



**NURSING STUDENT
HANDBOOK
2016-2017**



SCHOOL OF NURSING

The Nursing Student Handbook (NSH) provides students with information about Henry Ford College's (HFC) Nursing Program, its curriculum, policies, procedures, expectations and other important information. This handbook contains information that will facilitate a student's successful completion of the program. It is critical that all nursing students read this handbook, refer to it throughout their courses and comply with the policies described herein. It provides information needed for proper student conduct and participation while in the Nursing Program.

Prior to beginning nursing classes, all program candidates are required to attend a mandatory orientation session, which includes a review of key information from the handbook. This handbook is revised annually for the start of the fall semester. Policy changes that are implemented between revision cycles are communicated to students via Hawkmail and the K drive. Students must check these resources regularly. The current handbook is available to students on the K drive and on the Nursing Program website (nursing.hfcc.edu). All students are responsible for their compliance with current college and program policies and procedures. As Nursing Student Handbook revisions are made, program **students must comply with the new policies and procedures. This also applies when changes occur between handbook revision cycles.** In addition nursing students are held to all published policies and documents of Henry Ford College.

WELCOME

Dear Student:

Welcome to Henry Ford College (HFC) Nursing Program! Our program has a great reputation in the community and nationwide. It is approved by the Michigan Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing (ACEN), formally known as (National League for Nursing Accreditation Committee), (NLNAC) whose national headquarters is located at:

3343 Peachtree Road NE Suite 850

Atlanta, GA 30326

Phone: (404) 975-5000

FAX: (404) 975-5020

www.acenursing.org

Several non-traditional approaches are inherent to our program. Students engage in a self-directed modular approach to learning. A variety of technologies assist students in their learning. An advanced placement tract is offered for the Licensed Practical Nurse (LPN).

Student nurses, like other learners, differ individually in learning style, time required for learning and in prior background experiences. Faculty also differs in background and teaching strategy. Instructional strategies are selected to help individualize learning.

Nursing Faculty collaborate in the planning and delivery of program content in an effort to provide the student quality instruction and learning opportunities. For clinical experiences, students are placed in groups of 8 or less with one instructor. This ratio facilitates student learning. Lab and simulation experiences are embedded across the curriculum to support student achievement of learning outcomes. Full time faculty, adjunct faculty, administrative staff, lab personnel, a Program Coordinator, a Department Chair and the Associate Dean of Health Sciences assist students and work on behalf of the Nursing Program.

The Administration, Faculty and staff wish you success as you begin this academic year. We are confident that you will benefit as a student and a person from full engagement as a committed learner in the Nursing Program.

Sincerely,

Nursing Administration, Faculty and Staff

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I. General Information

Methods of Communication

Telephone Numbers & Email Addresses

The School of Nursing Office telephone numbers is 845-6304. The nursing computer/skills lab office is 845-6306. Faculty and staff email addresses are available online at: <http://www.hfcc.edu/staff/StaffSearch.asp>

Telephone/Cell Phone/ Messages

Telephone messages of an urgent nature ONLY will be transmitted to students who are attending regularly scheduled nursing classes at the college or clinical agency. If you are expecting an emergency call, (i.e. critically ill family member), you may leave an hour by hour daily schedule with the nursing office. STUDENTS MAY NOT have CELL PHONES, IPODS/MP3s OR BEEPERS in any CLINICAL AGENCY or on their person during scheduled Practice Skills Lab (PSL) hours. During classroom lectures and open lab hours, cell phones, IPODS/MP3s, and any other electronic device will be on vibrate or off and put away. Texting during classroom is prohibited! During exams, cell phones are not allowed to be on a student's person or in the testing environment (See examination policy).

Cancellation of Learning Experiences

1. The college may close unexpectedly due to an emergency situation, such as a snowstorm. With such emergency closures, clinical rotations are cancelled.
2. All students should listen to media announcements for school closure and sign up for emergency alerts at <https://its.hfcc.edu/about/alerts> where messages can be sent via text, email and voicemail. The media announcement of the school closure must be specifically for Henry Ford College and not Dearborn Public Schools.
3. Students are notified of cancellation of clinical experiences (illness of instructor, etc.) via Hawkmail. Clinical instructors may also use a fan-out telephone procedure detailed in their agency orientation at the beginning of each semester.

Change of Status

Students are **required** to notify the **Nursing Office** in writing **of any change in name, address, phone number, or Hawkmail** so that proper records and communication may be maintained. Students are also required to update their HFC information by logging into their WebAdvisor account.

Student Notification

All communications, updates and information are posted on the **K-drive** (accessed at my.HFC.edu), and/or sent to student Hawkmail email accounts. **All students are responsible for checking the K-drive and their HawkMail account frequently.** Students can find information on how to access their HawkMmail at <https://my.hfcc.edu/about/hawkmail> Some clinical specific information will be sent directly to student Hawkmail from the Alliance for Clinical Experience Matching and Placement Program (ACEMAPP). At new student orientation, ACEMAPP information is provided. ACEMAPP website address: michigan.acemapp.org

Mandatory Meetings and Deadlines

All Nursing Program students are expected to attend mandatory meetings and meet all deadlines for submission of necessary materials. Non-attendance at meetings or late submission of material may result in penalty or program withdrawal.

Nursing Faculty

Direct dial phone numbers are easy and convenient to use. Voice mail allows you to leave a message. A courtesy phone and faculty directory are located by the Security Office on east campus in the entryway atrium and can be used to contact faculty directly in his/her office. A listing of Full Faculty phone numbers and contact information can also be found on the Nursing Program web page at <http://nursing.hfcc.edu> All faculty and staff email addresses are available online at: <https://www.hfcc.edu/staff-directory> .

II. Program of Study

History of the Henry Ford College Nursing Program

The Henry Ford College Nursing Program was the first Associate Degree Nursing program in Michigan. It began in 1953 with 21 students as one of seven pilot nursing programs in the United States, and part of the cooperative Research Project in Junior and Community College Education for Nursing. The project, under the sponsorship of the Division of Nursing Education, Teacher's College, Columbia University, New York City, originated to develop and test a new concept in the preparation of men and women in nursing. Functions, which are commonly associated with the registered nurse, were expected to be successful through this new type of program, conducted in a Junior Community College. Eleanor Tourtillot pioneered the HFC program as Assistant Director from 1953-1974.

Henry Ford College has continued to be a pioneer in nursing education through federally funded projects. The development of "New Media Approaches to Education for Nursing" from June 1, 1966 to May 3, 1971 and the "Development and Implementation of Instructional Modules", February 1, 1975 to January 31, 1978 are two such projects. The Henry Ford College Program is known for its innovation in area of instructional technology.

Instructional strategies to individualize learning are in place for students in the Nursing Program. All nursing courses are modularized, which increases learner flexibility. All learners have access to on-campus tutorial laboratories for assistance with reading, writing and math skills development. Nursing students use the practice skill laboratory and computer lab for primary learning reviewing remediating and testing before clinical practice.

In 1981, after an in-depth curriculum review, nursing faculty developed the Curriculum Master Plan which was to be the blueprint for the new curriculum. This curriculum was implemented in September of 1983. It is based on Dorothea Orem's Self-Care Model of Nursing.

In 1983, the Nursing Program was selected as one of five colleges in the Midwest to participate in a three-year program called "Associate Degree Nursing – Facilitating Competency Development." The project, sponsored by the Midwest Alliance in Nursing, involved two Henry Ford College nursing instructors and two Harper-Grace nursing service administrators, working as a team in defining competencies of ADN graduates. The competencies became an integral part of educational curriculum and the nurse's job description, thus helping to reduce stress in new associate degree nursing graduates. Consequently, this benefits students, faculty, and most of all, clients. In 1984, the Nursing Program entered into a special agreement with Hutzel Hospital to assist their Licensed Practical Nurses to complete the HFC Associates Degree Nursing Program. Theory classes were held at Hutzel Hospital. These LPN students graduated in June 1987 and all passed their National Council Licensing RN Examination.

The Nursing Program was honored with the 1988 Michigan League for Nursing Achievement Award for excellence in nursing education. In the fall of 1988, an Advanced Placement program for Licensed Practical Nurses was reinstated. Licensed Practical Nurses earned credit toward their Associate Degree in Nursing by written challenge examinations and demonstration of clinical competence, submitting a portfolio, or by taking an accelerated track in selected courses. In addition to the campus Advanced Placement Program for LPNs, an on-site program at Henry Ford Hospital was also established in 1988.

The Nursing Program continues to advance the use of computers, updated mannequins and equipment, and other technologies for the improvement of instructions and efficiency of operations. A Computer Assisted Instructional (CAI) Program developed through State funding was initiated in the fall of 1988. The program has been phased into succeeding clinical courses.

In 1991 and again in 1994, the Nursing Program was awarded grants from the Helen Fuld Institute. The grants enable the Nursing Program to continue its multimedia efforts by implementing interactive video into the curriculum.

In May 1991, Henry Ford College and Madonna University developed a nursing articulation agreement that facilitates educational mobility for graduates of the HFC Nursing Program. Since changes in curricula occur over time, a new articulation agreement was completed in 1999. That same year, an articulation agreement was developed with Oakland University. In 2004, articulation occurred with Eastern Michigan. A transfer of credit agreement with Wayne State University, University Detroit Mercy, and several other colleges/universities exists which articulates graduates to the BSN or MSN degree in a smooth transition.

On March 26, 1992, at the 40th Anniversary of Associates Degree Nursing Education Banquet held in Lansing, Michigan, Henry Ford College received the Pioneers of Yesterday Award for forty years of excellence in nursing education. The program was again cited for the pioneer of ADN education at the 1999 NLN convention in a video depicting the history of such programs.

In October 2000, the Nursing Program was awarded accreditation with the NLNAC until the year 2008. Between 1994 and 2000, several supplemental and supportive courses were developed and implemented.

Community involvement was emphasized in 1999-2000 through a partnership with Oakwood Health System which encourages participation in community health projects. Faculty continues to expand clinical experiences in the community.

To address the nursing shortage, in 2000, an additional 60 students began entering the nursing program in the winter semester, expanding the first level entry to approximately 280 students a year.

On April 16, 2005, the 50th Graduating Class Anniversary was celebrated with a reception in the Health Careers Building Atrium. Eight members of the first graduating class of twenty-one members attended.

Representatives of many other years of nursing graduates were also present, demonstrating the bond between the school, the graduates and the community.

The May 2005 nursing graduating class numbered 230 students, the largest in the history of the program to date.

In fall 2005, a partnership between Henry Ford Nursing Program and the Henry Ford Hospital System (HFHS) was established to create a mechanism that would address the nursing shortage at this large hospital complex through the sharing of assets. Current hospital personnel applied and were admitted to the nursing program. They took their nursing courses at the main HFH facility, completed their educational process, and then worked for the system that supported their education. HFC full-time nursing faculty and part-time HFHS and HFC faculty aided the process. The program at the Extended Site mirrored the on-campus nursing program. The first class began over Spring/Summer 2006.

In 2006, the LPNs transition into the nursing program became less cumbersome. The bridge course, NSG 091, facilitates entrance into the 2nd semester of nursing. The advanced placement provides LPN candidates the opportunity to obtain their ADN in one calendar year.

In 2007, the first graduating class from the partnership between Henry Ford College Nursing Program and the Henry Ford Hospital System completed all requirements. The second class of the ongoing partnership began in Spring/Summer 2007.

In 2008, The HFHS/HFC Accelerated Nursing Program was selected by the League of Community Colleges as the winner of the "Innovation of the Year Award". The program demonstrated its sustainability by beginning a third cohort over Spring/Summer of that year.

In October 2008, two representatives from the NLNAC completed an assessment of the Nursing Program and recommended recertification for eight years.

In February 2009, the Board of the NLNAC awarded an eight year recertification to the Nursing Program.

In August, 2009, the final class from the Henry Ford Hospital partnership graduated. A simulation lab within the Division of Nursing was created. Scenarios for simulation was developed and have been since been expanded. In 2012 we added to our lab equipment, two additional high fidelity mannequins.

In August 2010, the nursing program moved from the HFC main campus to the HFC School of Nursing, located on the HFC East Campus. Dedicated on November 17, 2010, the new School of Nursing provides a modern and spacious learning environment dedicated to the education of future nursing professionals and includes three simulation suites, expanded computer and practice skills labs, and areas necessary for student collaboration and study.

In November, 2011, the NLNAC returned to evaluate and review our new School of Nursing building. The finished report supported our re-accreditation until 2016.

In May 2012 our first nursing student graduated from the HFC early college student program

In July 2013, the Nursing Division and the Health Careers Division combined to form the new Health Science Division.

In fall 2014, the Michigan Board of Nursing approved a concept based curriculum which was implemented in winter 2015.

Associate in Applied Science Degree

The Nursing Program adheres to the philosophy of Henry Ford College by providing a two-year program which meets the requirements for the Associate in Applied Science Degree.

- Graduates of our program are able to function as ADN graduates and take the NCLEX-RN examination for licensure.
- Faculty continue to value ACEN accreditation as a means for greater articulation with NLN accredited BSN programs and for communicating that national standards are upheld in the HFC program. Issues within the HFC Nursing Program can be forwarded to ACEN (see contact information in this handbooks' welcome page).
- This degree provides an entry level for students desiring future professional nursing practice or an exit point for those preferring a technical nursing practice.
- We recognize the value of guidance and counseling and refer students to internal and external resources as appropriate.
- Our nursing faculty and administrators are practitioners, speakers, writers or contributors to a variety of healthcare organizations.

- We recognize the diversity of our students, assess their learning styles and continue to develop creative teaching-learning methods.
- Our teaching methods and curriculum are based on current educational research and theory.

Concept Based Curriculum

Mission Statement:

The Nursing Faculty of Henry Ford College supports and accepts the mission statement of the College. The nursing division is committed to student-centered learning, education, and socialization of entry-level Associate Degree nurses. We are preparing a diverse population of students to practice, in an ever changing health care environment, which embraces safety, competency, and ethical principles to promote the health and care of patients, families, and communities.

Nursing Philosophy:

We believe that nursing is an art and science utilizing evidence-based practice to deliver safe, quality care to individuals, families, and communities. We recognize that the goal of nursing is to provide patient-centered, compassionate care that respects the patient's perspective and participation in health care.

The HFC School of Nursing identifies the concepts of Nursing, Individual, Health, and Nursing Education as the organizational framework. The core curriculum concepts are: Caring, Clinical Decision Making, Communication, Culture, Diversity, Evidence Based Practice, Health/Wellness, Illness and Safety. The nursing faculty promotes the National League of Nursing's Core Values of Caring, Diversity, Excellence, Integrity, Ethics, Holism, Human Flourishing and Patient-Centeredness.

Nursing: Nursing is a caring art based on scientific principles; whose practitioners possess specialized abilities to promote and restore health, prevent illness, or facilitate a peaceful dignified death. Nurses intervene across the lifespan with patients, family members and members of the community. Nurses deliver patient centered, holistic care with respect to diversity, age, culture, ethnicity, and lifestyle. The ethic of caring drives the decisions and actions of the nurse in delivery of care for the patient, family, community, and incorporates global health care concerns.

The nursing process, which includes technological, social, and interpersonal elements, provides the methodology for nursing practice. It includes assimilation of knowledge and evidence based practice in the assessment, diagnosis, planning, implementation, and evaluation of care. By utilizing the nursing process, the student will develop the ability to use critical thinking and clinical reasoning which leads to clinical judgment. Communication with patients, families, and the health care team is essential to the role of the nurse as a care giver, advocate, and care manager. As an integral part of the interdisciplinary health care team, nurses collaborate to assist individuals, families, and communities to reach their optimal level of wellness. Nursing is a profession of differentiated, mutually valued and collaborative practice.

