Introduction

Purpose of Handbook

This handbook has been prepared to assist you in your progression through the Parkland College Nursing program. Thorough understanding of the program of learning, policies, and procedures is essential for successful completion of the program. It is your responsibility to abide by the contents of this handbook.

This handbook is available within Angel under each course listing.

Original - 1978

Name of regional institutional accrediting body and accreditation status:

Phone: 800/621-7440

National League of Nursing Accrediting Commission (NLNAC)3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326. P. 404-975-5000 • F. 404-975-5020

State Board Information and Status:

Illinois Department of Professional Regulation
320 W. Washington
Springfield, IL 62786
Phone: 217-785-0800
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Mission and Purposes

The mission of Parkland College Associate Degree Nursing program is to provide a high-quality, balanced curriculum of general education, nursing theory, and skills essential for qualified people to function in their chosen field.

The following purposes are of equal importance in fulfilling the mission of the nursing program:

- Prepare safe, qualified nursing graduates who meet the requirements for beginning practitioners in nursing.
- Assist students in preparing for articulation from secondary schools and to institutions of higher learning beyond this basic program.
- Provide academic advising that will assist students in achieving their career goals.
- Develop a climate where students feel free to discuss ideas and concerns regarding social and professional issues.
- Offer learning opportunities that allow for demonstration of caring behaviors.
- Provide a nurturing, quality work environment that allows for free expression of ideas, implementation of a vision for the future and pedagogical methods that will enhance student learning.
- Maintain a state-of-the-art program of learning that meets the needs of students, the community and health care organizations.

The mission and purposes of the nursing program are in support of the Parkland College Mission and purposes and follow all federal and state laws and College policies.
Philosophy

The primary purpose of the nursing program is to prepare safe, qualified nursing graduates who meet the requirements for beginning practitioners. The mission statement and philosophy of the nursing program support the mission and purposes of Parkland College.

Faculty believes that nursing is a dynamic, therapeutic interaction of the nurse, the client, and the environment. The goal of nursing in any setting is to promote, maintain, and restore optimum wellness and/or assist individuals to experience death with dignity.

The practice of nursing is both an art and a science. Compassion, comfort and caring are essential to the practice of nursing. As a scientifically based practice, nurses use evidence-based decisions to deliver client care. Core competencies provide the framework for nursing practice.

Nurses with an associate degree function independently using educational competencies as defined by the National League for Nursing, the Illinois Nurse Practice Act, the American Nurses Association (ANA) Nursing Standards of Practice and the ANA Code of Ethics for Nurses.

We believe education is a continuous, life-long process that stimulates learning and individual growth. This process should take place in an atmosphere of free expression that exposes the learner to a wide variety of learning experiences. We also believe learning is a lifelong process that results in changes in thought processes, attitudes, values, and behaviors. Education is a teaching-learning partnership aimed at assisting the learner to acquire knowledge, abilities, skills and attitudes. Contemporary nursing education occurs in a variety of settings, and prepares graduates for different levels of expertise.

Nursing education builds on the principles of general education to direct learning toward the acquisition of knowledge, abilities, skills, and attitudes necessary for the practice of nursing. Nursing education belongs in institutions of higher learning and incorporates knowledge from the humanities as well as the behavioral, natural, and physical sciences.

The nursing program recognizes that students come from diverse and varied ethnic, cultural, religious, and educational backgrounds. Students bring to the classroom different learning styles, personal goals, age representation, lifestyles, experiences, and needs. A supportive environment in which frequent feedback is provided is essential for optimal learning. Learning progresses from the simple to the complex and involves the active participation of both the student and the instructor. The instructor serves as a mentor, role model, resource, coach, and/or facilitator of learning. The student is a mentee, role apprentice, consumer of educational resources, and manager of his/her own learning.
Organizing Framework

The nursing process, functional health patterns, and National League for Nursing (NLN) eight core educational competencies are reflected in all aspects of the nursing curriculum and in associated documents for courses (syllabi, evaluation tools, clinical prep materials, etc.).

NLN Core Components:

The curriculum incorporates the NLN Educational Competencies as put forth in the NLN Educational Competencies for Graduates of Associate Degree Nursing Programs (2000, Jones and Bartlett Publishers International, London). The core components include:

- Professional Behaviors
- Communication
- Assessment
- Clinical Decision Making
- Caring Interventions
- Teaching and Learning
- Collaboration
- Managing Care

Course objectives and clinical practice standards for student performance are based on these competencies. For each core component, specific criteria are defined. This forms the basis of our clinical evaluation tool. The nursing curriculum consists of 4 levels and these criteria are used to define the performance expected at each level. (See Appendix B).

Functional Health Patterns:

The functional health patterns, developed by Gordon, provide a framework for data collection that facilitates health status evaluation and development of nursing diagnosis. The eleven health patterns include:

- Health Perception – Health Management Pattern
- Nutritional – Metabolic Pattern
- Elimination Pattern
- Activity – Exercise Pattern
- Cognitive – Perceptual Pattern
- Sleep – Rest Pattern
- Self-perception – Self-concept Pattern
- Role – Relationship Pattern
- Sexuality – Reproductive Pattern
- Coping – Stress Tolerance Pattern
- Value – Belief Pattern
Gordon’s health patterns are introduced in Level I (first semester) of the nursing program and integrated into each Level throughout the program.

**Nursing Process:**

The nursing process is the fundamental core of our practice, guiding us in the delivery of holistic, patient centered care. The components of the nursing process include:

- Assessment
- Diagnosis
- Outcomes/Planning
- Implementation
- Evaluation.

**College Work Ethics:**

The student will meet the established expectations for work ethics performance as adopted by Parkland College. The 10 Characteristics of Work Ethics are as follows: Attendance, Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication, Cooperation, and Respect. These can be found at: [http://online.parkland.edu/Ethics/summary.cfm](http://online.parkland.edu/Ethics/summary.cfm)

These 10 work ethics are incorporated into each clinical evaluation form at each level and are designated as critical behaviors necessary to be successful in the nursing program and as a professional nurse. Criteria for each work ethic have been adapted to meet program expectations and requirements. (See Appendix A)

**Core Values:**

We believe strongly in the Core Values of Parkland College: Honesty and Integrity, Fairness and Just Treatment, Responsibility, Multiculturalism, Education, and Public Trust. Essentially these values set guidelines for how we should treat you and how you should treat each other (and us). Failure to be respectful of one another or to maintain ethical behavior will not be tolerated.

**Civility Statement:**

Our College Core Values of Fair and Just Treatment and Responsibility serve as guide posts for civility. Parkland College is committed to campus wide civility by cultivating a community where the faculty, staff and students:

- Respect people and property
- Show empathy and tolerance
- Demonstrate concern for and fairness toward others
- Employ critical thinking and patience
- Accept accountability for their own actions:
Nursing Course Structure

Nursing courses are structured and sequenced to meet the educational objectives of Parkland’s ADN program. Each nursing course provides increased level of complexity in knowledge, skills, and practice necessary for achieving competency. In order to pass each nursing course, a student must obtain a minimum grade of 75% academically, successfully complete required ATI requirements for the course, and obtain a passing grade in the laboratory and clinical settings.

Students who plan to work while attending Parkland should take study time into consideration when planning their schedules and consult their adviser or counselor for advice on a balance of working hours and credit hours carried. Students are strongly advised not to exceed 20-24 hours of work a week while in nursing program courses. In order to be successful in the nursing program, a minimum of three (3) hours of preparation is required for each credit hour of nursing per week.

Each course syllabus includes assignments, and methods of evaluation designed to ensure the level of competency required for progression in subsequent nursing courses. Course components may include:

**Lecture/Discussion:** The lecture/discussion provides the forum for sharing knowledge and teaching the theory of nursing practice. Theory, knowledge, and application will be evaluated by testing, assignments, and/or written papers.

**On-Campus Laboratory:** The on-campus laboratory provides the opportunity for learning and practice of process and skills. For most clinical nursing courses, monitored laboratory time is provided and these hours are included in the class schedule. Nursing skill proficiency is evaluated by Objective Structured Clinical Evaluation (OSCE), simulation scenarios, oral testing, and skill list check off.

**Clinical Laboratory:** The clinical laboratory provides the opportunity for application of theory and performance of skills. A passing grade in the clinical portion of any nursing course is required to successfully pass the course. **Advance preparation for most clinical laboratory assignments require students go to the clinical site prior to the scheduled hours. For example, AM clinicals require students be available the afternoon/evening before to pick up their patient assignment and write up the necessary prep work required for clinical. Students must comply with all policies required of the institution they are placed to complete their clinical laboratory requirements.**

**ATI Assessments:** Assessment Technologies Institute (ATI) assessments are a requirement of the nursing program in order to give students an outside evaluation of their progress and prepare them for the National Council Licensure Examination (NCLEX) for registered nurse (RN) licensure upon graduation. These assessments are scheduled to be completed during certain designated courses. Successful completion of these assessments are required for passing each designated course and students will earn a failing grade in the course for failure to complete this requirement. All materials are on-line. These include review modules, tutorials, and practice assessments. Students are provided codes each semester to access the necessary practice tests. Students are encouraged to take full advantage of all materials and programs available to them through ATI.
Graduate’s Role within the Scope of Nursing Practice

The student who completes the program will receive an Associate in Applied Science degree (A.A.S.) and is eligible to apply for licensure as a registered nurse. The associate degree nursing graduate is prepared to provide, manage, and guide the care of clients across the lifespan. In this practice, the graduate provides teaching and referrals to assist those needing information and support to maintain/attain a realistic level of wellness. The nursing process forms the basis for these actions to provide holistic nursing care to a diverse population of clients in a variety of community-based, community-focused health care systems. Functional Health patterns provide an organizing framework for collecting data in the evaluation of client status and the development of the nursing diagnosis and plan of care.

The practice of all Parkland College nursing graduates is characterized by professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care. In situations beyond their preparation, knowledge, and experience, graduates consult with a more experienced and/or educated nurse. The graduates meet the competencies of the associate degree graduate set forth by the National League of Nursing.

Nursing Student Policies & Procedures

The nursing program complies with all student policies and procedures approved by the Parkland College Board of Trustees including the Student Conduct Code, Student Grievance Policies and Procedures, Student Rights and Responsibilities, and Student Dismissal. (Refer to current college catalog and student policies and procedures: http://www.parkland.edu/studentLife/policies )

The nursing program has established policies and procedures that are in addition to College policies and procedures. They are reviewed annually and changes/updates are shared with students prior to implementation in the form of individual updates and/or revisions in the published handbook. All nursing students are expected to obtain and maintain a copy of the current nursing student handbook and abide by the policies and procedures at all times.

Classroom and Computer Lab Conduct

Students are not to use tape recorders in nursing classes without the prior permission of the faculty member conducting the class. Permission may be denied by the faculty member related to his/her use of privileged information in classes. Laptop computers are only allowed in the classroom with instructor permission and at the discretion of the individual instructor. Exception: Any student who requires accommodations, such as tape recording lectures or use of a laptop, must contact Disability Services and the appropriate accommodations specified from that office will be allowed.

Cell phones must be off or only on vibrate during nursing class/lab times. Absolutely NO cell phones are to be at the clinical site.

Students demonstrating unethical conduct (i.e., cheating, deception, dishonesty, plagiarism) related to examinations, class, laboratory assignments, or clinical laboratory practice will be subject to course faculty review to determine disciplinary action (see Academic Honesty Policy in the Parkland College Student Policies and Procedures). Disciplinary action may include immediate dismissal from the program and/or the assignment of a failing grade (“F”) in the course.
Students are expected to observe the standards of conduct while using the nursing computer lab and follow the Parkland College Computer Network Policy found in the College Student Policies and Procedures Manual. Misuse, violation of policies, or behavior disruptive to others students in the computer lab are subject to discipline. Examples of violations include, but are not limited to:

a. unauthorized entry into a file, to use, read, or change the contents, or for any other purpose;
b. unauthorized transfer of a file or software;
c. unauthorized use of another individual’s identification and password;
d. use of computing facilities to interfere with the work of another student, faculty member, or Parkland College official;
e. use of computing facilities to send obscene or abusive messages;
f. use of computing facilities to interfere with normal operation of any Parkland College computing system;
g. violation of the computer/e-mail use policies.
h. cheating
i. plagiarism

**Student Work**

The faculty of Parkland College Nursing Program examines student written assignments to assess the extent to which student performance demonstrates accomplishment of course and program objectives. These may also be used to provide samples for accreditation purposes or to assist other students when teaching. If you agree to allow us to utilize your work we ask that you provide written authorization to do such. The authorization is provided as an addendum to this Student Handbook which we ask that you sign and return to your instructor if you agree.

