation in any state other than Colorado or in any territory of the United States?
2. Are you under investigation or is a disciplinary action against your nursing license or other health care license in any state or territory of the United States?
3. Have you received notification from the Department of Health and Human Services, Office of the Inspector General that you have been excluded from participation in Medicare, Medicaid or any federal health care programs based on program related crimes and discipline?
4. Have you ever been convicted, entered a plea of guilty, nolo contendere, or no contest for any felony, misdemeanor or petty offense?
The fact that a conviction has been pardoned, dismissed, deferred, or that your civil rights have been restored does not mean that you answer this question NO; you should answer YES.
5. Have you ever been convicted, pled no contest/nolo contendere, or had a court accept a plea to a criminal motor vehicle offense of DUI/DWI/DWAI/OWI or any traffic offense involving drugs or alcohol or any other alcohol or drug-related offense?
The fact that a conviction has been pardoned, dismissed, deferred, or that your civil rights have been restored does not mean that you answer this question NO; you should answer YES.
6. Has any final judgment, settlement or arbitration award for malpractice been paid by you or on your behalf?
7. In the last five years, have you been diagnosed with or treated for a condition that significantly disturbs your cognition, behavior, or motor function, and that may impair your ability to practice as a practical nurse safely and competently, such as bipolar disorder, severe major depression, schizophrenia or other major psychotic disorder, a neurological illness, or sleep disorder?
8. Do you now abuse or excessively use, or have you in the past five (5) years abused or excessively used, any habit forming drugs, including alcohol, or any controlled substance that has a) resulted in any accusation or discipline for misconduct, unreliability, neglect of work, or failure to meet professional responsibilities; or b) affected your ability to practice as a practical nurse safely and competently?
9. Have you been terminated or permitted to resign in lieu of termination from a nursing or other health care position because of your use of alcohol or use of

any controlled substance, habit-forming drug, prescription medication, or drugs having similar effects?

10. Have you been arrested for an alcohol or drug related offense other than stated in question No. 5?

If any question is answered “yes”, the student needs to meet with the Director of the Nursing Programs for counseling as the Colorado State Board of Nursing has specified requirements for licensure that must be met.

The State Board of Nursing will consider whether a person can be licensed if s/he has had a criminal record or chemical dependency problem on an individual basis. Having had the problem does not necessarily mean that licensure will be denied. However, the Board is very strict about individuals being truthful about past problems. If an individual is not truthful on the application form and the Board finds out, licensure is denied. The Board has the following information on the application form:

Please be advised that in Colorado, supplying false information in application for licensure is punishable by law.

I state under penalty of perjury in the second degree, as defined in 18-8-503, Colorado Revised Statutes, that the information contained in this application is true and correct to the best of my knowledge. I understand that under the Nurse Practice Act, providing false information is grounds for denial, suspension or revocation of a Nursing License and may be punishable by law. You may not practice as a Nurse as defined in CRS, 1985, 12-38-111(112), until you have completed the requirements for licensure.

The Colorado State Board of Nursing maintains a web site where more information about licensure is available. Go to www.dora.state.co.us/nursing

Student Involvement/Activities

PN (Practical Nurse) Student 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.

Practical Nurse Student Officers: Students will be elected to represent the Practical Nursing program on campus and in the PN Student Club each academic year. Offices held include president, vice-president, secretary, treasurer, and two CAB representatives. The role of secretary and treasurer can be combined 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.