Nursing Education: Nursing education is a dynamic, life-long process which promotes growth professionally and personally. Associate degree nursing education introduces the student to the practice of nursing. The focus is on the application of the sciences, humanities, and nursing science, utilization of evidence-based research, nursing theory and clinical practice in an environment conducive to learning.

Teaching and learning is an interactive process between educator and learner. In an atmosphere of mutual respect, both educators and learners create an optimal environment for learning. The responsibility of the faculty is to present themselves as a professional role model who educates, socializes and prepares learners for entry-level nursing practice. The learner assumes accountability for active participation in the classroom, practice skills laboratory, and clinical environment. Learners engage in purposeful learning, develop insight through reflection, self-analysis, and self-care. Active learning experiences foster clinical judgment when they involve discovery, critical thinking, and clinical reasoning.

Individual: The recipient of care, be it individual, family or community, is a complex, open system in continuous interaction with the internal and external environment. Recipients of care have the ability to care for themselves and others and to engage in health and wellness behaviors. They have the right to quality health care and to make informed choices regarding their care and treatment in order to attain their optimal level of wellness. All persons are recognized as having intrinsic value, inherent worth, and free will.

Health: Health is a dynamic, ever-changing state, influenced by biological, psychological, socio-culture, spiritual, developmental, and environmental factors; which exist on a continuum from optimal level of wellness to illness and ending in death. Each individual's health is based on his/her cultural perceptions and beliefs of health and illness and the ability to adapt to internal and external environmental forces.

Concept Based Curriculum Master Plan

1. Use evidence based practice in the delivery of nursing care.

1 st Semester	2 nd Semester	3 rd Semester	4 th Semester
Explain evidence based practice in the delivery of nursing care.	Demonstrate evidence based practice in the delivery of nursing care.	Analyze evidence based practice in the delivery of nursing care.	Evaluate evidence based practice in the delivery of nursing care.
<ol style="list-style-type: none"> 1. Describe evidence based research to improve client outcomes. 2. Discuss ways to apply evidence in practice. 3. Discuss the benefits of evidence based practice found in the literature. 	<ol style="list-style-type: none"> 1. Locate evidence based research to improve client outcomes. 2. Explain how nursing research improves nursing practice. 3. Incorporate appropriate evidence based nursing interventions for client care. 	<ol style="list-style-type: none"> 1. Apply evidence based research to improve client outcomes. 2. Interpret evidence based research to improve health and wellness outcomes for clients, families and communities. 3. Evaluate the quality of health information. 	<ol style="list-style-type: none"> 1. Select evidence based research to improve client outcomes. 2. Evaluate evidence based research to improve health/wellness and illness outcomes for clients, families and communities. 3. Select evidence based research to improve system outcomes within the health care environment.

2. Communicate effectively with individuals, families, communities and the health care team using a variety of methods, including informatics.

1 st Semester	2 nd Semester	3 rd Semester	4 th Semester
<p>Describe effective strategies for communicating with individuals, families, communities and the health care team using a variety of methods, including informatics.</p>	<p>Demonstrate effective strategies for communicating with individuals, families, communities and the health care team using a variety of methods, including informatics.</p>	<p>Devise effective strategies for communicating with individuals, families, communities and the health care team using a variety of methods, including informatics.</p>	<p>Select effective strategies for communicating with individuals, families, communities and the health care team using a variety of methods, including informatics.</p>
<ol style="list-style-type: none"> 1. Identify effective strategies to communicate with clients and other members of the health care team, including computer based charting. 2. Document client data related to achievement of client outcomes on appropriate clinical agency documents. 3. Describe aspects of critical thinking that are important to the communication process. 4. Describe qualities, behaviors, and communication techniques that effect professional communication. 	<ol style="list-style-type: none"> 1. Select effective strategies, including computer based charting, to communicate with clients and other members of the health care team. 2. Use principles of stress, learning, and caring theories to facilitate positive behavioral changes with self and clients. 3. Identify significant features and desired outcomes of nurse to nurse; and health care team relationships. 	<ol style="list-style-type: none"> 1. Utilize effective strategies to communicate, including computer based charting, with clients and other members of the health care team. 2. Utilize effective strategies to communicate with clients and their families. 3. Discuss nursing care measures for clients with special communication needs. 	<ol style="list-style-type: none"> 1. Compare and contrast effective strategies to communicate, including computer based charting, with clients and other members of the health care team. 2. Design effective strategies to communicate with clients and their families as well as other members of the health care team. 3. Choose effective strategies in the use of technology and informatics in the delivery of safe and effective care.

3. Utilize the nursing process and standards of care in promotion of health and wellness and in the prevention and management of illness for individuals across the life span.

1 st Semester	2 nd Semester	3 rd Semester	4 th Semester
<p>Interpret the nursing process and standards of care in prevention and management of illness for individuals across the lifespan.</p>	<p>Demonstrate the nursing process and standards of care in prevention and management of illness for individuals across the lifespan.</p>	<p>Explain the nursing process and standards of care in prevention and management of illness for individuals across the lifespan.</p>	<p>Evaluate the nursing process and standards of care in prevention and management of illness for individuals across the lifespan.</p>
<ol style="list-style-type: none"> 1. Describe the nursing process. 2. Discuss the relationship between critical thinking and the nursing process. 3. Recognize the nursing process, evidence-based practice and National Patient Safety Standards to safely care for client. 4. Begin to apply the nursing process and standards of care in prevention and management of illness across the life span. 	<ol style="list-style-type: none"> 1. Utilize the nursing process and standards of care to safely manage clients and to promote health and wellness. 2. Develop a holistic plan of care using the nursing process. 	<ol style="list-style-type: none"> 1. Apply the nursing process and standards of care to safely manage clients and to promote health and wellness. 2. Identify nursing standards of care to safely manage care for clients and their families. 	<ol style="list-style-type: none"> 1. Manage the complex adult client to promote individualized client outcomes using the nursing process. 2. Plan care to promote wellness and safety for the client throughout the lifespan. 3. Analyze nursing standards of care as applied to the health care system.

4. Respect the client's cultural diversity by incorporating professional nursing values of legal, ethical and caring behaviors through lifelong learning.

1 st Semester	2 nd Semester	3 rd Semester	4 th Semester
Explain respect for the client's cultural diversity by incorporating professional nursing values of legal, ethical and caring behaviors through lifelong learning.	Demonstrate respect for the client's cultural diversity by incorporating professional nursing values of legal, ethical and caring behaviors through lifelong learning.	Illustrate respect for the client's cultural diversity by incorporating professional nursing values of legal, ethical and caring behaviors through lifelong learning.	Support the client's cultural diversity by incorporating professional nursing values of legal, ethical and caring behaviors through lifelong learning.
<ol style="list-style-type: none"> 1. Identify cultural diversity through the professional nursing values of legal, ethical and caring behaviors for the client. 2. Identify principles of ethical decision making. 3. Describe how the health care provider's personal values influence client care. 	<ol style="list-style-type: none"> 1. Explain cultural diversity using the professional nursing values of legal, ethical and caring behaviors for the client. 2. Discuss the importance of understanding cultural diversity when planning and implementing care. 3. Discuss the rights of clients in the health care system. 4. Discuss appropriate steps to approaching ethical dilemmas. 	<ol style="list-style-type: none"> 1. Demonstrate respect for cultural diversity using the professional nursing values of legal, ethical and caring behaviors for the client. 2. Describe legal and ethical implications in the care of culturally diverse clients. 	<ol style="list-style-type: none"> 1. Model an understanding of culturally competent care using the professional nursing values of legal, ethical and caring behaviors for the client. 2. Identify the client's unique needs related to their cultural diversity. 3. Demonstrate caring behaviors when adapting nursing care for the client and their family. 4. Devise a life long learning plan to continually provide culturally competent care across the life span.

5. Collaborate as a member of the interdisciplinary health care team to provide quality care and integrate safety that reduces harm to clients.

1 st Semester	2 nd Semester	3 rd Semester	4 th Semester
<p>Describe effective strategies for collaboration as a member of the interdisciplinary health care team to provide quality care and integrate safety that reduces risk of harm to clients and providers.</p>	<p>Identify effective strategies for collaboration as a member of the interdisciplinary health care team to provide quality care and integrate safety that reduces risk of harm to clients and providers.</p>	<p>Apply effective strategies for collaboration as a member of the interdisciplinary health care team to provide quality care and integrate safety that reduces risk of harm to clients and providers.</p>	<p>Integrate effective strategies for collaboration as a member of the interdisciplinary health care team to provide quality care and integrate safety that reduces risk of harm to clients and providers.</p>
<ol style="list-style-type: none"> 1. Explain effective strategies to collaborate with other members of the health care team to provide quality care. 2. Describe the factors assessed in determining safety risks. 3. Identify strategies used to maintain client safety. 4. Discuss current National Patient Safety Goals. 	<ol style="list-style-type: none"> 1. Apply effective strategies to collaborate with other members of the health care team to provide quality care. 2. Collaborate with clients, significant others, and members of the health care team to promote safe care. 3. Apply appropriate safety standards to the client with potential safety risks. 	<ol style="list-style-type: none"> 1. Implement effective strategies to collaborate with other members of the health care team to provide quality care. 2. Discuss methods to reduce physical and environmental hazards in the health care setting with the health care team to promote client safety. 	<ol style="list-style-type: none"> 1. Evaluate effective strategies to collaborate with other members of the health care team to provide quality care. 2. Generate strategies to reduce physical and environmental hazards in the health care setting to promote client safety.

6. Integrate critical thinking and clinical reasoning to make sound clinical judgments.

1 st Semester	2 nd Semester	3 rd Semester	4 th Semester
Identify examples of critical thinking and clinical reasoning to make sound clinical judgments.	Use critical thinking and clinical reasoning to make sound clinical judgments.	Analyze critical thinking and clinical reasoning to make sound clinical judgments.	Evaluate critical thinking and clinical reasoning to make sound clinical judgments.
<ol style="list-style-type: none"> 1. *Define critical thinking and clinical reasoning. 2. Discuss the nurse’s responsibility in making clinical decisions. 3. Discuss critical thinking skills used in nursing practice. 	<ol style="list-style-type: none"> 1. *Utilize critical thinking and clinical reasoning to make sound clinical judgments. 2. *Give examples of critical thinking and clinical reasoning to make sound clinical judgments in the care of clients. 	<ol style="list-style-type: none"> 1. *Compare and contrast examples of critical thinking and clinical reasoning to make sound clinical judgments. 2. *Demonstrate critical thinking and clinical reasoning to make sound clinical judgments. 3. *Explain the relationship between clinical experience and critical thinking. 	<ol style="list-style-type: none"> 1. *Demonstrate critical thinking and clinical reasoning to make sound clinical judgments in situations characterized by ambiguity and uncertainty. 2. *Employ critical thinking and clinical reasoning to make sound clinical judgments when caring for the client and their family. 3. Explain how professional standards influence a nurse’s clinical decisions.

7. Advocate on behalf of the client, the family and the community, who are a source of control and full partners when producing compassionate care.

1 st Semester	2 nd Semester	3 rd Semester	4 th Semester
Describe advocating on behalf of the client, the family and the community, who are a source of control and full partners when producing compassionate care.	Illustrate advocating on behalf of the client, the family and the community, who are a source of control and full partners when producing compassionate care.	Explain advocating on behalf of the client, the family and the community, who are a source of control and full partners when producing compassionate care.	Support advocating on behalf of the client, the family and the community, who are a source of control and full partners when producing compassionate care.
<ol style="list-style-type: none"> 1. Describe advocacy for the client to facilitate the client's autonomy and full partnership in their care. 2. State role of the nurse as client advocate. 	<ol style="list-style-type: none"> 1. Demonstrate advocacy for the client to facilitate the client's autonomy and full partnership in their care. 2. Describe nursing interventions which promote client advocacy. 	<ol style="list-style-type: none"> 1. Practice advocacy for the client to facilitate the client's autonomy and full partnership in their care. 2. Explain the importance of, and the method for, empowering the client and their family. 3. List strategies for advocating in different care settings. 	<ol style="list-style-type: none"> 1. Demonstrate advocacy for the client with complex needs to facilitate the client's autonomy and full partnership in their care. 2. Explore the role of the advocate for the client within the health care system to facilitate the client's autonomy and full partnership in care. 3. Contrast the need for advocacy among members of vulnerable populations versus the general population.

Concept Based Curriculum Course Sequence

Pre Requisites

English 131 *	3	
Psy 131 *	3	
Bio 233*	4	
MTH 110 *	4	
HCS 131 *	<u>3</u>	
Total	17	

Semester 1

NSG-117 Medical Surgical Nursing I	6	15 weeks (Class 4 hr/week) (Clinical 6 hr/week)
Bio 234 *	4	
NSG-115 Pharmacology for Nursing I	2	15 weeks (Class 2 hr/week)
NSG-101 Beginning Health and Physical Assessment	2	15 weeks (Class 2 hr/week)
Total	<u>14</u>	

Semester 2

NSG-119 Medical Surgical Nursing II	6	15 weeks (Class 4 hr/week) (Clinical 6 hr/week)
NSG-121 Psychiatric Mental Health Nursing	4	15 weeks (Class 2 hr/week) (Clinical 6 hr/week)
NSG-118 Pharmacology for Nursing II	1	15 weeks (Class 1 hr/week)
Eng 132 *	<u>3</u>	
Total	14	

Semester 3

NSG-202 Medical Surgical Nursing III	6	15 weeks (Class 4 hr/week) (Clinical 6 hr/week)
NSG-207 Pediatric Nursing	4	15 weeks (Class 2 hr/week) (Clinical 6 hr/week)
NSG-201 Pharmacology for Nursing III	1	15 weeks (Class 1 hr/week)
Soc 131*	<u>3</u>	
Total	14	

Semester 4

NSG-209 Medical Surgical Nursing IV	6	15 weeks (Class 4 hr/week) (Clinical 6 hr/week)
NSG-208 Women's Health and Maternity Care	4	15 weeks (Class 2 hr/week) (Clinical 6 hr/week)
NSG-206 Pharmacology for Nursing IV	1	15 weeks (Class 1 hr/week)
NSG-212 Professional Transitions	<u>1</u>	15 weeks (Class 1 hr/week)
Total	12	

Total Hours	71	
<i>Nursing hours</i>	44	62%
<i>*Non -Nursing</i>	27	38%

The Advancement of LPN to RN program has 72 credit hours required to complete the nursing program.

LPN Advanced Placement

Prior to Admission to Nursing	Credits
BIO 233 Anatomy & Physiology I*	4
BIO 234 Anatomy & Physiology II*	4
ENG 131 Introduction to College Writing	3
PSY 131 Introductory Psychology	3
HSC 131 Computers in Health Care	3
MTH 110 Intermediate Algebra	4
NSG 091 Nursing Systems II for Articulating LPN Transition	<u>1</u> 22
SEMESTER 1	
Once NSG 091 is successfully completed, Licensed Practical Nurses are granted experiential learning credit for their practical nurse experience for the following courses:	
NSG 101- Beginning Health and Physical Assessment	2
NSG 115- Pharmacology for Nursing Practice I	2
NSG 117 Medical – Surgical Nursing I	<u>6</u>
	10
SEMESTER 2	
NSG 118 Pharmacology for Nursing Practice II	1
NSG 119 Medical – Surgical Nursing II	6
NSG 121 Psychiatric – Mental Health Nursing	4
ENG 132* College Writing and Research	<u>3</u>
	14
SEMESTER 3	
NSG 201 Pharmacology for Nursing Practice III	1
NSG 202 Medical – Surgical Nursing III	6
NSG 207 Pediatric Nursing	4
Soc 131* Introduction to Sociology	<u>3</u>
	14
SEMESTER 4	
NSG 206 Pharmacology for Nursing Practice IV	1
NSG 209 Medical – Surgical Nursing III	6
NSG 208 Women’s Health and Maternity Nursing	4
NSG 212 Professional Transitions	<u>1</u>
	12
Total	72

**Upon request, an LPN can request review for prior learning in mental health nursing. All entering LPN’s must take NSG 118 and NSG 119.