Samples of work may include, but are not limited to: case studies, clinical prep sheets, care plans, concept maps, "tickets to enter", or research reports. Samples used for teaching purposes will not include a student's name or identifying information unless additional permission is provided.

Your participation is voluntary and refusal to allow use of your written assignments will involve no penalty or loss of benefits. You may discontinue your participation at any time without penalty.

**Due Process and Chain of Command**

Students always have the right to be heard and to appeal decisions made by the program director and/or faculty. Students are expected to follow an appropriate chain of command to address and/or discuss any types of course concerns, starting with the faculty member most closely involved in the situation. The appropriate process is as follows:

- If an issue arises related to class, speak to the course instructor first
- If an issue arises in clinical, speak to the clinical instructor first
- If the issue is not addressed to the satisfaction of the student, the student should then go to the course manager
- If the student still is not satisfied, the student should contact the program director. The program director may request to meet with the student and the faculty member(s) to resolve the issue.
- If the issue is still not resolved to the student's satisfaction, the student should set up an appointment with the Department Chair of Health Professions (HP).
• If the issue remains unresolved, the student may request a HP Review Committee meeting. This committee is made up of program directors from other health profession departments who will review the facts of the case, meet with the student, and may offer advice or possible solutions to resolve the grievance. This is an optional step the student may utilize before filing a grievance.

• If the issue remains unresolved, the student may file a grievance according to Parkland College Policy which is found in the Student Policy and Procedure manual on-line at: http://www.parkland.edu/studentLife/policies

Students should expect to be directed to the next person in the chain of command if they fail to go through the proper sequence. There are select circumstances that require skipping a step in the chain and those may go to the department chair. Students should make every effort to talk with the faculty involved.

Communication and Contact with Faculty

Students are strongly encouraged to actively communicate with faculty and staff during the course of their nursing program. Our main source of communication is via Parkland email and also via ANGEL for course related communication. It is imperative you check your email frequently.

Important nursing program information is sent out via SNAP email. This is utilized because ALL students enrolled in the nursing program are included on the SNAP list - utilizing your Parkland student email address. If you do not check your Parkland student email, you will miss out on valuable information from SNAP such as upcoming meetings, information and opportunities, as well as, any nursing program policy changes, registration guidelines, alerts from clinical agencies, etc.

Students must always use their Parkland Student email address for all communication with faculty. Due to the security placed on many organization's email systems, including Parklands, email originating from another source may be interpreted as spam and not delivered or if delivered there may be a significant time delay. We are encouraged not to open emails from sources we do not recognize so instructors may not open an email that is not from a Parkland address. Even if you have your email forwarded to your personal non-Parkland email accounts there is no guarantee they will always reach you this way.

All faculty are required to have a specific number of office hours each week to be available to students. These hours are noted on your course syllabus along with faculty phone numbers and office numbers. Office hours are also posted outside each faculty's office door.

Please keep in mind that faculty are not contracted to be on campus during summer months or between semesters unless they are specifically teaching a class during that time. Faculty return to campus 1 week before classes resume each semester.

Technology

It is important you are competent with the following computer technology: Parkland's ANGEL system, my.Parkland.edu, Microsoft Word, Microsoft PowerPoint, and Parkland student email. You will also be expected to become competent using the computer system at the clinical site you are attending.

Parkland College offers help with technical questions and issues regarding Email, Angel, My.Parkland and Wi-Fi access. Visit the STAR (Student Technical Assistance & Resources) office in D-248, contact the STAR Hotline at 217-353-3333, or email star@parkland.edu for technical assistance.
**Special note: most material posted on ANGEL course sites is copyrighted and cannot be reproduced for any purpose other than for that specific class. In other words, it cannot be used by yourself or others for their own benefit – teaching elsewhere, publishing, on personal web sites, etc. Permission of the author must always be obtained.

IRIS – Immediate Response Information System

In the event of a severe emergency, IRIS will alert campus students, faculty, and staff within minutes of the broadcast being sent out from the department. IRIS can broadcast alerts to multiple devices simultaneously at no cost to you. We encourage you to sign up for this free service and select how you would like to be notified: text message, audio message, or email message. Sign up at:  [http://www2.parkland.edu/publicsafety/alerts.htm](http://www2.parkland.edu/publicsafety/alerts.htm)

Students may keep their cell phones on during class but must set them to vibrate. **No cell phones are allowed at clinical.** Your instructor will arrange to be notified if there is an emergency.
Admission

Selective Admission Procedures

PHASE I: Admission to Parkland College

1. Complete the Application for Admission to Parkland College available online or at Student Services.

2. Submit an **Official** copy of all high school or college transcripts sent directly from the HS/College to Parkland College Admissions and Records Department.

3. Verify Residency at Admissions and Records.

4. Receive letter of admission **TO PARKLAND COLLEGE**. This letter indicates that you have successfully been admitted to **Parkland College ONLY**. Congratulations you have completed Phase I!

PHASE II: Attend “Get the Facts” orientation to Health Professions Programs

1. Determine when you would like to attend “Get the Facts” orientation. Get dates from Student Services or the Health Professions Department.

2. Attend “Get the Facts” orientation to learn more about the requirements for selective admission.

3. Work with your admissions advisor to determine if you need to take the required assessment tests. If necessary, take the reading, writing, and math assessments. If you do not need placement exams, proceed to Phase III.

4. Work with your Academic Counselor/Academic Advisor to determine placement or understand the results of your placement exams. **Since there are English and Math requirements for most all Health Professions Programs, it is essential to know where you place, to determine if you are ready to apply to the Health Professions Program of your choice.**

PHASE III: Are You Ready to be Scored?

1. Once you have the results of your placement exams, meet with your counselor to determine the courses in which you need to enroll.

2. **Discuss your academic and personal readiness to begin a Health Professions program.** How many credits can/will you take? Do you need to work while you attend school? How many hours? Do you have the support you will need to complete the program, such as child care, and transportation? Do you need financial aid? How many credits can you realistically handle given your personal commitments? In addition to hours in class, lab, and clinical, calculate **AT LEAST 3** hours of study/prep time for **EACH** hour in class, lab, and clinical! Add all of those hours for class and study time to your work and family commitments to be certain you have enough hours to sleep each night!
3. The Nursing Program requires that you take the TEAS (Test of Essential Academic Skills) test. If you need a science, math, reading or writing tutorial, contact the Center for Academic Success for information.

4. **If you meet all the requirements for admission, and you are personally ready to begin a program, congratulations, you are ready to be scored! (over)**

PHASE IV: Scoring

1. You have submitted a complete or updated “Request for Health Career” form **AND**

2. Submitted the initial $20 processing fee (fee valid for five years). **NOTE*** you will NOT be scored if request form is not received or updated and fee is not paid.

3. Once scores are completed by the Admissions and Records Office, the Program Director for nursing is notified of the scores.

4. You will receive a letter from the Program Director for nursing regarding your admission status.

5. **ALL candidates are notified in writing of their status.** Please do not call the Health Professions Department regarding your status, as no information is given out over the phone.

6. If you have not received a letter by **November 1** for spring admission or by **April 1** for fall admission, please call the Program Director for nursing.
Health Career Programs Admissions Criteria

Because of limited numbers of seats available, in order to be admitted to a Health Career Program, the student must complete the following steps:

- Submit a Parkland College application, which indicates the program desired.
- Submit official copies of all high school and college transcripts.
- Submit ACT and GED scores, if applicable.
- Pay the $20 health career application fee.
- Provide Parkland College assessment scores for math, writing, and reading or proof of acceptable college credit.
- Request evaluation of previous college work by completing the Transfer-in-Credit Request form.
- Take the T.E.A.S. (Test of Essential Academic Skills) - Nursing Applicants only.

All of these items are to be submitted to the Admissions Office. All items must be received by March 1, although decisions may not be made until April 1. Nursing applications for spring semester must be completed by October 1.

If the student assesses below ENG 101, below the appropriate MAT level, or reads below the 12th-grade level, the student must take courses until his/her assessment scores are acceptable. The student should see a counselor to make an academic plan.

When the student has had no college, the high school class rank or GED score, ACT composite score, ACT science score, and high school science grades in BIO, CHEM, and/or PHY will be used.

The student has some college but fewer than 15 credit hours earned.

Students who meet the minimum score for each program will be placed in order by score with in-district students first, then out-of-state, then out-of-country students.

Students who apply after March 1 and meet the minimum requirements are placed on the list after those who qualified on March 1, if there is still space available.

Students must attend the required orientation/interview, return the acceptance/cancellation card within two days of the orientation/interview, and submit a completed health record form in order to be admitted to the program.

Students with a lower GPA can raise their score by using the Selective Admissions Health Professions Program GPA (PGPA) rule. The student will be scored using at least 15 college-level credit hours that fulfill program requirements in the requested program to include an approved science course (see footnote 5). College level prerequisites to a program course will also be counted. To qualify for scoring under the Selective Admissions Health Professions PGPA Rule, it must be requested in writing to the Office of Admissions and Records prior to the application deadline.

The score is calculated using the above indicators.

Students who meet the minimum scores, but who are not admitted because of lack of space, must reapply before the following March 1 or October 1, depending on the desired term of entry to the program. All courses taken in the meantime will be used to recalculate the score. These students can also use the PGPA rule (above) to raise their scores.

1 This includes DNS, DTP, NUR, OTA, OTG, RTT, SUR, VTT, and XPA programs only.

2 MATH requirements vary by program. XPA, and RTT students must assess into MAT 009, DNS, DTP, OTA, SUR, and VTT students must assess into MAT 095. NUR students must assess into MAT 108.

3 Students should see the department chair of MAT or ENG or a counselor to determine if they have acceptable credit.

4 The college science course must be a lab-based course in BIO, CHE, or PHY (100 level or higher). Parkland College's or any other college's equivalents to BIO 104, 120, 144, 161, 237, and CHE 122, 233, 234 are not acceptable for a science requirement.

5 The college science course must be a lab-based course or pre-requisite. BIO 111 (MSG, DTP, BIO 127, DTP, BIO 121, BIO 122, BIO 123 (DNS, NUR, RTT, SUR, VTT), CHE, PHY (XPA); ALA 130 cannot be included in the college science credits, but ALA 130 can be used in the cumulative PGPA. Science classes must have been taken in the last five years.

6 The minimum scores are as follows:

- Dental Hygiene .........2.50
- Dental Hygiene Certificate .........2.00
- Massage Therapy .........2.00
- Respiratory Care .........2.00
- Surgical Technology .........2.00
- Veterinary Technology .........2.00
- Radiologic Technology .........2.75
WHAT YOU SHOULD KNOW BEFORE YOU TAKE THE TEST OF ESSENTIAL ACADEMIC SKILLS V (TEAS™)

Students applying to the Nursing Program are required to take the TEAS V as part of the application process. If you have taken the TEAS V already and you:

- want those scores to be used as part of your application, you do not need to take it again.
- do NOT want those scores to be used, you may retake it once, as long as there is at least one week between tests and as long as you have not taken it twice in twelve months. All four sections must be retaken. The higher score from each section will be used.

*The maximum number of times that any student can take the TEAS V for admission purposes is twice during a twelve-month period.*

An updated “Request for Health Careers” form must be on file in the Office of Admissions and Records and the $20 application fee must be paid prior to taking the test.

TEAS V is administered by appointment ONLY in the Assessment Center, during the months of February and September in the Assessment Center, Room A-209. To schedule an appointment, call (217) 351-2432. The cost is $35 each time you take the TEAS V. Report to Room A-209 first for a payment document, then pay the fee in the Business Office, Room A-108, and then return to A-209 with the receipt.

