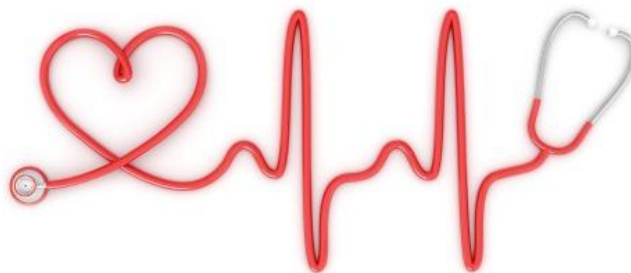




# Handbook for Associate Degree Nursing Students



## 2022-2023

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## Preface

Gogebic Community College general student policies listed in the Gogebic Community College Student Handbook are applicable to all Gogebic Community College students. The Allied Health Department has additional policies and procedures to meet clinical facilities requirements and to support the goals and outcomes of the Associate Degree Nursing Program. Information about the nursing program and Allied Health specific policies are outlined in this handbook. These policies and procedures are subject to change by the College, the Michigan Board of Nursing, or other regulatory agencies, or the nursing program. The latest version of the handbook, including any updates will be available on Moodle. Students enrolled in the program will be notified of handbook changes.

It is the nursing student's responsibility to read, acknowledge via signed statement (attached), and follow all college, Allied Health, and clinical agency policies. Please ask Allied Health faculty or staff member's questions if you need clarification on any of these policies.

# Table of Contents

GETTING ACQUAINTED AT GCC.....	6
<b>Section 1: Program Information.....</b>	<b>7</b>
<i>Gogebic Community College</i> .....	7
<i>Associate Degree Nursing Program</i> .....	7
<i>Philosophy and Mission</i> .....	7
<i>Curriculum</i> .....	7
<i>Outcomes</i> .....	9
<i>Gogebic Concepts</i> .....	19
<i>Associate Degree Program Outline</i> .....	22
<i>Glossary of Terms</i> .....	23
<i>AMERICAN NURSE’S ASSOCIATION</i> .....	24
<i>CODE OF ETHICS</i> .....	24
<i>PERORMANCE STANDARDS FOR ALLIED HEALTH STUDENTS</i> .....	25
<i>STUDENT LEARNING EXPERIENCES</i> .....	26
<i>LPN and RN Licensure Eligibility</i> .....	28
<b>Section 2: Policies and Procedures.....</b>	<b>29</b>
<i>Student Emails</i> .....	29
<i>Contact Information</i> .....	29
<i>Emergency Notification System</i> .....	29
<i>TECHNOLOGY, SOCIAL MEDIA, AND CONFIDENTIALITY POLICY</i> .....	29
<i>Substance Abuse Policy</i> .....	32
Readmission After a Substance Abuse Violation .....	33
<i>Professionalism Expectations</i> .....	33
<i>Attendance Policy</i> .....	34
Attendance Expectation and Consequences:.....	35
Considerations for Houghton Second Year Students .....	35
<i>Grading Standard</i> .....	36
<i>Course Success</i> .....	36
Test Policy: .....	38
<i>Academic Success Plan</i> .....	51
<i>Academic Integrity</i> .....	51
<i>Student Privileges</i> .....	52
<i>Student Services</i> .....	53
<i>ADA Accommodation Statement for Students with Disabilities</i> .....	53

FERPA .....	53
Graduation Requirements.....	53
Honors Recognition:.....	54
<b>Section 3: Clinical/Simulation Lab Policies .....</b>	<b>55</b>
Health Requirements .....	55
Medical Conditions .....	56
Latex Allergy or Sensitivity .....	57
Clinical Placement .....	57
Clinical Performance Evaluation .....	57
Evaluation Rubric for Clinical .....	58
Warning Notice/Probation.....	59
Dishonesty/Cheating.....	59
Attendance Policy .....	59
Tardy .....	60
Absences .....	60
No Call/No Show.....	61
Specialized Clinical Sites.....	61
Student Illness.....	61
School Cancellations .....	62
Two Hour Delay:.....	62
Professionalism: Clinical Behavior .....	63
Dress Code: .....	64
Health Insurance .....	65
Injury Policy.....	65
Professional Liability Insurance.....	65
Criminal Background Checks.....	65
<b>Section 4: Grievance and Readmission Policies .....</b>	<b>66</b>
Allied Health Department Grievance Procedure .....	66
Withdrawal .....	67
Readmission.....	67
<b>CRITERIA FOR UNSAFE CLINICAL PERFORMANCE .....</b>	<b>69</b>
<b>Clinical Incident Form .....</b>	<b>71</b>
<b>Warning Forms .....</b>	<b>74</b>
Gogebic Community College .....	74

<i>Warning Notice</i> .....	74
<i>Gogebic Community College</i> .....	75
<i>Warning Notice Reply</i> .....	75
<i>Gogebic Community College</i> .....	76
<i>Resolution of Warning Notice</i> .....	76
<b>Substance Abuse/Drug or Alcohol Testing Policy</b> .....	<b>77</b>
<b>Course and Clinical Confidentiality Agreement</b> .....	<b>78</b>
<b>ALLIED HEALTH PROGRAMS STATEMENT OF COMPLIANCE</b> .....	<b>79</b>
<b>Appendix A</b> .....	<b>80</b>
<i>Testing Policy</i> .....	80
<i>Earplugs/Headphones</i> .....	80
<i>ExamSoft Testing Requirements</i> .....	80



Welcome to the nursing program! Nursing is a rapidly changing field that will challenge and inspire you. You have successfully completed the pre-requisites, and have been selected to enter into the RN program. Through classroom, lab, simulation, and clinical activities you will gain the knowledge needed to become an Associate Degree Nursing Graduate and be cleared to take the NCLEX RN Licensure Exam. Successful completion of that exam will allow you to enter into the workforce as a Registered Nurse, responsible for the safety and quality of patient's lives. Because of the responsibility you will have, it is necessary for you to take every opportunity to the gain knowledge and experience you will need to care for people. Your patients, their families, and your employer will trust you to care for others with compassion using critical thinking and evidence based practice.

There are core values or qualities that are desirable in every nurse. Some of these values include:

A commitment to lifelong learning.

A desire to serve others in a time of need with empathetic caring. In fact, caring is a core concept in Gogebic Community College's Associate Degree Program.

Honesty, truthfulness, respect for others, confidentiality, dedication, integrity, and responsibility.

Nursing is truly a profession in which you can positively impact others each day. The opportunities to explore various work environments is vast. You will share in your patient's joy and sorrow, and you will help them achieve their personal health goals.

This handbook contains information you need to be in compliance with our policies and procedures. Please read the handbook thoroughly and feel free to ask any of the nursing faculty or staff member's questions you may have. Failure to follow the policies included in this handbook can have serious consequences, and may prevent you from meeting your educational goals. After reviewing this handbook, you will be asked to sign and submit one copy of the signature form found in the new student workshop binder. This handbook is periodically updated. It is important for you to review it each semester.

The faculty and staff here at Gogebic Community College are here to guide, support, assist, and encourage you as you work to meet the high standards of this program. If you need assistance, please do not hesitate to meet with your advisor, instructor, the counselor, staff member, or myself. Our faculty are experienced both in nursing practice and in education, and will partner with you as you progress through the program. We are here to help you succeed!

Good luck as you start on the next step in your nursing career!

Nicole Rowe, RN, MSN  
Director of Allied Health



Dedicated to excellence in nursing, the National League for Nursing is the premier organization for nurse faculty and leaders in nursing education. The NLN offers professional development, networking opportunities, testing services, nursing research grants, and public policy initiatives to its 40,000 individual and 1,200 institutional members. NLN members represent nursing education programs across the spectrum of higher education, and health care organizations and agencies.

Founded in 1893 as the American Society of Superintendents of Training Schools for Nurses, the National League for Nursing was the first nursing organization in the United States. Headquartered in Washington DC, the NLN is led by a board of governors elected at large by the membership for three-year terms. The volunteer president of the board works closely with the NLN's chief executive officer.

Gogebic Community College Faculty are proud members of the NLN

## GETTING ACQUAINTED AT GCC

President	Dr. George McNulty
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# Section 1: Program Information

Gogebic Community College  
Associate Degree Nursing Program  
Philosophy and Mission

The Gogebic Community College Associate Degree Nursing Program supports the mission of Gogebic Community college by providing an innovative, student-centered educational program that prepares diverse students as Registered Nurses to provide safe, quality, evidence-based nursing care in the current healthcare environment. The nursing education philosophy recognizes that students have individual learning needs, learning styles, readiness, support systems, and cultural and ethnic backgrounds. Learning is a continuous, life-long process that occurs in the affective, cognitive and psychomotor domain, proceeding from simple to complex and enhanced by an environment that motivates the student to apply the theory to practice using clinical reasoning, evidence-based practice, informatics, clinical simulation experience, patient-centered care, and the nursing process. The faculty use diverse teaching strategies to meet the varied learning styles and learning needs of our diverse students. Faculty are committed to assisting all students to achieve their professional goals by providing a supportive environment for learning and personal growth in an accessible learning environment.

Education of the nurse the Associate Degree level prepares the individual as an entry level nurse in the profession of nursing. The nurse is educated to provide safe, competent, caring interventions, and patient care management through sound clinical decision making, communication, and leadership. Integrity, respect for the individual, ethical behavior, accountability, lifelong learning are attributes of the art and science of nursing care. The theory to practice using clinical reasoning, evidence-based practice, informatics, clinical simulation experience, patient-centered care, and the nursing process.

The program prepares students to write the NCLEX-RN as an entry level Registered Nurse capable of practicing in varied environments. Students successfully completing the first two semesters of core nursing classes and the LPN Exit Out class are prepared to write the NCLEX-LPN as an entry level Licensed Practical Nurse. Both nursing programs at Gogebic Community College prepare students to write the NCLEX exam.

The Nursing Program's philosophy states that all students admitted to the Nursing Program shall have the opportunity to prepare for licensed nursing practice. This preparation includes:

1. The development of an ability to deal intelligently with the responsibilities of the Nursing Profession in a rapidly changing healthcare environment and global society.
2. The development of techniques for critical thinking, initiative, and intellectual curiosity leading to a poised, well-rounded licensed nurse.
3. The understanding that nursing education is a life-long process and that the techniques and skills they acquire in learning how to learn will be of life-long benefit throughout the individual's nursing career.

The National Academy of Medicine (Formerly IOM) (2011) summarized the current problem facing nursing faculty with regards to nursing education:

“The explosion of knowledge and decision-science technology also is changing the way health professionals’ access, process, and use information. No longer is rote memorization an option. There simply are not enough hours in the day or years in an undergraduate program to continue compressing all available information into the curriculum.” There is too much knowledge, too little time, not enough clinical space, and a limited number of faculty to continue teaching nursing using the curriculum models of the past. The IOM (2011) stated, “New approaches must be developed for evaluating curricula and presenting fundamental concepts that can be applied in many different situations rather than requiring students to memorize different lists of facts and information for each situation”.

To address these issues, the Associate Degree Nursing Faculty at GCC chose to develop a concept-based curriculum. This approach helps student focus on the generalities of a concept and apply what they have learned to specific exemplars. These concepts can be applied to a variety of medical conditions and situations, preparing the students for a wide variety of occupational settings.

Dr. Jean Giddens (2013) introduces conceptual learning as a “major trend for the future of education – not in nursing alone, but across numerous disciplines. This belief is based on the premise that concepts can be used effectively as unifying classifications or principles for framing learning while knowledge increases exponentially”. Dr. Giddens defines concepts as “an organizing principle or classification of information. By gaining deeper understandings of a core set of concepts, a student can recognize and understand similarities and recurring characteristics, which can be applied more effectively than memorized facts. Teaching conceptually turns traditional learning upside down, focusing on generalities and then applying this understanding to specifics instead of the traditional approach that focuses more heavily on content and facts”.

The change to concept-based curriculum allowed the program to revise the philosophy, student learning outcomes, and conceptual framework congruent with current healthcare and educational data. The curriculum incorporates the National Academy of Medicine, Quality and Safety Education for Nurses (QSEN), State Board of Nursing, National Council of State Boards of Nursing (NCSBN), and National League of Nursing (NLN) competencies; and includes the entry level requirements necessary for employment at regional health care facilities.

Program content includes concepts in three main categories:

- Patient Profile
- Health and Illness
- Professional Nursing Concepts

Learning activities include:

- Learning Sessions
- Interactive learning activities
- Simulation lab
- Patient care clinical learning experiences

Opportunities for students to engage in interactive and collaborative learning with their peers are developed to contribute to better learning outcomes and foster higher order thinking skills. These

activities help students identify patient needs and provide safe, quality, evidence-based, patient centered nursing care in a variety of settings across the lifespan. Courses and learning activities are designed to enhance the student's ability to engage in clinical reasoning to make increasingly complex patient-centered care decisions in a safe care environment.

Classes, labs, and simulation will be offered at both the Ironwood Campus and Houghton location during the first year of the ADN program. Classes, lab, and simulation will be offered at the Ironwood Campus only for the second year of the ADN program.

Students will study concepts in four content areas:

- Medical/surgical
- Maternal/child health
- Pediatrics
- Mental health.

Safety, ethics, legal, professional values, culture, and diversity concepts are also included during study. Diversity is our overarching concept that includes culture among other things. Human trafficking is one exemplar in interpersonal relationships. Students are evaluated utilizing cognitive, affective, and psychomotor achievements. Evaluation methods are varied and measure program and student outcomes.