*Nursing Courses = 62.5% and *Non-Nursing Courses = 37.5%*

NOTE: All students admitted to the college must meet all HFC degree requirements for graduation.

Concept Based Course Descriptions Required

NSG 091: Nursing Systems II for Articulating L.P.N. Transition

Credit Hours: 1.00

Pre-requisites:

Prerequisites:

BIO-233, BIO-234, ENG-131, HCS-131, PSY-131, MATH-1091, MATH-1092, MATH-1093, AND MATH-1094 OR MATH-110 OR MATH-109 OR MATH-115 OR MATH-141 OR MATH-175 OR MATH-180

Introduces concept-based curriculum as well as requires students to demonstrate competency in pharmacology, math competency for medication administration, physical appraisal, and application of the nursing process. NOTE: Required for students registered and admitted into the LPN-RN Advanced Program as it begins the process of assimilation into the second semester of the nursing program.

NSG-101: Beginning Health and Physical Assessment

Credit Hours: 2.00

Pre-requisites:

BIO 233, ENG 131, HCS 131, MATH 110, and PSY 131 with a minimum grade of C or instructor permission.

Co-requisites:

NSG 117 and NSG 115 and BIO 234 (taken either previously or concurrently) with a minimum grade of C

Covers how to perform a health assessment on an adult patient. Final project requires the successful demonstration of a comprehensive head-to-toe physical assessment at the beginner level. Recommended for students entering the nursing program, re-admitting to the program, or supplementing beginning skills and knowledge of physical assessment.

NSG-115: Pharmacology for Nursing Practice 1

Credit Hours: 2.00

Pre-requisites:

BIO 233, ENG 131, HCS 131, MATH 110, and PSY 131 with a minimum grade of C or instructor permission.

Co-requisites:

NSG 101 and NSG 117 and BIO 234 (taken either previously or concurrently) with a minimum grade of C

Introduces basic pharmacology, dosage calculation, and legal and ethical nursing responsibilities with medication administration. Offers insight into clinical reasoning by utilizing the nursing process for safe medication administration. Studies drug classifications such as anti-infective, antibiotics, antiviral, antifungal, anti-inflammatory, immune modulators, vaccines, drugs affecting gastrointestinal motility, and parenteral agents. Also provides information about the action of medications on the pathophysiology of disease, clinical indication for use, common adverse effects, and general nursing implications for different medications, significant drug interactions, and learning needs patients have about their medications.

NSG-117: Medical-Surgical Nursing 1

Credit Hours: 6.00

Pre-requisites:

BIO 233, ENG 131, HCS 131, MATH 110, and PSY 131 with a minimum grade of C or instructor permission.

Co-requisites:

NSG 101 and NSG 115 and BIO 234 (taken either previously or concurrently) with a minimum grade of C

Introduces the first semester nursing student to the role of the professional nurse as the provider of care for adult clients and a member of the profession. Explains how to utilize critical thinking skills in a systematic, problem solving process as a framework for providing care. Provides a framework for best practices, to think critically, assess factors that influence safe and effective care delivery, and integrate theory with care of clients. Also covers medical and surgical aseptic techniques, hygiene, body mechanics, range of motion, medication administration, urinary catheter insertion, nasogastric tube insertion and care, percutaneous tube care, tube feedings, intravenous medications administration, application of oxygen therapy, use of personal protective equipment, and wound care.

NSG-118: Pharmacology for Nursing Practice II

Credit Hours: 1.00

Pre-requisites:

NSG 101, NSG 115, and NSG 117 with a minimum grade of C

Co-requisites:

NSG 119 and NSG 121 and ENG 132 (taken either previously or concurrently) with a minimum grade of C

Continues to explore the principles of safe medication administration, pharmacokinetics, and pharmacodynamics and basic pharmacology. Covers master dosage calculations for complex medication for adult clients. Drug classifications correlate with topics covered in NSG 119 and NSG 121.

NSG-119: Medical-Surgical Nursing II

Credit Hours: 6.00

Co-requisites:

NSG 118 and NSG 121 and ENG 132 (taken either previously or concurrently) with a minimum grade of C

Continues to explore how to utilize critical thinking skills in a systematic, problem solving process, as a framework for providing safe and effective care to restore and promote health in adult clients. Focuses on nursing care related to concepts of healthy adult clients as well as adult clients with common, acute, or chronic illness exemplars, and explains how to research best practices and integrate theory in the care of adult clients and families in a variety of clinical settings. Four hours of theory and six hours of clinical/lab per week.

NSG-121: Psychiatric Mental Health Nursing

Credit Hours: 4.00

Pre-requisites:

NSG 101, NSG 115, and NSG 117 with a minimum grade of C

Co-requisites:

NSG 118 and NSG 119 and ENG 132 (taken either previously or concurrently) with a minimum grade of C

Introduces the second semester nursing student to the role of the nurse as a provider of care for clients with mental health disorders with emphasis on therapeutic communication techniques. Course presents the mental-health/mental-illness continuum as a framework for differentiating between healthy and unhealthy mental health behaviors. Discusses how to utilize critical thinking skills, in a systematic, problem solving process, to provide safe and effective care to clients in the psychiatric mental health setting. Two hours of lecture and six hours of lab/clinical per week.

NSG-201: Pharmacology for Nursing Practice III

Credit Hours: 1.00

Pre-requisites:

BIO 234, NSG 118, NSG 119, and NSG 121

Co-requisites:

NSG 202 and 207 or Nursing division permission

Continues to explore the principles of safe medication administration, pharmacokinetics and pharmacodynamics, and basic pharmacology. Emphasizes how to successfully calculate dosages for more complex medication administration for the adult and pediatric client. Drug classifications covered this semester correlate with the topics covered in NSG 202 and NSG 209.

NSG-202: Medical-Surgical Nursing III

Credit Hours: 6.00

Pre-requisites:

BIO 234, NSG 118, 119, and 121

Co-requisites:

NSG 201 and 207 or Nursing division permission

Focuses on nursing care and concepts related to the healthy adult client as well as the adult client with common, acute, or chronic illness exemplars. Emphasizes the use of critical thinking skills in a systematic, problem solving process, as a framework for providing safe and effective care to restore and promote health in adults. Discusses how to research best practices and integrate theory in the care of adult clients and their families in a variety of clinical settings. Offers four hours of theory and six hours of clinical/lab per week.

NSG-206: Pharmacology for Nursing Practice IV

Credit Hours: 1.00

Pre-requisites:

NSG 201, 202, and 207

Co-requisites:

NSG 208, 209, and 212 or Nursing division permission

Continues to study principles of safe medication administration, pharmacokinetics, and pharmacodynamics of medications and basic pharmacology. Drug classifications studied this semester correlate with the topics covered in NSG 207 and NSG 208.

NSG-207: Pediatric Nursing**Credit Hours: 4.00***Pre-requisites:*

BIO 234, NSG 118, 119, and 121

Co-requisites:

NSG 201, NSG 202 or Nursing division permission

Introduces the role of the professional nurse as the provider of care for children (from infancy to adolescence) within the context of the family environment. Discusses how to utilize critical thinking skills in a systematic, problem solving process as a framework for providing safe and effective care to restore and promote health in children and to foster growth and development. Focuses on family-centered nursing care related to the concepts of healthy children as well as children with common, acute, or chronic illness exemplars. Also covers how to research best practices and integrate theory in the care of children and families in a variety of clinical settings. Two hours of theory and six hours of clinical/lab per week.

NSG-208: Women's Health and Maternity Care**Credit Hours: 4.00***Pre-requisites:*

NSG 201, 202, and 207

Co-requisites:

NSG 206, 209, 212 or Nursing division permission

Introduces the role of the professional nurse as the provider of care for women and their families throughout childbearing and beyond. Addresses health issues within the context of the family environment while recognizing female maturational milestones and discusses how to utilize critical thinking skills, in a systematic, problem solving process, as a framework for providing safe and effective care. Focuses on relationship-based, family-centered nursing that promotes health and manages illness when caring for the childbearing woman and her family. Coursework also discusses how to research best practices and integrate theory in the care of women from adolescence beyond menopause, with an emphasis on maternity care. Two hours of theory and six hours of clinical/lab per week.

NSG-209: Medical-Surgical Nursing IV**Credit Hours: 6.00***Pre-requisites:*

NSG 201, 202, and 207

Co-requisites:

NSG 206, 208, 212 or Nursing division permission

Continues to study the role of the professional nurse as the provider of care for adult clients with complex needs and as a member of the profession. Builds on previous knowledge using critical thinking skills in a systematic, problem solving process as a framework for providing safe and effective care to restore and promote health in adult clients. Focuses on nursing care and concepts related to the healthy adult client as well as, the adult client with common, acute, or chronic illness exemplars. Also explores how to demonstrate proficiency in performing increasing complex nursing skills, and how to research best practices and integrate theory into the care of adult clients and their families in a variety of clinical settings. Four hours of theory and six hours of clinical/lab per week.

NSG-212: Professional Transitions**Credit Hours: 1.00***Pre-requisites:*

NSG 201, 202, and 207

Co-requisites:

NSG 206, 208, 209 or Nursing division permission

Continues to examine the role of the professional nurse within today's health care environment. Presents how to use previously developed critical thinking skills, in a systematic, problem solving way, as a framework for providing safe and effective care within this environment. Focuses on how to effectively and efficiently transition into the role of entry-level Associate Degree Registered Nurse and the development of professional identity.

III. STUDENT COSTS

http://www.hfcc.edu/tuition_and_payment/

First semester fees include uniforms and mandatory standard testing fees. The College is enforcing tuition and registration deadlines in a firm and consistent manner, meaning all deadlines are strictly adhered to and are non-negotiable. If you are dropped from a class by the Registrar due to non-payment, you will not be permitted to re-enroll in that class. This will constitute a personal withdrawal (if you are eligible for a personal program withdrawal) from the Nursing Program. Information about deadlines is repeatedly communicated via HawkMail, the HFC website, Web Advisor, and ACEMAPP.

ACEMAPP (michigan.acementapp.org)

ACEMAPP fees and Assessments must be completed by deadlines. **No student can be placed or remain in a clinical rotation** unless they are current in all ACEMAPP assessments (exams) and requirements. Assessments are required once per year and may have to be done up to three times during your program depending on your start date.

Program Costs

Costs vary from semester to semester, depending on required books in the course. Students are advised to purchase all modules, required books and reprints. Recommended text may serve to supplement required learning materials. All materials are available in the College Store. Most materials purchased for Semester I are used throughout the program. Information regarding books can be accessed directly at the HFC College Store, their website is <http://collegestore.hfcc.edu/>

Students who withdraw from the program (due to a course failure, personal or medical reasons) will be assessed additional fees if readmitted to the program.

Due to the rapid changes in health care, textbooks are frequently updated through new editions. The Nursing Division cannot guarantee “book buy back” at the College Store. We do encourage student nurses to keep their textbooks for reference.

Graduation

Estimated costs related to graduation is available on the HFC Nursing web page at <https://nursing.hfcc.edu/programs/costs>

Insurance

1. **Hospitalization**

Students must assume responsibility for all expenses incurred due to illness or injury during clinical experience. Students are not covered by Workmen's Compensation through the clinical agency. **Free Emergency Room services are not provided.**

Each student must bring his/her copy of hospitalization insurance to the Nursing Office, in room N-120, by the designated date. Students are not allowed in clinical area without evidence of current health insurance coverage.

2. **Professional and Personal Liability**

The College assumes no responsibility for students' personal liability, even when guided by an instructor in clinical experiences. **IT MUST BE REMEMBERED THAT NURSING STUDENTS ARE LEGALLY RESPONSIBLE FOR THEIR OWN ACTS AND HELD TO THE NURSING STANDARDS OF CARE AT THE LEVEL OF THE NURSING COURSES TAKEN.** Any damage caused by a nursing student to the property of a client, the agency or any student (themselves or another), is the responsibility of the student who causes the damage.

Program students in good standing have malpractice insurance that covers them while they are in clinical rotations. While students are in the Nursing Program, the cost of their malpractice insurance is covered by the college.

***IMPORTANT – GRADUATING STUDENTS**

Students' malpractice coverage terminates upon graduation. If interested, program graduates must purchase their own malpractice insurance following program completion.

IV. STUDENT SERVICES

Directory of Student Support Services

If you are in need of support services while attending classes, please contact the following departments for assistance: For a complete HFC directory, visit www.hfcc.edu

Assisted Learning Services and	(313) 845-9617	Services for physically challenged, learning disabled, academically disadvantaged students, and tutoring.
College Store clothing,	(313) 845-9603	Purchase new/used books, modules, supplies, software and other items.
Computer Services	(313) 845-6345	Helpdesk /HFC computer-related questions.
Counseling	(313) 845-9611	Assistance in reaching personal, educational & career goals.
Financial Aid Office	(313) 845-9616	Email: finaid@hfcc.edu
Career Services	(313) 845-9618	This office assists students to create resumes, prepare for interviews and provide employment leads.
Learning Lab	(313) 845-9643	The Learning Lab provides tutoring services, test preparation & learning resources.
Library	(313) 845-9606	Offers services and resources to all students.
Media Center	(313) 845-6386	Offers computer lab and computers for student use.
Registration	(313) 845-6403	Transcripts / enrollment services
Security	(313) 845-9630	Campus Safety and assistance
Student Outreach and Support Services	(313) 845-9629	Assists students in fulfilling their educational goals by offering counseling and support groups.

Financial Aid

For information on available financial aid as well as requirements and eligibility, contact the HFC Financial Aid office (www.hfcc.edu/financial-aid) and reference the U.S. Department of Education's Federal Student Website at <https://fafsa.ed.gov/>

Maintaining Eligibility

Information can be found via the following link:

http://www.hfcc.edu/tuition_and_payment/financial_aid/

Satisfactory Academic Progress

The Satisfactory Academic Progress (SAP) requirements are explained in detail in the College Catalog and Financial Aid webpage. Students who fail to meet the SAP requirements will lose financial aid eligibility. Students may refer to the following link for information: www.hfcc.edu/financial-aid/sap

Loss of Eligibility After a Disbursement is Made

If a student receives financial aid and is later determined to be ineligible for that aid, she/he will be billed for the amount of the over-award and will be required to repay the College. The student will not be allowed to return to the College until the balance is repaid in full or repayment arrangements have been made with the Business Office.

Nursing Scholarships – See the HFC scholarship webpage located within the Tuition and Financial Aid information.

Office of Career Services <https://careers.hfcc.edu/>

The Career Services staff is available during daytime hours to provide nursing students with information about employment and career placement assistance.

Student Outreach and Support (SOS) http://www.hfcc.edu/campus_life/sos/

Student outreach and support is a comprehensive program designed to help women and men achieve their educational goals. The Student Outreach and Support Program offer support groups, resources, and referrals. Call 313-845-9629 for more information or stop at Student Outreach and Support office in room 125 on the main floor of the Student Success Center.

Counseling <https://www.hfcc.edu/campus-life/counseling>

Counseling is available for students, both career and personal at the HFC Counseling office:

Coping with Change	Stress/Anxiety reduction
Career Path	Stop Test Anxiety
Interests, values, and skills assessment	

Counseling is free to HFC students. To pursue services, students can call the counseling office at (313) 845-9611, or email to: counseling@hfcc.edu

Learning Lab <http://learnlab.hfcc.edu/>

Henry Ford College Learning Lab serves students, faculty and divisions by researching, developing and providing services offered outside the traditional classroom. They design these services to improve student success in courses and programs. They deliver these services at our main campus location, through our website and through sessions at other locations accessible to teachers and students.