Some schools are still using older versions of the exam. If you choose to buy practice materials, be sure to buy them for TEAS V and not for TEAS 3.0 or TEAS 4.0. Study guides and practice exams are available for a fee from ATI, the company that makes the test. Go to http://www.atitesting.com

The TEAS V assesses your academic ability in four areas: Reading, Math, Science, and English Language and Usage. The test is administered on the computer, all test questions are multiple-choice, and the entire test lasts 3 and ½ hours. Your score report will be generated immediately upon completion of the test. It will indicate your score in each of the four areas and give you a composite (“average”) score. You should be aware of the following rules for testing:

- Assessment Center staff requires a valid and current photo ID of everyone who comes to test. ATI requires that your ID have your photo, your signature, and your current address.
- You cannot take anything into the testing room (e.g., jackets, hats, sunglasses, cell phones, electronic devices, purses, bottled water, pens, pencils, cigarettes and cigarette lighters, etc.).
- No food or drink is allowed during the TEAS V unless it is deemed necessary due to a documented medical condition. Submit documentation to Rita Myles if requesting permission.
- No calculators are allowed for TEAS V.
- Scratch paper will be provided by the proctors. It must be turned in when you finish.
  - No communication is allowed between test-takers during the test. You are expected to work independently. Proctors cannot answer any questions about the test content.
  - There is no penalty for guessing at an answer. It is to your advantage to answer every question as best you can. Any question that you do not answer will be scored as incorrect.
- Under no circumstances may you access your personal belongings during your testing time.
HOW YOUR TEAS V SCORES WILL BE USED

Taking the TEAS V does **not** guarantee acceptance into the nursing program. Acceptance is based on several factors, and your TEAS V score is only one of them. Your Admissions Score is another. The minimum admissions score is 2.75. Any applicant with an admissions score below 2.75 will not be considered for the Parkland College Nursing Program.

Your score on each of the four sections of the TEAS V test (Reading, Math, Science, and English) as well as your Composite score appears on your “Adjusted Individual Total Score” as a percentage score, and these are converted to decimals. For example, an English score with a 76% is converted to .76. These decimal scores are then added to your Admissions Score to generate your total score, as follows:

\[
\text{Admissions score} + \text{TEAS Reading} + \text{TEAS Math} + \text{TEAS Science} + \text{TEAS English} + \text{TEAS Composite} = \text{Total Score}
\]

The highest possible total score is 9.00. See the Sample Nursing Scoring Matrix below.

Applicants are also separated into two groups: in-district and out-of-district. Parkland College in-district residents are given first priority. If applicants live out-of-state or are international, the out-of-district category is further divided. Thus, applications are ranked from the highest total score in-district to the lowest, followed by the highest total score out-of-district (but in-state) to the lowest, then the highest total score out-of-state to the lowest, and finally the highest total score out-of-country to the lowest.

Students who are **NOT** admitted will maintain their rank order and be placed on an alternate list. If an opening becomes available before the first day of class, the next highest ranked student on the alternate list will be notified. Once classes begin, however, the alternate list is destroyed and the application processes as well as the ranking procedures start over. You are allowed **two** attempts during a 12-month period.

Questions? Please contact Rita Myles, Program Manager (217) 353-2681, L-122 or rmyles@parkland.edu

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**ARE YOU READY TO APPLY TO THE NURSING PROGRAM?**

Complete this form to determine if you are eligible to apply to Parkland’s Associate in Applied Science (A.A.S.) in Nursing Program. This is only a screening tool. It is NOT an application. Please read and answer the questions carefully. If you answer “NO” to ANY of the questions below, you are not ready to apply to the program. **CIRCLE ONE**

1. Have you applied and been accepted to Parkland College? YES NO

2. If you have **less than 15 hours of college course** work, have you provided Parkland College (Admissions Office) with copies of the following:
   - High School Transcript? YES NO N/A
   - ACT Scores? YES NO N/A
   - All College Transcripts? YES NO N/A

3. If you have **15 hours or more of college course work** (100 level or above NOT including such courses as ALR, ALW, ALM and certain KIN courses but INCLUDING a college-level, lab-based BIO, CHE or PHY), have you provided Parkland College (Admissions Office) with copies of the following:
   - High School Transcript? YES NO N/A
   - All College Transcripts? YES NO N/A

4. Do you have a grade of C or better (as required) in all general education core courses and/or BIO courses you have completed that are required for the program? YES NO N/A

5. Have you taken a college or high school chemistry course in the past three (3) years? YES NO

   OR

   Have you completed CHE 100/106 within the past three years or are currently registered for the course?

   OR

   Have you passed the Parkland Chemistry Competency Test?

   OR

   Have you completed BIO 121 (Anatomy & Physiology) and/or the equivalent course at another institution (including a cadaver lab) within the past five (5) years?

6. Have you taken Parkland’s COMPASS Assessment Test for Reading and are reading at College level (scored at least 83)? YES NO N/A

   OR

   Have you taken CCS 099 and passed with a “C” grade or better?

7. Do you have an ENG (English) 101 placement? YES NO N/A

8. Have you taken Parkland’s COMPASS Assessment Test for Math and have a MAT 108 placement or passed MAT 098 with a grade of “C” or better (within the past two years)? YES NO N/A

   OR

   Have you passed a transferrable math class (“C” or better) at another institution within the past 5 years? YES NO

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Test of Essential Academic Skills V™ (TEAS V – cost $35) can be taken AFTER Steps 1-8 are complete. For study guide go to [www.atitesting.com](http://www.atitesting.com)

STOP if you answered “NO” to any of the questions. You are NOT ready to apply.

PROCEED: If you answered “YES” (or “N/A”) to all of the appropriate questions, you may be ready to apply! Please bring this completed worksheet to a meeting with an academic advisor or counselor at Parkland College – he/she will review this with you. Deadlines for application are **October 1st** for a spring program admission and **March 1st** for a fall program admission (cost $35). For “Request for Health Careers Form” online: [http://your.parkland.edu/Media/Website%20Resources/PDF/admissionsForms/New_Program.pdf](http://your.parkland.edu/Media/Website%20Resources/PDF/admissionsForms/New_Program.pdf)

QUESTIONS: If you have any questions, please contact Rita Myles, Program Manager, at 217-353-2681 or rmyles@parkland.edu.
**Registration Priorities for Students**

Due to the limited number of available seats in the Nursing Program- Students are registered and placed in classes according to the following priorities.

1. Continuing Students in good standing including students returning from military leave or approved leave of absence), taking two or more Nursing Classes in the semester they are registering for.
2. New admissions registering for all Level I nursing classes and Bridge students entering the ADN curriculum
3. Students in good standing taking less than two nursing classes in the semester they are registering for and new admissions registering for less than the four Level I nursing classes.
4. Parkland College Nursing Students who have requested and been granted re-admission due to failure to progress.
5. Students transferring in to Parkland College Semester 1, 2, 3, 4.

**LPN Bridge Procedures**

Practical nurses must meet all program admission requirements and be licensed by the state of Illinois in good standing. All procedures followed for basic student admission are followed for Bridge Admission. The number of students admitted depends on availability of faculty and clinical space. All applicants who have completed the admission requirements by the designated deadline are scored and placed in rank order for admission priority. The Bridge class is a semester long class. Once completed and all requirements for the course have been met successfully, the student will enter the ADN program registering for Mental Health Nursing and Level III Medical Surgical Nursing (NUR 255).

The following semester they will complete the program taking NUR 257, NUR 258, and NUR 215. Students in this program must follow the same requirement as other ADN students and complete the program in 150% of the designated time of 2 semesters once completing the bridge class. Maximum time to complete would be 3 semesters.

**Health and Safety Requirements**

1. Health Records and Physical Examination
   
   a. For the college to assure a level of health defined by local clinical agencies, each applicant accepted into the Nursing program must submit a completed health record and report of a physical examination signed by a physician or nurse practitioner. This also includes documentation of appropriate measles, mumps and rubella immunizations, the initial tuberculosis screening and clearance, varicella titer and/or immunization, and hepatitis B immunization.
   
   b. Proof of annual TB skin testing must be provided to the Wellness Coordinator, Room L234. Students will receive written instructions outlining the appropriate procedure for TB clearance. If expiration date occurs after semester begins, students must obtain their TB test before the semester begins.
   
   c. Nursing students must maintain a current and valid Healthcare Provider CPR card at all times to be safe and provide safe care in clinical facilities. The Wellness Coordinator maintains initial and ongoing proof of CPR certification as part of the student’s health and safety record. If expiration date occurs after the start of the semester, students must complete their recertification before the semester begins.
d. All immunizations must be up-to-date to attend clinical courses. Parkland College Nursing program is required to document that all student meet the requirements of the agency they are attending for clinical practice. If a student has just begun their Hepatitis B immunization series when admitted to the program, they must return for each required immunization in the series as required or they will not be allowed to attend clinical courses. Some nursing courses, such as pediatric and obstetrical nursing, may have additional immunization requirements as mandated by the hospital clinical setting. Your instructor will provide information on this. Required immunizations must be completed in the required time frame or the student may not attend clinical.

The student is responsible for maintaining current immunization, TB skin testing, and CPR certification. To be considered current, they must not expire during the semester of a clinical course. If the student fails to maintain these requirements, the student will not be able to attend clinical courses and may be dismissed from the program.

2. Safety Requirements

Students accepted in and progressing through the nursing program must be able to meet and maintain the technical and functional requirements of the academic program. The student must not pose a threat to the well-being of clients, other students, staff, or themselves. The nursing student must be able to carry out the nursing process, which requires the following skills and abilities:

a. Sufficient motor function to elicit information from clients by palpation, auscultation, percussion, and other assessment maneuvers.
b. The ability to execute motor movements reasonably required to provide direct nursing care and emergency treatment to clients, e.g., transferring, lifting, and turning clients; providing hygienic care; assisting clients in activities in daily living; and providing cardiopulmonary resuscitation.
c. The ability to observe a client accurately at a distance and close at hand. This requires functional use of the senses of vision and hearing.
d. The ability to closely examine images or other forms of output created by diagnostic equipment.
e. Adequate skin integrity, without the presence of open, weeping lesions of the skin.
f. Full range of motion of body joints, fine motor movements of the hands, and the ability to stoop and bend.
g. The ability to lift up to 50 pounds of weight on a daily basis.
h. The ability to carry objects weighing up to 50 pounds on a daily basis.
i. The ability to push or pull an occupied wheelchair, cart, or gurney on a daily basis.
j. The ability to use the English language to communicate effectively in a rational, coherent manner, both orally and in writing, with individuals of all professions and social levels.
k. The ability to use personal computer (PC) equipment (keyboard, screen, mouse, printer, etc.) in order to receive and examine information and to communicate information as required in classroom, laboratory, and/or clinical settings.
l. The ability to maintain composure when subjected to high stress levels and to adapt effectively to changing environments
m. The ability to respond in an emotionally controlled manner in learning situations and emergencies.
n. The ability to adapt effectively to changing environments, especially those with high tension levels.
o. The ability to access transportation in order to get to clinical assignments in a timely manner.
Concerns with meeting or maintaining any of these standards may be discussed with the Wellness Coordinator at (217-373-3879, Room L234). Students who would like to apply for reasonable accommodation may contact the office of Disabilities at 353-2082, Room X148.

**Alcohol and Drug Policy**
(Nursing Program Procedure for Implementation of Parkland College Policy)
See the Parkland College Student Policies and Procedure manual available in Student Services and on-line at: [http://www.parkland.edu/studentLife/policies](http://www.parkland.edu/studentLife/policies)

The use of alcohol and the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (as defined in 720 ILCS 570/100, et seq. [1992 State Bar Edition], now in effect and as from time to time amended) is prohibited on the Parkland College campus and off campus when the student is involved in an officially sanctioned college class or activity. Behaviors that are inappropriate, disruptive, and/or endangering as a result of the consumption of alcohol or other drugs will not be tolerated.

1. When a student’s own statements and/or behavior in the class, lab, or clinical setting suggests probable influence of alcohol or other drug use or another person in these settings contacts the instructor, lab assistant, or clinical preceptor with such concerns, the staff/faculty will:
   a. confront the student with their observations and/or reports of the inappropriate behaviors that suggests alcohol or drug use;
   b. inform the student of the faculty’s responsibility to dismiss the student from campus or clinical lab session(s); missed hours will be calculated into the course grade per attendance/tardiness policy.
   c. write a summary note of the incident which will be forwarded to the course manager and program director.
   d. report behavior to the vice president for student services, dean of students, and/or Department of Public Safety.

2. The student will schedule a meeting with the course manager and the program director within 72 hours to review the incident.

3. The course manager and program director will review the summary note of the incident, meet with the student, and summarize findings of the meeting. The vice president for student services or the dean of students will also be contacted to review each incident, as per Parkland College policy.

4. The student will be notified within 48 hours of the meeting any action to be taken under the Parkland College policies related to alcohol and drug use. It may include dismissal from the nursing program.