Clinical sites vary and are based on safety and the student need to achieve course and clinical outcomes. The partnerships between the program and the clinical sites promote excellence in nursing education, enhances the profession, and benefit the community.

Gogebic Community College values lifelong learning and offers multiple entry points into the ADN program. Progression to the BSN and MSN level is encouraged. Articulation agreements with BSN programs are developed in an effort promote seamless academic progression, allowing students to build on previous knowledge and skills.

#### Outcomes

The nursing faculty and nursing administration use the program's mission, guided by the philosophy, to formulate program student learning outcomes which serve as the basis for the development, implementation, and evaluation of the nursing program curriculum. To ensure the educational needs of students are met, student achievement of these student learning outcomes and established program outcomes are used as metrics to determine program effectiveness.

The Nursing Program has developed program student learning outcomes (SLOs) which are statements of expectations that express what a student will know, do, or think at the end of a learning experience (ACEN, 2013, p. 5). The program SLOs represent characteristics the student must achieve at the completion of the program and are designed to meet the expectations noted in the program mission. The program is organized to culminate in the program SLOs through the use of course outcomes that progressively build through the program to culminate in the program SLOs. This adheres to the Michigan Board of Nursing General Rules Section R 338.10307 which states students are provided an organized pattern to follow in which the sequence of learning is from simple to complex with each learning experience building on previously learned information.

The organized pattern used as the conceptual framework for the nursing program was developed using current standards, guidelines, and competencies needed for nursing practice in the current healthcare environment. To this end, a rigorous and thorough examination of the current literature on Registered Nursing practice and nursing education was conducted. The findings of the literature review guided the development of the program SLOs. Faculty also examined the current healthcare environment in the college's service area when developing the curriculum.

The program SLOs are derived from the program mission, philosophy, and conceptual framework. These program SLOs, along with their related competencies, reflect the expected behaviors of graduates of the nursing program. These program SLOs were then used to organize the curriculum and the course SLOs. The seven program SLOs are:

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patients across the lifespan.
2. Engage in clinical reasoning to make increasingly complex patient-centered care decisions in a safe care environment.
3. Participate in quality improvement processes to improve patient care outcomes.
4. Participate in teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons.
5. Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
6. Use leadership, management, legal, and ethical principles to guide practice as a professional nurse.
7. Promote a culture of caring to provide holistic, compassionate patient care.

These student learning outcomes are leveled across the four semesters of the program as shown in the following chart.

Program Outcomes	Level 1	Level 2	Level 3	Level 4
<b>1-Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patients across the lifespan.</b>	At the basic level, provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations with a focus on wellness and health promotion.	Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse adults with uncomplicated conditions.	Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse adults with stable and unstable conditions	Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patients with complex conditions.
Conduct comprehensive and/or focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches	Conduct at a basic level a head-to-toe assessment including physical, behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches.	Conduct a head-to-toe and focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches.	Conduct a focused, prioritized physical, behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches for adult patients with stable and unstable conditions.	Conduct comprehensive and/or focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches
Appraise patient needs based on assessment findings.	Identify basic patient needs based on assessment findings in the care of stable patients with a focus on wellness and health promotion.	Categorize patient needs based on assessment findings for patients with uncomplicated conditions.	Differentiate important data related to patient needs based on assessment findings	Appraise patient needs based on assessment findings of patients with complex conditions.
Develop a plan of care based on evidence-based practice considering individual patient needs.	Develop a simple plan of care using evidence for individual patients.	Develop an individualized plan of care identifying evidence-based nursing appropriate for with uncomplicated conditions.	Develop an individualized plan of care applying evidence-based practice guidelines	Develop a plan of care based on evidence-based practice considering individual patient needs for patients with complex conditions.
Implement patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management throughout the lifespan, and in a variety of healthcare settings.	Implement basic patient-centered care that reflects an understanding of human growth and development, pharmacology, nutrition, medical management, and nursing management in the care of stable patients with a focus on wellness and health promotion	Deliver selected aspects of patient-centered care that reflect an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management	Provide patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management for adult	Implement patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management throughout the lifespan for

			patients with stable and unstable conditions	patients with complex conditions.
Promote factors that create a culture of safety	Describe factors that create a culture of safety	Apply factors that create a culture of safety for patients with uncomplicated conditions	Differentiate among factors that are most important for creating a culture of safety for adult patients with stable and unstable conditions.	Promote factors that create a culture of safety.
Provide patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.	Describe information to include in a patient teaching plan considering basic aspects of developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.	Contribute to a patient teaching plan that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.	Implement priority patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations	Provide patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations
Monitor patient outcomes to evaluate the effectiveness and impact of nursing care.	Describe expected patient outcomes to evaluate the effectiveness and impact of nursing care for stable patients with a focus on wellness and health promotion	Monitor at a beginning level patient outcomes to evaluate the effectiveness and impact of nursing care	Select priority patient outcomes to evaluate the effectiveness and impact of nursing care.	Monitor patient outcomes to evaluate the effectiveness and impact of nursing care
Deliver care within expected timeframe.	Deliver care within expected timeframe.	Deliver care within expected timeframe for patients with uncomplicated conditions.	Deliver care within expected timeframe	Deliver care within expected timeframe.
Provide patient-centered transitions of care and hand-off communications, including discharge planning, to ensure the receiving caregiver has the knowledge needed to provide safe care.	Begin to use hand-off communications to ensure the receiving caregiver has the knowledge needed to provide safe care	Communicate effectively when providing patient-centered transitions of care and hand-off communications, including discharge planning, to ensure the receiving caregiver has the knowledge needed to provide safe care.	Demonstrate how to properly provide patient-centered transitions of care and hand-off communications, including discharge planning, to ensure the receiving caregiver has the knowledge needed to provide safe care	Provide patient-centered transitions of care and hand-off communications, including discharge planning, to ensure the receiving caregiver has the knowledge needed to provide safe care.
j. Revise the plan of care based on an ongoing evaluation of patient outcomes including recognition of alterations to previous patient conditions.	Suggest possible revisions to the care plan based on the patient's response to care provided.	Offer ways to revise the plan of care based on an ongoing evaluation of patient outcomes including recognition of alterations to previous patient conditions	Analyze the plan of care based on an ongoing evaluation of patient outcomes including recognition of alterations to previous patient conditions.	Revise the plan of care based on an ongoing evaluation of patient outcomes including recognition of alterations to previous patient conditions.

k. Demonstrate safe performance of psychomotor skills for efficient, safe, and compassionate patient care.	Demonstrate safe performance of basic psychomotor skills for efficient, safe, and compassionate patient care.	Demonstrate safe performance of basic psychomotor skills for efficient, safe, and compassionate patient care.	Demonstrate safe performance of psychomotor skills for efficient, safe, and compassionate patient care.	Demonstrate safe performance of psychomotor skills for efficient, safe, and compassionate patient care.
l. Accurately document all aspects of patient care.	Accurately document aspects of patient care provided	Accurately document all aspects of care provided for patients with uncomplicated conditions.	Accurately document all patient care provided.	Accurately document all aspects of patient care.
<b>2-Engage in clinical reasoning to make increasingly complex patient-centered care decisions in a safe care environment.</b>	Begin to use clinical reasoning to make patient-centered care decisions at the fundamental level.	Demonstrate clinical reasoning to make patient-centered care decisions.	Apply clinical reasoning to make patient-centered care decisions for adult patients with stable and unstable conditions.	Engage in clinical reasoning to make increasingly complex patient-centered care decisions.
Use clinical reasoning to make management decisions to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition.	Begin to use clinical reasoning to make basic care decisions to ensure safe care in all nursing actions.	Begin to apply clinical reasoning to make management decisions to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition	Apply clinical reasoning to make management decisions to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition	Use clinical reasoning to make management decisions to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition.
Use clinical reasoning when implementing all steps of the nursing process while integrating best available evidence.	Use beginning clinical reasoning when implementing all steps of the nursing process for stable patients with a focus on wellness and health promotion.	Use clinical reasoning when implementing all steps of the nursing process identifying best available evidence.	Apply clinical reasoning when implementing all steps of the nursing process while integrating best available evidence.	Use clinical reasoning when implementing all steps of the nursing process while integrating best available evidence in the care of patients with complex conditions.
Anticipate risks, and predict and manage potential complications.	At the fundamental level, anticipate risks, and predict and manage potential complications.	Anticipate common risks for patients with uncomplicated conditions, and predict and manage potential complications.	Relate the patient's condition to possible risks, then predict and manage potential complications	Anticipate risks, and predict and manage potential complications
Prioritize patient care.	Identify ways to prioritize patient care	Prioritize care for patients with uncomplicated conditions.	Prioritize nursing interventions in the care of adult patients with stable and unstable conditions.	Prioritize patient care.

Analyze the clinical microsystem and its impact on the nurse's ability to provide safe, quality care.	Describe at the basic level aspects of the clinical microsystem that may impact the nurse's ability to provide safe, quality care	Identify possible errors that may occur in the work place when caring for patients with uncomplicated conditions.	Apply information about the clinical microsystem and its impact on the nurse's ability to provide safe, quality care for adult patients with stable and unstable conditions.	Analyze the clinical microsystem and its impact on the nurse's ability to provide safe, quality care.
<b>3-Participate in quality improvement processes to improve patient care outcomes.</b>	Demonstrate an awareness of how quality improvement processes are used to improve patient care	Relate quality improvement processes to improve patient care.	Select quality improvement processes to improve patient care for adult patients with stable and unstable conditions	Participate in quality improvement processes to improve patient care outcomes.
Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators.	Begin to apply basic quality improvement processes to ensure safety initiatives and monitor performance measures.	Apply quality improvement processes, including nursing-sensitive indicators in the microsystem of care when caring for patients with uncomplicated conditions	Analyze quality improvement processes and nursing sensitive indicators present on the care unit that may affect the care of adult patients with stable and unstable conditions	Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators
Analyze information about quality improvement projects in a variety of healthcare settings		Seek information about quality improvement projects used in the care of patients with uncomplicated conditions.	Apply information about quality improvement projects on the nursing unit when providing care for adult patients with stable and unstable conditions.	Analyze information about quality improvement projects in a variety of healthcare settings.
Identify gaps between local and best practice and provide recommendations for closing the gaps	Identify gaps related to basic nursing care between local and best practice in the care of stable patients with a focus on wellness and health promotion.	Relate gaps between local and best practice observed on the care unit and how they affect patient care.	Identify gaps between local and best practice and suggest ways to close the gaps to provide improve patient care.	Identify gaps between local and best practice and provide recommendations for closing the gaps.
Participate in analyzing errors and identifying system improvements	Discuss the importance of analyzing errors and how this is used to identify system improvements	Identify possible errors and ways to prevent those errors on the patient care unit.	Begin to analyze errors and identify system improvements for the goal of improving patient outcomes.	Participate in analyzing errors and identifying system improvements.
Implement National Patient Safety Goals in all applicable patient care settings.	Begin to apply the National Patient Safety Goals in the care of stable patients with a focus on wellness and health promotion	Implement National Patient Safety Goals in the care of patients with uncomplicated conditions.	Implement National Patient Safety Goals in the care of adult patients with stable and unstable conditions.	Implement National Patient Safety Goals in all applicable patient care settings



<b>4-Participate in teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons.</b>	Recognize the importance of collaboration and teamwork with members of the interprofessional team, the patient, and the patient's support persons.	Contribute to collaboration and teamwork with members of the interprofessional team, the patient, and the patient's support persons	Engage in collaboration and teamwork with members of the interprofessional team, the patient, and the patient's support persons when caring for adult patients with stable and unstable conditions	Participate in teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons
Communicate effectively with all members of the healthcare team, including the patient and the patient's support network when making decisions and planning care.	Use common communication techniques when interacting with members of the healthcare team, including the patient and the patient's support network when making decisions and planning care	Begin to collaborate with all members of the healthcare team, including the patient and the patient's support network when making decisions and planning care.	Analyze own communication with members of the healthcare team, including the patient and the patient's support network when making decisions and planning care	Communicate effectively with all members of the healthcare team, including the patient and the patient's support network when making decisions and planning care.
Collaborate with the appropriate interprofessional healthcare team member to communicate data collected during patient care.	Identify the interprofessional healthcare team member with whom the nurse works when providing care to stable patients with a focus on wellness and health promotion.	Identify which important patient care data to report to which interprofessional healthcare professional.	Communicate data collected during the patient assessment to the appropriate interprofessional healthcare provider.	Collaborate with the appropriate interprofessional healthcare professional to communicate data collected during patient care.
Implement conflict resolution principles as needed.	Describe conflicts that may occur in the healthcare setting	Describe the use of conflict resolution principles used on the patient care unit	Apply conflict resolution principles when working with the interprofessional team	Implement conflict resolution principles as needed
<b>5-Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.</b>	Summarize how information management principles, techniques, and systems, and patient care technology are used in the healthcare setting	Use information management principles, techniques, and systems, and patient care technologies that are used to communicate, manage knowledge, mitigate error, and support decision-making in the care of patients with uncomplicated conditions.	Analyze the role of information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making when caring for adult patients with stable and unstable conditions	Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making
Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.	Begin to use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.	Differentiate among various patient care technologies, information systems/technologies, and communication devices that	Analyze how the use of patient care technologies, information systems/technologies, and communication devices are	Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.