They measure their success by the success of their students in their courses and programs and by the satisfaction of the students, faculty and divisions they serve. Located on the top floor of the Student Success Center on main campus, the Learning Lab phone number is (313) 845-9643. Please refer to the website above for information about hours and services.

- Tutoring services: <http://learnlab.hfcc.edu/tutor>
- Test help & Compass prep: <http://learnlab.hfcc.edu/placement>
- Computer Labs & Study groups: <http://learnlab.hfcc.edu/computers>

Eshleman Library – Main Campus

For information about the Eshelman library hours, location and services please use the following link: <http://library.hfcc.edu/about>

East Campus Virtual Resource Center

- The Virtual Resource Center is open during regular office hours and some evenings while classes are in session.
- A coin-operated copy machine and printer are available
- It is a quiet zone, available for studying – no group work is allowed in this area.
- Computers are available for student use in this area

East Campus Nursing Building Practice Skills Laboratory (PSL), Simulation Suites & Computer Lab

Practice Skills Lab (N145 & N 147)

(Monday-Saturday - Open hours are posted outside of the Lab office)

PSL rooms are used for both mandatory clinical days/evenings, for student open skill practice hours and for student remediation. Students will be assigned to the laboratory or simulation on specific days and times as part of their mandatory clinical experience.

Lab and simulation experiences are considered a “clinical experience” and therefore the clinical absence policy applies to scheduled lab time.

Mandatory clinical experience dates may be scheduled prior to semester classroom start dates. Students will be notified of scheduled PSL dates by their clinical instructor, and/or by the Nursing office. Program students must check their Hawkmail regularly year round, even when classes are not in session to assure they are informed of essential program information. All students will likely be on campus the first days of the semester, either in class or in clinical. All students must be available for the PSL on the first days of the semester start even if they are not scheduled for classroom experiences. To maximize the learning opportunity for the entire clinical group, on scheduled PSL clinical dates, students will be expected to:

- Arrive to PSL on time at a designated place, wearing HFC name tag
- Dress according to the HFC clinical uniform dress code
- Bring necessary equipment (see dress code and applicable course lab packet/manual)
- Failure to be on time and prepared for the assigned lab experience will result in a clinical tardy or absence (See Clinical Attendance/Absence and Clinical Tardy policy).

Practice of clinical skills is critical to the student’s learning. Open PSL hours are for students to drop in for skills practice. A nursing instructor will be in the lab to facilitate student practice. Open PSL hours are posted at the lab office. It is suggested that the students do not wait until the last day prior to their scheduled evaluation to practice necessary skills. Since only one bed lab may be open for practice or the practice lab may be full (at student capacity), students are advised to plan adequate practice time well in advance of skill validation. When labs are full at student capacity, no additional students can enter to practice.

Simulation Suites (N151-154)

Simulation suites are mock up care areas that mimic real patient care settings. They allow for learning in a “life-like” nursing care environment. Students utilize these areas only with a nursing instructor in guided instruction.

Nursing Computer Lab (N141)

Monday-Friday (Hours to be posted)

Course exams are scheduled in this room as well as other computer testing. When not in scheduled use, this computer lab is open to program students for use.

PLEASE NOTE: NO FOOD OR BEVERAGE is allowed in the computer lab, the Virtual Resource Center, the PSL or in Simulation Suites. NO GUESTS OR CHILDREN ARE PERMITTED in the computer lab, Virtual Resource Center, PSL, Simulation suites, classrooms, or in waiting areas.

Full Time Faculty Support

The full-time theory instructors have available office hours, which are communicated to students by individual faculty. Students are encouraged to seek instructor assistance for academic support and/or concerns.

V. STUDENT ACTIVITIES

National Student Nurse Association (SNA) – HFC Local Chapter

The National Student Nurses Association (NSNA) is an organization whose purpose is to “aid in the development of the individual student and to urge students of nursing, as future health professionals, to be aware of and to contribute to the health care of all people.” The association is an autonomous, student-financed and student-run organization.

The local SNA at HFC chapter was established in January, 1980. Monthly meetings, bulletin boards, and newsletter and informal get-togethers are the vehicles of communication. Faculty members are available for consultation. Activities include, but are not limited to, fundraisers, blood pressure screening, hosting guest speakers and attending the state convention.

Committees

Students are encouraged to influence the Nursing Program through participation as members of Nursing Program Committees. Noted below are the Nursing committees available for student membership. At the beginning of the semester, students are solicited through course sections for interest in committee participation.

Nursing Student – Faculty Committee

This committee was established in 1970 to provide a forum for communication, information sharing and problem solving between program students, faculty, and administration. The committee functions to:

1. allow an open forum in which all nursing students may voice their concerns regarding all aspects of the program through their section representatives on the committee.
2. guide student nurses in their academic, personal, and social adjustment to the program and profession.
3. communicate information concerning student and faculty expectations, learning opportunities and program facets.
4. assist students with securing answers to questions and developing a broader context for program policies and procedures.
5. engage members in continuous quality improvement that promotes excellence in education and program processes.
6. enrich students’ personal program experience through opportunities inherent to the student representative role.
7. promote professional development and student networking.
8. provide teamwork opportunities that facilitate development of problem-solving skills.

Student representatives are elected from course sections of first and second year students. Faculty committee members coordinate and facilitate the committee’s monthly meetings.

Nursing Program Advisory Committee

Two program students, first-and/or second-year, are selected by the Associate Dean of Health Sciences for membership on the Nursing Program Advisory Committee. The functions of this committee are to provide advice on matters such as curriculum, evaluation tools, levels of instruction, changes in community needs, admission policies, quality of graduates, progress of students, addition or deletion of clinical facilities, community relations and budget items. The committee meets twice a year.

Curriculum Committee

The purpose of this committee is to review recommendations and requests on respective curriculum matters. These functions will include, but are not limited to, philosophy, conceptual framework, course objectives, course revisions, degree requirements, curriculum threads and program outcomes.

VI. HFC GENERAL STUDENT POLICIES

Student Complaints Procedures By-Laws

During the course study at Henry Ford College, students may encounter problems requiring review by academic and administrative personnel. For issues that are addressed in the Henry Ford College Student Policies, Rights, and Responsibilities page, (www.hfcc.edu/current-students/student-policies), the student will follow those policies. These include issues regarding: academic performance; final course grade or classroom assignments, and violations of the student code of conduct or academic dishonesty.

Never Attended

Students who have not attended their class/clinical by the college identified “Never Attended Deadlines” will be assigned a “Never Attended” (NA) designation in WebAdvisor. This NA designation is intended to notify the Financial Aid Office of non-attendance by a student who is receiving federal funding. The NA flag may affect a student’s financial aid.

Smoking Policy

On January 1, 2012, Henry Ford College became smoke free at all campus locations. Providing a smoke free campus promotes a healthy environment in which students, faculty, administrators, and staff can learn and work.

VII. ACADEMIC INTEGRITY AND PROFESSIONALISM

Academic Dishonesty can seriously lower the standard of professional nursing practice, harm the integrity of the academic nursing community, and impair the quality of the health care system.

The nursing student who cheats during academic exercises and who manages to obtain passing grades, graduate, pass state boards, and become licensed, may not be capable of practicing competently. This scenario presents potential risks to patients and to the reputation of the profession. Dishonest practices may take the form of falsely documenting medications, procedures, and observations. Insufficient knowledge about basic nursing principle and theory could also jeopardize safe practice. Negligent and/or dangerous clinical practices place patient safety at risk. This could lead to legal action against the nurse or the institution, increase the cost of care, and adversely affect nursing's professional and public image.

Policy on Academic Dishonesty (Cheating)

Henry Ford College considers academic dishonesty to be a serious offense. It is a professional obligation of the faculty to enforce academic integrity in their courses. Academic dishonesty refers to plagiarism and other forms of cheating which results in students giving or receiving unauthorized assistance in an academic exercise. This also includes all forms of work submitted for course requirements and receiving credit for work, which is not one's own. Plagiarism is the deliberate appropriation or imitation of the language, ideas, thoughts, of another author, and representation of them as one's original work. Plagiarism on any written work is considered cheating.

Cheating on exams can include looking on another student's answer sheet, using notes during an exam, having another person take the exam, or exchanging information with another while taking the exam. Cheating also includes divulging any question on examinations to any individual. The unauthorized possession, reproduction, or disclosure of any examination materials, including the nature or content of examination questions, before, during, or after an examination constitutes academic dishonesty and violates the nursing Examination Policy.

Academic dishonesty is an activity intended to improve a student's grade fraudulently. Academic dishonesty includes, but is not limited to, the following:

1. Unauthorized acquisition of tests or alteration of grades
2. Unauthorized use of notes, books, or other prohibited materials during an examination
3. Student misrepresentation to obtain restricted or faculty materials
4. Open cheating during an examination
5. Permitting another person to take a test in the student's place or receiving unauthorized assistance with any work for which academic credit is received
6. Providing unauthorized assistance with any work for which academic credit is received
7. Submitting the same work in more than one course, or repeated courses, without permission from the involved instructor(s) dishonesty.
8. Revision of graded work in an attempt to receive additional credit fraudulently

9. Plagiarism or using another person's work without acknowledgment
10. Any other conduct intended to obtain academic credit fraudulently or dishonestly
11. Electronic device(s) on one's person during an exam (cell phone, iPod/ mp3, tablet, video)
12. Accessing a web browser during a computer exam

It is the policy of the college that in instances of academic dishonesty, an appropriate action shall be taken. The individual instructor will determine penalty up to and including course failure. In instances of academic dishonesty, nursing students may subsequently be denied re-admission to the nursing program. HFC College policy on Academic Integrity will be followed and can be found on the HFC Student Policies, Rights and Responsibilities page at: www.hfcc.edu/current-students/student-policies. **If an instructor fails a student in a course for academic dishonesty, the instructor will immediately notify, in writing, the division/department head, the student, and the Registrar of the infraction, and retain copies of all notifications.** The Registrar will maintain a record of all such violations. See the HFC policy on Academic Integrity. If a student believes that the accusation of academic dishonesty is false, he/she should refer to information provided on the HFC Student Policies, Rights and Responsibilities page at: www.hfcc.edu/current-students/student-policies.

Professionalism

All nursing students must adhere to the conduct expectations outlined in the Michigan Public Health Code, the American Nurse Association Code for Nurses, and the behaviors outlined in the Nursing Student Handbook. It is the intent of these policies to ensure client safety and professional conduct by appropriate ethical-legal behavior on the part of all nursing students. All nursing students are expected to be responsible for their actions and exhibit professional behavior in the classroom, the clinical agency, the campus and the community in general. Students represent the nursing program, the college, and the nursing profession.

As student nurses, learning to care for clients and families, professional behavior is expected. Violations of professional conduct will not be tolerated. If an instructor believes that a student's behavior is inappropriate and/or unprofessional, the student will be asked to leave the clinical or lecture area. In addition, further disciplinary action may be instituted. (See student Unprofessional Behavior Report).

Student Professional Behavior

Students in the nursing program are expected to show courtesy and respect for all people. Any disregard for fellow students, faculty, staff, administration, or patients will not be tolerated. Unprofessional behavior may include, but is not limited to, the following:

1. Repeatedly coming late to the clinical or lecture area. (Reference Clinical Attendance and Absence policy and Clinical Tardy policy)
2. Loud voice or other excessive noises (i.e. pagers, cell phones) in the classroom/hallways/clinical areas.
3. Interrupting classroom presentations by having loud side conversation with peers or refusing to engage in learning activities.
4. Making improper or inappropriate statements or asking inappropriate questions that could be the basis for lawsuits.
5. Demeaning or inappropriate language, jokes or gestures or conversation to fellow students, faculty, staff, and administration that is embarrassing and may be considered harassment. A student can be requested to leave class or clinical if such behavior occurs during such sessions.
6. Disregarding the chain of command. Students are expected to resolve concerns/issues by following the chain of command: immediate theory or clinical instructor, Nursing Program Coordinator, Associated Dean of Health Sciences. Students should **NOT** attempt to resolve concerns/issues by contacting clinical agency personnel directly.

Student Unprofessional Behavior Report

A student Unprofessional Behavior Report will be generated by faculty, staff or administrators of the Nursing Division and shared with the student. The student will be required to meet with the Associated Dean of Health Sciences or their designee to discuss the content of the report.

Any student engaging in unprofessional behavior as identified in the Nursing Student Handbook may be subject to disciplinary action. Depending on the circumstances, this action could result in a suspension from the course or an withdrawal/removal from the course or Nursing Program.

Legal Professional Standards

Professional requirements stipulate nurses will refrain from abusive use of substances both legal and illegal. The capability to sustain long periods of concentration to make decisions such as selecting correct techniques, equipment, and safety measures to assure maximum care and safety for clients is critical. A person under the influence of alcohol or consciousness-altering drugs could not meet the above criterion. Further, there are

professional standards, which must be followed when abuse is suspected. Nursing students are expected to refrain from the use of all illegal substances. If a student is suspected of illegal substance use on HFC campus, college policy will be followed. Being under the influence of alcohol or any other substance will result in student removal from the clinical area and require drug and alcohol testing. The student/applicant is responsible for costs associated with the screening.

Any threats and/or assaults may lead to legal action. Immediate dismissal from the Nursing Program may result from any of these situations and the student ineligible for program readmission.

Individuals who have been found guilty of a felony may not be eligible to write the NCLEX-RN examination. Students are advised to reference <http://michigan.gov/lara>, the Michigan Department of Licensing and Regulatory Affairs or directly contact the Michigan Board of Nursing with questions regarding eligibility for RN licensure in Michigan. The college and program are not responsible to assure students meet eligibility to sit the licensure exam.

Criminal Background Check and Drug Test Procedures

Clinical institutions require criminal background checks and drug screens on all affiliating students. The Nursing Program policy is as follows:

Consistent with Section 20173 of Michigan Public Health Code and the requirements of clinical rotation partners, a criminal background check is required for all students in the Nursing Program. A drug screen is required prior to entering any clinical rotation and is required as part of the program admission process.

Applicants will be required to sign an Affidavit Regarding Criminal History, pending completion of the criminal background check and will also be required to sign the Criminal Background Check Authorization Form.

Once a student is admitted to the program, and undergoes the initial background check, he/she is required to immediately inform the Associate Dean of Health Sciences if he/she is subsequently arrested for or convicted of any of the criminal offenses covered by Michigan Public Health Code Section 2073.

For admission, program candidates are required to take a drug screen per college procedures at an approved facility.

Individuals who do not pass a criminal background check and/or who do not pass (or refuse) their drug screen will not be allowed admission into the Nursing Program. Students who are subsequently (following program admission) arrested for or convicted of criminal offenses covered by Michigan Public Health Code Section 20173 will immediately be withdrawn from the Nursing Program. These students will be denied continuance and readmission to the Nursing Program. The student/applicant is responsible for costs associated with fingerprinting, criminal background check, and drug screening.

ANA American Nurses' Association Code for Nurses

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
 2. The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
 3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
 4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
 5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
 6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
 7. The nurse, in all roles and setting, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
 8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
 9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.
- (American Nurses Association, 2015)

Client Confidentiality

The nursing faculty at Henry Ford College adheres to the American Nurses' Association Standards of Practice, Code of Ethics, and the current HIPAA law. Faculty uses the following guidelines in the interpretation of confidentiality to determine safe, ethical nursing practice that ensures patient information is safeguarded:

A breach of confidentiality includes the following but is not limited to:

1. Revealing information about a client to another person who is not involved with the direct provision of care to the identified client.
2. Revealing events or partial information about a client or clinical experience to another person (such as a relative or friend)
3. Revealing information about a client or clinical situation to other persons involved in the client's care in an area where the discussion may be over heard by others (such as other health care workers, visitors or client's family members).
4. Photocopying of any part of a client's record, medication forms or chart data.