Academic Policies

1. It will be necessary to maintain an overall grade point average of 2.0 or “C.” A “D” or below in any required class, or an unsatisfactory in a clinical course may result in a counseled withdrawal from the program.
2. All academic courses require a “C” in order to receive credit. The Practical Nursing Certificate will not be awarded without a “C” or better in all courses. Students must have a “C” average (77%) on total exam scores for each course in order to receive credit for each course. If a student has a “C” or better average in the course but is < 77% on exam scores the student will not receive credit for the class, and will receive a “D” or “F” grade.
3. If a student receives a “D” or “F” as a result of test score average < 77% in only one course during the semester the student will be allowed to do an independent study for this specific course. The student will be allowed to progress to the next term and in addition to the required semester courses will also be responsible for an independent study for the failed course. No independent study course will be allowed in NUR 103 or any clinical course. This opportunity to take an independent study will be allowed only once in the program.
4. Students are encouraged to seek assistance from the Comprehensive Learning Center in the library, if needed, as early as possible. In addition, faculty will serve as tutors in nursing subjects and skills and will be available three hours per week to any student interested. Students are also encouraged to schedule appointments with individual instructors for additional assistance if needed. A tutoring schedule will be prepared and posted at the beginning of each semester. If a student drops below a 77% test score average at any point in the semester the student will be required to log in 2 hours/week in the nursing lab or CLC until the test score average is $\geq 77\%$.
5. All clinical courses are graded as a satisfactory/unsatisfactory. The student will be evaluated every week in clinical. The weekly clinical grade is comprised of 50% clinical performance scores and 50% clinical paperwork scores. Weekly clinical grades will be averaged for the final course clinical grade. A grade of Satisfactory is $\geq 77\%$. A grade of Unsatisfactory is < 77%. All clinical courses must be passed with a satisfactory in order to progress in the program and graduate.
6. Nursing faculty will use a ticket to test policy. In order to take unit tests the student must turn in all assigned work at the time of the test. If a student comes without assigned work, the student will not be permitted to take the test. Ten points will be deducted for taking a late test because worksheets were not turned in.
7. Nursing exams take skill and practice to complete successfully. Nursing faculty would encourage any student who needs to improve test taking skills to set up a meeting with faculty to complete a detailed test analysis of a past test by using the Test Analysis Tool (See appendix p. 1). The Comprehensive Learning Center also

can assist students with test taking skills. Open labs will not be used to review past tests.

8. If a student takes a test and believes a test questions has been marked wrong in error. The student may complete a Test Item Query form (see Appendix p. 2) and turn the completed form to the instructor no later than one week after reviewing the test. There will be no class time used to argue or debate exam questions.
9. Practical Nursing program students must pass a dosage calculations test with 100% during the first term and usually this occurs in NUR 101. In each subsequent term/semester, all nursing students will be given an additional dosage calculations test at the start of each term and are required to obtain a 100% by a date established by faculty. Failure to obtain these scores ultimately may result in failure of clinical. Students will have the opportunity to retake the dosage calculations test until 100% is achieved at the discretion of the program administration and faculty. However, math remediation may be required and may include independent study and/or additional math course(s).
10. Grading scale for program. (The grading scale will carry to the 10th decimal place).

100-90 – A	76-69 - D
89-83 – B	68-0 - F
82-77 – C	

11. **Kaplan**

Northeastern Junior College implements the Kaplan Integrated Testing Program and NCLEX-PN review into the nursing curriculum for purposes of identifying areas of strength and improvements needed in the student nursing population. Students are encouraged to fully use this service to assist in his or her educational process. Kaplan provides numerous practice assessments that are accessible to students throughout the program and may be required before administration of proctored assessments. Selected courses each semester will have Kaplan examinations that will assess the level of knowledge in particular areas. Remediation will be used to correct student’s knowledge deficits and to enhance areas of proficient knowledge.

Refer to specific course syllabi for tests to be taken.

There is a NCLEX review course offered by Kaplan upon program completion. It may include live or on-line instruction and may include activities each student must complete before, during, and after the course is offered. The goal is to assist nursing students in preparation for taking the NCLEX-PN exam upon successful completion of the PN program. Participation is dependent on the student and Kaplan’s course offerings availability.

**Northeastern Junior College
Practical Nursing Program
Readmission Policy**

Practical nursing students at Northeastern Junior College may complete an independent study course for one course in which the student failed to earn a “C” or better. A student is only permitted to do this one time in the entirety of the practical nursing program and excludes clinical courses and NUR 103. This is unique to the practical nursing program and is not a policy for the LPN to ADN program at NJC. If a student is unsuccessful in a second course they must exit the program and are offered the option to return to the program the following year to attempt the courses that were not completed successfully. In addition the student who does not continue on to the spring semester will be required to take a special topics nursing class the next fall which will include participating in NUR 103 and NUR 105 labs and three weeks of clinical to review content and assess competency before starting spring semester. If a returning student is again unable to successfully complete one or more courses in the nursing program a conference with nursing faculty is scheduled to discuss a plan for program progression and completion. Ultimately, the student must exit the program at that time and if the student requests re-entry into the program a formal remediation plan will be developed. Examples of potential remediation plans may include working as a certified nursing assistant, improvement of proficiency of the English language or communication skills. The student will be required to work on this plan for one academic year. Upon successfully meeting the objectives the student would be eligible to apply to the program for consideration for admission for the fall of the following academic year. The student would be screened for admission using the same competitive criteria as required for all potential candidates. The student would be required to start the program from the beginning and repeat the program in its entirety.