		can be used to support safe nursing practice in the care of patients with uncomplicated conditions.	used to support safe nursing practice when caring for adult patients with stable and unstable conditions.	
Evaluate the role of information technology and information systems in improving patient care outcomes and creating a safe care environment.	Explain the role of information technology and information systems in improving patient care outcomes and creating a safe care environment.	Apply concepts related to information technology and information systems to improve patient care outcomes and create a safe care environment.	Analyze the role of information technology and information systems in improving patient care outcomes and creating a safe care environment.	Evaluate the role of information technology and information systems in improving patient care outcomes and creating a safe care environment.
Apply patient care technologies as appropriate to address the needs of a diverse patient population.	Begin to use specific, basic patient care technologies in the care of stable patients with a focus on health promotion.	Demonstrate the use of patient care technologies as appropriate to address the needs of patients with uncomplicated conditions.	Use patient care technologies as appropriate to address the needs of diverse adult patients with stable and unstable conditions	Apply patient care technologies as appropriate to address the needs of a diverse patient population
<b>6-Use leadership, management, legal, and ethical principles to guide practice as a professional nurse.</b>	Explain the basic management, legal, and ethical guidelines that are used as a professional nurse	Demonstrate the use of leadership, management, legal, and ethical guidelines when caring for patients with uncomplicated conditions.	Apply leadership, management, legal, and ethical guidelines in practice as a professional nurse	Use leadership, management, legal, and ethical guidelines in practice as a professional nurse
Practice within the legal and ethical frameworks of nursing practice.	Describe the legal and ethical frameworks used in nursing practice, including the Michigan Board of Nursing Rules.	Explain how to provide nursing care within the legal and ethical frameworks of nursing practice.	Apply legal and ethical frameworks of nursing practice to the care of adult patients with stable and unstable conditions	Practice within the legal and ethical frameworks of nursing practice.
Analyze planned patient care within the context of the ANA Standards of Practice.	Describe the ANA Standards of Practice.	Interpret planned patient care within the context of the ANA Standards of Practice for patients with uncomplicated conditions.	Apply the ANA Standards of Practice to the care of adult patients with stable and unstable conditions	Analyze planned patient care within the context of the ANA Standards of Practice
Demonstrate accountability for nursing care given by self and/or delegated to others.	Demonstrate accountability for nursing care given by self.	Explain the concept of accountability for nursing care given by self and/or delegated to others.	Be accountable for nursing care given by self and/or delegated to others.	Demonstrate accountability for nursing care given by self and/or delegated to others.
Apply management skills and knowledge of the rules and principles	Explain the delegation process used when working with other healthcare team members.	Explain the nurse's role using management skills and knowledge of the rules and	Analyze the management skills and delegation principles used on the unit caring for	Apply management skills and knowledge of the rules and principles of delegation when

of delegation when working with other healthcare team members.		principles of delegation when working with other healthcare team members	adult patients with stable and unstable conditions.	working with other healthcare team members.
Serve as a patient advocate.	Explain how the nurse acts as a patient advocate in the care of stable patients.	Provide examples of serving as a patient advocate for patients with uncomplicated conditions.	Analyze own role as a patient advocate when caring for adult patients with stable and unstable conditions	Serve as a patient advocate
Evaluate the impact of economic, political, social, and demographic forces on the delivery of health care		Discuss the impact of economic, political, social, and demographic forces on the delivery of health care to patients with uncomplicated conditions.	Apply knowledge of the impact of economic, political, social, and demographic forces on the delivery of health care to adult patients with stable and unstable conditions	Evaluate the impact of economic, political, social, and demographic forces on the delivery of health care
Complete a plan for ongoing professional development and lifelong learning.			Being to develop a plan for ongoing professional development and lifelong learning	Complete a plan for ongoing professional development and lifelong learning.
<b>7-Promote a culture of caring to provide holistic, compassionate patient care</b>	Relate how a culture of caring contributes to holistic, compassionate patient care.	Demonstrate a culture of caring when providing holistic, compassionate care to patients experiencing uncomplicated conditions.	Analyze how a culture of caring can be promoted to provide holistic, compassionate patient care for acutely ill, adult patients.	Promote a culture of caring to provide holistic, compassionate care to adult patients with complex health issues
Provide support, empowerment, and hope when caring for diverse patients in a variety of healthcare systems.	Describe how a nurse can provide support, empowerment, and hope when caring for adult patients with stable conditions	Demonstrate support, empowerment, and hope when caring for patients experiencing uncomplicated conditions	Compare and contrast the support, empowerment, and hope provided to acutely ill, adult patients with patients in other healthcare settings.	Provide support, empowerment, and hope when caring for adult patients with complex health issues.
Deliver compassionate, culturally-competent care that respects patient and family preferences.	Deliver compassionate, culturally-competent care that respects patient and family preferences	Deliver compassionate, culturally-competent care that respects patient and family preferences	Describe own approach to delivering compassionate, culturally-competent care that respects patient and family preferences to acutely ill, adult patients.	Deliver compassionate, culturally-competent care that respects patient and family preferences

#### Additional Outcomes: Clinical Reasoning Course

1. Engage in clinical reasoning to make patient-centered care decisions.
  - a. Explain the thinking skills and strategies that are used when applying clinical reasoning in nursing.
  - b. Begin to use thinking skills and strategies in patient care situations.
  - c. Begin to use thinking skills and strategies to problem solve in the healthcare environment.
  - d. Begin to use clinical reasoning to anticipate risks, and predict and manage potential complications.
  - e. Explain the steps that make up the nursing process.
  - f. Discuss how the nursing process is just one way nurses apply clinical

Gogebic Concepts	Definitions
Health and Illness Concepts	
Acid Base Balance	The process of regulating the pH, bicarbonate concentration, and partial pressure of carbon dioxide of body fluids
Addiction	A compulsive and maladaptive dependence on a substance (e.g., alcohol, cocaine, opiates, or tobacco) or a behavior (e.g., gambling, Internet, pornography). The dependence typically produces adverse psychologic, physical, economic, social, or legal ramifications.
Anxiety	An alert to the human condition of impending doom, either real or imagined, and is accompanied by autonomic responses that serve as protective
Caring	Promoting health, healing, and hope in response to the human condition (NLN, 2007).
Cellular Regulation	Cellular growth and reproduction aspect of cellular regulation, ranging from optimal cellular growth and reproduction to errors in replication and growth resulting in neoplasia.
Clotting	A physiologic process in which blood is converted from a liquid to a semisolid gel.
Cognition	The process of thought that embodies perception, attention, visuospatial cognition, language, learning, memory, and executive function with the higher order thinking skills of comprehension, insight, problem solving, reasoning, decision making, creativity, and metacognition.
Elimination	The excretion of waste products.
End of Life (Palliation)	Health care of patient with a terminal illness or disease that allow them to live as well as possible and die with dignity.
Grief and Loss	The experience of parting with a person, object, belief or relationship that one values and the pattern of psychological and physiological responses to the loss which can be an intense fundamental emotion.
Fluid and Electrolyte Imbalance	The process of regulating the extracellular fluid volume, body fluid osmolality, and plasma concentrations of electrolytes.
Functional Ability	The physical, psychological, cognitive, and social ability to carry on the normal activities of life.
Gas Exchange (Oxygenation)	The process by which oxygen is transported to cells and carbon dioxide is transported from cells
Immunity	An immunologic defense against tissue injury, infection, or allergy.
Infection	The invasion and multiplication of microorganisms in body tissues, which may be clinically unapparent or result in local cellular injury due to competitive metabolism, toxins, intracellular replication, or antigen-antibody response.
Inflammation	An immunologic defense against tissue injury, infection, or allergy.
Intracranial Regulation	Mechanisms or conditions that impact intracranial processing and function.
Metabolism	The chemical changes in living cells by which energy is provided for vital process.
Mobility	State or quality of being mobile or movable.
Mood and Affect	The way a person feels and the observable response a person has to his or her own feelings.
Nutrition	The science of optimal cellular metabolism and its impact on health and disease.

Pain	An unpleasant sensory and emotional experience associated with actual or potential tissue damage, or described in terms of such damage.
Perfusion	The flow of blood through arteries and capillaries delivering nutrients and oxygen to cells and removing cellular waste products.
Psychosis	Change in the brain that disrupts a person's interpretation and/or experience of the world secondary to complex neurobiological changes; hallucinations, delusions, and/or disorganized thinking are hallmark characteristics.
Reproduction	The process by which human beings produce a new individual.
Sensory Perception	The ability to receive sensory input and, through various physiologic processes in the body, translate the stimulus or data into meaningful information.
Sexuality	A state of physical, emotional, mental and social well-being related to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual responses, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence
Sleep	The natural periodic suspension of consciousness during which the powers of the body are restored.
Thermoregulation	The process of maintaining core body temperature at a near constant value.
Tissue Integrity	The state of structurally intact and physiologically functioning epithelial tissues such as the integument (including the skin and subcutaneous tissue) and mucous membranes
Patient Profile Concepts	
Coping	An ever-changing process involving both cognitive means and behavioral actions in order to manage internal or external situations that are perceived as stressful and/or beyond the individual's current resources.
Development/Lifespan	The sequence of physical, psychosocial, and cognitive developmental changes that take place over the human lifespan.
Diversity	Recognizing differences among persons, ideas, values, and ethnicities, while affirming the uniqueness of each (NLN 2007).
Ethics/Legal	The study or examination of morality through a variety of different approaches; and of laws that have a direct impact on the delivery of health care or on the relationships among those in the business of health care or between the providers and recipients of health care.
Interpersonal Relationships	An association between two or more people that may be based on the context of friendship, family, romantic or professional and the dynamics that produce particular behaviors or symptoms.
Professional Nursing and Health Care Concepts	
Clinical Judgement	An interpretation or conclusion about a patient's needs, concerns, or health problems, and/or the decision to take action (or not), use or modify standard approaches, or improvise new ones as deemed appropriate by the patient's response.

Communication	A process of interaction between people where symbols are used to create, exchange, and interpret messages about ideas, emotions, and mind states.
Evidence Based Practice	Information given to establish fact.
Health Promotion	The process of enabling people to increase control over, and to improve, their health.
Leadership and Management	An interactive process that provides needed guidance and direction while regarding people and resources in a group according to principles or values that have been established.
Patient Centered Care	Care that is compassionate, well-coordinated, respectful, and reflects the uniqueness of an individual patient's preferences, values, and needs.
Patient Education	A process of assisting people to learn health related behaviors so that they can incorporate these behaviors into everyday life.
Professionalism	The assimilation of nursing skills and knowledge integrated with dignity and respect for all human beings, incorporating the assumptions and values of the profession while maintaining accountability and self-awareness.
Quality Improvement	Using data to monitor the outcomes of care process and using improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN, 2003)
Safety	Minimizes risk of harm to patients and providers through both system effectiveness and individual performance."
Teamwork and Collaboration	Effective functioning within nursing and inter-professional teams fostering open communication, mutual respect, and shared decision making to achieve quality patient care.
Technology and Informatics	A discipline in which health data are stored, analyzed, and disseminated through the application of information and communication technology. It involves the use of technology and information systems to support the health care industry.

Gogebic Community College Curriculum  
Associate Degree Program Outline

<b>Pre-requisites</b>		<b>Credits</b>
ORI 100 – Freshman Orientation (COL 102 will also be accepted starting Fall 2019).		1
BIO 250 – Human Anatomy		4
ENG 101 – English Composition		3
PSY 101 – General Psychology		4
	<b>Total</b>	<b>12</b>
<b>Level 1 – First Year</b>		
BIO 251 – Human Physiology		4
NUR 140 – Fundamental concepts of Nursing Practice Across the Lifespan		7
NUR 141 – Clinical Experience of Fundamental Concepts		1
NUR 142 – Clinical Reasoning in Current Nursing Practice		2
	<b>Total</b>	<b>14</b>
<b>Level II</b>		
NUR 144 – Concepts of Nursing Practice in the Care of Patients with Uncomplicated Conditions		9
NUR 145 – Clinical Experience of Nursing Practice I		4
	<b>Total</b>	<b>13</b>
<b>Level III – Second Year</b>		
Humanities Course		3
NUR 240 – Concepts of Nursing Practice in the Care of Adults with Stable/Unstable Conditions		5
NUR 241 – Clinical Experience of Nursing Practice II		4
	<b>Total</b>	<b>12</b>
<b>LEVEL IV</b>		
NUR 244 – Concepts of Nursing Practice in the Care of Patients Across the Lifespan with Complex Conditions		4
NUR 245 – Clinical Experience of Complex Pts.		4
NUR 246 – Transition to Nursing Practice		2
Communications		3
	<b>Total</b>	<b>13</b>
<b>Program Total including Pre-requisites</b>		<b>64</b>

The Following are also required for application into the Gogebic Community College Associate Degree Nursing Program:

- **Placement into Math 104 or successful completion of Math 103 with a grade of C or higher**
- **Current Nursing Assistant Certification\*** *COVID-19 Pandemic resulted in a lack of Nurse Aide testing and clinical opportunities. This requirement was waived for students affected by the pandemic, as long as they could provide documentation of passing theory and lab, and document that clinical sites were unavailable.*

All students enter into the program as registered nursing students with the option of obtaining eligibility to take the NCLEX-PN Exam for Practical Nursing Licensure by successfully completing NUR 150, Practical Nursing Exit Course after the end of the first year of the core curriculum. Students may also progress to the second year of the curriculum for eligibility to take the NCLEX-RN Exam.