5. Further information on this topic and detailed college procedures are found in the Student Services Policies and Procedures as mentioned above.

**Under no circumstances should a nursing student be drinking alcoholic beverages while wearing their Parkland Nursing uniform or lab coat.**
Progression

Attendance

1. Students are expected to attend all scheduled classes, on-campus laboratories, and clinical laboratories.

2. Clinical hours are required by the IL Board of Nursing. If a student is unable to meet the requirement for clinical hours as stated in the course syllabus, they will be unable to pass the course.

3. Punctuality to scheduled classes, on-campus laboratories, and clinical laboratories is expected.

4. The student’s course grade will be lowered for absences. Each nursing course syllabus indicates the maximum number of hours missed before a grade is lowered.

5. Children, other family members, or friends of students are not permitted in classes, on-campus laboratories, or clinical laboratory areas at any time.

6. Refer to the syllabus for course-specific guidelines that may impact grade and/or course completion.

Grading Scale

The grading scale for all nursing coursework is as follows:

A = 90 - 100
B = 83 - 89
C = 75 - 82
D = 70 - 74
F = 69 or below
I = Incomplete

To graduate with an A.A.S. in nursing, a minimum program GPA of 2.5 is required. (Students who entered the nursing program prior to fall 2007 must graduate with a minimum cumulative and program GPA of 2.0 as set forth in prior program handbooks.)

A grade of C or better is required for all required courses in the nursing program curriculum, including the required general education core courses and BIO courses, as outlined in the Parkland College Catalog.

Progression/Status in Nursing Program

Students must show evidence of progression in the nursing program to maintain status as a Parkland College nursing student. In order to do this, students must:

1. Be registered in and satisfactorily complete at least one nursing (NUR) course with a lab/clinical each spring and fall semester.

2. Satisfactorily complete all NUR courses for which they are registered on the first official day of courses for each semester (see Repeating a Course policy).
3. Achieve a grade of C or above in each course (NUR, BIO, ENG, PSY, SOC) is required for the completion of the nursing program. If a grade lower than C is earned in a non-NUR course, the student must repeat that course. If a grade lower than C is earned in a NUR course, the student is no longer in the program. (Although out of the program, the student may request a review of the failed NUR course final exam/grade with the course manager but must do so before the end of the second week of the semester following that NUR course failure - fall/spring.) All program courses, NUR or non – NUR, may only be repeated one time to remain in the program.

4. If a student earns a grade lower than C in a NUR course, they must request readmission (see Readmission policy). Only one readmission is allowed during the nursing program.

5. Meet ATI requirements for each course as specified in the course syllabus. Failure to satisfactorily complete the ATI requirement will result in failure for that course.

6. Maintain a program grade point average (PGPA) of no less than 2.5. A program grade point average is determined by using the grade of all courses required, as published in the catalog, for the AAS NUR degree. (Students who entered the nursing program prior to fall 2007 must maintain a minimum cumulative and program GPA of 2.0 as set forth in prior program handbooks. However, if the student loses program status, they must have a program GPA of 2.5 to qualify for readmission.)

7. Complete all program course requirements for graduation within three (3) years from admission to the program (150% of the time designated to complete the program). (Students who entered the nursing program prior to fall 2007 must complete all program course requirements within four years as set forth in prior program handbooks. However, if the student loses program status, the remaining length of time for completion will be at the discretion of the Nursing Academic Committee.)

Withdrawal from NUR Course

To withdraw from a nursing (NUR) course, students must:

1. Notify the course manager of the intent to withdraw from the course and obtain information about current status in course (passing all portions or failing any portion of the course). If the course is a pre-requisite and/or co-requisite for any other NUR courses, the student will be advised as to what the impact may have to his/her program status. If the student has received a failing grade (“F”) in the laboratory or clinical portion of the course, the student is not eligible for withdrawal from course; the failing grade has already been earned and will be submitted with course grades at the end of the semester (per College deadlines for posting).

2. If eligible for a course withdrawal, obtain a Course Withdrawal form from the Health Professions office, L117, and complete the student portion of that form.

3. Schedule and meet with the Course Manager for official notification, advising and signature.

4. Schedule and meet with the Program Director for signature.

5. Take the white copy of the form to admissions and withdraw from the course within two working days (Monday through Friday) of the date of the Program Director’s signature. Failure to withdraw from a course within the two working days' time period may result in a hold on the course withdrawal and the assignment of a failing grade (“F”) in the course.

6. Leave the remaining copies of the form with the secretary in the Health Professions office, L117.
**Repeating a Course**

All program courses, NUR or non – NUR, may only be repeated one time to remain in the program. In addition, students may repeat only one (1) nursing (NUR) course, in the entirety of their program. This includes any NUR course they were registered for on the first official day of courses of the semester and then later withdrew from.

**Readmission Due to Inability to maintain Program Progression/Status**

Students may apply and be considered for readmission to the nursing program when they have not shown evidence of progression in the nursing program and/or not maintained the status of a Parkland College nursing student. To be considered for readmission, students must:

1. Have completed at least one nursing course with a grade of C or better.
2. Have not previously applied for readmission to the program for any reason (only one program readmission is permitted).
3. Have a current nursing program GPA of 2.5 or above.
4. Be able to complete the current program requirements within three (3) years of their initial program admission.

**Student will request readmission by following the process as outlined:**

1. Write a letter to the “Nursing Academic Committee” requesting readmission to the nursing program. The letter should address the nature of the issue(s) that prompted the inability to maintain program progression/status. The letter should address what actions the student has taken to remediate said issues and a plan for how to be successful if re-admitted.
2. Submit the letter electronically (via email as an attachment) to the Program Director for Nursing.
3. As faculty are not contracted to be on campus outside the academic year, the request for readmission must be submitted either:
   a. no later than one (1) week after final exams in the spring semester in order to receive notification during the week prior to the beginning of classes for the fall semester.
   b. no later than one (1) week after final exams in the fall semester in order to receive notification during the week prior to the beginning of classes for the Spring semester.
4. The Program Director will convene a meeting of the Nursing Academic Committee during final exam week (or before) of the spring/fall semesters, to consider any requests already submitted and again in the week prior to the beginning of classes(fall/spring). The Committee will review the student’s request letter and longitudinal record. The student's request for readmission is based on, but not limited to, program progression and GPA, attendance, laboratory/clinical performance, behavior, and attitude.
5. Students will receive notification of the decision via email to the student’s Parkland College email address or an alternative email address **specifically** provided by the student (**the alternative email address should be in writing and included in the letter of request for readmission**).

6. Students may be granted readmission without remediation, granted provisionary readmission with remediation (successful completion of the remediation plan within the specified time frame(s) are then required for readmission) or denied readmission to the program. **Students are not guaranteed readmission to the program.**

**Withdrawal from NUR Program**

To withdraw from the nursing (NUR) program, students must:

1. Notify the Program Director of the intent to withdraw from the program.

2. Obtain a **Program Withdrawal** form from the Health Professions office, L117. Complete the student portion of that form including a list of all courses from which the student wishes to withdraw from the current semester (**does not apply if the withdrawal date for that semester has passed or if a failing grade has already been earned in the laboratory or clinical portion of the course**).

3. Schedule and meet with the Program Director for official notification and signature.

4. Take the white copy of the form to admissions and withdraw from the program and course(s) within two working days (Monday through Friday) of the date of the Program Director’s signature. **Failure to withdraw from course(s) within the two working day time period may result in a hold on the course withdrawal and the assignment of a failing grade (“F”) in the course(s).**

5. Leave the remaining copies of the form with the secretary in the Health Professions office, L117.

**Inactive Policy (Leave of Absence - LOA)**

Students may request a delay in their progress in the nursing program for one sixteen-week semester by requesting to be classified as inactive. Students must schedule a meeting or email their request to the Program Director. The student must meet the following requirements:

1. A GPA of 2.5 or higher in all program courses and a minimum of a C grade in each nursing course are required to qualify.

2. Student is required to notify the Program Director prior to the **first day of classes** in the semester for which the inactive status will begin. If this is not possible due to unforeseen circumstances, the decision to grant the LOA will be at the discretion of the Program Director with input from nursing faculty. If the student is presently enrolled in nursing classes they must not be failing or the student will not be eligible for withdrawal and subsequently receive a failing grade for that course (See Withdrawal from NUR Course policy).

3. Course registration for the returning semester will occur during the open registration period and will be on a space available basis only (See Registration Priorities for Students).

4. If the student fails to register for nursing courses after one sixteen-week semester of inactive status, the student will be withdrawn from the program.
5. The semester in which the student requests the leave will be counted as 16 weeks regardless of when the leave was granted. Any time a student is gone for greater than 16 weeks (not including summer) the student’s return must be discussed at a full faculty meeting to review program GPA and clinical evaluations. If the faculty is concerned about the student’s success, the student may be required to repeat the last Medical-Surgical course in which they were successful or other course work as determined by the faculty.

6. Students granted a LOA must withdraw from all courses in which they are enrolled by completing the Course withdrawal form which can be obtained in the Health Professions office. Refer to the Withdrawal from NUR Course policy.

**Readmission to Nursing Program Following Program Withdrawal**

To be considered for readmission to the nursing program after program withdrawal, students must meet the current nursing program admission standards (admissions score and TEAS scores), completed/met all current prerequisite requirements, and completed all current student admission procedures. Students must not have previously applied for readmission to the program - for any reason - as only one readmission is permitted. This policy includes any student who has previously been admitted into the nursing program and enrolled in classes, regardless of whether they attended classes.

**Dismissal from Program**

Failure to maintain nursing student status and make continued progress in the nursing program will result in dismissal from the nursing program (see Progression/Status in Nursing Program policy).

A student may be immediately dismissed from the nursing program if his/her behavior in a classroom, laboratory, or clinical setting jeopardizes the safety of others, violates confidentiality or HIPAA, or does not meet with safe standards of care/practice for nursing. Only the Department Chair may take this action.

Students dismissed from the program may choose to meet with the Department Chair to discuss the dismissal and to be advised of their options for continuing as a student at Parkland College or at another institution.

**Exception to Policy Request**

Students may request an “Exception to Policy” for items contained in the Nursing Program Student Policy Handbook. For requests to be considered, students must:

1. Have completed at least one nursing course with a grade of C or better.
2. Have not previously submitted a request for exception to the same policy.
3. Be considered a student in good standing, which includes maintaining status as a nursing student.
   OR
4. Be a student requesting readmission along with an "Exception to Policy" request.
**Longitudinal Record Information**

Nursing students are expected to retain knowledge from previous semesters. The evaluation of clinical performance is based on the application of previously learned knowledge and skills as well as the comprehension and application of new skills and information each semester. Each student will have a longitudinal record of her/his clinical performance. Identified areas of concern from previous semester will be taken into account in the summative evaluation of each student’s performance. Faculty will be assessing patterns and trends of learning and will take this into account in each course evaluation. The record includes clinical evaluations and any action/remediation plans that have been written for circumstances that resulted in a grade of “unsatisfactory” being assigned.

Students may review their record with their advisor or the program director by making an appointment. Student will tell the advisor or program director that they wish to review their record so their record will be available at the time of the appointment.
Clinical Policies

Clinical Practice

1. Students must abide by the policies and procedures of the clinical facilities and observe regulations regarding client safety and welfare.

2. Absolutely no cell phones are to be at the clinical site, during patient pick up or during clinical laboratory time. This is a policy in most facilities, as well as a policy of the Parkland College Nursing Program.

2. Students may not attend clinicals with conditions involving elevated temperature, open lesions, infection, casts, splints, crutches and/or any other assistive devices that pose a safety concern in the clinical setting. Students with any type of lifting restriction may not attend clinicals. (Please review and refer to Health and Safety Requirements in this handbook.) If the student attends clinical laboratory with any of the above, the student will be dismissed from clinical laboratory and the missed hours for that laboratory will be calculated into the course grade per attendance/tardiness policy. The student should contact the instructor as soon as possible to discuss the condition, the hours missed, and the guidelines for returning to the clinical setting.

3. Students will be required to have a physician’s clearance to return to clinicals following surgery, childbirth, diagnosis of an infectious disease, such as strep throat, pink eye, etc. (this does not include “protected” diagnoses) or following previous lifting restrictions. Faculty may also require a physician's clearance before returning to clinical for any condition that requires an assistive device, cast, splint, etc. Students must meet all health and safety requirements without restrictions.