Academic Integrity Procedure

Ethics is an integral part of the foundation of nursing. Ethics can be defined simply as a discipline that looks at what is good or bad; wrong or right; and also deals with moral obligation and duty (Merriam Webster Dictionary, 2011). It should be apparent the important place ethics has within the discipline of nursing. Ethics begins for the discipline along the academic path for each and every nursing student.

Recognition of the importance of ethics to the nursing profession led to the development of a Code of Ethics for Nurses. One of the purposes of the Code of Ethics for Nurses is to state the “ethical obligations and duties of every individual who **enters the nursing profession**”; and this means that each nursing student at Northeastern Junior College will be held to this standard. Provision 5 of the Code of Ethics for Nurses lays the groundwork for academic integrity at NJC in the nursing programs.

Provision 5: The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

Nursing students are required to incorporate extremely large amounts of new information into their knowledge base for a successful transition from student to professional nurse. NJC nursing students are expected to maintain the highest standards of academic honesty and integrity. Unless specified otherwise, all work submitted by a student is to be the original creation of that student,. Penalties for plagiarism, cheating, falsifying work or other acts of academic dishonesty may include, but not limited to, verbal or written warning to the student, no credit or reduced credit for an assignment, administrative withdrawal from the course, “F” grade for the course, disciplinary probation, or expulsion from the college. If a student is willing to compromise their personal integrity, thereby the integrity of the profession of nursing by cheating or being dishonest in their completion of their academic coursework, the question arises regarding compromising the safety of the patient, either as a student or in future professional practice and will not be tolerated in the nursing programs at Northeastern Junior College.

The Academic Integrity Procedure process can be found and reviewed in the NJC College Catalog.

The Code of Ethics for Nurses with interpretive statements can be found at:

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

Absenteeism

1. Nursing graduates are legally responsible for knowing what a practical nurse should know. The Colorado Board of Nursing requires a minimum number of hours for clinical practice before you are eligible to take the licensing exam. Therefore, absenteeism is monitored closely in the Practical Nursing Program.
2. All students are required to inform the PN program office daily of any absence (classroom, clinical, or laboratory). The student should personally call 521-6701 no later than 15 minutes after the start of the class time.
3. Students who are ill or physically unable to attend school three consecutive days or more must obtain a written statement from the attending physician that they may resume classes. Prolonged or frequent absences must be discussed with the director.
4. Outside appointments (Dr., Dentist, Lawyer, Counselor, etc.) must be made outside of class hours and are not excusable from class. If class is missed due to an appointment class activities will **not** be allowed to be made up.
5. Court appearances will be evaluated on an individual basis. Problems requiring legal appearances should be dealt with prior to entry into the program.
6. Students should use their own judgment during times of severe weather. No absence will be excused due to weather unless the campus is closed, the road is closed, or the clinical instructor is unable to attend.
7. If the student must be absent when an exam is scheduled the student must notify the instructor or director before the test is given or the student will not be able to make up the exam. It is expected that the exam will be made up on the first class day following the absence. Ten points each day will be deducted from the exam score if the exam is not taken on the first day of returning to class or clinical. No test can be taken later than one week after the scheduled exam date. Make-up exams will be arranged with instructor.

Class work and Assignments: Assignments are due the day the student returns. Students are responsible for contacting individual instructors regarding work missed. Instructors will not contact students.

8. Classroom Absence: Classroom attendance is strongly advised. Instructors will deal with these on an individual basis.

Tardiness: Consistent tardiness in any NUR course is not allowed. Instructors will deal with this on an individual basis.

9. Lab Absences: Attendance is mandatory for all lab sessions. If a student is going to be absent or late from lab the instructor or administrative assistant must be notified. If a student is absent from one lab that lab must be made up. More than one absence from lab will result in a failing grade for the course or dismissal from the program.

10. Clinical Absence Policy: Students will be allowed one clinical absence day in the fall and spring semester that will not need to be made up. If the student misses more than one (1) clinical day in the fall or spring semester or a day in the summer the clinical days will need to be made up. There may be an opportunity to make up a clinical day depending on the availability of instructors and clinical sites. The cost of the clinical make up day is \$45/hour for eight hours and one hour of paperwork grading time per student. The money will be due to the nursing office **before** the scheduled make-up day.