## Glossary of Terms

**Concepts:** an organizing principle, or classification of information. A concept can be limited to complex in scope. (Giddens, 2013)

**Core Competencies:** A set of skills, behaviors and actions a nurse must be able to do to be a competent, safe practicing nurse.

**Interrelated Concepts:** Concepts that are closely related to or aligned with the concept being studied.

**Patient Centered Care:** According to the National Academy of Medicine, patient centered care is “providing care that is respectful and responsive to individual patient preferences, needs, and values, and ensuring that patient values guide all clinical decisions”.

**Quality Improvement:** Goal: improvement. Measure where you are and identify methods to improve care/treatment.

**Safety:** According to the National Academy of Medicine, safety is “freedom from accidental injury, ensuring patient safety involves the establishment of operational systems and processes that minimize the likelihood of errors and maximizes the likelihood of intercepting them when they occur”.

**Teamwork and Collaboration:** Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. (QSEN, 2016)

**Evidence Based Practice:** Practice that is characterized by combining the best available research and practice expertise.

**Informatics:** The integration of nursing science, computer science, and information science to manage and communicate data, information, and knowledge in nursing practice (American Nurses Association).

**Quality of Life:** The standard of health, comfort, and happiness experienced by individuals or a group. This integrates objective and subjective indicators, personal values, and various domains of life.

**Clinical Judgement:** Clinical judgement begins with the nurse collecting data about a patient, interprets the data, determines a nursing diagnosis, and identifies appropriate nursing actions. Critical thinking, problem solving, and decision making are involved in the process.

AMERICAN NURSE'S ASSOCIATION  
CODE OF ETHICS

**Provision 1:** The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

**Provision 2:** The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

**Provision 3:** The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

**Provision 4:** The nurse has authority, accountability, and responsibility for nursing practice; makes decisions, and takes action consistent with the obligation to promote and to provide optimal care.

**Provision 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.

**Provision 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.

**Provision 7:** The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

**Provision 8:** The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

**Provision 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.

PERFORMANCE STANDARDS FOR ALLIED HEALTH STUDENTS  
**Non-academic requirements that are conditions of admission.**

The purpose of the technical standards is to inform students choosing to enter a health occupation program of the basic minimal standard requirements which must be met in order to complete all coursework objectives and student outcomes. The list of standards encompasses what is minimally required to perform the tasks necessary with a few associated examples provided. This list is not exhaustive and can be modified as the College deems necessary at any time. Students enrolled in health occupation program at GCC must provide care that is safe and effective. These technical standards apply to any student enrolling in any health occupations program. The student must be able to demonstrate sufficient cognitive, professional, motor (physical) sensory, and other abilities with or without accommodation to meet program technical standards.

A prospective student or participant in the program with a disability for which accommodation may be appropriate can request reasonable accommodation to meet technical standards. The College will provide appropriate accommodations but is not required to fundamentally alter the requirements or nature of the program or lower its academic standards. Requests for accommodation should be directed to the Office of Accessibility Services

Many hospitals require a physical examination and lab testing to identify disabling conditions.

<b>Standard</b>	<b>Examples of Necessary Activities</b>
Critical thinking	Critical thinking ability must be sufficient for clinical judgement. Assess a situation when making generalizations, evaluations, or decisions. Must be able to solve problems involving measurement, calculation, reasoning, memory, analysis, and synthesis. Examine and modify own behavior(s) and attitude(s) and accept constructive criticism as warranted. Rapidly solve problems, consider alternatives, and use sound judgement in managing the care of a patient. Demonstrate ability to concentrate and make effective judgments. Demonstrate adaptive behavior. Develop/contribute to nursing care plans that accurately reflect client care.
Communication	Communicate in English with others using oral and written forms of communication. Students must be computer literate. Interact with patients/family members with dignity and respect. Interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Explain procedures, health teaching, documenting client care, interpreting written information.
Auditory	Detect sounds related to bodily functions using a stethoscope. Detect audible alarms generated by mechanical systems such as those that monitor body functions, fire alarms, call lights. Effectively hear to communicate with others, detect cries for help. Consistently hear normal sounds. Distinguish sounds from background noises.
Vision	Discriminate color changes. Observe client responses. Accurately reads measurement on patient related equipment. Read medication and supplies labels. Accurately observe a patient in a room from a distance of 20 feet away.

	Accurately measure urine output, output from other drainage equipment. Evaluate for a safe environment.
Multisensory	Ability to collect data from recording equipment and measurement devices used in client care. Detect pain through verbal and nonverbal cues. Detect pressure, swelling, temperature, position, equilibrium, and movement. Detect changes in skin color, condition, or temperature. Detect a fire. Prepare the correct quantity of medication in a syringe.
Touch	Detect unsafe temperature levels in heat-producing devices. Feel vibrations such as an arterial pulse.
Smell	Detect foul odors of bodily fluids or spoiled foods.
Motor	Quickly push/pull objects of more than 50 lbs. Transfer patients/objects of more than 100 lbs. Move, position, turn, transfer clients, sometimes in confined spaces. Control a fall by safely and slowly lowering client to the floor. Twist, bend, reach, stoop, climb on stool or stairs, stand, and move quickly. Squeeze, grasp, and manipulate small objects with hands, wrists, and fingers such as syringes, vials, ampules, and medication packages. Operate equipment such as computers and various medical devices. Hand-eye coordination: taking blood pressures, IV starts, injections. Perform CPR
Mobility	Walking, standing, squatting, prolonged standing or sitting in uncomfortable positions, twisting, rotating, reaching arms above shoulders. Propel wheelchairs, stretchers alone or with assistance. Move and lift patients in and out of bed or wheelchair. Must be able to move freely in various positions for various lengths of time.
Concentration	Concentrate on details despite interruptions. Client requests, monitoring of vital signs, alarms.
Stress	Perform skills and make clinical judgments under stress. Emergency, critical, complicated situations.
Memory	Remembering tasks/assignments for self and others over short and long periods of time. Remember a significant amount of patient data. Assessment data, vital signs, assignments, medications, nursing interventions, orders.

## STUDENT LEARNING EXPERIENCES

### *THEORY*

Theory consists of learning sessions, class discussions, case studies, group projects, written reports/papers, exams, quizzes, simulations, oral presentations and HESI case study software. Refer to the course calendar and Moodle for specific dates, times, and assigned activities. Each student is expected to come to class prepared to participate in the class presentation, and therefore is expected to have completed assigned reading/assignments prior to attending class. During the first year of the program theory and lab is offered on both the Ironwood and Houghton campuses. During the second year of the program theory and lab are located on the Ironwood campus only.

## *MOODLE*

Moodle is a learning platform where your instructors will post classroom materials, assignments, and grades. You can access Moodle and your class materials from any location that has internet access. You may be submitting assignments, taking exams/quizzes, or participating in discussion boards in this learning platform. Students are introduced to Moodle the very first day of class. Any student having difficulties in navigating this learning platform must meet with the instructor or Allied Health Coordinator as soon as possible for assistance.

Clinical and Theory information will be posted on Moodle. **STUDENTS ARE RESPONSIBLE FOR ANY INFORMATION POSTED ON MOODLE.** Students are also responsible for checking email and Moodle regularly for program/course communications and requirements.

## *SKILLS LAB*

Skills lab will offer you the opportunity to learn about and practice the various skills you will need as a nurse. You will be tested on the skills learned in lab at various times. Your course calendar will indicate test-out days.

## *CLINICAL*

Clinical rotations offer you the opportunity to work in a variety of healthcare situations, allowing you to develop your skills and progress to the practicing nurse level. These sites are chosen based on which location will meet course objectives. Sites vary and students may be placed a variety of locations. Clinical rotations are primarily held during day and afternoon shifts. Days of rotations vary but may occur on any day of the week.

## *TEXTBOOKS*

Textbook resources include eBooks, testing platforms, documentation programs, and video series. Resources can be purchased through the bookstore and the publisher's direct site. Some resources are available from other sellers. Students choosing to purchase books from other sellers must make sure all the required resources are included. Required and optional textbooks are listed in each course syllabi. If you have purchased textbooks, please ensure they are the correct editions and ISBN numbers. Most resources are used throughout the course of the program.

## *GUIDE FOR EACH CONCEPT*

Each concept will have a guide containing: concept definition, exemplars, objectives, prior to class assignments, and readings/viewings, outlining the concept. This guide will also provide an outline of the content necessary for an understanding of the concept.

## *LIBRARY*

Multiple resources are available to students in the library and online. Students may request books from other Michigan libraries through the Ironwood campus library. Online resources include access to

Nursing 2016, American Journal of Nursing, and Nursing Made Incredibly Easy. These Ovid resources can be accessed by following the steps below:

- Go to the library home page
- Library Databases
- OVID
  - Click on Ovid
  - If accessing from off campus you may be asked for a username and password:
    - Username: gocc999
    - Password: welcome1

#### LPN and RN Licensure Eligibility

Students who satisfactorily complete the first year of the core Nursing curriculum, NUR 150, and all related general education requirements qualify for a Certificate in Practical Nursing and are eligible to apply to sit for the National Council Licensure Examination for Practical Nursing (NCLEX-PN). Students who complete the second year of the nursing program and all general education requirements will receive an Associate in Applied Science Degree in Nursing and are eligible to apply to sit for the National Council Licensure Examination for Registered Nursing (NCLEX-RN) as a step towards Registered Nurse (RN) Licensure. Students should note that the GCC nursing program is approved by the Michigan State Board of Nursing. Students wishing to test in states other than Michigan should review that state's requirements to verify their ability to test in that state.

During NUR 150 and NUR 246, students will receive information regarding the Practical or Registered Nursing Licensure Application for the Michigan Board of Nursing. Students are responsible for submitting an accurate application and appropriate fees. The most current information is available at [www.NCBSN.org](http://www.NCBSN.org).

Students should be aware that the following questions and statements are on the application:

*Check the appropriate answers to each of the following questions. Provide a detailed explanation for any Yes answer you check.*

- |   |     |    |
|---|-----|----|
| 1. <i>Have you ever been convicted of a felony?</i>   | Yes | No |
| 2. <i>Have you ever been convicted of a misdemeanor punishable by imprisonment for a maximum of two years or a misdemeanor involving the illegal delivery possession or use of alcohol or a controlled substance?</i> | Yes | No |

*Any dishonesty in completion of the application will result in ineligibility for licensure.*

Applicants for a Michigan health profession license or registration are required to submit fingerprints and undergo a criminal background check.

## Section 2: Policies and Procedures

### Student Emails

All nursing students must utilize the Gogebic Community College email address issued to them for any correspondence with the Allied Health Department, faculty, and staff. This includes any Moodle emails. Students may set up their emails to be forwarded to the most frequently checked site. Students are responsible for checking their email several times a week to keep current with any announcements or deadlines.

### Contact Information

Students must notify the college Admissions Office at 906-307-1207 and the Allied Health Department at 906-307-1345 with any changes in personal information (name, address, phone, email, contacts, etc.).

### Emergency Notification System

All students are expected to sign up for the Emergency Notification System at the MyGCC link on the Gogebic Community College website. This system will alert you to school delays and cancellations.

## **GOGEBIC COMMUNITY COLLEGE ALLIED HEALTH DEPARTMENT**

### TECHNOLOGY, SOCIAL MEDIA, AND CONFIDENTIALITY POLICY

#### **TECHNOLOGY – LEARNING SESSIONS/TESTS/LAB**

- 1) Cell phones/mobile devices must be always silenced when in class.
- 2) If you are caught with your phone/mobile device during a test or during the post-test review, you will receive a 0 on that test.
- 3) Students must bring laptop to every class, lab, and exam.
- 4) To review a previous test outside of class, a student **MUST** make an appointment with the instructor. Each post-test review is limited to a maximum of 30 minutes.
- 5) Prior permission must be granted by the faculty to record or take photos during learning sessions, lab or post conference. Students are expected to respect that faculty member's decision to allow or disallow. If permission is granted, students may not post the recording anywhere. If it is found that a student has done so, the student will be given a written warning. This warning will result in a student being placed on probation. A second offence will result in the student being removed from the program.
- 6) Students may ask a peer to record (with the student's own phone) their performance practicing skills for the purpose of self-evaluation and improvement. These recordings may not be posted on social media.

#### **TECHNOLOGY – CLINICAL/POST CONFERENCE**

- 1) Personal cell phone must be turned off from the time students leave their vehicle to enter into the clinical facility until the time they return to their car to leave the clinical facility.

- 2) Taking photographs or recording of conversations is strictly forbidden in all patient areas, even if the patient is not identifiable. Students who do so are in violation of HIPAA and are subject to immediate expulsion from the Allied Health Department Program and potential investigation by the Federal Office of Civil Rights.