5. Identification of a client by name, hospital number, or social security number on any written notes or forms which leave the clinical area setting.
6. Revealing information about a client or clinical situation via any form of social media.

A situation involving poor judgment about the sharing of information about client constitutes unsafe nursing practice. Faculty and/or program administrators will review each situation. Grounds for dismissal from the Nursing Program are probable if evidence demonstrates lack of confidentiality regarding patient information in any form.

Bill of Rights and Responsibilities for Students of Nursing

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures, which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information, which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.

11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student counsel, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

VIII. NURSING STUDENT POLICIES

Grading System for Nursing Courses

Nursing courses are graded according to the following scale:

97-100 - A+
94-96 - A
92-93 - A-
88-91 - B+
85-87 - B
83-84 - B-
81-82 - C+
80 - C
77-79 - C-
74-76 - D+
72-73 - D
70-71 - D-
69 and below E

Note: A grade of “D” or “E” is issued to students who receive an unsatisfactory/failure in the clinical component of a course or who fail a PSL evaluation in a course. The grade of “D” or “E” is issued although a grade of “A”, “B”, or “C” may be the student’s current level of achievement in the theory component of a course.

Course grades are computed by dividing the total number of points the student has earned by the total number of points possible on all graded course assignments. This will generate a percentage grade. There will be no rounding off. The resulting percentage will then be converted into a letter grade based on the grading system for nursing courses.

A passing grade in the nursing course requires all of the following:

- 1. a theory grade of “C” or above (80% minimum)**
- 2. a “satisfactory” summative evaluation in clinical course (including any PSL evaluations) component. (note that the clinical component of a nursing course is evaluated as satisfactory/pass or unsatisfactory/failure)**
- 3. completion of any additional specific course requirements (i.e. portfolio requirement, HESI exams)**

All units or course requirements must be completed before a grade for the course will be recorded. Students given an incomplete grade for a course is not eligible for progression until requirements are met. Course faculty will determine a deadline date for the student to complete course requirements. Students fail the course if the course requirements are not met by the identified date. In such cases, the student will then be withdrawn from the Nursing Program and require an exit interview. Refer to the Academic Failure and Readmission policies.

Performance Improvement Plans

Performance improvement plans are created to address identified areas of weakness or less than desired student behavior and/or performance. Program faculty utilize this tool to document their collaboration with students and to offer support options with the goal of assisting students to clearly define steps for improvement. The intent is to assist the student in analyzing their situation and their resources so that corrections can be made in a timely manner to improve the likelihood of course success. When students' performance is less than satisfactory in theory, lab, or clinical, instructors often will meet with the student and create a Performance Improvement Plan. This is routinely done in theory courses near mid-semester. Plans for remediation are commonly part of the plan. Students are encouraged to take the initiative to design and complete necessary remediation to improve performance at any point when they identify weaknesses.

Progression and Graduation

- A. Nursing courses are offered in a strict sequence, students are admitted to the Nursing Program in a specific graduating cohort based on the semester they are admitted. If a student steps out of this sequence for medical, personal, or academic reasons, readmission is required.
- B. The minimum passing grade for all nursing courses is a “C” (80% or above).
- C. Any theory grade below “C”, any unsatisfactory in clinical or PSL evaluation, a breach of client confidentiality or any critical clinical incident, constitutes a course failure. Students are withdrawn from the Program and require an exit interview. Refer to Withdrawal and Academic Failure policies.
- D. Students who receive a failure in a nursing course are required to repeat the course. Any two nursing course failures, in the same or different nursing courses, will result in a withdrawal from the Nursing Program. The student would be eligible for academic forgiveness after a period of 5 (five) years from the date of the second failure. At that time, the student can apply to the Nursing Program and would be required to meet all admission requirements in place at the time of application.
- E. A “C-” or lower in any non-nursing course is considered a failure and the student must retake the course. Two failures in any non-nursing course will prevent entry into or progression in the Nursing Program. Students are responsible for knowing this and withdrawing when such an incident occurs. Nursing staff and administration will also monitor this. Whenever the situation is found to exist, the rule will be enforced.
- F. Progression is made on the recommendation of the faculty, based on the student’s ability to:
 - 1. Maintain current BLS certification (online courses are not allowed), TB (PPD or negative chest X-ray), maintain current health insurance and any other clinical agency or program requirements. **Students must submit proof of requirements to the HFC Nursing Program Office according to submission directions based on timeline given for each semester. Failure to provide adequate current documentation will result in removal from the related course(s) and therefore, the program. Some documents are required to be uploaded into the ACEMAPP online system.**
 - 2. Achieve the minimum grade of “C” (2.7 cumulative GPA to enter the program, 2.0 GPA to readmit into the nursing program) for required non-nursing and all nursing courses. Transfer GPA of core admission courses may be used to re-enter the Nursing Program if less than 12 credit hours have been completed at HFC. Once 12 credit hours have been achieved at HFC, the new cumulative GPA is established. This new HFC cumulative GPA will be used for all readmission considerations.
 - 3. Maintain satisfactory performance on all clinical requirements.
 - 4. Adhere to Program requirements and expectations as outlines in the Nursing Student Handbook.
- G. Students are informed about criteria used for student evaluation at the beginning of each course for both classroom and/or clinical components. Students are given feedback at periodic intervals during the semester on their performance, both classroom and clinical, so they have opportunities to improve their performance.

- H. The faculty reserves the right to terminate a student from the program at any time for failure to meet any of the school's requirements – scholastic, professional, or personal. A student who is guilty of a breach of confidentiality or unethical behavior will not be considered for readmission.
- I. Completion of all general HFC requirements is necessary for graduation.
- J. Prior to the beginning of the fourth semester, it is the student's responsibility to get their college transcript in order and to see that all transfer credits are accepted and meet the HFC college degree requirements. Nursing Program requirements are met when all courses identified on the Curricular Master Plan are successfully completed. Transfer courses from other colleges or universities must be equivalent to those required for the Nursing Program. If all the Nursing Program requirements are not met by the end of the fourth semester, Certification of Nursing Program Completion will not be forwarded to the Michigan Board of Nursing in Lansing and the student will be ineligible to take the national licensure exam.

Program Duration Limits

All Nursing Courses taken at HFC must be successfully completed within a total of three (3) consecutive years. BIO 233/234 (Anatomy and Physiology) or transfer Anatomy and Physiology Laboratory courses, which were taken five or more years prior to program application, must be repeated.

Withdrawal

A student may withdraw one time only from a nursing course, and therefore, the Nursing Program, for either medical or catastrophic personal reasons. Any student who intends to pursue a personal or medical withdrawal, should contact their classroom instructor and the nursing office. Nursing office staff will arrange a meeting for the student with the Nursing Program Coordinator (or his/her designee). A meeting with the Nursing Program Coordinator (or his/her designee) is required to verify that the student is eligible for the withdrawal and that student documentation is acceptable and satisfactory. Documentation is required in every case; it is necessary to substantiate the withdrawal. It is expected that a student will meet with their classroom instructor and the Nursing Program Coordinator before they stop attending either class or clinical and prior to withdrawing themselves from the course in WebAdvisor. If the withdrawal in WebAdvisor occurs prior to the 60% point of the course, the student must withdraw themselves from the related course in WebAdvisor. If the withdrawal occurs after the course 60% point, the student cannot withdraw from the course in WebAdvisor. In these cases, if the student meets criteria for either a personal or medical withdrawal, and provides adequate documentation, he/she will be given a "drop" by the course instructor at the end of the semester.

Timing of the student withdrawal may impact student financial aid. A student who is interested in pursuing a withdrawal should contact the HFC Financial Aid office for information related to this issue. Nursing Program personnel take no responsibility in this regard and cannot advise a student on how a withdrawal will impact their financial aid. If it is important for the student to process a withdrawal prior to the 60% point in a course, they are advised to allow time to contact course instructors and schedule a meeting with the Nursing Program Coordinator (or his/her designee) to meet this deadline. Typically a 48 hour window is sufficient to schedule the required meeting with the Nursing Program Coordinator (or his/her designee).

When deemed eligible, students can take a personal or medical withdrawal for one or more of their semester nursing courses.

Personal withdrawals are permitted through the Friday of the 13th (thirteenth) week of the semester. Students who decide to pursue a personal withdrawal must submit documentation and meet with the Program Coordinator by this deadline. Medical withdrawals are processed as the situation presents but prior to completing course requirements or the final exam. Any student who completes course requirements is not eligible for a medical or personal withdrawal. A student who sits their final course exam (or in courses with no final exam, the last unit exam) is ineligible for a medical or personal withdrawal and will receive the grade earned.

When meeting with the Program Coordinator, the student will need to provide withdrawal documentation and return their clinical agency identification badge. The student will also complete a program withdrawal form and be counseled regarding their status in the Nursing Program. The meeting with the Program Coordinator and noted requirements must be complete for the student to be considered for readmission if readmission is possible and desired.

Following the meeting, students who are granted a withdrawal must to drop their subsequent nursing courses in WebAdvisor in cases where they have already registered for the next semester. Failure to do would affect student college charges and registration rules.

Academic Failure

To pass a nursing course, students must successfully complete all course requirements. This includes classroom or theory components (i.e. projects, written work, assignments, exams, HESI requirements); PSL evaluations and clinical portions of the course. Failing theory, clinical, or PSL evaluation, constitutes a nursing course failure.

In the case of a clinical or PSL evaluation failure, at the time of the failure, the student is immediately removed from clinical (and PSL), but may continue to attend lecture if they so choose. Students are not allowed to take course exams following the failure. Students who fail clinical or a PSL evaluation prior to the 60% point of a course, must withdraw from the related course in WebAdvisor. This withdrawal will be replaced by a grade once the instructor assigns course grades. If the failure is after the 60% point in the course the student will not be able to self-withdraw in WebAdvisor. Students who fail clinical or a PSL evaluation are assigned a failing grade (D or E) for the course even if they are passing the theory portion. The student must schedule an exit interview with the Nursing Program Coordinator.

The Associate Dean of Health Sciences must determine if a student who has withdrawn from the Nursing Program for reasons not outlined here is eligible for readmission. In cases where the student is allowed to readmit, they must have an exit interview with the Program Coordinator or Associate Dean of Health Sciences or his/her designee. The readmission policy will apply.

A student who fails a nursing course will be removed from that graduating cohort of the Nursing Program and will be required to follow the Readmission Policy to return to another cohort of the Nursing Program.

In the exit interview the student will complete a program withdrawal form and be counseled regarding their status in the Nursing Program. The exit interview is required in order for the student to be considered for readmission if readmission is possible and desired.

Readmission Policy

1. In order to return to the Nursing Program, students who fail a course and students who are granted a personal or medical withdrawal must meet readmission policy requirements.
2. To be considered for readmission, a student is required to attend an exit meeting with the Program Coordinator. This applies whether the student exits the program for medical, personal or academic reasons.
3. To be eligible for readmission to the Nursing Program, any student who withdrew for documented health reasons must provide written medical clearance with their request for readmission.
4. A student who fails a nursing course is eligible to readmit to the Nursing Program one time and only if they meet the required cumulative GPA of 2.0 at the time of readmission.
5. A student who fails a second nursing course (either the same course or two different nursing courses) will be terminated from the Nursing Program. This student will be eligible for academic forgiveness after a period of five (5) years from the date of the second failure. To return to the Nursing Program after the five (5) year period, the student must reapply and meet all program admission requirements in place at that time.
6. Final approval of the Associate Dean of Health Sciences is required before any student is granted permission to re-enter the Nursing Program. In considering a student's request for readmission, the Associate Dean reviews the student's overall academic performance and GPA, attendance, PSL and clinical performance. Poor clinical performance or patterns of irresponsible or unprofessional behavior will be taken into consideration.
7. Students re-entering the Nursing Program will be randomly placed into a class section and clinical rotation by the Associate Dean of Health Sciences or his/her designee based on a "space available format." Students are not guaranteed a seat in the subsequent semester. Students must readmit when offered a seat. Students cannot defer or delay readmission.

On-Line Registration for Nursing Courses

1. All students register online for nursing classes and are 'granted permission' to do so based on being eligible for progression and having submitted all program required documentation to the Nursing Program office. Nursing students are required to provide current documentation of TB testing, BLS cards, flu (if applicable) and Tdap vaccines to the Nursing Program office by published deadlines. Students must also successfully complete the required ACEMAPP assessments when they expire. **Note: BLS courses taken online will not be accepted.**
2. **Registration dates are never the same as general college registration dates, and are significantly shorter in duration. Students will be notified of program registration dates and times. Student communication is typically accomplished via the college student email system. Students are advised to check their Hawkmall regularly.**
3. Section changes are not permitted after registration is closed.
4. Students are placed in clinical site rotations by the Nursing Program faculty and staff.
5. **Students who fail to submit the appropriate documentation as outlined above by deadline dates are not eligible for clinical assignment** and therefore, program continuation. Students are not allowed to register until all requirements are met. Once requirements are met and late registration is allowed/required, the student will be randomly placed into remaining open course section and clinical seats by the Associate Dean of Health Sciences or his/her designee.

Examination Policies/Procedures

- A. Tests in individual courses will be given on the days and times specified by instructors.
- B. Students are required to be present at all scheduled semester course, standardized tests and final examinations. The final examination period in nursing includes clinical evaluations, standardized tests and written final examinations. Students should keep this in mind when making personal plans. **Students are expected to be available the entire final exam week period for course and program requirements.**
- C. If an emergency occurs near or at an exam time, the student must immediately contact the course instructor for consideration regarding a delayed exam time. **Communication to the instructor requesting a delayed examination time must be done on or before the exam day and occur at least one hour prior to the scheduled exam start time.** Only your course instructor can approve delayed testing. When a student tests late for any reason, their grade will be subject to penalty. Documentation verifying the emergency may be requested. The instructor determines set the time and date for all re-scheduled exams.
- D. Once an exam has been begun, the earned score will be counted in the course grade.
- E. For computer testing, opening another web browser page during an online exam will be considered academic dishonesty.
- F. There will be **NO** retakes of classroom examinations (unit or final).
- G. Faculty has the right to disavow any (course or HESI) exam. This would typically occur in cases of a testing irregularity or if academic dishonesty is suspected.

During Test Taking

- A. Students must have on and visible above the waist their HFC student ID badge to take any program exam.
- B. No hats, jackets, hoodie sweatshirts or sunglasses may be worn during testing.
- C. **No personal belongings (jackets/coats, hoodies, sunglasses, purses, hats/caps, book bags), smart watches, cell phones or other electronic devices) are allowed in the testing area.** Ear buds will be allowed.
- D. Students may not have food or drink (water or otherwise) with them during testing.
- E. Pencils, highlighters and, if required, a simple calculator will be provided for the exam.

- F. While taking papers tests, it is advised that answers are circled in the test booklet before transferring them to the Scantron card. NO CREDIT will be given for transcription errors. Erasures must be thorough. Read instructions for marking Scantron cards. Students must be able to transfer answers within the allotted testing time. Additional time is not allowed for transcription of answers from the booklet to the Scantron forms.
- G. No questions are allowed during an exam. There will be no discussion of test items between faculty and students on the day of the exam.
- H. Any student caught cheating will have their exam taken, receive a zero for the test, and be requested to leave the room immediately.
- I. It is unethical and considered cheating to discuss the test content (during or after an exam) with any student. (See Academic Dishonesty policy in the Nursing Student Handbook).
- J. Students will have one (1) minute per question plus an additional 20 minutes for each test. The student is responsible for monitoring the time. Additional time may be given for the specific tests.
- K. Students are expected to monitor their own testing time to allow for adequate time to transfer answers to the Scantron. Proctors **may or may not** announce when testing time is about to elapse.
- L. When the end of testing time is announced, students must stop testing. Scantron completion must be accomplished during the testing time. Students may not transfer answers from their booklets to their Scantron form after the examination time has expired.
- M. Upon completion of the test, submit test booklet and your Scantron to the instructor.
- N. After finishing the exam, all students must leave the building. The student should not return to the building until the next designated lecture time.