Reporting: The clinical facility must be notified one hour before the shift begins if the student is to be absent. A reason for the absence must be stated. Failure to notify the clinical facility of an absence will be dealt with in a private counseling session with the director and will result in a lowering of the clinical grade. The college should also be notified of the absence per #2 above.

Clinical Information

There are written statements of agreement between the college and the clinical agencies. Students are mandated to meet all the requirements of these agreements. It is understood and agreed that the agency may withdraw the students from any specific area which is not conducive to optimum learning experiences and may withdraw any student from any area when the student's actions, attitudes, or conduct may, in the agency's judgment, have a detrimental effect on the patients or personnel. Students are expected to abide by all policies of the affiliating institution which may include random drug screen and criminal background checks.

Additional clinical information includes:

1. Familiarity with equipment and procedures is necessary before arriving at the clinical facility. It is expected that the student will review and practice skills in the nursing lab prior to their clinical experience.
2. The student is expected to prepare for patient care to include review of chart, old charts, Kardex, medication records, and/or computer sheet. No patient care is allowed without an instructor/nurse present.
3. The student needs to arrive to the clinical site with completed clinical paperwork for each patient or appropriate paperwork for the clinical site.
4. All medications must be researched prior to clinical hours. New medications must be researched prior to administration. Ability to calculate dosage and administer medications through all appropriate routes is mandatory.
5. Report pertinent changes in patient's health status immediately to instructor and LPN/RN assigned to the patient that day.
6. Students may not accept gifts or social invitations from patients. Nursing students must be mindful of their conduct when in the clinical facility. Conduct should be professional at all times.
7. Students are expected to:
 - a. Refrain from engaging in client care when the student's physical or emotional condition is a threat to client and/or others carrying out nursing interventions in a safe manner.
 - b. Engage in nursing practice in accordance with the student's level of preparation, legal limitations, and agency policy.
 - c. Communicate with faculty and health team members honestly and accurately, including reporting errors of omission or commission to appropriate persons.
 - d. Seek appropriate supervision and/or consultation in planning and providing nursing care.

8. Students will limit their lunch or dinner breaks in accordance with agency policy for nursing staff. The meal break should be taken with consideration of the patient's condition, planned treatments or medications, and the overall staffing needs of the nursing unit. Other breaks, such as coffee breaks, are permitted if the agency policies permit, and should be limited. Students are required to ask the nursing instructor and staff for permission to leave the unit for meals, breaks, or conferences. Report must be given to the responsible LPN/RN prior to leaving the unit. All pertinent information must be communicated to the staff nurse/representative.
9. All IV starts will be observed by a RN.
10. Students cannot transcribe doctor's orders independently.
11. Instructor or staff nurse must observe **all** dosage calculations, administration of IV piggyback medications, all subcutaneous, intramuscular, or intradermal medication administration, all controlled substances administration, and all oral medications preparation/administration.

Injury occurring in the clinical area

When a student has been injured in a clinical area immediate notification of the clinical supervisor is expected. The student needs to seek emergency treatment at the nearest emergency department. Human Resources at NJC must be notified of occurrence for Workman's Compensation procedures and will be followed by the Occumed department at Sterling Regional MedCenter.

Confidentiality

Information regarding patients obtained from patients records, computer systems, conversations or any other manner is confidential. Facility staff may only release information regarding patient conditions. No discussion regarding patient condition will occur outside the appropriate clinical setting. Nursing students have access to very personal types of patient information. For ethical, professional and legal reasons, this information must be used appropriately and for the purpose of meeting patient needs only. Students will use patient initials rather than names on written care plans, etc. Discussion about patients or clinical experiences should occur in appropriate, secure areas and not in public places such as elevators, hallways, cafeterias, church, etc. No copies of any form can leave the facility with patient's names on them. No patient information can be stored on computerized hand held devices.

Personal Appearance

The student's appearance is a reflection of not only him/herself, but also of his/her school and the clinical facility. Clothing should be neat and clean, shoes polished if appropriate. The student should be well groomed, including clean natural nails no longer than ¼ inch.

The student may wear street clothes in the classroom and clinical laboratory. Students will wear the NJC student uniform in NUR 105 lab and the clinical facilities. When obtaining information regarding patients in the clinical facility, a white lab coat and name pin need to be worn as well as professional dress. No jeans, shorts, or tank tops will be allowed in the clinical area at any time.