#### **SOCIAL MEDIA AND CONFIDENTIALITY**

- 1) Students must recognize that they have an ethical and legal obligation to always maintain patient privacy and confidentiality.
- 2) Students must not transmit by way of any electronic media any patient-related information or image that is reasonably anticipated to violate patient rights to confidentiality or privacy or to otherwise degrade or embarrass the patient.
- 3) Students must not share, post, or otherwise disseminate any information (including images) about a patient or information gained in the nurse-patient relationship with anyone, unless there is a care-related need to disclose the information or other legal obligation to do so.
- 4) Students must not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- 5) Students must not refer to patients or their family members in a disparaging manner, even if they are not identified.
- 6) Students must not take photos or videos of patients on personal devices, including mobile devices.
- 7) Students must not make disparaging remarks about faculty or students.
- 8) Students must not post any information identifying a client, client situation, clinical faculty or staff, faculty member, guest lecturer or GCC program experience on any social media website (even positive comments). Social Media outlets include but are not limited to: Facebook, LinkedIn, MySpace, YouTube, Twitter, Yahoo Finance, Instagram, Snap Chat, Pinterest, YikYak, Tumblr, Vine, Tagged, etc. Health care workers have been fired for discussing patient cases on social media even though no names were discussed.
- 9) Student must not give health care advice on social media sites.
- 10) **Any violation of this policy will be promptly reported. Disciplinary actions will be taken accordingly. The minimum consequence of a violation is a warning and probation, and violations may result in removal from the program. Violations by a student involving a clinical facility or patient encountered at a clinical facility will be reported to that clinical facility. Further disciplinary actions may be imposed by the clinical facility.**
- 11) **If the violation involves a patient, it will be dealt with as a possible HIPAA (Health Insurance Portability and Accountability Act) violation. HIPAA protects the privacy of individual identifiable health information, called protected health information (PHI). The Department of Health and Human Services may impose civil money penalties for failure to comply with a Privacy Rule requirement. A person who knowingly obtains or discloses individually identifiable health information in violation of HIPAA faces a fine of \$50,000 and up to one-year imprisonment. The criminal penalties increase to \$100,000 and up to five years imprisonment if the wrongful conduct involves false pretense and to \$250,000 and up to ten years imprisonment if the wrongful conduct involves the intent to sell, transfer, or use individually identifiable health information for commercial advantage, personal gain or malicious harm. Criminal sanctions will be enforced by the Department of Justice. Students may be banned from the clinical facility and subject to immediate expulsion from the Allied Health Department Program and potential investigation by the Federal Office of Civil Rights.**



Students should review the National Council of State Boards of Nursing (NCBSN) website regarding “A Nurse’s Guide to Professional Boundaries”

[https://www.ncbsn.org/ProfessionalBoundaries\\_Complete.pdf](https://www.ncbsn.org/ProfessionalBoundaries_Complete.pdf) and “A Nurse’s Guide to Use of Social Media” [https://www.ncbns.org/NCBSN\\_SocialMedia.pdf](https://www.ncbns.org/NCBSN_SocialMedia.pdf).

## Substance Abuse Policy

The use, consumption, possession, distribution, or state of being under the influence of alcohol or any illegal drug while engaged in school-related responsibilities is strictly prohibited. School related responsibilities include: participation and presence in classroom or lab activities in the educational facility, participation and presence in a clinical experience or on clinical agency property, participation and presence at a student assignment or while representing the nursing program at GCC.

The abuse of alcohol and/or the use of illegal drugs and controlled substances are known to cause physical, mental, and psychosocial effects and may render an individual unable to perform the essential functions of an Allied Health Student in a safe and competent manner. A student must not be mentally impaired and must be able to function optimally in the clinical setting in any case. Students may need to work with their primary care physician for alternative treatments if the student is taking a prescribed drug that impairs function. Students should note that medical marijuana or its metabolite is not an accepted substance in drug screens and will result in a positive drug screen. Students with a prescription for medical marijuana are not considered cleared from a positive drug screen, nor are they exempt from a drug screen.

Students are required to complete a pre-placement drug screen according to the most comprehensive standards the clinical agencies have defined. Students are required to have a negative drug screen on the first attempt for clearance. Students having a positive drug screen will be notified and may be subjected to further testing and review at their own cost, which could result in disciplinary actions up to removal from the program.

The use of CBD oils can result in positive drug screens. Students having a positive drug screen will be notified and may be subjected to further testing and review at their own cost, which could result in disciplinary actions up to removal from the program.

Clinical sites may also require a drug screen based on behavior exhibited by the student while at the site. When requested by facility personnel, students must submit to a drug screen following facility policy. A student referred to a drug screen will be removed from clinical participation until the results of the drug screen are reported. Referred students will be escorted by college personnel to the appropriate facility for screening.

The Allied Health Department will impose appropriate disciplinary procedures, up to and including suspension or dismissal from the program, upon any student found to have a positive drug screen or those found in violation of this policy.

Students are required to submit to all drug and/or alcohol testing required by Gogebic Community College pursuant to this policy. Student failure to submit to a drug or alcohol screen, attempting to tamper with, contaminate, or switch a sample will result in the automatic dismissal from the nursing program. After a student has been admitted to the program, he/she is required to immediately inform the Director of Allied Health of subsequent arrests or conviction of any drug or alcohol related offence, even if the individual has previously taken and passes a drug or alcohol screen. The student may, at the discretion of Gogebic Community College, be required to do further testing, may not be placed into the clinical component or rotation of any course, or may be removed from any such clinical component or rotation if already placed. An arrest or conviction may lead to dismissal from the program.

As a condition of enrollment, each student will agree to adhere to this Substance Abuse Drug and Alcohol Testing Policy as well as agree to abide by individual institutional policies relating to drug or alcohol screening and substance abuse in the clinical agencies to which they are assigned. Students will be required to sign a form verifying agreement to adhere to the GCC Substance Abuse Drug and Alcohol Testing Policy as well as the substance abuse and drug and/or alcohol testing policies of clinical agencies to which they are assigned. In addition, students will sign a release of information so that any test results will be released to the Director of Allied Health at GCC and the student will agree to cover the cost of testing.

(Students must sign and submit the attached substance abuse agreement)

Readmission After a Substance Abuse Violation

A student who is dismissed from Allied Health programs due to substance abuse or a positive drug or alcohol test will be considered for readmission if the following conditions are met:

1. Submit to an evaluation for substance abuse by an approved evaluation and/or treatment agency and completion of the prescribed treatment program. Verification of successful completion must be presented to GCC with application for readmission.
2. Submission to a drug and/or alcohol test prior to readmission and agreement to submit to random testing at any time during the program if readmitted. This drug and/or alcohol testing will be at the student's expense. A positive drug and/or alcohol test will result in ineligibility for readmission.

Professionalism Expectations

Professionalism implies a respect and courtesy for others in the educational setting and chosen profession. Students are expected to maintain the highest standards of professionalism in all phases of Allied Health Programs. This includes the classroom, clinical settings, all community college services, and in related public settings. The appearance of students and their words and actions elevates or diminishes professional image. Inappropriate, unprofessional, and unsafe behavior in any course or in any aspect of campus life will result in consequences.

Continued professional development and lifelong learning is an additional aspect of professionalism that is stressed throughout the program.

### Classroom Behavior

- Students are expected to attend all classroom activities.
- Students are expected to come to class prepared for the content to be presented. Chapter information will be available on Moodle in advance. Students should expect to be quizzed on the assigned content at the beginning of class. This is necessary in order for active learning to occur. Active participation has been shown to improve critical thinking and reasoning. This is an essential outcome for the professional nurse.
- Students are expected to be respectful to both the instructor and fellow classmates.

- Internet access is required in all classes. If students are unable to access the internet at home, they must take responsibility to work on the computers at the college.
- Students are expected to access their course syllabi and handouts through Moodle.
- Computers/laptops will be used in class. It is expected that students use them appropriately. No electronics, other than designated computers, are allowed during any exams. Students must not be able to see/hear/feel these devices during exams or test reviews. Devices must be left in purses, backpacks, etc., no devices will be allowed on any person or workstation during an exam or test review. If a calculator is allowed on an exam, the calculator will be provided by the school. Students with special accommodations requiring a special device must have documented approval from the Director of Trio and Accessibility Services.
- Additional classroom expectations will be explained by faculty and be available in individual course syllabi.
- Exam grades will not be posted in a classroom or other public place by any number or name identifier.
- Each faculty will require APA format for all papers. APA resource can be found at Purdue Owl.
  - [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
- All students must complete community service activities if specified in the class syllabus. Failure to do so will result in an incomplete grade in the course.
- Scheduled SIM days, Resource days, and other community days are mandatory.
- Computer and hand-held device use is a privilege. Inappropriate use may result in suspension of privileges on a case-by-case basis.
- Each student is required to complete 10 hours of community service each year, which must include at least 2 different activities in each year of the program. Appropriate activities must be related to the health care field, and it is highly recommended that students have their community service activity approved by a faculty member prior to completing it.
  - Examples of appropriate activities include: assisting in the nursing lab, assisting at a flu clinic, volunteering at long term care facilities or facilities for the developmentally disabled, and blood donation or volunteering to assist at a blood drive.
  - A one paragraph explanation of how the activity met the requirements and what the student learned during the activity MUST be turned in with a form showing where the community service was performed. The form is available on Moodle for completion.

#### Attendance Policy

The student is expected to be prepared academically, mentally, and physically for all courses. The instructor may dismiss the unprepared student from any setting. Being prepared assists the student in developing safe practice. Attendance and active participation are expectations of the program and is a measure of professionalism.

Dental, physician, and any other appointments MUST be made outside assigned clinical/class hours. Students are encouraged to limit outside commitments to 16 hours per week.

Attendance Expectation and Consequences:

- Sleeping in class will be noted as an absence.
- Texting or surfing the web or doing other homework assignments while in class may be considered an absence.
- Injury/Medical Condition: A student who is unable to safely perform any of the requirements of class, lab, or clinical due to an injury or medical condition (including pregnancy) is to notify his/her instructor immediately. A physicians' slip is required for any restrictions. Students unable to participate at the level expected may need to complete the course at a time when they are able.
- Being late is viewed as disrespectful to fellow classmates and your instructor.
- It is the student's responsibility to contact the instructor to obtain missed assignments.
- Skills laboratory attendance is mandatory. Students are expected to be prepared to practice skills planned.
  - In the event that a lab skills day is missed:
    - Students must notify the instructor
    - Students must make arrangements with a tutor, classmate, or instructor to learn and practice the content missed.
    - Students will receive an appropriate assignment that will provide for an equal amount of time and effort to complete.
- **Full attendance at agency days and other days beyond normal learning session days is an expectation of the course.**
  - If any part of these days are missed, students will receive an appropriate assignment that will provide for an equal amount of time and effort to complete. (equal to the time missed)

**A record of total absences and tardies is recorded in each nursing course, this follows the student through the entire nursing program. Absences are reported to Student Services.**

Considerations for Houghton Second Year Students

If the Copper Country Center is closed due to inclement weather, students residing in proximity to the Copper Country Campus are excused from in person attendance on the Ironwood campus. Students may be required to attend the class/lab/sim via Zoom or make-up the activity at a later date. In the event there is a scheduled test that day, the students will be required to take the test the next day the Copper Country Center is available or the next day the students is in Ironwood for in person learning. There will be no deduction for late testing if the test is taken at that time. In the event that a Houghton Gogebic Community College Student was scheduled for a clinical experience in the Ironwood area or other distance area, that clinical day will be excused, and the hours will be rescheduled.

## Grading Standard

The grading standards of the Nursing Program are higher than the standards in many other courses or programs at Gogebic and at some other colleges for the following reasons:

1. Nursing is a profession in which your knowledge, skills, and judgement could mean life or death to a patient.
2. Students who are able to meet these standards in all categories are generally shown to be more successful on the Board Exams.

All courses utilize the following grading scale:

A	94-100	C-	70-72
A-	90-93	D+	67-69
B+	87-89	D	63-66
B	83-86	D-	60-62
<b>B-</b>	<b>80-82 Minimum acceptable passing grade</b>	F	59 & below
C+	77-79		
C	73-76		

## Course Success

- **A minimum grade of 80% on exams only is required to pass the course and progress in the nursing program.** Assignment points will be added only if the exam average is 80% or greater.
- A minimum grade of 80% needs to be maintained after assignment points are added to the grade total to pass the course and progress in the program.
- Grades will not be rounded up.
- No extra credit points are available in nursing classes.
- Students receiving less than 80% on an exam are required to meet with the instructor.
- Nursing courses must be taken in sequence.
- An 80% "B-" or better must be maintained in all nursing courses.
- A "B-" or better must be obtained in BIO 250 and BIO 251.
- A "C" or better must be obtained in all other general education coursework.
- All 2<sup>nd</sup> year students will have a Capstone experience that will be a component of 4<sup>th</sup> semester clinical. This Capstone experience will be a total of 36 hours.

## Progression

- If an individual receives a "C+" or below in BIO 251 Human Physiology while in the GCC ADN Program, they will be required to exit out of the program with the option of taking the LPN exit class. The individual must obtain a B- in BIO 251 Human Physiology to be admitted back into the GCC ADN Program.
- If a student obtains a final grade of "C+" or lower in any NUR lecture course or a "F" in clinical, they will not be able to progress to the next semester of the program.
- Students will be unable to progress with grades of "C+" or below or with a "Fail" grade in a clinical course in any nursing course or a "C-" or below in any non-nursing courses. Grades will not be rounded up.

- Students repeating a course must repeat both the theory and clinical practice portion regardless of the area failed.
- Students are responsible for proper sequencing of pre-requisite and co-requisite supportive courses. Even if a student successfully completes all nursing courses but fails to complete required general education courses with the required grade will not be able to graduate and apply for a nursing license.