4. Students are expected to cooperate and work closely with clinical personnel. When questions and problems arise about the performance of skills or approaches to various patient/client care problems, students are to seek guidance from the clinical instructors.

5. Students are expected to deliver safe nursing care and to demonstrate professional behavior at all times during nursing clinicals. Any student who does not demonstrate adequate preparation, safe patient care, and/or professional behavior may be dismissed from the clinical site and will receive an unsatisfactory for that clinical day. Any time missed will be counted as “absence” time and will jeopardize the student’s opportunity to successfully complete the course.

6. It is strongly recommended that students not work a night shift prior to a morning clinical. If the clinical instructor determines the student is unable to be alert or attentive and there is any question as to whether the student can safely provide patient care, they will be dismissed and receive an unsatisfactory for that clinical day.

7. Clinical progress is evaluated through an ongoing process each semester. Students receive weekly feedback on their clinical performance and are also required to self-evaluate their own clinical experience and performance, as well as to set their own goals for achievement. If a student receives an unsatisfactory mark for any criteria on the Student Clinical Evaluation Record, at any time, they are required to complete a remediation plan before returning to the clinical site (Appendix C).
Student Conduct, Confidentiality and Professional Standards

1. Students are expected to observe the standards of conduct established by the college, the State of Illinois Nurse Practice Act and the clinical practice agency.

2. Students are expected to display professional behavior and program work ethics characteristics at all times, during clinical and when going to the clinical site to pick up assignments, as defined in this handbook and the Core Components/Competencies of the Parkland College Nursing Program.

3. Smoking is discouraged at all times but especially before patient contact as some patients may have an adverse reaction to the odor. Students must take every precaution to avoid any odor related to smoking. Students must always use designated smoking areas and not be seen in their Parkland Nursing uniform and/or lab coat smoking within close proximity of any entrance to a clinical site. Most clinical facilities have very specific and strong policies regarding smoking on their premises. Some do not allow any smoking on the property what so ever, including the parking lots. If you do not know the policy and are a smoker - find out. Smoking in uniform in undesignated areas or where smoking is prohibited will result in disciplinary action.

4. Students demonstrating unethical conduct (i.e., cheating, deception, dishonesty, plagiarism) related to clinical assignments or clinical practice will be subject to course faculty review to determine disciplinary action (see Academic Honesty Policy in the Parkland College Student Policies and Procedures Manual). Disciplinary action may include immediate dismissal from the program and/or the assignment of a failing grade (“F”) in the course.

5. Students are expected to be consistently respectful, courteous, & thoughtful to the other health care workers when they pick up patient assignments as well as during their actual clinical. This includes the unit secretary, other nursing students, medical students, health care technicians, physicians, nurses, students and/or faculty from other programs, etc.

6. We uphold the core values of Parkland College as well as the values inherent in our profession which call for treating all persons equally regardless of gender, race, sexual preference, religion, nationality, economic status, etc. Students are expected to choose a variety of patients from a diverse background when choosing a clinical assignment. If it is noted by the instructor that a student is not choosing diverse patients, the student will be required to meet with the instructor.

7. Students are expected to observe the Standards for Privacy of Individually Identifiable Health Information (Privacy Rule) promulgated by the Department of Health and Human Services (HHS) as set forth in the Health Insurance Portability and Accountability Act (HIPAA) of 1996.

8. All client records (the chart, computer printouts, any other information, verbal, written, and those notes taken from the record) are confidential. Violations of this confidentiality subject the student to immediate program dismissal.

9. Students may not have any technology device, including but not limited to, laptops, cell phones, thumb drives in the clinical area or use any of these devices to acquire information from the patient’s chart. Violations are subject to program dismissal.

10. Client records may not be duplicated or removed from the clinical setting (i.e., notes taken from these records must not contain client-identifiable information or be left on desks, in classrooms, in cafeterias, or out for any public viewing).
Clinical Failure Policy

Each student will be evaluated throughout the semester on their clinical performance. Students are expected to complete the semester at the level indicated on the Core Clinical Competency document (see Appendix B), showing progress and increasing competency throughout the semester. At the completion of the semester, a student who has received an unsatisfactory clinical performance evaluation rating as noted on the Student Clinical Evaluation Record, is deemed unsafe or inadequate in the application of knowledge that is expected at that course level. This unsatisfactory rating denotes clinical failure and subsequent course failure for the student.

Parkland College Health Professions
Health Insurance Portability and Accountability Act (HIPAA) Policies and Procedures

Parkland College Health Professions Department will implement and adhere to the Health Insurance Portability and Accountability Act (HIPAA) of 1996. All students who will be attending to patients/clients/residents will receive education and training. It is the practice and philosophy of the Health Professions programs to protect the interest of patients and to fulfill the legal obligations mandated under HIPAA.

Definition

Protected Health Information (PHI) is any information that identifies an individual and relates to: 1) the individual’s past, present or future physical or mental health; or 2) the provision of health care to the individual; or 3) the past, present or future payment for health care. Information is deemed to identify an individual if it includes either the patient’s name or any other information that taken together could enable someone to determine an individual’s identity such as:

- Names
- All geographic subdivisions smaller than the state
- All elements of dates smaller than a year (i.e. birth date, admission, discharge, death, etc.)
- Phone numbers
- Fax numbers
- E-mail addresses
- SS numbers
- Medical record number
- Health plan beneficiary
- Any other account numbers
- Certificate/license numbers
- Vehicle identifiers
- Device identification numbers
- WEB URL's
- Internet IP address numbers
- Biometric identifiers (fingerprint, voice prints, retina scan, etc.)
- Full face photographs or comparable images

Any other unique number, characteristic or code.
Implications for Students

HIPAA has important implications for Health Profession students and their education. Protecting the privacy of your patients’ health information must be foremost in your mind as you are considering how you will communicate what you are learning with faculty, clinical staff and fellow students. When preparing case specific presentations, papers, discussions and reports, you must avoid disclosing patient information that could identify the patient. The anonymity of the staff, caretakers, physicians etc., should be protected by referring to them only by their title such “nurse”.

Each Health Profession student is responsible for understanding and following Parkland’s HIPAA policies and procedures. Health Career students at Parkland College have an affirmative obligation to safeguard information and minimize disclosures.

HIPAA Compliance Policies

Any violation of confidentiality may result in dismissal from the program.

Students are expected to observe the standards of conduct established by the college and clinical practice agency.

For purpose of reference, the term patient will be used in the following statements and is meant to include: patients, clients, residents, facility and all health care providers.

1. All patient records are confidential. Patient Records include the chart and any other information, verbal or written, and those notes taken from the record.
   - Students must be protective of patients information (i.e. notes not left on desks, in classrooms, or out for any public view).
   - All identifying patient information (surgical schedules, printed orders) should be disposed of properly at clinical and should not leave the healthcare setting.

2. Patient records may not be duplicated or removed from the healthcare setting (i.e., notes from records must not contain patient-identifiable PHI or be left on desks, in classrooms, in cafeterias, or out for any public viewing).

3. Personal electronic devices cannot be carried or used in patient care areas. This includes but is not limited to cell phones, lap top computers, and thumb drives.

4. Students must not discuss patient, staff, or care issues with other patients, friends, family or others in public places such as cafeterias, elevators, bars, restaurants, etc.

5. Students must report observations of any HIPAA violations to the course instructor or program director immediately. A Parkland College Incident Report will be filed.

6. All students will review the HIPAA policy at Parkland College, pass an assessment and sign a HIPAA agreement before attending clinical. Additional training may be required at Parkland or at clinical sites.

7. Students are responsible for all activities that occur under their login.
   - Electronic charts left open
   - Sharing logins
   - Inappropriate use of internet

8. Release of medical information to other agencies requires a signed release from the patient. If there is a signed release, only send the information they requested and nothing extra.

9. If patient chooses to be "anonymous" in the hospital then even room number is not given out.
**Consequences**

Students that violate HIPAA by providing information to any form of media will be dismissed immediately. The student will receive a written warning when the HIPAA violation appears accidental (such as leaving a chart open).

The student will be expelled if a willful HIPAA violation occurs, such as looking up information on a patient without good reason; taking pictures of images with a cell phone, etc.

Any violation of confidentiality may result in removal from a clinical site and dismissal from the program.

*In addition to program or Parkland College consequences, you could be personally liable.*

*There is no expiration date for disclosure of information. All patient information is private indefinitely.*

*Students may be denied readmission to any health career program if the cause for withdraw or failure was due to a HIPAA violation.*

**Employment Conduct in a Healthcare Agency while in Nursing Program**

A regulation from the Department of Professional Regulation states that:

“Nursing students in the professional nursing education programs are permitted to practice nursing only as a part of their approved nursing education program, under direct supervision of qualified faculty.”

The practice of professional nursing without a license is a violation of the Illinois Nursing Act and could jeopardize future licensure in this state as a registered nurse. Students may not identify themselves verbally or in writing as nursing students while functioning in an agency as an employee. Always follow the job description of the employer.

**Insurance**

Job-related incidents in the clinical agencies are not covered by the college or the clinical agency; therefore it is highly recommended that nursing students carry personal medical insurance to cover illness and accidents.

All nursing students carry liability insurance for clinical practice through the college. Nursing courses include liability insurance as part of the course fee. Coverage is in force only during college clinical laboratories.
Needle stick/Exposure Follow-Up

Nursing students may be exposed to blood and/or other potentially infectious body fluids during their clinical rotations. Each health-care institution may have its own protocol/procedure for such an event and these should be followed.

Following is a general procedure that should be applied at any facility in which no protocol exists as well as for use in case of an exposure on-campus:

1. Immediately after an exposure incident (e.g., a needle stick, human bite, or blood splashed in the eyes, nose, mouth, or open wound), the student should flood the contaminated area with water and clean any wound and wash thoroughly with soap and water using friction to assist in removal of contaminants.

2. After cleansing the contaminated area, the student should report the incident to his or her clinical instructor, who in turn will report the incident to the appropriate staff member at the clinical site or the school where the incident occurred. In addition to filling out an incident report at the facility, a Parkland incident report must be completed and submitted to the Wellness Coordinator at Parkland College in L234.

3. If warranted, the student will be referred to the appropriate department in the health care facility where the incident occurred for medical evaluation. If the facility does not have a department that handles exposure incidents or if the incident occurred at a community agency or on-campus, the student should follow this procedure:
   a) Between 7 a.m. and 5 p.m., Monday - Friday, call the Carle Occupational Medicine Department (217-383-3077), 810 W. Anthony Drive, Urbana. The student should identify him/herself as a Parkland health career student and explain there has been an occupational exposure to blood/body fluids during clinical and s/he wishes to be evaluated. Department personnel will direct the student as to how to proceed.
   b) At other times, the student should go to the Carle Emergency Department, 611 W. Park Street, Urbana, and notify the admitting clerk of the same. There is no need to notify the E.D. in advance of arrival.

4. Each facility where the incident occurred will determine, according to their protocol, whether or not the source (the person whose blood the student was exposed to) should be tested for HBV, HCV, HIV, and/or other diseases. In situations where the incident occurs on-campus or at a facility that does not have a post-exposure protocol, the source should follow the same procedures as stated in “3” above. When speaking with Carle staff, s/he should explain that a Parkland student had an occupational exposure to his/her blood/body fluids and s/he needs to be evaluated.

5. If the cost of the immediate post-exposure care for the student and/or the source is not covered by the facility where the incident occurred, Parkland College will cover these costs. A bill should be sent to: Wellness Coordinator, Parkland College, Room L234, 2400 West Bradley Avenue, Champaign, IL 61821. Any medical follow-up beyond that given at the time of the exposure is the responsibility of the student. The student should consult with his or her primary care physician or Parkland’s Wellness Coordinator as soon as possible after the exposure incident to discuss recommended follow-up care. The student is expected to report the incident to the Wellness Coordinator, Room L234, Parkland College, in order to ensure proper payment of the initial evaluation.

6. If applicable, the clinical instructor should also report the incident to the Wellness Coordinator, Room L234, 373-3879, at his/her earliest convenience.

Any questions about the information provided or about exposure to blood-borne pathogens should be referred to Parkland College Wellness Coordinator, Room L234, 217-373-3879.
Uniform and Dress Code

Each nursing student represents the profession to the client and significant others. Therefore, it is important that each student presents a professional image in the clinical setting. **Failure to comply with the dress code will result in a clinical unsatisfactory under professional behavior.**

A clean uniform should be worn to the clinical facility. After a clinical, the uniform should not be worn in the community setting - including the college campus. It is recommended that you keep a change of clothes with you if you will not be returning home after clinical practice.