Clinical

1. Required uniforms for the Practical Nursing program at NJC includes a white scrub top and black scrub pants. Approved uniforms will be purchased at the NJC Bookstore with the NJC nursing student logo on the scrub top. White t-shirts (short or long-sleeved) may be worn under scrub tops. Long-sleeved white t-shirts must have a band around wrist to keep the sleeves up when pushed up to help protect the sterile field during procedures.
2. All students must have **mostly black** nursing shoes. Only high-quality tennis shoes such as Reebok, Nike, New Balance, etc. with a small amount of color (such as a stripe) are acceptable. Clogs with a back strap may be worn. **No open-toed shoes or canvas shoes are allowed in the clinical areas at anytime.**
3. Neat, well-trimmed, well-groomed hair is required. All students must wear their hair in a style that prevents hair from being over the face or eyes or that falls freely on the uniform below the collar line. Male students will have facial hair neatly trimmed.
4. Complete uniform includes name tag, watch with a second hand, scissors, black pen, pencil, notebook, stethoscope, blood pressure cuff and pen light. A gait belt must also be purchased and will used in long term care clinical rotations.
5. Jewelry and make-up should be kept at a minimum. Students must not wear nail polish. Wedding bands and only one pair of small earrings are allowed in the clinical setting. One pair of small earrings is allowed in **ears only.**
6. No jewelry is allowed in piercing other than ears. If an instructor or nurse becomes aware of additional piercings the student will be asked to remove the piercings immediately. A critical incident report will be completed for each infraction of any dress policy standards. Three critical incident reports for any reason will result in dismissal from the program.

7. No visible body art or tattoos are allowed in the clinical setting. Any visible tattoos or body art must be covered with a flesh-covered bandage.
8. No gum chewing is allowed in the clinical areas.

Any violation of these standards may result in the student being sent home from clinical. Critical incident reports will be completed for an infraction. Three critical incident reports for any reason will result in dismissal from the program. The missed clinical must be made up according to policy.

Classroom

In respect for the learning environment of others, the student should refrain from wearing revealing clothing. Deep v-necks and pants that do not cover undergarments and the lower back should be avoided. Students may wear street clothes in the classroom.

Other

Students must exercise caution when using social networking sites, such as facebook. Students must remember that what is posted may be accessible to the public, including NJC administration and faculty and future employers.

Examples of content that reflects negative or questionable motives include but are not limited to:

postings about clinical sites or patients, comments about fellow students or faculty, and photos of social activities involving (or those that could be construed as) involving illegal or inappropriate actions or behaviors.

Employment

1. It is strongly recommended that no more than 16 hours per week be undertaken by the student. Hours must be arranged so that they do not interfere with school responsibilities, including a required orientation to a facility, or adequate rest.
2. The student may not wear the student uniform or any item which identifies him/her with student status while employed for compensation.
3. While employed, procedures specific to the practical nursing program cannot be performed for compensation.

Insubordination and Misconduct

Insubordination or misconduct will not be tolerated. Violations will be reported to the program director and may result in probation or dismissal from the program. Assigned seating may be done by the individual instructor.

Cell Phone

Cell phones need to be turned off during class time. In case of emergency messages can be left with the administrative assistant at 521-6701. Cell phones are not allowed in patient care areas and not to be used in front of patients or families.

Disciplinary Policy

Northeastern Junior College Student Handbook has additional information on disciplinary procedures please refer to the student code of conduct in the NJC's student handbook, as well as SP4-30 Student Disciplinary Procedure, and policy BP 4-30 Student Discipline.

The NJC catalog and Student Handbook can be found at www.njc.edu/publications/home.html

The nursing program handbook has stricter policies than the NJC's student handbook on disciplinary and dismissal procedures. This is due to the high professional standards and the need to consider patient safety. A nursing student continues to have the right to appeal any decision. The following are examples that will cause the disciplinary policy to be activated in the nursing department:

1. Failure to give advance notice of absence from assigned clinical practice.
2. Evidence that there is drug/alcohol use during scheduled school activities.
3. Negligence in performance of nursing duties
4. Failure to complete course objectives and written assignments within specified time frames.
5. Failure to demonstrate behaviors indicative of professional integrity (cheating on exams/plagiarism, etc.)
6. Violation of the policies stated in this handbook (appearance/dress code).
7. **A STUDENT WILL BE PLACED ON IMMEDIATE CLINICAL SUSPENSION IF SAFETY TO THE PATIENT BECOMES A FACTOR**
 - a. Charting or reporting completion of nursing interventions or medical orders when in fact such action was not taken
 - b. Failure to report errors
 - c. Assuming responsibilities or performing skills in which the student has not been instructed or those not within the Scope of Practice
 - d. Violation of confidentiality

- e. Unsafe performance of clinical practice

In the event of immediate suspension, and if requested by the student, the due process of the disciplinary process shall occur as soon as possible following the suspension.