After Testing

- A. After all grading is completed by ALL sections; any discussion of the test questions can be done with the instructor(s) by appointment. The following rules apply:
 - Students will arrange time with their instructor to review the most recent test. This must be done prior to taking the next test in the course.
 - **Once the subsequent course test is administered, students will not be able to review a prior test.**
 - Students may not have cell phones, tape recorders, smart watches, writing tablet/pen or pencil during review. Note taking is not allowed.
 - Student belongings are secured away during review.
 - Penalty for cheating does apply.
 - HESI exam and course final exams are not reviewed with students.
 - **A missing test booklet or incomplete test booklet will result in the involved student receiving a grade of zero.**

- B. The time required for faculty to post exam grades varies. Individual faculty determines when students receive their grades for tests.

Students who receive a grade below a “C” on any course unit exam are expected to schedule a meeting with the instructor for test review and to discuss remediation. All students can benefit from review of their examinations. Students are able to review their HESI exams only immediately after they submit the exam. Students are not allowed to review course final exams (see examination policy/procedures). Near semester mid-point, instructors will ask that students who are below 80% in the course to meet with them to create a Performance Improvement Plan (see Performance Improvement Plan).

Instructions for Marking Scantron Sheets

Accurate scoring is based on the following:

- A. Marking instrument
- B. Quality of mark
- C. Completion of demographic data

Results can be less than satisfactory if:

- A. The wrong marking instrument is used (A quality #2 pencil must be used, mechanical pencils must be “Scantron certified”).
- B. The mark is not dark and does not fill the box.
- C. Erasures are not complete and may be read as a mark.
- D. Bent cards are used.
- E. Stray marks appear anywhere on Scantron sheets.
- F. There is failure to mark an answer choice for each item.
- G. Students mark more than one answer choice for a single answer question.
- H. Students circle any item number on the Scantron (Circle question you wish to return to on your test booklet, not on the Scantron form).
- I. Student fails to mark the Scantron appropriately and completely when filling in demographic data, such as student ID number.

HESI Standardized Testing

Standardized tests are administered pre-entry to the program and across the curriculum in specific nursing courses. Health Education Systems Inc. (HESI) is a standardized testing product currently being utilized at HFC in the nursing program. These exams are mandatory and contribute to certain program course grades. **HESI standardized examinations are requirements of some Nursing Program courses. When applicable, the course syllabi**

will define how the HESI exam is utilized, scored or what requirement exists for the course specific HESI exam within the course involved.

If you do not complete the HESI exam scheduled in a specific course, you will receive a failing or incomplete grade. The nursing faculty considers the testing to be a valuable learning experience for the student and a method to evaluate student learning. Success on the HESI RN Exit Exam has statistically proven to be an indicator of success on the NCLEX. HESI tests are online exams. Students are expected to work independently to practice and remediate as necessary. All students are advised to remediate areas identified in their personal assessment report. **Students must keep final exam week available for this and other program requirements.**

Standardized testing is used to:

1. Measure criteria for entrance to the program [Nurse Admission Test (NAT)].
2. Measure clinical judgment.
3. Measure the level of achievements of students as compared to classmates and national norms.
4. Help students identify areas of strengths and weaknesses.
5. Acquaint students with a comprehensive nursing exam that tests the students' overall knowledge in key areas of the nursing curricula .
6. Provide the student a testing experience similar to the National Council of Licensing Examination for the Registered Nurse (NCLEX-RN).
7. Provide experience with computerized test taking.

Guidelines:

1. Standardized examinations (HESI) must all be taken by all active students.
2. Mandatory HESI testing may require time in addition to the regularly scheduled class times. Course faculty schedule the tests and will inform student of the testing dates and times. Students must complete testing within scheduled dates and times as this will affect the availability of online remediation to those who may not have been achieved the required benchmark on their first exam attempt.
3. All testing will be completed in a computer lab/classroom during the scheduled dates and times.
4. The timed test will be administered according to the exact time frames indicated by HESI – Elsevier. Timing for the exam will be activated when the student enters the computerized test.
5. The on-screen computer calculator is to be used for all HESI exams.

HESI Exam Remediation and Re-testing:

Students who do not achieve the required score must remediate and re-test. Course syllabi will identify how standardized exams relate to course points and/or successful course completion. HESI Testing and Remediation is online; the NCLEX exam preparation testing package that is utilized by the students throughout the HFC Nursing Program is available online. The HESI Nursing Specialty Exams are used to evaluate students' mastery of important nursing concepts. There will be an exam at the end of designated courses reflective of key concepts and content for that specialty. These exams consist of scored test items and pilot items, and are intended to measure the student's ability to apply concepts related to a specific clinical nursing content area. All questions on the exams are secured and all content is evaluated and validated. Detailed diagnostic reports are available for both the students and

instructors. **Personalized remediation materials based on each student's test results** are provided following each exam. Remediation begins immediately after completing the exam by viewing the rationales offered for the exam questions. This allows the student to see which questions were answered correctly, which were answered incorrectly, and the rationales for the correct answers. **This immediate feedback is only available during the proctored test session and must be viewed before closing the exam window.** This is the first step in the remediation process. Shortly after testing, personalized online remediation are available for students.

Written & Other Submitted Work

These general guidelines are to be followed by students when submitting written assignments. Please also refer to individual course material for remediation.

1. Cited work utilizes the American Psychological Association (APA) format.
2. All written work must be legible, in black ink or typed, to be accepted.
3. All written work must use correct grammar, punctuation and spelling. All work should be carefully proofread and paginated.
4. Written work is to be stapled or clipped together when submitted. Do not use papers ripped from spiral binders. Sloppy, wrinkled, or stained papers are not accepted.
5. The instructor will provide specific directions when written work must be redone.
6. If you are required to rewrite any paper work, do not destroy the original. Staple the original work to rewritten work.
7. Submit written work according to the instructor's directions.
8. All written work is due at the time established by the instructor.
9. Instructors may decline to accept late work, assigning the student a score of zero. Late work that is accepted for grading may be subject to a grade penalty. Instructors may decide to create and discuss with the involved student a Performance Improvement Plan.
10. Instructors may determine that a particular written assignment is required for a final course grade to be awarded. In this case, no grade will be awarded until all written work is submitted. In some cases, instructors will require that assignment(s) be graded as satisfactory for course completion and grade assignment.
11. **Plagiarism:** The Nursing Program cannot condone dishonesty in written work submitted by students. **An "E" or "unsatisfactory grade" may be assigned to a student who commits plagiarism or cheating on a written assignment. The student may be subject to further actions as outlined in the Nursing or HFC academic dishonesty policies.**

12. **Students are required to keep their corrected written clinical paperwork and standardized testing results in a portfolio.** During the **entire time the student is in the program**, the portfolio shall be available, upon request, for review by any faculty member and/or the Associate Dean of Health Sciences. This portfolio is useful in demonstrating student progress, is helpful in evaluating problem areas, and provides verification that students are meeting the required clinical paperwork requirements.
13. Students that fail to maintain their clinical paperwork portfolio or complete required clinical paperwork as directed may be subject to disciplinary action; specifically, a written Performance Improvement Plan and/or an incomplete grade in the course.

Calculation of Course Grade

- A. Students must pass nursing courses based on test scores and mandatory graded course work alone. Bonus points (i.e. participation in SNA, etc.) that may be awarded at the instructor's discretion, can be added to the student's total points earned only after the student has passed the course successfully. There will be no rounding off.
- B. Student scores achieved from all graded course work; (i.e. course and HESI exams, tickets to class, written assignments, quizzes, presentations) will be added together and divided by the total number of points possible to determine course grade earned.

Employment

1. The Nursing Program recognizes the need for some students to be employed. If students are to complete the program within the appropriate time span, priorities must be determined. Students who need information regarding time management and priority setting, may want to solicit their instructor's input regarding course expectations.
2. Nursing students who are employed as technicians, externs, or patient care assistants may not wear the Henry Ford College identification badge or program/college insignia while at work.
3. Nursing students are advised to familiarize themselves with the Michigan Public Health Code so that they will recognize the full scope and responsibility of nursing practice. Students must realize that they are held legally liable for their actions. Therefore, they should not accept responsibilities nor perform nursing actions beyond their knowledge and skill.
4. It is suggested that students limit their work hours. Class schedules cannot be structured to accommodate student work schedules. Classroom times are typically scheduled Monday through Friday, usually between 0800 and 1700. Many clinical rotations are also scheduled Monday through Friday on either a day (0700 start time often) or an afternoon (1300 – 1600 start time often) shift. Clinical rotations typically run 6 ½ hours for each shift. In semester one, there is

one clinical shift per week, in all other semesters; there are two clinical shifts per week for the entire semester. **It is typical for some course sections to have Saturday and/or Sunday rotations, which may be on either days or evenings.**

5. It is unacceptable to miss class or clinical due to work commitments.

Health Requirements

Prior to entering the Nursing Program, students are required to have a physical exam, a tuberculin skin test (chest x-ray if Tuberculin skin test is positive), and evidence of Rubella, Rubella, Mumps, Varicella immunity (titers). Students must have had a Tdap immunization and flu vaccine (during 'flu season') to be in compliance with current standards. Hepatitis immunity, the immunization series, or a signed refusal is also required. Health requirements must be completed for a student to be eligible to begin the program. Admission will be denied and progression delayed in the Nursing Program, if the above documentation is not submitted to the Nursing Program office (or uploaded as directed) by the published deadline date(s). Students are not permitted in any clinical area without proof of the above. Current BLS-C certification and current TB status is also required to attend clinical rotations and must be valid through the end of the current rotation/semester. Students are advised to keep copies of all documentation submitted to the nursing office and uploaded into ACEMAPP.

Any student who has a positive TB skin test must notify the Nursing Office immediately. The student is required to see a physician for further evaluation within 72 hours of detecting a positive PPD.

Students are not permitted in the clinical area with any infectious disease including influenza and the common cold.

Students in the nursing program must understand that they will be involved in the direct care of clients and must not judge nor expect to choose which clients they will serve. Refusal to care for an assigned patient will be grounds for dismissal.

In order to be considered for admission to or retention in the Nursing Program, students must possess:

- Sufficient visual acuity necessary for accurate assessment and safe nursing care to clients, such as, physical assessment, provision of nursing interventions, preparation and administration of all medications and direct observation of clients.
- Sufficient auditory perception to receive verbal communication from clients and members of the health team and to assess client health status while using equipment and interpreting other noise stimuli (cardiac monitors, stethoscopes, intravenous infusion pumps, dopplers, fire alarms, call lights and cries for help).
- Sufficient gross/fine motor coordination to respond promptly and implement skills required in meeting health care needs of clients, including manipulation of equipment and supplies.
- Sufficient physical abilities to move around a client's rooms, work in treatment areas and administer cardiopulmonary procedures.
- Sufficient strength to perform physical activities frequently requiring the ability to lift, push, and/or pull objects more than fifty (50) pounds in weight and transfer objects and persons of more than one hundred (100) pounds.

- Sufficient communication skills (speech, reading, writing) to interact with clients and communicate their health status and needs promptly and effectively.
- Sufficient intellectual and emotional capability to plan and implement care for clients.
- Sufficient psychological stability essential to perform at the required levels in the clinical portions of the nursing program.
- Ability to sustain long periods of concentration to make decisions regarding correct techniques, use of equipment, and proper care of clients.
- Sufficient physical stamina to remain standing for long periods of time.

Health Alterations

A person under the influence of alcohol or consciousness-altering drugs cannot meet the above criterion. Drugs, intoxicants, and mind-altering substances impair performance and decision-making. They can alter a student nurse's judgment, behavior and function potentially endangering clients, staff, faculty and peers. Understandably, any such situation would threaten our agency-partner relationships. Students are expected to abstain from the use of any illegal or mind-altering substance (prescription or non-prescription) before or during any contact with faculty, staff, or patients. A student who arouses the suspicion of the instructor or agency personnel as being unfit to provide care, must give permission for immediate laboratory screening for any substances. This may be required to be done on site (i.e. in the emergency room of the clinical site) as the student may be required to follow agency policy outlined for their employees. If testing is done off-site, the student suspected to be impaired, will not be allowed to drive but will be required to secure safe transportation from the clinical site to the testing facility. The testing facility will be determined by HFC. Declining to follow this procedure will result in dismissal from the program. Testing will be conducted at the student's expense. There is zero tolerance for breaches of this policy.

In order to assure patient safety, if at any time a student can no longer meet the health requirements and noted criterion or if they feel unable or unsafe to care for clients, they are expected to self-report to their instructor and the nursing office. Students with obvious or reported medical conditions, which impact their ability to meet the requirements to care for clients, are not allowed to participate in clinical experiences in the PSL or at any agency. Students in this situation should immediately contact the nursing office to arrange a meeting with the Program Director to discuss their situation and options. If eligible, the student may decide to take a medical withdrawal (see Withdrawal Policy). If the situation is short-term and the student is quickly medically released and can meet requirements, they will be advised to provide documentation from their personal physician. In all cases, the student must meet with the Program Coordinator as soon as the situation presents. The Program Coordinator will clarify for the student the documentation requirements necessary from the student's physician. Documentation must state that the student does meet the above noted specific requirements. Requirements should be listed in the documentation.

Students with disabilities necessitating special consideration for the classroom must contact the HFC office of Assisted Learning to discuss their individual situation. Typically this is done prior to, or at the beginning of the course. However, students should pursue this avenue at anytime during the semester as they deem appropriate. The Assisted Learning Office website address is: <https://www.hfcc.edu/assisted-learning>

IX. CLASSROOM EXPECTATIONS OF NURSING STUDENTS

Classroom Absences

The class attendance policy of the Nursing Program follows that outlined in the HFC Student Handbook catalog which can be found online:

<https://www.hfcc.edu/files/attachments/studenthandbook.pdf>

1. Students are expected to attend all the sessions of the classes for which they are enrolled. Penalties may be imposed, at the discretion of the individual instructor.
2. HFC recognizes consistent attendance is critical to student academic success; and/or Class participation is required.
3. Students are responsible for checking each individual instructor's attendance expectations at the start of the semester. Students who do not attend any courses will have their attendance reported as "Never Attended (NA)", which will directly result in Financial Aid funds not being available.
4. Lack of attendance may affect the student's final grade.
5. Absences in connection with participation in authorized college activities must be considered in the total picture of absences. Permission for absences in connection with participation in authorized. College activities is based on course performance to date.
6. For all purposes, students should consider contacting their instructor directly to notify them regarding a class absence. HFC provides free HawkMail for communicating with the instructors.
7. It is the responsibility of the student to make up work missed due to an absence.
8. Students are required to be present at the final examination. **The final examination period in nursing includes the written final examination and in some instances, standardized testing. Students are responsible for being available the entire examination period. Students should not make personal plans until they are aware of all scheduled course requirements during final exam week.**
9. Students may be required to produce documentation to support the absence.
10. HFC complies with federal and state law regarding absences protected by law.

Classroom Courtesy and Expectations

Some adults have reactive airway conditions and may respond to odors in the classroom. Therefore, it is expected that students do not wear perfumes, cologne or fragrances on campus.

Nursing classes follow HFC college student policies and procedures.

Taping a class requires prior permission of each instructor in every course.

Talking with classmates during class is disturbing and discourteous to everyone, students who engage in such activity may be asked to leave.