Test Policy:

Gogebic Community College  
Nursing Department  
Testing Policy

**Purpose of Testing Policy:**

To provide consistent testing procedures to students in all semesters of the nursing program.  
To provide exams that meet the criteria of the NCLEX Test Plan, NLN Associate Degree competencies and QSEN competencies.  
To measure and demonstrate student progression and attainment of course objectives.  
Assisting students to complete the curriculum, pass the licensure examination and become successful practitioners in their health care profession.  
Evaluation is used to drive the curriculum so students receive the best possible education, become excellent practitioners and ultimately provide a worthwhile service to the community.  
The GCC testing policy addresses both Internal and External Curriculum Evaluation

**Testing Committee:** Consists of all nursing faculty. The testing committee is responsible for designing, implementing and evaluating the testing policy and revising the policy as needed.

**Internal Curriculum Evaluation:**

Student exams are developed to ensure students are evaluated using reliable and valid instruments that measure their ability to perform as a safe and competent nurse. Test item analysis will be performed when a minimum of 30 students have answered that test item.  
The Nursing Department Faculty may utilize a variety of exam formats for assessing student knowledge. The format may not always be identified ahead of time. Quizzes will not always be announced in advance. All exams are to be completed at the regularly scheduled time. A student may take any quiz, test, or exam one time only. It is the responsibility of the student to be prepared for all testing.

**The integrity of test items is protected.**

Test banks are maintained in the ExamSoft platform.  
Students are not given copies of any exam items and are not allowed to take notes or pictures of any exam items.

**Test Blueprint:** A blueprint helps build a valid examination that measures students' understanding of the content and concepts. Test blueprints are developed and stored in ExamSoft.

Each test item is blueprinted according to the following:

- Blooms Taxonomy: Knowledge/Comprehension (Remember/Understand), Apply/Analyze.
- Concept: There are 47 concepts in the curriculum
- NCLEX Client Needs Category: Main categories, sub-categories and activity statements.
- Nursing Process: Assessment, Analysis, Outcomes/planning, Implementation, Evaluation
- Student Learning Outcome: Seven SLO's and corresponding competencies



**Assessment Blueprint: Blooms Taxonomy**

Semester	Knowledge/Comprehension	Application/Analysis
1	30-50%	50-70%
2	10-40%	60-90%
3	10-20%	80-90%
4	0-10	90-100%

- Knowledge questions: Recall facts and specific information; Memorization of specifics
- Comprehension questions: Tests understanding; Ability to describe and explain material.
- Application questions: Ability to use knowledge in a new situation
- Analysis questions: Ability to break down material into component parts and identify the relationships among them.

Each of the categories of the NCLEX need to be addressed in each course to ensure that all categories are tested throughout the program. Specific subcategories to be tested in each course include infection control, safety, patient privacy and critical thinking.

**Assessment Blueprint: NCLEX**

Management of Care *17-23%	Safety & Infection Control *9-15%	Health Promotion *6-12%	Psychosocial Integrity *6-12%	Basic Care & Comfort *6-12%	Pharmacology & Parenteral Therapies *12-18%	Reduction of Risk Potential *9-15%	Physiological Adaptation *11-17%
17-23%	9-15%	6-12%	6-12%	6-12%	12-18%	9-15%	11-17%

**Assessment Blueprint: Nursing Process**

Assessment	Analysis	Planning/goals	Interventions	Evaluation
20%	20%	20%	20%	20%

**A minimum grade of 80% on exams only is required to pass the course and progress in the nursing program.** Assignment points will be added only if the exam average is 80% or greater. A minimum grade of 80% needs to be maintained after assignment points are added to the grade total to pass the course and progress in the program. Grades will not be rounded up.

**Math Competency:** Each student will be required to take a conversion and dosage calculation test by week 4 of each semester. If the student receives less than 90% on this test they will need to remediate by setting up an appointment with a tutor or nursing faculty and the test will be given again by week 10 of the semester. If the student receives less than 90% on the second exam, the student will be required to complete the remediation activity required by the instructor and take the exam a third time by week 15 of the semester. Arrangements for the test can be made through the nursing office. If the student receives less than 90% on the third attempt they will be unable to continue on in the program and will receive a maximum of a “C+” in for a grade in the associated course.

**Exams:**

Each main semester course will have an exam for every 1-2 concepts with 40-60 questions per week of class. Other classes including NUR142, NUR242 and NUR246 have 1-2 exams per course.

Each course will have a cumulative final exam.

Test results will be returned to students no later than one week from the date of the test.  
The Moodle gradebook is the official record for determining student scores.  
Exams will be reviewed regularly for content accuracy and relevance to practice.

### Writing test items

1. A test blue print will be used for all theory tests. The blue print will be completed while developing the test.
2. All theory class tests will be comprised of NCLEX style questions: Questions may include charts or exhibits, audio file questions or graphic questions.
  - A. Multiple choice:
    1. Includes a stem, one best answer, three distractors (options)
    2. 10% of these questions will pharmacology related.
  - B. Multiple response and extended multiple response:
    1. Include a stem, at least two correct answers, and a maximum of eight distractors
    2. Will include "select all that apply"
  - C. Fill-in-the-Blank
    1. Require mathematical calculation for a numeric response
    2. May include, but not limited to dosage calculations
  - D. Extended Drag and Drop or Ordered Response: Put responses in correct order
  - E. Enhanced Hot Spot (Point and Click)
  - F. Audio and video clips
  - G. Extended drag and drop
  - H. Cloze (Drop down)
  - I. Matrix/grid
  - J. Bowtie
3. Test items are written to evaluate the student's ability to apply content and concepts to solving clinical problems.
4. Writing application/analysis items uses the four criteria for a critical thinking test item.
  - Provides a situation/scenario; requires students to recall principles, rules or facts in a real life context.
  - Requires students to use what they have learned to provide the correct answer.
  - Tests student ability to think critically and solve problems
  - Tests nursing
5. Rationales should be included in the key.
6. All items are reviewed to eliminate test wise items.
7. Items should be written as questions in full sentences.
8. Items will refer to "the nurse" and "a client". Names will not be used for the client.
9. Use "client reports" or "client presents with..." not "client complains of".
10. Use prescribe/prescription (not order/orders for meds or treatments).
11. Use "the nurse will..." Not "the nurse should"
12. Use primary health care provider NOT physician, NP, etc.
13. Each exam will have 3-5 math questions.
14. Avoid:
  - Abbreviations other than standard medical terms. (ie. prn)
  - Use of "all of the above" or "none of the above"

15. Exam should:

- Incorporate multi-logical thinking
- Require a high degree of discrimination
- Simulate nurse-client interactions and the nursing process whenever possible
- Use concise stems – eliminate extraneous verbiage; only pertinent information in the question stem
- Have a clearly stated rationale for each test item
- Use consistent wording in the stem and the answer choices.
- Make the distracters all attractive choices

Administering Tests

1. All Exams will be given at the scheduled date and time on ExamSoft. Quizzes may be on ExamSoft or on paper at instructor discretion.
2. Students must bring their personal computers with the ExamSoft program downloaded and adequate charge on the battery and/or a charger for each exam. Students should purchase computers that meet ExamSoft technical requirements.
3. If the device malfunctions, the student may test on a GCC computer. If the student does not bring an approved device with a charger, the student may test on a GCC computer WITH A 5% TEST DEDUCTION.
4. Students must remove hats/hoods and watches, and turn off cell phones and place all electronic devices, including cell phones, in a backpack/purse or on counter (off their person) prior to testing. All student possessions (backpacks, cell-phones, hats, etc.) will be off the student's desk during testing except for their computer, a charger for the computer, a whiteboard and marker. The cell phone may not be accessed until the exam is completed. No electronic devices (cameras, PDAs, smart watches or other electronic equipment) are allowed during exams. Cell phones must be powered off or in "airplane mode" during exams as even vibrate mode can be distracting. A calculator is available on ExamSoft.
5. The exam must be downloaded onto the approved device prior to the start of class. After taking the exam, the student must obtain the "green screen" on the device before leaving the classroom. If the student leaves the classroom prior to obtaining the "green screen" the student will receive a "0" on the test. Proctor may assign seats for testing. Looking around the room and at others computer screens is not allowed.
6. Students will be provided a white board and marker consistent with NCLEX.
7. Students should be in the classroom at least 5 minutes prior to the start of the exam as it is disruptive and disrespectful to other students to have students arriving late. Take care of any food, beverage, or bathroom needs prior to the start of the exam. If a student's needs to leave the classroom during an exam, take care to leave quietly.
8. Students may have one drink available to them that may be checked by the proctor, no

food is allowed during the exam.

Exams:

1. Time allowance for exam questions is 1.36 minutes for each multiple-choice item and 2 minutes for each math calculation test questions.
2. Students needing academic accommodations as documented by the Learning Assistance Center must discuss the accommodations with the course instructor prior to the exam. No additional extra time is allotted for math calculation assessments as the student will need to perform these in the most efficient manner in clinical situations.
3. Instructors will not answer questions about the exam content during the exam or after the exam if students will be taking the exam at a later date. There will be no discussion of test items between students and faculty until all students have tested.
3. A standard dictionary will be available in the room for students to look up non-medical terms if necessary.

The procedure for classroom tests should be as follows:

- Students will download the exam in Exemplify *prior to* the start of class.
- Students will be seated in the exam room and ready to start the exam at least 5 minutes prior to the scheduled time. Doors may be locked at the start time. Any students arriving late may not be allowed to test. Penalties for late testing will be applied.
- Students will be given the code to start the exam by the proctor.
- Students will not access any electronic device, notes, books, etc. while the exam is open, the exam must be submitted and the student must get a “green screen” prior to accessing any belongings.
- Students may not utilize cell phones in a classroom while any students are testing.
- Students who disagree with the keyed answer may complete a Student Test Item Query form to explain their rationale for their chosen answer. These forms will be submitted to the faculty.

Take Home/Open Book Tests:

- Questions on any take home/open book tests will be worth a maximum of ¼ point.
- A maximum of one open book or take-home test is allowed/course.

Quizzes:

- Quizzes (worth 10 points or less) will not be able to be made up if students are late to class or absent the day the quiz is given.
- Quizzes with more than a 10-point value may be made up following the above late testing procedure.

Taking an Exam Late:

Arrangements must be made with your instructor for any test missed.

- o Late tests will receive a 5% deduction.
- o A 10% deduction will occur if the test is not taken within 2 days.
  - Each student will have this option a maximum of 2 times.
  - All late tests after the student has taken 2 late tests will result in a zero score.
- o A score of zero will be given if the test is not taken within one calendar week.
- o An alternate test may be used when late testing is necessary.

**Analyzing Test Results: Psychometric analysis is used to ensure each test is valid and reliable.**

4. The faculty who wrote the test is/are responsible for analyzing test results. An item analysis will be run and exam scores will be adjusted at the discretion of faculty based on the test item analysis.
  - The statistics described below will be used to determine the validity and reliability of exam items. Items and exams without acceptable statistics will be reviewed and revised before using them in subsequent classes. For the current exam, faculty will consider the following options for items where stats are unacceptable.
    1. Give credit for more than one choice. (Best option)
    2. Nullify the test item by giving credit for all choices. (2<sup>nd</sup> option)
    3. Delete the test item from the exam and recalculate with one less total items. (last option)
2. Test item analysis is completed after every examination to evaluate the reliability of the test questions and reliability of the exam overall. Revisions are made as indicated prior to administering the exam again.

**Item difficulty or “P value”**

- Percentage of correct responses, mean p value translates to mean % score.
- Desired range on exam 0.3-0.8 (30%-80% correct) with the goal being 0.7-0.8.
- Item difficulty of very difficult questions (< 30) or very easy questions (> 80) contribute little to overall exam reliability

When an item has a difficulty of < 0.3 it will be analyzed to determine if all students will be given a point for that question and it will be revised for the next exam.

When an item has a difficulty of > 0.8 this indicates the item does not discriminate between higher and lower performing students. This could be that the item has been compromised, students may have inadvertently been given the answer or the item is too easy. This item will be revised for the next exam unless this is considered a mastery item which is rare.

**Item Discrimination or Point Biserial (PBI)**

- Correlation between score on an item and score on the exam (difficulty index)
- Differentiates between those who have high or low test scores
- Ranges from -1 to +1
- Positive PBI indicates those who scored well on exam answered item correctly.
- PBI should be positive for the correct answer
- PBI should be negative for distractors
- All options on a multiple choice question should be chosen.
- PBI target is 0.4-0.7 for correct option. Any item with a Point Biserial of < 0.2 will be revised for the next exam as it does not discriminate between higher performing and lower performing students. Once exams have met this target, items with point biserial <0.3 will be revised.

Distractors not chosen by any students once 30 students have answered that question will be revised for the next exam.

## Reliability Coefficient

Target is KR-20 of .65 or higher

KR-20 is Kuder-Richardson Formula 20 which is a reliability coefficient. It is a measure of the likelihood of obtaining similar results if the exam is re-administered to another group of similar students. If an exam has a KR-20 of less than .65 the exam will be analyzed and revised before being used again.

- Ranges from 0-1 (higher is better)
- The higher the variability in scores, the higher the reliability

## Study Guides

- The syllabus, class objectives, student learning outcomes, class activities and readings are all part of the material available to students in preparing for an exam.
- An additional study guide is optional and should be considered an outline only, to help students focus, it should not be comprehensive.
- It should never be a list of topics that correlate directly with exam questions
- Consider the purpose for providing a study guide. It is not meant to communicate to students what parts of the class they can skip as this is not good preparation for the NCLEX.