8. Incident Report:

- a. If a student violates a “critical” behavior an incident report will be filed.
- b. The student and instructor will fill out the report with a remediation plan and date identified.
- c. The student may receive one warning before the incident report is filed, but this is at the discretion of the instructor.
- d. A student with **three** incident reports in their file for the year will result in dismissal from the program.
- e. The following are examples of “Critical” behaviors:
 - i. Not prepared for clinicals i.e. clinical paperwork not complete
 - ii. Fails to check patient allergies and ID band before administration of medications or procedures
 - iii. Tardy without notifying the clinical site or absent.
 - iv. Violation of Dress Code
 - v. Smoking while at clinical facilities or while in uniform
 - vi. Attitudinal factors or poor display of professionalism at the instructor’s discretion
 - vii. Cell phone use during class or clinical.
 - viii. Any violation of the handbook.

Students are also expected to adhere to the other rights, freedoms, and responsibilities outlined in the Student Code of Conduct, in the Northeastern Junior College Handbook, and the current college catalog. The NJC catalog and Student Handbook can be found at www.njc.edu/publications/home.html

Cigarette Smoking and/or Use of Drugs

Northeastern Junior College has resources to help students' quit smoking. Please see the counseling office for assistance. In addition Tobacco Free Nurses (www.tobaccofree-nurses.org) is the first national initiative to help nursing students and nurses stop smoking and to empower students and nurses to engage in tobacco use prevention and cessation. NJC is a smoke free campus. Smoking is not permitted on any NJC property. No smoking will be allowed while the student is in uniform.

Drinking alcoholic beverages prior to attending class or clinical are reason for disciplinary action pursuant to the NJC Student Code of Conduct.

Use of controlled substances (i.e., depressants, stimulants) is a violation of the Nurse Practice Act. **Students taking medication under doctor's written permission, excluding medical marijuana, must report to the director. The use of medical marijuana is not permitted in the program.**

If a student demonstrates physical or mental impairment as a result of prescription drug use, they will be removed from the classroom or clinical area and subject to clinical failure and/or dismissal from the nursing program. Any student suspected of such use will be removed from any classroom/clinical area and will be required to undergo urine and/or blood tests.

Because alcohol and drugs can adversely affect quality patient care, safety and productivity, Northeastern Junior College requires all nursing students be drug and alcohol free while in school including the clinical area. Drug screens are done at time of admission and for suspicion of drug or alcohol use. This policy does not prohibit students from possessing, using or being under the influence of prescribed medications, so long as they are used in prescribed dosage and do not compromise judgment. Whenever an instructor reasonably suspects that a student has violated this policy, the student will be directed to cooperate in testing. Reasonable suspicion may be based on, but is not limited to, the following:

1. Apparent drug or alcohol use, possession or impairment while at school.
2. Evidence of diversion or conversion of clients medications.
3. A clinical accident or incident which leads to an injury or property damage.
4. Complaints of drug use or alcohol abuse from clients, clients family, visitors, staff at the clinical facilities, or other students.
5. Any other reasonable basis for suspecting drug or alcohol use in violation of this policy.

Students who have positive drug test results may attempt to promptly establish a legitimate medical explanation for the results. The nursing program shall give due consideration to any timely evidence that such results were caused by lawful medication or other substances. Students who test positive or refuse to test will be dismissed from the

program and referred to appropriate counseling. If proof of rehabilitation can be established, readmission to the program may be considered at a later time.

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. 44-46. The Student Handbook can be accessed at www.njc.edu/publications/home.html

Counseling and Guidance

1. Planned and unplanned conferences with each student will be held throughout the program. Students may confer with faculty members upon request.
2. Each student has planned conferences during the school year. Attendance at all conferences is required for satisfactory completion of the program, and all conferences are recorded in the student's progress file. Conferences occur at the mid-term and at the end of fall and spring semester and culminate with a final conference at the end of the program
3. NJC's Counseling Department is available on campus in the Hays Student Center. Students may be referred to the counseling department if faculty/administration believes the student would benefit from these services.
4. Several social activities which require the attendance of all students are included in the program. Student attendance at these events is encouraged and in some cases is mandatory. Examples of planned activities include:
 - a. Class organization meetings
 - b. Graduation practice, reception, and related activities
 - c. Professional In-service
 - d. Practical Nursing Graduation Ceremony at which full participation is required

Evaluation - Progress - Achievement

1. Records, including both clinical and didactic, for each student are kept in a cumulative file with the permanent and concurrent progress record and may be seen by the student once a week.