Eating is not permitted in the classroom. Non-alcoholic beverages are permitted in the classroom provided they are in a bottle with a cap or covered container. Notify faculty or staff immediately of any spillage.

In congruence with the respectful campus policy, children are not permitted in class or unattended in any areas of the Henry Ford College School of Nursing at any time.

Electronic Device Policy

Use of cellular phones, smart watches, pagers, video cameras, MP3 players, radios and similar devices is prohibited in the classroom. The use of a notebook or laptop computer during lectures is considered acceptable, but is prohibited in the event of a quiz, test or exam. If you are expecting an emergency call during normal business hours, please let the nursing office staff know this and leave the office phone number (313-845-6304) for those who may need to contact you. Office personnel will contact you immediately if you are called.

X. CLINICAL AND LAB EXPECTATIONS OF NURSING STUDENTS

Today's clients are informed consumers who expect quality care from professional health care providers. Professional nurse behavior demonstrates the quality of that care. Integral to the student nurse's professional behavior is his/her appearance. Appearance that is professional conveys competence and helps the client to feel confident in the abilities of the nurse.

Expectations for behavior and dress relate to all areas of clinical instruction: PSL, simulation, clinical learning experiences (i.e. offsite trauma drills, health fairs, flu clinics) and clinical agency locations.

Rights of Clients

A. RIGHT TO CONSIDERATE, RESPECTFUL, AND SAFE CARE

1. The student is expected to come to the clinical area prepared within the limits of the present course and any previous courses. Students should be able to exhibit:
 - a. judgment regarding their own learning needs
 - b. sufficient independence for own learning in lab and clinical
 - c. sufficient study and practice of selected skills in the PSL before going into clinical area
 - d. appropriate preparation for the day's lab and clinical assignment
2. The student is expected to demonstrate the ability to apply theory content to clinical practice. Students should be able to exhibit:
 - a. sufficient thought processes to appropriately plan and demonstrate skills for "holistic" client care
 - b. the ability to utilize available resources as needs arise
3. The student is expected to be able to apply skills in client care. This requires evidence of adequate practice in the PSL. Client(s) are not subjected to initial "practicing". The PSL offer students the opportunity to refine skills.

B. RIGHT TO CONTINUITY OF CARE

1. The client(s) is (are) entitled to attentive, ongoing care.
2. The client(s) is (are) not expected to have daily care and other activities disrupted in order to provide "experience" for students.

C. RIGHT TO REFUSE CARE BY STUDENTS

Client(s) has/have the right to:

1. Refuse a student being assigned to his/her care without giving a reason.
2. Have their own needs and care take priority over learner's needs.

Dress Code / Uniform Practices

The dress code was established by nursing students in collaboration with the nursing administration and faculty. Having neat, clean and appropriate appearance in the clinical area is of utmost importance for presenting a professional image and providing optimal care for clients.

General Requirements

1. **ALL NURSING STUDENTS** will comply with the HFC Nursing Program's professional standard dress code.
2. Instructors are responsible for enforcing the dress code.
3. Students not appropriately dressed will be issued a Performance Improvement Plan and will be sent home; a clinical absence will be recorded. In some instances, the instructor **may choose** to direct the student to self-correct immediately (i.e. remove earrings) and issue a Performance Improvement Plan. Any subsequent violation would result in the student being sent home and a clinical absence would be recorded. A second infraction will result in an Unprofessional Behavior Report, dismissal from the clinical area and will require the student to meet with the Associate Dean (or her/his designee) prior to returning to the clinical area. This will be considered a clinical absence.
4. Students are to purchase at least two HFC uniforms. Students will be notified of the ordering information and dates.
5. All students will wear the HFC uniform, which consists of navy blue slacks and a matching shirt with the HFC nursing logo embroidered on the left chest area. Students must also order one jacket, available in navy blue with long sleeves. No other uniform may be worn. Skirts are available for wear over the uniform pants.
6. All uniforms must be clean, pressed, and in good repair.
7. Uniforms must be sufficiently sized to allow ease of movement without straining seams/buttons when standing or sitting.
8. Students will be required to wear the approved HFC uniform and be in dress code for all PSL and clinical experiences.
9. Students are required to wear an HFC-issued Student Identification (ID) Badge while on campus at all times, including in the PSL, and in the clinical area. In addition to the HFC ID badge, students may be required to obtain and wear a separate clinical agency ID badge.

Uniform Expectations

ACCEPTABLE/REQUIRED	UNACCEPTABLE/NOTALLOWED
<p>Uniform</p> <ul style="list-style-type: none"> A. Follows general requirements for clinical and PSL B. Appropriate undergarments must be worn C. Undershirts, if worn, must be white or navy blue in color and may be long or short sleeved D. HFC-issued Student ID badge to be worn while on campus, including the PSL, and the clinical area. Students may be required to obtain /wear an ID badge issued by particular clinical facility in addition to the HFC Student ID E. Clinical instructors will direct students if they are to only wear agency ID at the clinical site 	<ul style="list-style-type: none"> A. Non-compliance with general requirements B. Undershirt that is neither navy blue or white C. No ID badge or incorrect ID badge
<p>Hosiery</p> <ul style="list-style-type: none"> A. White/neutral stockings or hosiery that come to or are over the ankle with white shoes B. Black/neutral stockings or hosiery that come to or are over the ankle with black shoes 	<ul style="list-style-type: none"> A. Any color of socks or hosiery other than that noted in acceptable column B. Absence of socks
<p>Shoes</p> <ul style="list-style-type: none"> A. Plain white or black heeled and closed toed shoes B. Shoes and laces must be clean and in good repair 	<ul style="list-style-type: none"> A. Sandals, clogs, moccasins, canvas tennis shoes B. Heels greater than 1 1/2" from the floor C. Clogs (i.e. Dansk), Crocs, sandals, high top gym shoes, colored markings or decorations on shoes, open-toed shoes
<p>Jewelry</p> <ul style="list-style-type: none"> A. Wedding bands, engagement rings or one simple flat ring may be worn and a watch with a second hand or display B. Medical ID bracelets 	<ul style="list-style-type: none"> A. Earrings, gauges, clips or other ear jewelry B. Rings or jewelry in addition to those noted in "A." in the acceptable column for jewelry (additional rings, necklaces, bracelets) C. Visible body jewelry in pierced areas anywhere (tongue, eye brow, etc.)
<p>Hair</p> <ul style="list-style-type: none"> A. Hair should be clean, well-groomed, in a controlled style, and neat B. Should be worn off the shoulders or collar line C. In order to maintain medical asepsis, all students with long hair and bangs must have it pulled back off the face and secured D. Religion-based hair covering and headbands: only navy blue or white in color; no embellishments 	<ul style="list-style-type: none"> A. Extreme hair color B. Hair ornaments C. Head coverings with embellishments D. Bangs that obscure vision E. Extreme hairstyles F. Facial hair that prohibits personal protective equipment or breaches agency policy

<p>Hair cont'd.</p> <p>E. Beards, mustaches, and side burns must be clean, short (approximately 1/2"), and neatly trimmed</p>	
<p>Fingernails</p> <p>A. Fingernails should be short (not more than 1/8" beyond end of fingertip), smooth and clean</p> <p>B. Nails in natural state only</p>	<p>A. Finger nails that extend more than 1/8" beyond the tip of the finger</p> <p>B. Artificial/added nails or tips</p> <p>C. Nail polish</p>
<p>Make-up</p> <p>A. Should be natural looking and should contribute to the overall appearance of good taste</p>	<p>A. Excessive or extreme make-up</p>
<p>Hygiene</p> <p>A. Students should take showers and use non-scented deodorant</p> <p>B. Students should be odor-free</p> <p>C. No visible tattoos. Students bear the responsibility to conceal tattoos by applying make-up designed for this purpose or by wearing a regulation scrub jacket or undershirt.</p>	<p>A. Strong body scents such as scented deodorants or hair spray; cologne, after-shave, cigarette smoke, etc.</p> <p>B. Visible tattoos</p> <p>C. Offensive tattoo that is not coverable (i.e. tattoo on finger- no swear words, nudity, or violence)</p>
<p>NSG 121 additional information</p> <p>A. In the Behavioral Health facilities/Psychiatric Units where street clothes may be worn on selected units, the following rules apply:</p> <ol style="list-style-type: none"> 1. Attire shall be compatible with agency policy 2. Low/medium heel (not greater than 1 1/2" from the floor), comfortable walking shoes shall be worn 3. Females shall wear hosiery or socks; males must wear socks. 4. Street clothes such as dresses, pants suits, color-coordinated shirts or tops and slacks are worn. These shall be neat, clean, and conservative. 5. HFC student ID and acceptable badge per facility policy with student's last name covered. 6. For jewelry, hair, fingernails, make-up and hygiene expectations, see previously noted requirements. 	<p>A. Scarfs</p> <p>B. Overly fitted/tight fitting clothing</p> <p>C. Bare midriffs</p> <p>D. Sheer or revealing garments</p>
<p>Other</p> <p>A. Individual clinical sites may have additional requirements and students are expected to comply.</p>	<p>A. Gum chewing or candy in client areas</p> <p>B. Cell phones/beepers/mp3 players are not allowed in the clinical setting</p>

Additional Items

Students are required to have the following supplies with them in clinical and at all PSL and simulation experiences:

- A. A watch with a sweep second hand or display
- B. Black ink pen, and pocket-sized notebook
- C. Bandage scissors (may not be required for NSG 121 clinical experiences)
- D. Stethoscope
- E. Penlight
- F. HFC student I.D. badge

Clinical Rotations

Clinical rotations are planned to provide a quality learning experience for each student. HFC uses most of the major clinical agencies in Southeast Michigan that are within a 60 minute drive from HFC main campus. The master clinical rotation schedule considers:

- A. Course clinical objectives
 - B. Individual student learning needs
 - C. Provision of well-rounded, educational experience with variety in clinical sites and units
 - D. Agency availability, requirements, and policies
 - E. Faculty availability
1. Students are expected to be available for a clinical assignment between the hours of 6:00 am and 12:00 midnight, Sunday through Saturday during the semester. Rotations may be on a day or evening shift.
 2. The majority of clinical rotations are scheduled on a weekday, however there are rotations on Saturdays and Sundays in a number of courses.
 3. Students are responsible for securing clinical paperwork forms required by each nursing course. The forms are available for the student to download and print from the “K” drive.

Documentation of Clinical Requirements: Students are required to maintain copies of clinical requirements. These include but are not limited to: verification of influenza vaccination, TB testing results, current BLS certification and completion of ACEMAPP assessments. Students are expected to have this documentation with them and available during every clinical experience if directed to do so by their clinical faculty. Failure to have this information available in the clinical area upon request may result in disciplinary action including a written Performance Improvement Plan or dismissal from the clinical area until the documentation is made available.

All ACEMAPP assessments and health requirements must be met in order for a student to be assigned a clinical rotation.

Transportation

Students must assume all responsibility for their own transportation to and from campus (PSL and Simulation clinical experiences) and clinical agencies. Clinical assignments are not made according to car pools or student’s geographical home location. Faculty cannot transport students to or from campus or the clinical site.

Clinical Attendance and Absences

As students progress through the nursing curriculum, their PSL, simulation, and clinical experiences assist them to apply knowledge and skills they have learned in each nursing course to client care and their role as a nurse. A minimum number of clinical hours are required to achieve the course objectives, meet standards established by the Michigan State Board of Nursing (MSBN), and comply with ACEN criteria.

Students are expected to attend and participate in all scheduled PSL, simulation, observational, and clinical experiences. In order to understand the client's perception of care, during the PSL activities, it is expected that students will participate in both the nurse and client roles.

The Henry Ford College Nursing Program has **zero tolerance for clinical absences**. Recognizing that there may be extenuating circumstances or an illness which could prevent a student from attending clinical; **two absences will be permitted throughout the entire nursing program**. Students may submit documentation for reason of absence to be placed in their file. **Any student with more than two absences will result in the student being withdrawn from their current nursing course(s)**.

Note: If a student exceeds two clinical absences because of extenuating circumstances, their status in the program will be determined by a panel of nursing personnel. The panel will be comprised of a course instructor, the Associate Dean of Health Sciences (or designee), and 1 other full-time instructor. This panel will be convened to determine if the student will be allowed to remain in the program or withdrawn. A student will be afforded this consideration/process once during the program. When any clinical absence occurs, the student is advised to provide written documentation to the nursing office for inclusion in their student file. The documentation should explain/support the reason for their absence. This material would be reviewed by the panel determining the student's program status.

In the event of a PSL or Clinical absence, the student should complete the following procedure:

1. Call the nursing office, 313-845-6304, at least 1 hour before the assigned PSL, simulation, observation or clinical start time.
2. Call the clinical instructor as they have been directed during rotation orientation (number or email, etc. provided by faculty) at least 1 hour prior to assigned PSL, simulation, observation or clinical start time.
*Note: A student who is absent for or does not show up for a PSL evaluation as scheduled and has not given notification of their absence as noted above, fails the evaluation, it cannot be made up.
3. Obtain a "Report of Clinical Absence or Tardy" form from the K drive or the literature rack in the School of Nursing atrium, complete the form, and present it to your clinical instructor on the next occasion that you see her/him.
4. Consider providing written documentation to the nursing office for inclusion in your student file to explain/support the reason for your absence. Students are advised to keep copies of all documentation submitted. The office staff are able to date stamp, initial, and provide the student a copy of documentation submitted.

Clinical Tardy

Students are expected to be at the assigned clinical area 10 minutes before the scheduled time unless otherwise directed by your clinical instructor. Tardiness and absences may cause the student to be unsuccessful in meeting the course's clinical requirements. In such an instance, the student will have achieved an unsatisfactory clinical evaluation and therefore, a course failure. This will result in an academic course failure even if the student is passing the theory portion of the course. An academic course failure will mean that a student is withdrawn from the program (see the Academic Failure, Withdrawal and readmission policies).

A tardy occurs when a student is not present at the assigned clinical area ten (10) minutes prior to the start of their scheduled clinical shift, PSL, simulation or observation experience. In PSL, observation and simulation experiences, instructors may choose to define a tardy as a student not being signed in and seated at the start of the session. A second tardy requires a lab session in equivalent in time to a single clinical/PSL/simulation or observational experience.

A student who is not at clinical or PSL thirty (30) minutes after the expected arrival time of arrival is considered absent, not tardy and will be sent home. If the tardy of 30 minutes or more occurs on the day and shift when rotation orientation is being provided, the instructor may choose to have the student stay on site and complete the orientation since such arrangements cannot be re-created. However, an absence will still be recorded.

In the event of a PSL or clinical tardy, the following procedure is to be followed:

1. Call the clinical instructor as they have directed (number or email, etc. provided by faculty) as early as possible to inform him/her of your expected tardiness. **There is no need to contact the Nursing office in a tardy event.**
2. Obtain a “Report of Clinical Absence or Tardy” from the K drive or the literature rack in the School of Nursing atrium, complete the form and present it to your clinical instructor on the next occasion that you see her/him.
3. If a **second tardy** occurs in a single rotation, contact the Nursing Lab office 313-845-6306 and schedule a computer lab session equivalent in time to a single clinical/PSL/simulation or observational experience.
4. Repetitive tardiness is considered “at risk” behavior and will jeopardize the student achieving a satisfactory clinical evaluation. See Evaluation of Clinical Practice section.

K-DRIVE

For your convenience, we have placed commonly used documents on the “K” Drive. Below are the directions for retrieving the necessary documents.