## Reviewing Tests with Students

5. It is at the faculty's discretion if a group review is conducted. If so, the students will not be allowed to take any notes; they can only read the exam questions and discuss questions with other students or the faculty.
6. Individual review:
  - a. Students will be allowed to review missed questions at the end of the exam in Exemplify. Students are not allowed to write, copy or take pictures of any part of the exam and no electronic equipment (cell phones, iPads, etc.) can be taken out prior to the student submitting their exam and getting a "green screen".
  - b. All students earning less than 80% on an exam must make an appointment with the faculty for an individual review of the test.
  - c. If a student earns less than 80% on an exam, the student will complete the "Analyzing Exam Answers Tool" (at end of policy) to determine what may have influenced the grade earned.
  - d. The faculty will then discuss with the student the results of the Analyzing Exam Answers Tool and the exam to assist the student with strategies for improvement on the next exam.
  - e. Students who do not follow this policy will be contacted by the faculty for a discussion of the importance of remediation for success in the nursing program.

### External Curriculum Evaluation—Benchmarking

The process by which students are compared to students at other nursing programs through standardized examinations and licensure examinations.

External curriculum evaluation is defined as evaluation of the student' abilities in comparison with the general population of nursing students in the United States. Health Education Systems, Inc. (HESI) exams are used for this evaluation. Assessment occurs at the culmination of course nursing courses with the final cumulative assessment occurring in the last semester. Proctored HESI exam scoring is standardized. HESI exam points are counted toward assignment points and are not included in the 80% exam score required to pass a course.

HESI Exams include:

HESI Exam	When Exam is Administered
Fundamental HESI	Week 1-2 of 4 <sup>th</sup> Semester
Maternal Newborn HESI	Week 15 of 3 <sup>rd</sup> Semester
Pediatric HESI	Week 15 of 3 <sup>rd</sup> Semester
Med-Surg HESI	Week 12 of 4 <sup>th</sup> Semester
PN HESI Exit	Week 15 of 2 <sup>nd</sup> Semester Last week of PN Exit
RN HESI Exit	Week 13 of 4 <sup>th</sup> Semester
HESI CAT	Week 14 of 4 <sup>th</sup> Semester

Nursing Program HESI Remediation Requirements: Nursing courses that require HESI testing, recommended score is 900. Students that achieve greater than 900 on the initial exam will not be required to complete remediation. If students achieve <900 on an exam the student will need to complete remediation and retake the HESI exam, except for the HESI CAT as there is not a retake for that exam. Students will receive points equal to the highest of the 2 HESI exams. Remediation is designed to improve content understanding as you develop knowledge and clinical judgment in your classes. It is important for students to invest the time to successfully remediate appropriately. Remediation will be reviewed by faculty and faculty has the right to determine if sufficient effort has been demonstrated. In the event faculty find minimal effort has been determined, you will be asked to repeat remediation .Remediation is mandatory for successful completion in the course. Students are required to write a reflection after each HESI exam reviewing strengths, weaknesses and a plan to

improve areas of weakness.

**Role of Exam Proctor**

Confirm and document identities of students, ensure adequate spacing between students.

Maintain a physical environment conducive to testing (adequate lighting, minimal interruptions, etc.)

Ensure that students are aware of the time limit on the exam.

Describe to students what they are allowed to use during the exam (white board and marker or scratch paper)

Ensure that students do not have access to cell phones, smart watches or other electronic devices during the exam.

Supervise students taking the exam and reviewing exam.

Observe each student by circulating the room.

Provide no hints (verbal or non-verbal) regarding the right answer.



### Analyzing Exam Answers

**Directions:** Reflect on the exam you have just taken and questions you may have struggled with, then review the issues and possible explanations below. Check the box indicating the explanations that apply to you and add notes on what you will do to improve in this area after reading the following section on Test Analysis. Complete page 1 to review with instructor, use pages 2-3 to analyze your test taking skills and identify possible interventions.

Issue	Explanation	Yes/No	Notes
Insufficient Information	I did not read the textbook information thoughtfully to improve my understanding		
	I did not study all other available resources in Lippincott: Watch & Learn, Picmonics, Concepts in Action, Practice & learn, etc.		
	I did not study resources in HESI: Case studies, patient reviews, practice tests		
	I did not know the meaning of some of the terms		
	Information was not in my notes		
	I studied the information but could not remember it		
	I know the information but could not apply it		
	I studied the wrong information		
Test Anxiety	I experienced a mental block		
	I spent too much time day dreaming		
	I was so tired I could not concentrate		
	I panicked		
Lack of test skills	I carelessly marked a wrong choice		
	I changed a correct answer to a wrong one		
	I did not choose the best choice		
	I did not notice qualifiers		
	I did not notice a negative		
	I misread questions		
	I made poor use of time provided.		
Other			

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### Test Analysis

Problem Area	Potentially Related Factors	Assessment Needed	Possible Interventions
Lack of knowledge of subject	<p>Poor retention of information</p> <p>Inadequate study notes</p> <p>Failure to understand concept well enough to apply knowledge correctly</p>	<p>Did you spend adequate time in study and review? (Average 2 hrs study time for every hour of class time)</p> <p>Was the information needed to answer the questions given in class/lab/simulation—if so was it adequately recorded in your notes?</p> <p>Was the information needed to answer the questions in your textbook—if so was it recorded in your textbook outline or highlighted for studying?</p>	<p>Have you built in review time in your schedule?</p> <p>Did you set up a pre-exam study review schedule?</p> <p>Did you make use of summary sheets for diagnostic studies &amp; pharm, care maps, flash cards, etc., for drilling on important information?</p> <p>Set up note-sharing with a peer tutor</p> <p>Share notes with others in a study group</p> <p>Get help in improving note-taking skills</p> <p>Listen to recorded lectures and then complete notes after class</p> <p>Study with the goal of understanding</p> <p>Seek help from instructors</p> <p>Discuss concepts with other students in a study group</p> <p>Check your summary sheets or maps to see if they were prepared to show relationships</p> <p>Reflect and analyze information you did not understand.</p>
<p>Inadequate Reading comprehension</p> <p>Vocabulary</p>	<p>Failure to understand the meaning of the question(s) and/or answer options</p> <p>Inadequate vocabulary to understand</p>	<p>Did you restate the question or answer options in your own words before answering the questions?</p> <p>Check to see if you can explain the meaning of the</p>	<p>Seek clarification from the instructor to be sure the question or option is understood correctly</p> <p>Seek help with reading comprehension skills</p> <p>Look up all unfamiliar words when studying.</p>

	the meaning of question(s) or answer option(s)	word(s) which caused the difficulty	<p>Make a list of all new vocabulary encountered with the concept. (Often in the beginning of the chapter)</p> <p>Make flash cards of all new vocabulary words with their meanings. Drill with these flash cards. Use the words in sentences.</p>
Reading Speed	Lack of time to complete all items on examination or unwise use of time	<p>Did you answer all items?</p> <p>Were items left undone or unfinished due to lack of time?</p>	<p>Did you budget test time?</p> <p>Did you spend an inordinate amount of time on some of the questions?</p>
Exam Panic: Unable to concentrate during the Exam	<p>Questions or answer options not read carefully enough</p> <p>“Easy” questions answered incorrectly</p> <p>Good exam techniques not used on “easy” questions as well as “hard” questions</p>	Were you able to answer the questions correctly immediately after the exam or during the exam analysis?	<p>Practice good exam techniques so that you have a specific routine to follow in answering every exam question:</p> <p>A-Concentrate on what the question is asking:</p> <ul style="list-style-type: none"> <li>Highlight key words</li> <li>Determine your own answer before looking at the answer options</li> </ul> <p>B-Consider each answer option carefully:</p> <ul style="list-style-type: none"> <li>Highlight key words</li> <li>Mark each option as true, false, or?</li> </ul> <p>C-Choose answer using information you have learned during the course</p> <p>Use good techniques on every question—not just those that are difficult</p>
<p>Poor Exam Skills: Did not consider each option carefully</p> <p>Changed answer from right to wrong</p>	<p>Made snap decision on an answer choice without thinking through each option</p> <p>Attractively worded distracter chosen because of lack</p>	<p>How many answers did you change?</p> <p>Calculate the percentage of questions changed from right to wrong.</p> <p>Too much read into the question</p>	<p>Underline or highlight key words in options</p> <p>Compare your “pool” of possible answers with answer options on exam</p> <p>Mark each option as true, false, or ?</p> <p>Use knowledge you have learned in course—do not choose something unfamiliar just because it “sounds good”</p> <p>Never change an answer unless you know why the first choice was wrong and/or why the second choice is right. Never change an answer just because of uncertainty or lack of confidence in your knowledge. First</p>

<p>Difficulty with “except” questions</p>	<p>of self-confidence or because correct option seemed “too easy”</p>	<p>Did you have difficulty with “except” or negative questions?</p>	<p>impressions are usually right. Later on you may “read” too much into the question</p> <p>Disregarded or missed the word “except”</p> <p>Mark each option as true, false, or ?</p> <p>Choose the answer that is different from the others</p> <p>Reread stem (including “except”) with answer option chosen to be sure your answer makes sense</p>
<p>Failure to use time wisely— did not answer all questions</p> <p>Did not answer questions adequately (essay or short answer questions)</p>	<p>Too much time used on some question(s) with not enough time left to answer all questions</p> <p>Carelessness or lack of concentration</p>	<p>Were all questions answered?</p> <p>Did you know the correct answer to questions not answered on the exam?</p>	<p>Give more time to questions worth more points.</p> <p>Make use of all information in the test, look for memory joggers, as you work through the test</p> <p>Outline all key points before writing answer for an essay question</p>

Academic Success Plan

- 1) Anytime a student’s exam score is at or below 80%, the student is expected to make an appointment with the theory instructor to discuss a plan for academic success.
- 2) All students are expected to follow up with the faculty for additional support at any time to improve academic success.
- 3) Students seeking assistance in Dosage Calculations are encouraged to speak with their instructor and contact ACES an/or Steve Frank for Math tutoring.

Academic Integrity

Personal integrity is a fundamental characteristic required for healthcare practice. Therefore, any student behavior that violates academic integrity will be addressed. It is your responsibility to know what constitutes academic dishonesty. If you are unclear about a specific situation, speak to your instructor. The following are some examples:

### Cheating

- Copying, in part or in whole, from someone else's test.
- Submitting work presented previously in another course if contrary to the rules of either course.
- Altering or interfering with grading.
- Using or consulting, during an examination, any sources of materials not authorized by the instructor.
- Receiving information from another student or giving information to another student related to the content of an exam that has been taken by one of you.

### Plagiarism

- Incorporating the ideas, words, sentences, paragraphs, or part of another person's writings, without giving appropriate credit, and representing the product as your own work.
- Representing another's artistic/scholarly works as your own.
- Submitting a paper purchased from a research or term paper service.

### Other Specific Examples of Academic Dishonesty

- Purposely allowing another student to copy from your paper/computer during a test.
- Giving your homework, term paper or other academic work to another student to plagiarize.
- Having another person submit any work in your name.
- Lying to an instructor or college official to improve your grade.
- Altering a graded work after it has been returned, then submitting the work for re-grading.
- Removing tests from the classroom without the approval of the instructor.
- Stealing tests or removing tests from any area of the college.
- Taking pictures during or recording a post-test review.

### Consequences of Academic Dishonesty

One or more of the following will occur based on the seriousness of the infraction:

- Receive a failing grade on the test, paper, or exam.
- Fail the course.
- Be removed from the program with no opportunity for readmission.

### Student Privileges

As a nursing student at Gogebic Community College, you are eligible for and encouraged to participate in all college activities. See the College catalog for information about specific organizations and activities.

## Student Services

The Student Personnel Services at Gogebic Community College include admissions orientation, student registration and records, assessment, counseling (academic, career and personal, special needs), financial aid, veteran's services, housing, learning support services, handicapped/disabled assistance, job placement, student government, student activities, intramural sports and varsity athletics. There is also available to students a food shelf, an interview clothing closet, and tutoring. To learn more about the services that students have access to, please reach out to the ACES center by calling 906-307-1209 or by contacting the Allied Health Coordinator. Full descriptions of student services are included in the College catalog.

## ADA Accommodation Statement for Students with Disabilities

Gogebic Community College is an equal opportunity institution and adheres to a policy that no qualified person shall be discriminated against because of age, race, color, religion, marital status, sex/gender, pregnancy, sexual orientation, gender identity, gender expression, height, weight, national origin, disability, political affiliation, familial status, veteran status, or genetics in any program or activity for which it is responsible. If you have a disability and need special accommodations, please contact Accessibility Services at [supportservices@gogebic.edu](mailto:supportservices@gogebic.edu).

If you have questions or complaints related to compliance with this policy, please contact: Director of Human Resources or the Vice President of Student Services and Athletics (students), Gogebic Community College, E4946 Jackson Rd, Ironwood, Michigan 49938, 906-932-4231, [equity@gogebic.edu](mailto:equity@gogebic.edu); or U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number (312) 730-1560, fax (312) 730- 1576, [ocr.chicago@ed.gov](mailto:ocr.chicago@ed.gov). Gogebic Community College is accredited by the Higher Learning Commission, [www.hlcommission.org](http://www.hlcommission.org), 800.621.7440.

## FERPA

Faculty cannot share/disclose information about a student with parents or spouses without written approval. Faculty may talk about the course or program in general but not provide specific information about a student. (Family Educational Rights and Privacy Act- FERPA- of 1974). Please see Gogebic Community College Catalog for further information on FERPA.