2. Records are accompanied by anecdotal and conference notes written by faculty to document progress.
3. Testing will be one form of evaluation to measure progress and may be conducted via paper/pencil or computerized exams or in a laboratory skills check-off format. Grades will be earned for each subject.
4. Kaplan is a testing service utilized in the program. Mandatory testing and remediation will be required in selected courses and may be used in configuration of final course grades.

It is the goal of this program and of the faculty to assist each student to avail him/herself of the opportunities to succeed. Recognition is given to the fact that there are individual differences which will vary widely so these guidelines are to assist the student to align his/her goals with those of the program.

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

TELEPHONE NUMBERS:

Northeastern Junior College: (970) 521-6600

Administrative Assistant	Alexes Ertle	(970)521-6701
Nursing Program Director	Julie Brower	(970)521-6707
Associate Professor	Mary Lederhos	(970)521-6746
Associate Professor, clinical coordinator	Valerie Edinger	(970)521-6723
Assistant Professor	Jan Brandenburg	(970)521-6750
Assistant Professor	Connie Tasker	(970)521-6755

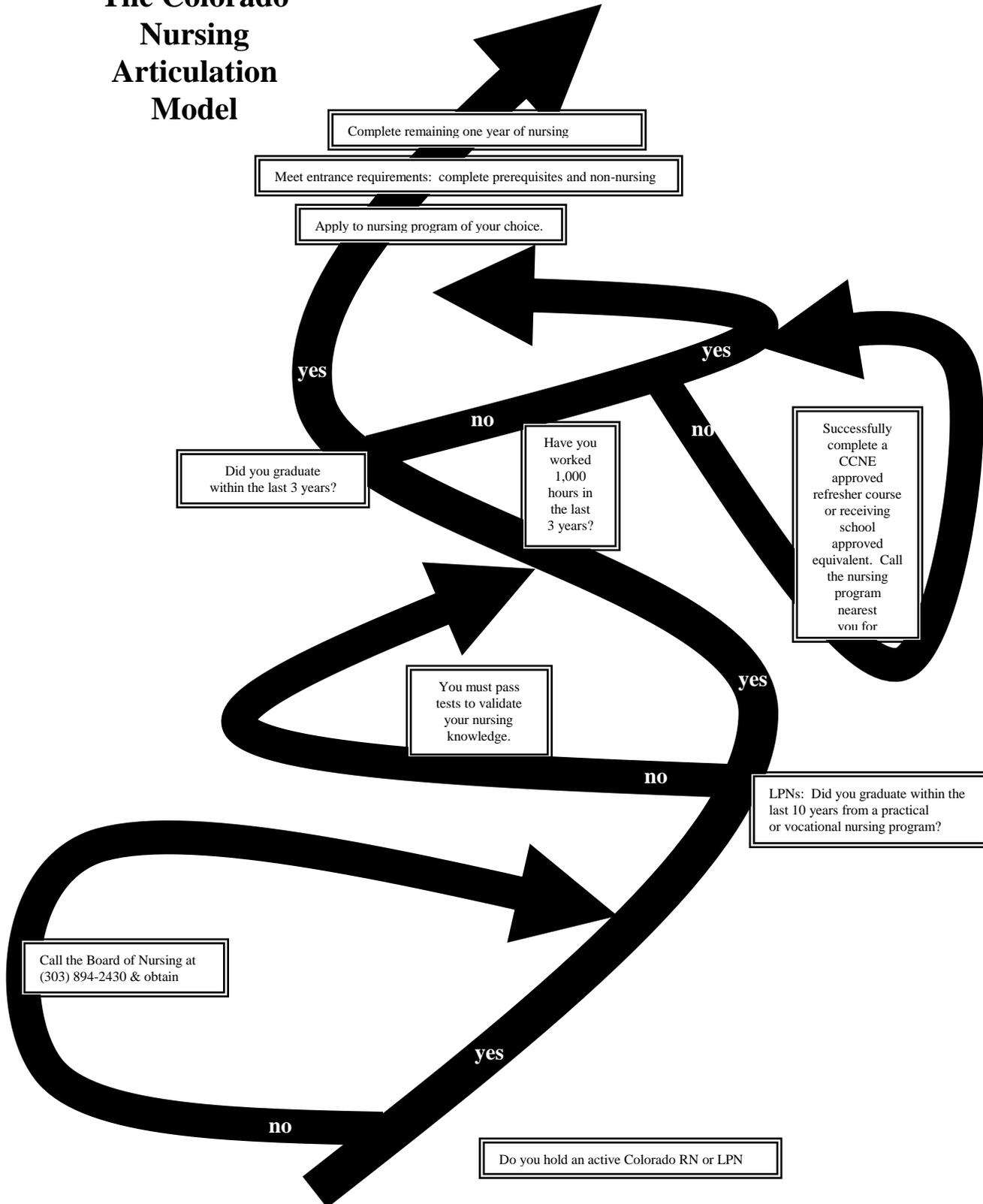
CLINICAL FACILITIES:

Sterling Regional Med Center	(970)522-0122
East Morgan County Hospital	(970)842-6200
Melissa Memorial Hospital	(970)854-2241
Sidney Regional Medical Center-Extended Care	(308)254-3314
Eben Ezer Lutheran Care Center	(970)842-6610

Northeastern Junior College participates in the state wide articulation model whereby an LPN can receive his/her Associate Degree in nursing without repetition of courses. The following diagram demonstrates the articulation pathway.

RECEIVE YOUR NEW DEGREE!

The Colorado Nursing Articulation Model



**Northeastern Junior College
Practical Nursing Program**

Student Oath of Confidentiality

In the performance of my assigned responsibilities for Northeastern Junior College Practical Nursing Program clinical experience, I pledge to keep confidential any and all information concerning patients and or residents. I will not discuss patient/resident cases with any employee other than those having a direct need for such information in the performance of their responsibilities. I will not release patient/ resident information to any individuals or agencies, either written or verbal. I understand that failure to comply will be considered just cause for dismissal from NJC Practical Nursing Program. I also understand that the same need for confidentiality exists after I am no longer an NJC Nursing student.

Student Agreement for Email and D2L

I agree to verify my NJC student email account is valid. In doing so, I verify that I understand that email is a major mode of communication while I am a student in the nursing program. I will check my email account daily for delivery and reiteration of important information to me as a NJC nursing student. I will also check D2L each week before class and for grade notifications for each course in the nursing program.

Program Progression and Successful Completion

I understand that in order to meet the requirements of the nursing program, I must maintain at least a “C” in each nursing related course.

Letter of Agreement

I have read the student handbook for the Practical Nursing Program and understand I must comply with all agreement statements and policies as stated in this handbook.

Student Signature

Print name

Date

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	<p>Did you answer all items?</p> <p>Were items left undone or unfinished due to lack of time?</p>	<p>Did you budget test time?</p> <p>Did you follow the steps in our test-taking plan?</p> <p>Did you spend an inordinate amount of time on some of the questions?</p> <p>Discuss with instructor(s) whether it is possible to have extra time to complete exams</p> <p>Get help to improve reading rate.</p>
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?	<p>Practice good exam techniques so that you have a specific routine to follow in answering <i>every</i> exam question:</p> <p>A. Concentrate on what the question is asking:</p> <ul style="list-style-type: none"> - Underline key words - Jot down own answer before looking at the answer options <p>B. Consider each option carefully:</p> <ul style="list-style-type: none"> - Underline key words - Mark each option as true, false, or? <p>C. Choose answer using information you have learned during the course</p>
“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	<p>Material not learned thoroughly enough</p> <p>Lack of confidence in ability to do well on exam</p> <p>Unable to break exam panic cycle and relax after the first couple of minutes into the exam</p>		<p>Use a relaxation technique while exam papers are being passed out</p> <p>Immerse yourself in the exam; attack it with good test-taking techniques</p> <p>Locate an easy question and answer it first</p> <p>Over learn while studying</p> <p>Drill with flash cards on important concepts and related materials to build confidence in knowledge of material</p>

Problem Area	Potentially Related Factors	Assessment Needed	Possible Interventions
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

Problem Area	Potentially Related Factors	Assessment Needed	Possible Interventions
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

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):