1. Program-Designated Uniform for **Female** Students
   a. A white uniform skirt or white pants. No white jeans, body-hugging pants, or sweat pants are to be worn. Skirts must be knee-length or below.
   b. The approved dark green:
      - scrub top
      - front button uniform top, or
      - front-snap uniform top.
   c. Plain, white undergarments are to be worn under the uniform.
   d. Plain white t-shirt or white turtleneck may be worn under the uniform top.
   e. A mid-thigh to knee-length white lab coat with ¾ or full-length sleeves is to be worn over the uniform at all times when off the clinical unit.
   f. The Parkland College Health Careers patch is to be worn on the left sleeve of the green top and the upper left sleeve of the lab coat.
   g. Shoes are to be clean white clinic shoes or white walking shoes with a minimum of additional color on them. Shoes must have a back or a back strap. White opaque hose, free of design and defects, are to be worn with white skirts. Plain white socks or hose are to be worn with white pants.
   h. A name badge (program-approved) is to be worn on the green top and the white lab coat. The name badge is to contain the student’s name and "Parkland Nursing Student".

2. Program-Designated Uniform for **Male** Students
   a. White uniform pants (no jeans or sweat pants).
   b. Dark green uniform top (scrub-type with pockets).
   c. Plain, white undergarments are to be worn under the uniform.
   d. Plain white undershirt or white turtleneck may be worn under the uniform top.
   e. A mid-thigh to knee-length white lab coat with ¾ or full-length sleeves is to be worn over the uniform at all times when off the clinical unit.
   f. The Parkland College Health Careers patch is to be worn on the left sleeve of the green top and the upper left sleeve of the lab coat.
g. Shoes are to be **clean white** clinic shoes or white walking shoes with a minimum of additional color on them. Plain white socks are to be worn.

h. A name badge (program-approved) is to be worn on the green top and the white lab coat. The name badge is to contain the student’s name and "Parkland Nursing Student".

3. Accessories and Body Art

a. **Students must always wear a watch with a second-counting capacity to clinical.**

b. Students are required to purchase their own stethoscopes, bandage scissors, etc.

c. If rings are to be worn, only plain rings without stones are acceptable.

d. If earrings are to be worn, they are to be plain stud earrings. Only one earring per ear lobe is allowed. Ear cuffs or collars, nose studs/rings, hoop earrings, or other visible articles of body piercing are not allowed. Tongue studs are not allowed. Exceptions to this may only be made by the Department Chair.

e. No visible necklaces, bracelets, decorative pins, etc. are to be worn while wearing the uniform.

f. Visible body art is not allowed. Body art should be covered by clothing and/or appropriate coverings at all time. Exceptions to this may only be made by the Department Chair.

4. The lab coat, fully buttoned, is to be worn over a uniform **any time** the student is off the clinical unit. The lab coat is to be worn whenever the student is not in uniform in the clinical setting, according to agency policies. The lab coat is not to be worn during client care.

5. Student uniforms may **not** be worn in the microbiology or cadaver laboratories at Parkland College.

6. When picking up assignments in the clinical area or when a clinical rotation does not require the clinical uniform, students are to wear professional attire. Unacceptable attire includes sandals, clogs, boots, body-hugging pants, jeans, sweatpants, shorts, mini-skirts, or clothing exposing more body surface than acceptable in a professional environment. Lab coats are required over street clothes when picking up assignments, except in mental health clinical settings or as directed by your instructor. Students must wear their Parkland College Student nurse badge with picture when picking up assignments.

7. Personal Grooming

a. Fingernails should be kept short, clean, and smooth. Nail length should be no greater than ¼ inch short enough so as not to scratch clients, tear gloves, etc. Artificial nails, nail decals, nail jewelry and nail polish may not be worn during clinical.

b. Guard against offensive body/breath odors by bathing frequently, using deodorants, mouthwash, breath mints, etc. Perfumes, colognes, hair spray, and other scented grooming products should not be used as they may not only be offensive, but may also trigger an allergic response in clients. Students will be asked to leave the clinical site for any offensive odors. Clients, especially those ill, may be especially sensitive to odors and these may trigger adverse reactions, such as nausea, due to such odors.

c. Gum chewing is not allowed in the clinical area.
d. Smoking is discouraged at all times but especially before patient contact as some patients may have an adverse reaction to the odor. Students must take every precaution to avoid any odor related to smoking. Students must always use designated smoking areas and not be seen in their Parkland Nursing uniform and/or lab coat smoking within close proximity of any entrance to a clinical site.

e. Male students are to be clean-shaven or have a neatly trimmed moustache and/or beard.

f. All articles of clothing are to be clean and free of odors. Uniforms and lab coats are to be clean, pressed, and fit properly. Weight gain or loss may result in the need to purchase or alter uniforms/lab coats.

g. Hair, whether long or short, must be clean and of a conservative color. Long hair must be worn in a secure style which does not allow hair to drop forward over the student’s shoulders or block the student’s vision when leaning forward. Ponytails are allowed. Hair must be secured with hairpins or conservative clips and/or combs. Clips with bows or multiple clips are not allowed.
Graduation

Graduation Requirements

Nursing students have the responsibility of knowing and fulfilling all certificate/degree academic requirements and graduation procedures. An appointed program adviser is available to assist students in the appropriate procedures.

Academic requirements may change. Students may graduate under the current program requirements in effect since their enrollment if all relevant courses are still offered. If courses are no longer offered, students must work with the program director to establish a satisfactory plan for meeting program requirements within the current course offerings of the current curriculum. Students whose enrollment has been interrupted for a semester or more must follow the graduation requirements of the catalog in effect at the time of readmission/reentry.

For A.A.S. degrees, required courses and all electives that are eligible to be counted for the degree will be included in the calculation. If students take more electives than are required for the degree/certificate, only eligible electives will be used in calculating the program GPA. Note that the program GPA will not include any courses numbered below 100 and above 299. The college (cumulative) GPA will no longer be used to determine eligibility for completion of a degree. The cumulative GPA may, however, be used for financial aid eligibility and academic probation. The program GPA for the Parkland College Nursing program includes all required courses and electives eligible to be counted for the degree (see Appendix D), whether these courses are taken at Parkland College or transferred in from another college.

1. Maintain a C or better in all courses required by the program.
2. Maintain a 2.5 Program G.P.A. for progression and graduation
3. Maintain Parkland College Student Code of Conduct
4. Maintain conduct according to the ANA Code of Ethics
5. Complete all required ATI requirements as stated in each course syllabus.
6. Successfully pass all clinical and lab requirements as specified in course syllabus and core competencies.
7. Demonstrate Level Four (4) behavior and competencies as defined in the Core Clinical Competencies document (see Appendix B)

All nursing students are responsible for submitting a petition to graduate form within the specific time allotment. See current class schedule for the exact dates.

Licensure

1. The nursing graduate who receives an Associate in Applied Science degree (A.A.S.) from Parkland College is eligible to write the National Council Licensure Examination (NCLEX) for licensure as a registered nurse.

2. Application materials for the NCLEX may be obtained from the Illinois Department of Financial and Professional Regulation (IDFPR): [http://www.idfpr.com/dpr/WHO/nurs.asp](http://www.idfpr.com/dpr/WHO/nurs.asp) Applications may be obtained and submitted electronically or in hard copy. Graduates are encouraged to print off all information from the website pertaining to the application and read the directions carefully. They are very detailed and must be followed precisely.

3. Graduates need to get criminal background check and fingerprinting done. They must do their own paperwork and send in original receipt that this was done. Fingerprinting only lasts 60 days. A list of approved agencies to do this is listed in the application packet on IDFPR website listed above.

4. There are separate fees for the application and the examination. As of this date (Fall 2011) the fees are: Continental Testing Fee: $91; NCSBN - $200. These are separate checks to separate places. No personal checks are accepted, only certified check, cashier's check, or money order.
5. A felony conviction or chronic diseases that interfere with the ability to practice may prohibit a nursing graduate from obtaining a license as a registered nurse.

6. Personal History: Questions on the application form concerning convictions of any criminal offense, treatment for chronic mental disease, or alcohol or other substance abuse should be answered honestly. The Illinois Nursing Act states that the Department of Professional Regulation may refuse to issue a license because of the use of any “deceptive statement in any document connected with the practice of nursing pursuant to this act.”

**Pinning Ceremony Guidelines**

Upon successful completion of the Nursing program, the student is eligible to participate in the Nursing Pinning Ceremony. The following guidelines have been faculty-approved and will be enforced:

1. Professional attire (basic white nursing uniform and white uniform shoes) is expected of all participants in the pinning ceremony. It is expected that hair and jewelry be conservative.

2. The planning of the ceremony will be done in consultation with nursing faculty.

3. Students may select a speaker with faculty adviser input.

4. Students will select nursing faculty who will perform the pinning.

5. Students will organize the program format.

6. Wearing of the **official Parkland nursing cap** is optional for female participants. No other caps or hats may be worn.
Students

Student Nursing Association of Parkland (S.N.A.P.)

S.N.A.P. was organized in 1968 by the first nursing class in an effort to bring nursing students together in both social and service activities outside of class and clinical time. Its membership is composed of all nursing students. Information about the organization, student opportunities, and general nursing student information is sent out through email to all students on the listserv, which includes all nursing students. Information is sent from S.N.A.P. officers as well as from faculty throughout the year so it is important that you check your email and read all emails from "SNAP".

Officers are elected each year during a general election involving all nursing students. These officers are responsible for planning the organization’s activities. Officers must be passing in all current nursing courses and in good standing in the nursing program or they must relinquish their office. During the year, regular meetings are scheduled at times when most students can attend and actively participate in the organization’s functions.

Associate Degree Nursing students may obtain membership in the National Student Nurse Association by paying the annual dues. Information on this organization is available through S.N.A.P. There are no dues for S.N.A.P.

Scholarships

There are scholarships available for many students and some specifically for nursing students. As scholarships are announced that may be specifically focused on nursing students or students in a health profession, faculty provides information on them. The best form of providing this information is through your SNAP email list serve.

All scholarship information may be obtained through the Parkland Office of Financial Aid, as well as information on loans, grants, and part-time employment. Information may be obtained on the Parkland College website under financial aid or by meeting with an advisor at the financial aid office. A scholarship "search" is also available on-line under "Student Services".

Learning Support:

Open Labs
The nursing program holds open labs in L238. Students are encouraged to go and practice skills learned in this course and/or previous courses. The lab is supervised by qualified staff and hours are posted outside the lab. The computer lab (L246) is opened for proctored testing as well as for ATI practice and testing, and use of other ATI materials. This lab is shared with other departments and a schedule is posted outside the door and on your course site designating times it is available for use.

Center for Academic Success
The Center for Academic Success provides a wide range of academic support services to enable you learn well, grow as a student, succeed in your classes, and excel at what you do. These services include the following:

1. Tutoring and Learning Assistance: Make use of walk-in tutoring services provided by faculty, staff and trained peer tutors, Monday through Friday. Many students come to get help in reading, writing, math (all levels), and many other subjects. We also provide study skills advice.

2. For-credit Modules and Tutorials: Enroll in one-credit hour Tutorials to supplement classroom instruction in reading, writing, ESL, math, chemistry, and study skills. Modules are available to eligible students to complete certain developmental course work requirements.

3. Advising and Advocacy: Work with our team of advocates and an academic advisor to plan a semester schedule, understand transfer requirements, or manage issues that stand in the way of school.
For more information, please contact:
Anita Taylor: Room D 120 Phone: 353-2005 or
Sue Schreiber: Room D 120 Phone: 351-2441
You may also email the CAS at CenterForAcademicSuccess@parkland.edu.

Disability Policy
If you believe you have a disability for which you may need an academic accommodation (e.g. an alternate testing environment, use of assistive technology, or other classroom assistance) please contact: Cathy Robinson, Room X148, 217-353-2082, or erobinson@parkland.edu

International Travel

Ecuador – Travel to Ecuador is available to all nursing students. The trip involves 2 weeks of travel and usually takes place in late May with return during the first week of June. Students will explore different aspects of health care delivery and study cultural influences that affect health care. One week is spent in Quito and a second week in the rain forest. Participants must be flexible as schedules often change once there.