1. Go to my.hfcc.edu
2. Under the heading “Access Your Files” select “Access your personal H: and K: drive.”
3. Log in using your **HFC Username and Password to log in.**
4. Select Net folders.
5. Click on ACSKDRIVE.
6. Using the arrows you must **SCROLL ACROSS/DOWN** and click on “Nursing Course Materials”. The electronic version of the current **Nursing Student Handbook** is on this site and available for reference as are course clinical paperwork forms.
7. The section titled “**Forms for Students**” contains general forms that students use while in the program.
8. Click on “**Nursing Course Materials**” folder and select the course that pertains to you, i.e. N117, N119, or N155 for example (the number is the course number).
9. The “**Announcements**” folder will contain program information.
10. Some forms are “PDF” (read only), RTF or MS Word format and should be carefully reviewed. Print copies of the necessary forms and save “**files**” to your computer or jump drive for personal use.

Evaluation of Clinical Practice

Clinical practice is evaluated as “satisfactory” (pass) or “unsatisfactory” (fail) on the Formative/Summative Clinical Evaluation Tool.

The following scale is used to evaluate each criterion statement:

- S = Satisfactory criterion attainment
- NI = Needs Improvement
- U = Unsatisfactory criterion attainment
- NO = Not observed
- NA = Not applicable to this clinical week

All critical criteria statements are identified by an asterisk mark (*). These statements must be rated satisfactory for a student to earn a Satisfactory/Pass in the clinical component of the course.

Satisfactory performance is behavior that demonstrates knowledge and skills related to the criteria outlined from course objectives without jeopardizing the client’s physical and/or psychological well-being.

Unsatisfactory performance is behavior that does not meet the criteria outlined from course objectives. Any behavior that jeopardizes the client’s physical and/or psychological well-being will result in a clinical failure. A grade of “D” or “E” is issued for the associated nursing course even if a student is achieving a grade of C or better in the theory course at the time of their clinical failure.

If students are not adequately prepared for client care, they are not permitted to care for the assigned clients. They will be asked to leave the clinical area and a clinical absence will be recorded. Repetition of this behavior jeopardizes the student’s position in the program. Students who fail to maintain competency, by demonstrating “at risk” behaviors in the clinical or PSL area, will receive a Performance Improvement Plan.

“AT RISK” Behaviors:

- A. Students are held accountable for any real or potential threat to the client on every skill taught. Even if the instructor prevents the student from an error, it is still considered a student mistake. The instructor may choose to allow the student to continue with a procedure up to the last step to validate that the student was truly intending to complete a procedure incorrectly.
- B. Consistently poor quality written clinical paperwork that does not meet expectations.
- C. Failure to submit clinical paperwork, including the clinical evaluation tool on time as directed by instructor on more than one occasion.
- D. A behavior or consistent behaviors that result in a threat to the client’s physical and/or psychological well-being is termed “at risk” behavior. Any performance that threatens the physical and/or psychological well-being of a client, places the student in danger of failing the nursing course in which he/she is enrolled. Examples of “at risk” behavior(s) include, but are not limited to, the following:
 1. Violation of principles learned in prior semesters. (Example: a breach in aseptic technique or sterile technique)
 2. Inappropriate verbal or non-verbal behavior in the clinical setting.

3. Inadequate preparation for a clinical assignment.
4. Inability to accurately and safely complete prior learned skills (i.e. vital signs, client positioning, systematic IV assessment, comprehensive physical assessment).
5. Arriving at clinical without equipment identified with the Uniform Expectations.
6. Failure to maintain a safe environment (i.e. side rails down on non-ambulatory client, bed left in a high position, child left inappropriately unattended).
7. No provision for means of communication with a client.
8. Neglecting to wash hands per agency protocol.
9. Inability to properly administer medications according to medication administration “Rights”.
10. Lack of progress in the clinical area.
11. Criticizing a client, non-therapeutic communication.
12. Communicating negative value judgments to a client.
13. Violation of HIPAA.
14. No provision for patient privacy and confidentiality.
15. Clinical absences and/or tardiness.
16. Failure to follow procedures for reporting PSL/clinical/simulation or observation experience absence and/or tardiness.

Three “at risk” incidents during the semester are grounds for immediate termination from the nursing course in which the student is currently enrolled. In some instances a single “at risk” incident may result in immediate termination from the program.

Critical Incident

In the event of a critical incident, the clinical instructor or the Associate Dean of Health Sciences may require the student to leave the clinical area immediately. If deemed appropriate the student will be clinically failed which will result in a course failure (see Academic Failure policy) and withdrawn from the Nursing Program. If it is prior to the 60% point in the course, the student will be advised to withdraw from the related nursing course in WebAdvisor and at the end of the semester, the theory instructor will change the withdrawal notation to a failing course grade. If it is past the 60% point in the course, the student will not be able to self-withdraw in WebAdvisor and at the end of the semester a failing grade will be assigned at by the instructor. Examples of critical incidents include action on the part of the student that presents a serious and immediate threat to client safety, insubordination, breach of ethics, or patient abandonment.

Formative/Summative Clinical Evaluation

The **formative evaluation period** within a clinical rotation varies from course to course. The time period will be noted on the clinical evaluation tool. This focus of this time is skill formation and critical thinking development.

The student will be expected to:

- Complete all required agency orientations (EMR and other as directed). Those requirements that precede the student's first day of onsite agency clinical, must be completed on time or the student may be removed from the rotation
- Follow the ADN program and agency policies
- Orient to the clinical area
- Participate in pre and post conferences
- Ask question about assignments and participate in report
- Consult with clinical instructor
- Demonstrate application of theory content to client care
- Provide direct client care per instructor directions (i.e. I&O, assessments, medication administration)
- Perform skills based on preparation and assignment (i.e. cephalocaudal exam, urinary catheter insertion, systematic IV assessment, wound care, dressing change)
- Review skills and remediate in the PSL as needed
- Chart per agency guidelines
- Submit clinical paperwork portfolio (compiled clinical paperwork from previous rotations) if requested by clinical instructor
- Complete and submit all required clinical paperwork as directed and on time; failure to do so will place the student at risk for disciplinary action; specifically, a written Performance Improvement Plan and/or an incomplete grade in the course
- If video submission of a skill validation or other requirement is included as a PSL (i.e. NSG 208) or course (i.e. NSG 101) assignment, the student must follow all directions and complete all aspects of the assignment; the quality of the video taping must clearly show all skills being evaluated; academic dishonesty policy applies
- Complete and submit on time, all clinical paperwork as assigned
- Achieve competency in all required clinical objectives
- Complete the Formative/Summative Evaluation Tool weekly

During formative evaluation, assessments are made to determine the extent to which students are achieving clinical objectives. Instructor feedback and corrective actions are utilized to support student learning.

Feedback to students plays a key role in this type of evaluation. Feedback may consist of:

- Questioning a student to determine if they can provide rationale for care delivery, therapies, etc.
- Using various clinical paperwork to determine if students can apply the content to the client situation. This also identifies for the student areas in which they need to improve
- Observing students to determine their expertise in performing procedures, interacting with patients and peers (receiving report, SBAR, rounding, client teaching, prioritization, delegation, etc.)
- Providing constructive input regarding how a student can improve skill set and performance
- Providing feedback on clinical performance and written assignments that directs students in areas where they need to gain additional knowledge and ability

Unsatisfactory clinical performance will typically involve the creation of a Performance Improvement Plan (PIP). This is intended to clearly document the area(s) that require student performance improvement. The PIP also allows for student self-reflection, identification of resources and instructor support/direction/counseling.

A satisfactory rating during formative evaluation DOES NOT guarantee the student will receive a satisfactory rating during the summative evaluation.

Summative evaluation is evaluation to determine the extent to which a student has achieved the clinical course objectives. **The Summative Evaluation period occurs at the end of the clinical rotation.** If the student earns an “Unsatisfactory” grading for the Summative Evaluation period within a clinical rotation, an “Unsatisfactory/Fail” clinical final grade will result. In this case, the student fails the course and is assigned a failing grade. A grade of “D” or “E” is issued for the associated nursing course even though a student may be achieving a grade of C or better in the theory course at the time of their clinical failure. The student will be withdrawn from the Nursing Program.

All PIP’s and Formative/Summative Evaluation Tools are written and shared with students. Students are expected to read and sign them. The signature signifies that the student has read the report/evaluation. On PIP’s, students may add comments of agreement, disagreement, explanation and/or plans for improvement.

Students are required to participate in all phases of their Formative/Summative evaluation through weekly completion on the “student” section and at the summative evaluation conference.

All students are required to bring their own completed Summative Evaluation to their summative evaluation conference with their clinical instructor. Failure to do so constitutes an incomplete clinical requirement for the student. Students who have not completed the clinical, and therefore, course requirements are at risk of receiving an incomplete (I) course grade. In this instance, students are ineligible for placement in a subsequent clinical rotation or for graduation paperwork to be finalized.

Standard of Clinical Conduct

All nursing students must adhere to the conduct expectations outlined in the Michigan Nurse Practice Act, the American Nurses Association Code of Nurses, and the behaviors outlined in the Nursing Student Handbook. It is the intent of these policies to insure client safety and professional conduct by appropriate ethical-legal behavior on the part of all nursing students. All nursing students are expected to be responsible for their actions. A student’s failure to abide by the outlined expectations at all times shall initiate faculty evaluation of a student’s ability to continue in the clinical rotation and therefore, the Nursing Program.

1. Students must demonstrate sound emotional well-being conducive to providing safe client care. An emotional response that inhibits learning and/or functioning in the client care area will be cause for removal from the clinical area and potentially, dismissal from the program.
2. While in the clinical area, students are held to the standards of care of the registered nurse.

3. Students are responsible to seek the assistance of the instructor in the clinical area. Students may give nursing care/medications in the presence of an instructor or with an assigned agent of the instructor only when so directed by the instructor.
4. Students will give nursing care only when an instructor is present in the assigned agency.
5. Students must be prepared in the clinical area to give responsible, safe nursing care or will be asked to leave the clinical area. This can jeopardize the student's ability to successfully complete the program. Performance hazardous to client safety and/or endangering clients will be cause for dismissal from the program.
6. Students in the clinical agency and believed to be under the influence of a substance that could endanger client safety will be dismissed from client care and follow the guidelines noted in the section entitled " Health Alterations".
7. Students must behave in a professional manner toward faculty, staff and clients. This behavior includes courtesy, honesty, ethical actions and responsible intercommunication skills. Behavior that interferes with clinical agency/staff/faculty relationships will be cause for dismissal from the Nursing Program.
8. Students must act to protect confidentiality in all situations. Breaches of confidentiality or HIPAA laws concerning fellow students or clients may result in dismissal in the Nursing Program.
9. Students must document accurately and factually. Falsification of clients' charts or records will result in dismissal from the program.
10. Personal beliefs, values and bias are not to affect the quality of nursing care given. Repetitive or a significant single episode of noncompliance with ethical-legal behavior will be cause for dismissal from the Nursing Program.
11. Students must immediately report unsafe practice or conditions to their instructor.
12. Students are not allowed to remove any agency documents or client chart forms, original or copies, (i.e. lab results, medication summaries, etc.) from the clinical area under any circumstances. Violation of this policy will result in dismissal from the Nursing Program.
13. Students must not chew gum, eat food/candy, or drink beverages while in the PSL or clinical area.
14. Students are not allowed to bring cell phones/beepers or other electrical devices to the clinical area.
15. Students must fully engage in clinical care and learning opportunities. Clinical is a required course component and a key learning experience. Shadow experiences do not allow students to demonstrate clinical objectives and therefore are not common. Student are expected to actively provide intimate client care and various therapeutic interventions while at clinical. Failure to do so enthusiastically and as directed, does not meet clinical expectations. Students are expected to increase independence and improve efficiency over time within a clinical rotation.

16. Students are responsible financially for any damage to agency or client personal belongings (i.e. Ipads, phones, hearing aids, dentures, etc).

Management of Student Exposure to Blood and/or Body Fluids

1. A Body Substance Exposure (BSE) is defined as an eye, mouth, other mucous membrane, non-intact skin or parenteral contact with blood or other potentially infectious materials that results from the performance of the student's duties.
2. The student will report an exposure immediately to the clinical instructor.
3. All agency required paperwork and follow up will be completed by the student under the supervision of the clinical instructor.
4. The student will leave the clinical area and client care to seek emergency/urgent care immediately.
5. The clinical instructor will notify the college and send documentation of the incident to the Associate Dean of Health Sciences.
6. The student is responsible for continuing with follow-up and treatment as recommended.
7. Students will be responsible for any expense incurred as a result of the exposure.

Employers Expectations of Nursing Graduates

There are areas of behavior and abilities, which health care employers typically consider when seeking references of nursing graduates. Students should be aware of these behavior and abilities early in the program to maximize their own professional development. This list should not be considered all-inclusive. Areas of interest to employers include:

Reliability	Meets commitments, punctual, responsible for own actions, regular attendance
Professional Appearance	Wears proper attire; is clean and well-groomed
Flexibility	Adapts to changing situations; openness; lack of rigidity
Ability to Utilize Supervision	Recognizes and seeks assistance as needed and utilizes it; accepts constructive criticism
Independence	Demonstrates self-confidence; recognizes own limitations; self-motivated
Responsibility for Professional Growth	Seeks additional learning experiences by additional research; demonstrates willingness to go beyond minimum requirements
Judgment	Makes sound decisions using appropriate data; utilizes problem-solving skills; demonstrates common sense

Quality of Care	Assesses physical, social, emotional, environmental, cultural needs of clients and families. Develops and implements appropriate plan for care and demonstrates correct technical skills. Utilizes available resources.
Organizational Ability	Organizes time, effort, energies; demonstrates ability to set priorities with flexibility
Teaching ability	Determines learner readiness; develops learner outcomes; develops appropriate plan, methods, depth, resources; provides for continuity of teaching; evaluates learner outcomes
Interpersonal Relationships	Interacts appropriately with peers, co-workers, other healthcare disciplines, clients and families
Communication Skills	Uses appropriate written, oral, and non-verbal skills.
Leadership Potential	Contributes to class discussion, assumes extra responsibility for class work, participates in unit team conferences, nursing and other organizations

PLEASE NOTE: Clinical absences may be a predictor of employment practices, therefore faculty and administration may refuse to write a letter of reference or may include in the letter the number of clinical days completed in relation to the number of absences.

XI. GRADUATION AND LICENSURE

Graduation

The Graduation commencement ceremony symbolizes the completion of a very rigorous program of study. This is a time when students and significant others come together to rejoice and celebrate this achievement. Graduation is usually held in early May. Students receive the leather binder at this time, while the actual diploma is mailed at a later date. Nursing graduates receive their nursing pin (if ordered) at the pinning ceremony which is held in late December and early May typically. Participation in both is voluntary.

Licensure

In order to practice nursing after completion of the HFC Nursing Program, the graduate must apply for a state license and successfully complete the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Once licensed, evidence of continuing education is required for renewal of the license.

The NCLEX is administered by computer testing; successful NCLEX is required for RN licensure. No temporary licenses are issued in Michigan. The purpose of the exam is to determine minimally safe and competent nursing care. Information about how to apply for a license to practice is given to all students in their last semester of the Nursing Program. Information is also available at www.michigan.gov.

There will be delays in the application process should a student not successfully complete all Nursing Program and HFC degree requirements.

NCLEX-RN Live Review

All nursing graduates must attend the scheduled three or four-day live review course provided by the standardized testing company to assist their knowledge base in preparation for the NCLEX examination. The course is ordinarily scheduled in the last semester. Students will be notified as quickly as possible about the date selected. **DO NOT SCHEDULE IMPORTANT LIFE EVENTS UNTIL THE REVIEW COURSE IS COMPLETED AS ATTENDANCE IS MANDATORY.**

Denial of Licensure

The Michigan Board of Nursing may deny a RN license to an applicant who has been convicted of a crime or is addicted to drugs or alcohol. Students are advised to review the Michigan Board of Nursing licensure information available at <http://www.michigan.gov/lara>.