Parkland College awards 4 partial scholarships to students selected by Parkland College Troika faculty and the Nursing Program Director. An organizing informational meeting is held each fall semester to inform students of the trip and to explain costs and procedures.
Definition of Terms

ANA Code of Ethics for Nurses: this document may be found at: http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx

Caring: A positive regard for clients; it is basic to a helping relationship. Nurses show caring by accepting clients for who they are and respecting them as individuals.

Chain of Command: Students are expected to follow an appropriate chain of command to address and/or discuss any type of course concerns. This means starting with the faculty member most closely involved in the situation. If the issue is not addressed to the satisfaction of the student, the student may then go to the course manager, then to the program director and, finally, to the department chair. Students should expect to be redirected to the appropriate person in the chain if they fail to go through the proper sequence.

Client: An individual, family, or group positioned on wellness-illness continuum.

Community-Based Practice: Nursing care delivered in traditional health-care settings (i.e., hospitals, clinical, extended and long-term care facilities), as well as non-traditional settings (i.e., schools, senior citizen centers, shopping malls, etc.); any place where there are people.

Core Components: "Core components are those elements essential to the work of the entry level registered nurse and inherent in the three roles of nursing practice (provider of care, manager of care and member within the discipline of nursing). The following core components were identified: Professional behaviors, Communication, Assessment, Clinical Decision Making, Caring Interventions, Teaching and Learning, Collaboration and Managing Care. These eight core components of nursing practice provide the framework for organizing educational outcomes of graduates of associate degree nursing programs. These are manifested and demonstrated with the competencies identified for each core component. “(NLN, Educational Competencies for Graduates of Associate Degree Nursing Programs, 2000, Jones and Bartlett Publishers International, London, page 5)

Course Faculty: The course manager and other class, lab and/or clinical faculty for that course.

Course Manager: The faculty appointed to coordinate all aspects of a designated course. Responsibilities include, but are not limited to: creating the syllabus, arranging off campus clinical laboratory opportunities, providing direction for on campus laboratory learning and evaluation, creating assignments and evaluation tools, and assigning final grades, specs and communication with PT faculty.

Environment: Internal and external factors.

Internal factors: The individual’s genetic, physiological, psychosocial, and spiritual components.

External factors: The individual’s family, society, culture, physical setting, and technology.
Functional Health Patterns or Gordon's Functional Health Patterns (developed by Marjory Gordon): provide a systematic and standardized approach to collection of data regarding the client’s usual way of living. The eleven (11) functional health patterns are as follows:

1. Health-Perception-Health-Management Pattern
3. Elimination Pattern.
4. Activity-Exercise Pattern.
5. Sleep-Rest Pattern.
7. Self-Perception-Self-Concept Pattern.
8. Role-Relationship Pattern.
11. Value-Belief Pattern.

Individual: A unique being with dignity and worth; composed of internal factors, constantly interacting with each other and with external factors. Individual differences influence the potential for prevention of illness and motivation to attain a higher level of wellness.

Level Competencies: There are four (4) levels in the Parkland College Nursing Program and expectations for student performance/competency build for each level and are outlined in the Core Clinical Competencies document (see Appendix B) each course in the specified level must be successfully completed before attempting any course in the next level.

Life Span: The time between conception and death.


Nursing Academic Committee: Committee composed of a majority of the full time, nursing program faculty. Part time nursing faculty and staff may attend Committee meetings as invited but as non-voting guests.

Nursing Process: Forms the foundation of the nurse's decision-making. The nursing process is operationally defined as:

Assessment: Collecting and analyzing data from available resources in a systematic manner to identify a client's response to actual or potential health problems. This includes physiological, psychological, socio-cultural, spiritual, economic, and life-style factors.

Diagnosis: The nurse's clinical judgment about the client's response to actual or potential health conditions or needs based on the nurse's assessment and analysis of the data.

Outcomes/Planning: Based on the assessment and diagnosis, the nurse sets measurable and realistic short- and long- term goals/outcomes and designs methods for promoting a higher level of wellness.

Implementation: Initiating and completing the nursing actions necessary to accomplish goals/outcomes.
Evaluation: Identifying responses to nursing care, comparing these responses to goals/outcomes, and modifying the plan as necessary. The client's status and the effectiveness of the nursing care must be continuously evaluated.

Program Outcomes: Standards by which program effectiveness is measured and documented. Provide data on program as a whole and are used to evaluate the degree to which a program is achieving its mission and goals. Examples include: program completion rates, job placement rates, NCLEX pass rates, and program satisfaction.

Student Learning Outcomes: Statements of expectation written in measurable terms to guide the learning experience and serve as the basis for individual student evaluation. They reflect the achievement of the student in meeting the core educational components and competencies set forth by the NLN.

Teaching/Learning Process: A planned dynamic interaction between teacher and learner that produces a change in behavior. This process is an interaction between the teacher and learner in which learning objectives are presented and met.

Therapeutic Interaction: An ongoing, goal-directed process that assists the client toward a higher level of wellness.

Wellness: A state in which an individual’s ability to meet basic health needs are restored, compared with that of the individual’s previous health status.
Appendix A: Work Ethics Characteristics

**Attendance** – Attends class/clinical/lab, arrives/leaves on time; proper notification given if absent; absent only if ill or absolutely necessary.

**Character** – Honest, trustworthy, reliable, dependable, accountable, responsible, takes initiative, self-disciplined. Behavior is consistent with the values of the nursing profession and the ANA code of ethics. Accountable for one's own behavior, care, and outcomes.

**Teamwork** – Is a team worker; is cooperative; mannerly, respectful of others in works/actions. Demonstrates collaboration and works in partnership with other students, nurses, and health professionals.

**Appearance** – Displays appropriate dress, clean, well groomed, good hygiene; follows dress standards as required and defined in the Nursing Student Handbook. Puts forth professional image at all times.

**Attitude** – Demonstrates a positive attitude; appears self-confident; has realistic expectations of self.

**Productivity** – Follows safety practices; conserves materials; keeps work area neat and clean; follows directions and procedures, uses time wisely. Works efficiently and finds others to help or other work to do if own work is completed.

**Organizational Skills** - displays good time management, flexible, prioritizes appropriately, manages stress, and is always well prepared clinical, class, and lab.

**Communication** – Displays appropriate and therapeutic nonverbal and verbal skills in all interactions. Caring and ethical in interactions with patients, families, and colleagues.

**Cooperation** – follows chain-of-command, works well with peers & supervisors/instructors; handles criticism; works with others to problem solves instead of blaming others.

**Respect** – Respects the rights of others; does not engage in harassment of any kind, provides respectful care to diverse populations without regard to gender, culture, religion, socioeconomic status, life style or beliefs - makes conscious effort to pick diverse patients to work with. Respect for the profession and commitment to safe practice.
Appendix B
Parkland College Nursing Program Core Clinical Competencies

Clinical practice standards for student performance are based on the NLN Educational Competencies for Graduates of Associate Degree Nursing Programs (NLN, 2000) and Work Ethics. For each criterion, a level of performance is indicated. Students are expected to complete the semester at the level indicated, showing progress and increasing competency throughout the semester. Criteria in bold print and all Work Ethics are considered "critical behaviors" and expected to be performed at the highest level (4) at all times. Student performance standards/levels are defined as follows (adapted from Krichbaum et al., 1994):

1 = Provisional: performs safely under supervision; requires continuous supportive and directive cues; performance often uncoordinated and slow; focus is entirely on task or own behavior; beginning to identify principles but application of principles are sometimes lacking.

2 = Assisted: performs safely and accurately each time observed but requires frequent supportive and occasional directive cues; time management skills still developing; skill accuracy still developing; focus is primarily on task or own behavior with more attention to client; identifies principles but still may need direction in application of principles.

3 = Supervised: performs safely and accurately each time behavior is observed; requires occasional supportive and directive cues; spends reasonable time on task and appears generally relaxed and confident; applies theoretical knowledge accurately with occasional cues; focuses on client initially but as complexity increases, may still focus more on task.

4 = Independent: performs safely and accurately each time behavior is observed and without need of supportive cues; demonstrates dexterity in skills; spends minimum time on task; applies theoretical knowledge accurately; focuses on client while giving care.

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<td>13. Delineate and maintain appropriate professional boundaries in the nurse-client relationship.</td>
<td>Provisional: performs safely under supervision; requires continuous supportive and directive cues; performance often uncoordinated and slow; focus is entirely on task or own behavior; beginning to identify principles but application of principles are sometimes lacking.</td>
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<td>1. Practice within the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice.</td>
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</tr>
<tr>
<td>2. Report unsafe practices of healthcare providers using appropriate channels of communication.</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>3. Demonstrate accountability for nursing care given by self and/or delegated to others.</td>
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<tr>
<td>4. Use standards of nursing practice to perform and evaluate client care.</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Advocate for client rights.</td>
<td>2</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>7. Practice within the parameters of individual knowledge and experience.</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>8. Describe political processes as they affect agency specific healthcare.</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>10. Serve as a positive role model within healthcare settings and the community at large.</td>
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<tr>
<td>11. Recognize the impact of economic, political, social, and demographic forces on the delivery of healthcare.</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Develop and implement a plan to meet self-learning needs.</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
### Communication

<table>
<thead>
<tr>
<th></th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Semester</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Semester</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Semester</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Utilize therapeutic communication skills when interacting with clients and significant support person(s).</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Communicate relevant, accurate, and complete information in a concise and clear manner.</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Report and document assessments, interventions, and progress toward client outcomes.</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Protect confidential information.</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Utilize information technology to support and communicate the planning and provision of client care.</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Utilize appropriate channels of communication to achieve positive client outcomes.</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

### Assessment

<table>
<thead>
<tr>
<th></th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Semester</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Semester</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Semester</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assess the interaction patterns of the individual client or significant support persons.</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Assess the impact of developmental, emotional, cultural, religious, and spiritual influences on the client's health status.</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Assess the client's health status by completing a health history and performing a physical, cognitive, psychosocial, and functional assessment.</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Assess client and significant support person(s) for learning strengths, capabilities, barriers, and educational needs.</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>Assess the client's response to actual or potential health problems.</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Assess the client's response to interventions.</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>Assess the client for changes in health status and identified needs.</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>Assess the client's ability to access available community resources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9.</td>
<td>Assess the environment for factors that may impact the client's health status.</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>10.</td>
<td>Assess the strengths, resources, and needs of clients within the context of their community.</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
### CLINICAL DECISIONS

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make clinical judgments and management decisions to ensure accurate and safe care.</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Analyze and utilize assessment and reassessment data to plan care.</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3. Evaluate the effectiveness of care provided in meeting client outcomes.</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>4. Modify client care as indicated by the evaluation of outcomes.</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5. Participate in problem identification and data collection for research, quality control, or improvement processes to meet client outcomes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Use evidence-based information, collected electronically or through other means, to support clinical decision-making.</td>
<td>2</td>
<td>2</td>
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<td>4</td>
</tr>
</tbody>
</table>

### CARING INTERVENTIONS

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Protect and promote the client's dignity.</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2. Identify and honor the emotional, cultural, religious, and spiritual influences on the client's health.</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Demonstrate caring behavior towards the client, significant support person(s), peers, and other members of the healthcare team.</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>4. Provide accurate and safe nursing care in diverse settings.</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>5. Implement the prescribed care regimen within the legal, ethical, and regulatory framework of nursing practice.</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>6. Perform nursing skills competently.</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>7. Provide a safe physical and psychosocial environment for the client.</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>8. Assist the client and significant support person(s) to cope with and adapt to stressful events and changes in health status.</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Assist the client to achieve optimum comfort and functioning.</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>10. Prepare the client and significant support person(s) for intervention, treatment modalities, and self-care.</td>
<td>2</td>
<td>3</td>
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<td>4</td>
</tr>
<tr>
<td>11. Support the client and significant support person(s) when making healthcare and end-of-life decisions.</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Adapt care in consideration of the client's values, customs, culture, and/or habits.</td>
<td>2</td>
<td>3</td>
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<td>4</td>
</tr>
</tbody>
</table>
## TEACHING & LEARNING

<table>
<thead>
<tr>
<th>1. Develop an individualized teaching plan based on assessed needs.</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Semester</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Semester</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Semester</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Provide the client and significant support person(s) with the information to make choices regarding health.</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Teach the client and significant support person(s) the information and skills needed to achieve desired learning outcomes.</td>
<td>2</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>4. Evaluate the progress of the client and significant support person(s) toward achievement of identified learning outcomes.</td>
<td>2</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>5. Modify the teaching plan based on evaluation of progress toward meeting identified learning outcomes.</td>
<td>2</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>6. Provide assistive personnel with relevant instruction to support achievement of client outcomes.</td>
<td>2</td>
<td>2</td>
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</tr>
</tbody>
</table>

## COLLABORATION

<table>
<thead>
<tr>
<th>1. Coordinate the decision making process with the client, significant support person(s), and other members of the healthcare team.</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Semester</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Semester</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Semester</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Work cooperatively with others to achieve client and organizational outcomes.</td>
<td>4</td>
<td>4</td>
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</tr>
<tr>
<td>3. Collaborate with the client, significant support person(s), and other members of the healthcare team to evaluate progress toward achievement of outcomes.</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Interact creatively and openly with others to solve problems to achieve client goals and outcomes.</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>5. Collaborate to bring about fair solutions that balance differing needs, values, and motivations for the purpose of achieving positive client outcomes.</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>6. Provide assistive personnel with relevant instruction to support achievement of client outcomes.</td>
<td>2</td>
<td>2</td>
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<td>4</td>
</tr>
</tbody>
</table>

## MANAGING CARE

<table>
<thead>
<tr>
<th>1. Prioritize client care.</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Semester</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Semester</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Semester</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Coordinate the implementation of an individualized plan of care for clients and significant support person(s).</td>
<td>2</td>
<td>3</td>
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<td>4</td>
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<tr>
<td>3. Facilitate the continuity of care within and across healthcare settings.</td>
<td>2</td>
<td>3</td>
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<tr>
<td>4. Delegate aspects of client care to qualified assistive personnel.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>5. Supervise and evaluate the activities of assistive personnel.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>6. Adapt the provisions of client care to changing healthcare settings and management systems.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>7. Assist the client and significant support person(s) to access available resources and services.</td>
<td>2</td>
<td>2</td>
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<tr>
<td>8. Implement nursing strategies to provide cost efficient care.</td>
<td>2</td>
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<tr>
<td>9. Demonstrate competencies with current technologies.</td>
<td>2</td>
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</tr>
<tr>
<td>WORK ETHICS</td>
<td>1st Semester</td>
<td>2nd Semester</td>
<td>3rd Semester</td>
<td>4th Semester</td>
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<td>----------------------------------------------------------------------------</td>
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<tr>
<td><strong>1. Attendance:</strong> arrives/leaves on time; proper notification given if absent; absent only if ill or absolutely necessary</td>
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<tr>
<td><strong>2. Character:</strong> honest, trustworthy, reliable, dependable, accountable, responsible, takes initiative, self-disciplined</td>
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<td>4</td>
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<tr>
<td><strong>3. Teamwork:</strong> team worker, cooperative, mannerly, respectful of others in works/actions</td>
<td>4</td>
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<tr>
<td><strong>4. Appearance:</strong> appropriate dress, clean, well groomed, good hygiene; follows guidelines in student handbook</td>
<td>4</td>
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<tr>
<td><strong>5. Attitude:</strong> positive attitude, appears self-confident, realistic expectations of self and others</td>
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<tr>
<td><strong>6. Productivity:</strong> uses time wisely; follows safety practices, keeps work area clean &amp; neat; follows directions/procedures</td>
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<tr>
<td><strong>7. Organizational Skills:</strong> displays good time management, flexible, prioritizes appropriately, manages stress</td>
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</tr>
<tr>
<td><strong>8. Communication:</strong> appropriate and therapeutic verbal and nonverbal skills in all interactions</td>
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</tr>
<tr>
<td><strong>9. Cooperation:</strong> follows chain-of-command, works well w/peers &amp; supervisors/instructors; handles criticism; problem solves vs. blame</td>
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<tr>
<td><strong>10. Respect:</strong> respects rights of others; does not engage in harassment of any kind; provides respectful care to diverse populations without regard to gender, culture, religion, socioeconomic status, lifestyle or beliefs - makes conscious effort to pick diverse patients</td>
<td>4</td>
<td>4</td>
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</tr>
</tbody>
</table>


National League of Nursing. (2000). NLN Educational Competencies for Graduates of Associate Degree Nursing Programs.
Appendix C

Parkland College Nursing Program
Remediation Plan for Unsatisfactory Clinical Performance

This form is to be completed by the student and signed by instructor and student before student returns to patient care at the next assigned clinical.

CORE COMPONENT(s) requiring remediation plan:

DATE OF OCCURRENCE:

Problem statement in relation to competency:

Plan/intervention to correct and eliminate future errors within competency:

Evaluation of plan reviewed by clinical instructor:

Instructor signature and date: ______________________________

Student signature and date: _______________________________
Appendix D

Parkland College Advisement Plan for A.D.N. Program

Name: ____________________________  Advisor Name: ____________________________

Student ID: ____________________________  Admitted: 20__  Spring/Fall

The following courses must be taken to meet nursing program requirements. A score of “C” or above and a Program Grade Point Average (PGPA) of at least 2.5 is required for progression and graduation from the program. PGPA includes all required program courses, and all electives that are eligible to be counted for the degree, whether these courses are taken at Parkland College or transferred from another college.

The following are prerequisites: Successful completion of high school chemistry, CHE 100, or CHE 106 within the past three years; or satisfactory score on Parkland’s chemistry competency test before taking BIO 121. Students must also place into ENG 101. Students who transfer credit for BIO 121 and 122 that does not include cadaver lab must take BIO 162 and BIO163. BIO courses must have been completed no more than five years prior to admission to the program to be counted toward their nursing degree.

## Required Program Courses (68 credit hours)

<table>
<thead>
<tr>
<th>Quality Points (QP): A=4, B=3, C=2, D=1, F=0</th>
<th>CR=Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 Courses</td>
<td></td>
</tr>
<tr>
<td>Semester Taken</td>
<td>Grade</td>
</tr>
<tr>
<td>NUR 119 (1 cr)</td>
<td></td>
</tr>
<tr>
<td>NUR 113 (3 cr)</td>
<td></td>
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<tr>
<td>NUR 114 (4 cr)</td>
<td></td>
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<tr>
<td>NUR 117 (1 cr)</td>
<td></td>
</tr>
<tr>
<td>BIO 121 (4 cr)</td>
<td></td>
</tr>
<tr>
<td>ENG 101 (3 cr)</td>
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<tr>
<td>Total Credit Hours 16</td>
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</tr>
<tr>
<td>Level 1 GPA</td>
<td></td>
</tr>
<tr>
<td>Level 2 Courses</td>
<td>Semester Taken</td>
</tr>
<tr>
<td>NUR 118 (5 cr)</td>
<td></td>
</tr>
<tr>
<td>NUR 151 (4 cr)</td>
<td></td>
</tr>
<tr>
<td>BIO 122 (4 cr)</td>
<td></td>
</tr>
<tr>
<td>PSY 101 (4 cr)</td>
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<tr>
<td>Total Credit Hours 17</td>
<td></td>
</tr>
<tr>
<td>Level 2 GPA</td>
<td></td>
</tr>
<tr>
<td>Level 3 Courses</td>
<td>Semester Taken</td>
</tr>
<tr>
<td>NUR 236 (3 cr)</td>
<td></td>
</tr>
<tr>
<td>NUR 238 (3 cr)</td>
<td></td>
</tr>
<tr>
<td>NUR 255 (4 cr)</td>
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</tr>
<tr>
<td>BIO 123 (4 cr)</td>
<td></td>
</tr>
<tr>
<td>PSY 209 (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours 16</td>
<td></td>
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<tr>
<td>Level 3 GPA</td>
<td></td>
</tr>
<tr>
<td>Level 4 Courses</td>
<td>Semester Taken</td>
</tr>
<tr>
<td>NUR 215 (1 cr)</td>
<td></td>
</tr>
<tr>
<td>NUR 257 (3 cr)</td>
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</tr>
<tr>
<td>NUR 258 (5 cr)</td>
<td></td>
</tr>
<tr>
<td>ENG 102 (3 cr)</td>
<td></td>
</tr>
<tr>
<td>SOC 101 (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Hum/FA elec (3-4 cr)</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours 16</td>
<td></td>
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<tr>
<td>Level 4 GPA</td>
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</tbody>
</table>

**PGPA** = \[
\frac{\text{Total Quality Points Earned}}{\text{Credit Hours Attempted}}
\]
2011–2012 Calendar

Fall Semester 2011
(Instruction begins August 22)

Fall course reservation
(continuing students) .....................April 11-17

Open registration ..........................April 18-August 21

Last day for preregistered students to pay for reserved courses (students will be dropped from courses for failure to meet this deadline) ....................... August 8

Faculty and Staff Development (offices closed) 8-10 a.m. ............... August 15

Sections with insufficient enrollment cancelled ...............August 17

Instruction begins ................. August 22

Late registration and add period .....................August 22-28

Last day to drop with 100% refund from full-semester courses ............... August 28

Last day to drop without record from full-semester courses .................. September 4

Last day to drop with 50% refund from full-semester courses .............. September 4

Labor Day (college closed) ..................September 5

Midterm ..................... October 14

Midterm grades due by 9 p.m. for full-semester courses ........... October 17

Spring course reservation (continuing students) ....................... October 31–November 6

Open registration begins for spring semester ......................November 7

Deadline for fall graduation application ..................... November 8

Thanksgiving vacation (begins at 5 p.m.) ............. November 23

Thanksgiving recess (college closed) ..................... November 24-27

Classes resume ....................... November 28

Last day to withdraw with W grade from full-semester courses ........... December 2

Last day of classes ...................December 9

Final examinations ...................... December 12-16

Grades due by 11 p.m. ...................... December 19

Winter break (college closed) .................. December 23-January 2, 2012
Spring Semester 2012  
*(Instruction begins January 9)*

Spring course reservation (continuing students) ..................October 31–November 6

Open registration ..................... November 7-January 8

Last day for preregistered students to pay for reserved courses (students will be dropped from courses for failure to meet this deadline) ..................................................December 13

Sections with insufficient enrollment cancelled .................. January 4

Instruction begins ..................... January 9

Late registration and add period .......................... January 9-15

Last day to drop with 100% refund from full-semester courses ..................January 15

Martin Luther King, Jr.’s Birthday (college closed) ................ January 16

Last day to drop without record from full-semester courses ................ January 23

Last day to drop with 50% refund from full-semester courses ................ January 23

Professional Development Day (no day or night classes) .............February 23

Deadline for spring graduation application to participate in commencement ............ February 28

Midterm .................. March 2

Midterm grades due by 9 p.m. for full-semester courses .................. March 5

Spring vacation ..................... March 17-25

Spring holiday (college closed) .................. March 23

Classes resume ..................March 26

Deadline for spring graduation application not participating in commencement ............ April 3

Fall course reservation ..................April 9-15

Open registration .....................April 16-August 19

Last day to withdraw with W grade from full-semester courses .................. April 26

Last day of classes .................. May 3

Study day (no classes) .................. May 4

**Final examinations ................. May 7-11**

Commencement .................. May 11

Grades due by 11 p.m. for full-semester courses .................. May 14
Parkland College A. D. N. Nursing Program
Nursing Student Policy Handbook

This serves as documentation that I have read and agree to abide by the policies set forth in the 2011-2012 Student Policy Handbook. I have had all questions answered to my satisfaction.

I ________________________________ certify that I have read, understand, and agree to follow the policies and procedures set forth in the 2011-2012 Student Policy Handbook for the Parkland RN nursing program.

SIGNATURE ________________________________

DATE ________________________________

Parkland College A. D. N. Nursing Program
Informed Consent for use of Student Written Assignments

The faculty of Parkland College Nursing Program examines student assignments to assess the extent to which student performance demonstrates accomplishment of course and program objectives. These may also be used to provide samples for accreditation purposes or to assist other students when teaching. Samples used for teaching purposes will not include a student's name or identifying information.

Your participation is voluntary and refusal to allow use of your written assignments will involve no penalty or loss of benefits. You may discontinue your participation at any time without penalty. If you have any questions, please contact any faculty member, Nursing Program Director or Department Chair.

I ________________________________ have read and understand the information above and have had any questions answered to my satisfaction. I realized I may withdraw this permission at any time without penalty.

SIGNATURE ________________________________

DATE ________________________________