## Graduation Requirements

Students who wish to qualify for a Certificate of Completion in Practical Nursing or an Associate of Applied Science Degree in Nursing must complete the required sequence of courses with all grades being 80% "B-" or better in all the core courses and BIO courses. Students must receive a "C" or better in all other general education courses and a passing grade in all clinical areas. It is the responsibility of the student to assure that all graduation requirements are met. If the student has any questions, he/she must work closely with his/her advisor and with the Director of Allied Health Programs.

Students may graduate from Gogebic Community College with either an Associate Degree or a Certificate of Completion.

*Application for Graduation:* Students wishing to graduate must file an Application for Graduation in the Office of the Vice President of Student Services at the beginning of the semester in which they anticipate meeting all degree requirements. Graduation apparel consists of cap and gown and is available at no cost to graduating students. A separate application must be filed for each degree sought.

**Enrollment Status:** You must have been enrolled at Gogebic Community College during the semester immediately preceding fulfillment of degree requirements.

Upon satisfactory completion of the Program, the student will be awarded a certificate or degree which indicates that he/she has successfully completed the appropriate GCC Nursing Program.

**Honors Recognition: Dean's List**

Each semester, a Dean's List is issued and published listing all full-time students who have earned a 3.5 average or better semester GPA. Honors at graduation follows Gogebic Community College policy included in the course catalog.



## Section 3: Clinical/Simulation Lab Policies

Nursing students are responsible for maintaining all requirements needed for clinical placement. It is the policy of the GCC Nursing Program to align with the vaccination and health requirements of the clinical agencies. All requirements must be met by August 15<sup>th</sup> of every year unless otherwise noted. Any requirements that expire during the program must be renewed and maintained. Students who do not meet the program for submission of health requirement updates will:

- 1) Receive an administrative Continuous Improvement form for unprofessional conduct. This form will be recorded on the student's clinical evaluation form.
- 2) Further incidents will result in completion of an administrative warning form and will also include a meeting with the Director of Allied Health regarding continued status in the program.
- 3) Students non-compliant with health and/or facility requirements will be removed from clinical and will accrue absence time. This will be noted on the student's clinical evaluation form and in the student file. These absences must be made up. Please note that students are only allowed 2 clinical make up days. Students are required to pay for instructor costs of the clinical make up days.
- 4) Students accruing more than two clinical absences will not be able to successfully complete the clinical rotation and will receive a failing grade for the clinical. Failure to maintain medical clearance may lead to a student being withdrawn from the clinical rotation and receiving an unsatisfactory grade.

### Health Requirements

Students are required to obtain clearance from the Allied Health Department prior to attending a clinical rotation. Students must:

- 1) Students attending clinical must meet those individual facilities onboarding requirements. Students must be aware that these requirements may change during the 2022-23 academic year due to the COVID-19 Pandemic.
- 2) Annual negative drug screen (**please follow specific instructions. Do not order a drug screen through your healthcare provider**)
- 3) Recent physical exam. Must be from within 4 months of the start of classes. Good for 2 years. Must use GCC form.
- 4) Verification of the ability to meet the technical standards of the program.
- 5) Annual Student health form.
- 6) Measles - 2 injections or titer showing immunity.
- 7) Mumps - 2 injection or titer showing immunity.
- 8) Rubella - 2 injections or titer showing immunity.
- 9) Hepatitis B – 3 injections or titer showing immunity or declination form.
- 10) Tdap – as an adult
- 11) COVID – Students must show proof of full vaccination. Students with a medical or religious exemption will be required to seek approval from each clinical rotation they are at prior to the start of clinical. If seeking an exemption, students must meet the requirements of the clinical agency for exempted students which might mean submission of additional paperwork, use of additional PPE, additional testing, and different quarantine requirements. The program will attempt to accommodate students for clinical placement but cannot guarantee placement. This might impact a student's ability to participate in clinical and progress in the program.

12) Influenza – due October 1<sup>st</sup>.

13) A Tuberculosis (TB) test

- a. A negative Tuberculosis (TB) Test can be used with the following methods:
  - i. A 2-Step TB Test (received within the last year)
  - ii. A 1-Step annual TB Test from the previous two years
  - iii. Lab Blood Test
    1. Quantifer
    2. TSpot
- b. If the TB test is positive, documentation of negative chest X-ray and completion of Tb screening will be needed.

14) Current CPR certification – Healthcare BLS level. **Students are responsible for updating their certification at least two to three weeks prior to the start of the semester in which it will expire.**

15) Verification of health insurance

The college reserves the right to request an updated medical release at any time during the program enrollment to confirm the student's ability to perform clinical activities without restrictions.

Students are responsible for maintaining immunization/certification status throughout the program. Some requirements require annual renewing. Student who do not have their requirements up to date will not be assigned to clinical groups or may be dismissed from a clinical group, resulting in clinical absence time and/or an unsatisfactory grade.

#### Medical Conditions

Students with any new or existing health condition which could affect the student in a clinical rotation must discuss this condition with the clinical instructor and Director of Allied Health. If the health condition affects the student's ability to safely perform the requirements of a normal clinical, lab, or class assignment (i.e. surgery, pregnancy, injury, etc.) the student must obtain and submit written documentation of the restrictions from the health care provider prior to continuing the clinical experience. Students may be required to sign and submit a Release Form. The level of restriction may impede the student's ability to successfully complete the clinical rotation, and the student may need to withdraw from the course. Situations are dealt with on an individualized basis.

## Latex Allergy or Sensitivity

The use of latex/latex-based products may exist in the health care environments as well as in the college classrooms, labs, etc. Individuals with latex sensitivities/allergies should seek advice from their health care provider so they may receive information to make an informed decision regarding their exposure to latex in the health care field. Students with known or suspected latex allergy or sensitivity must complete the following:

- Submit appropriate documentation of serum lab results
- Meet with the Director of Allied Health prior to attending class/lab/clinical
- Complete a waiver form obtained from the Allied Health Office

## Clinical Placement

- 1) Clinical placement will be based off return of deposit and intent form during first semester.
- 2) During 2-4 semesters:
  - a. Students are given the opportunity to identify their preferences for clinical rotations, but no guarantees are made or implied.
  - b. Efforts are made to rotate students to a variety of clinical sites to provide a well-rounded education experience and proved options for future graduate employment.
  - c. The clinical rotation schedules for the next semester will be released after final exams and grades have been posted.
  - d. If a student has not completed assigned clinical requirements by the due date, they will not be given clinical preference.

A variety of clinical facilities are utilized to provide opportunities for students to experience healthcare in a variety of populations across the healthcare continuum. Clinical contracts are established specifying expectations for all parties and ensure the protection of students. Students should be aware that clinical rotations are in various facilities including but not limited to:

Aspirus Ironwood	Howard Young Medical Center
Aspirus Keweenaw	Portage Health
Ashland Memorial	Baraga County Memorial Hospital
UP Health Systems Marquette	Houghton County Medical Care Facility
Bayside Village	Westgate
Gogebic Medical Care	Western UP Public Health
BHK	Head Start
Iron County Public Health	Area elementary schools
Peter Christensen Medical center	Memorial Medical Center

Clinical rotations are primarily day and afternoon shifts on any day of the week. Students must be able to accommodate any site, shift, or day of the week. Students are given the opportunity to identify their preferences for clinical rotations, but no guarantees are made or implied. Efforts are made to rotate students to a variety of clinical sites to provide a well-rounded education experience and provide options for future graduate employment. The clinical rotation schedules for the next semester will be released after final exams and grades have been posted.

## Clinical Performance Evaluation

The performance evaluation is based on the defined student learning outcomes, the course objectives and the associated competencies.

- These identify the expected student performance required to meet each goal by the end of course.
- In addition, the student self-evaluation form will be completed at the mid-term and final week.

The clinical evaluation tool will be used to review the student's clinical progress.

- When the need to improve is identified, the instructor will provide written examples to support the performance selected.
- Students are expected to read and sign the evaluation tool when indicated, and to indicate whether they agree or disagree with the instructor's comments. This signature indicates the student has reviewed the evaluation. Students are encouraged to make further comments on the back of the page if more space is needed.
- The evaluation tool will assist the student in developing acceptable nursing performance to the level required to meet the final goals. The students are expected to demonstrate increased proficiency as the clinical rotation progresses and all of the clinical objectives must be met by the end of the course.
- A midterm and final evaluation conference will be arranged by the instructors with each student.

Evaluation Rubric for Clinical

**Pass:** All objectives are met at performance level satisfactory.

**Fail:** One or more objectives have not been met and are scored at level unsatisfactory. This may be a pattern of unsatisfactory performance throughout the course, or it may be related to a single incident of unsafe clinical practice or unprofessional behavior.

A level of satisfactory is necessary to pass the course. Clinical papers/projects are graded as satisfactory or unsatisfactory. Unsatisfactory papers must be rewritten to a satisfactory level by the assigned deadline.

The clinical instructor may provide a written Continuous Improvement Form or a Warning Form (depending on the severity of the issue) at any time to alert a student of clinical incidents or unsatisfactory progress. Students may be placed on clinical probation due to these incidents. Students may be assigned remediation, assignments, or consolation with faculty/director.

Students who do not meet the clinical objectives or who pose a threat to patient safety may be dismissed from the clinical setting and may receive an unsatisfactory clinical grade.

Examples of behaviors requiring improvement include but are not limited to:

Uniform violations, unsafe clinical practice (see unsafe clinical practice sheet), leaving the clinical unit without permission, No Call No Shows (see attendance policy), unprofessional behaviors.

#### Warning Notice/Probation

- Indicates deficiencies in meeting course objectives which may be demonstrated by three “Unsatisfactory” in the same objective or three “Unsatisfactory” in a single week or other indications that the student is not at the expected level of proficiency.
- Written notification of warning/probation is provided including the reasons for warning/probation, recommendations for improvement and a date for re-evaluation.
- The student is required to provide a written plan for improvement based on the reasons for probation, due within one week.
- Failure of the student to meet the terms of probation and correct the deficiencies will result in clinical failure with a course grade of F.

#### Dishonesty/Cheating

Dishonesty in clinical will result in failing the course or complete removal of the student from the nursing program. Examples include but are not limited to:

- Reporting to the instructor or any coworker that a task was completed which wasn't done.
- Documenting care not given.
- Denying an action related to patient care which is later proven to be true.

#### Attendance Policy

Clinical, simulation, and requirements for each nursing course are designed to provide students with the necessary time to develop appropriate competencies for safe, level-appropriate, nursing practice. Students who arrive for clinical assignments on time and prepared are demonstrating expected professional behaviors. Time, repetition, and experience with a variety of patient assignments are necessary to master required clinical skills and competencies. Therefore, it is critical that students attend all assigned clinical hours. However, students may not jeopardize the health and safety of the patient population or themselves by attending clinical if they are ill. Students may be dismissed from clinical at the discretion of the clinical instructor or Director of Allied Health for health reasons. Medical clearance to return to clinical may be necessary.

Students are required to attend and be on time for **ALL** scheduled simulation sessions and clinical days (including clinical orientation), skills lab, skills test out and simulation. *Attendance and tardies are monitored throughout all lab/clinical sessions across the nursing curriculum.*

Students who are “tardy” or “absent” must contact the facility/faculty a minimum of fifteen minutes prior to the start of the simulation or clinical session (or at the time requested by the faculty). Students may not call in or provide information regarding an absence for another student.

Special Circumstances: If a student misses clinical due to hospitalizations, jury duty, or serving in the military an individual academic plan will be developed for the student.

## Tardy

Definition of a “Tardy” = Late arrival of up to 1 hour past the start of the clinical/simulation day. The clinical day starts 15 minutes earlier than the scheduled clinical time.

- First Tardy = Verbal Warning from Simulation/Clinical Faculty
- Second Tardy = Student will be placed on probation.
- Third Tardy = Second Probationary Warning by Clinical Faculty and meeting with Allied Health Director.
- Fourth Tardy = Clinical Unsatisfactory Grade/Dismissal from the Nursing Program
- Simulation/Clinical faculty will assign students with a make-up assignment for missed simulation or clinical time.

## Absences

Definition of “Absence Time” = Simulation or Clinical time missed

- Students arriving more than 1 hour late to lab/clinical sessions will accrue absence time –make sure you call the clinical instructor or faculty.
- Students leaving a simulation or clinical session early will accrue absence time
- Students arriving late to simulation or clinical facilities may be sent home from the clinical site or given an alternate assignment at the discretion of the clinical faculty dependent upon agency policy, course requirements, and/or available assignments.
- 1<sup>st</sup> day of missed clinicals = make- up clinical day at the clinical site.
- 2<sup>nd</sup> day of missed clinicals = VSim (s) Pharmacology will be assigned. Students will be required to purchase the Pharmacology vSim from Lippincott.
- Simulation Days – Vsims will be assigned for the first and second missed day. Students will be required to purchase the Pharmacology vSim from Lippincott.
- Anymore than 2 missed days is a fail.

No absences are excused with the exception of a death in the family.

- 1st absence – student must make it up with a clinical instructor for a fee – it is the cost of the instructor’s salary for those hours
- 2nd absence – the instructor assigns case study or other activity as they see appropriate except in the case of specialty clinical rotations (Mental Health, OB, and NICU, Public Health, Head Start and NUR 141 rotation). All specialty clinical days and rotations consisting of less than 50 hours of clinical time must be rescheduled and made up.
- 3rd absence – student receives a failing grade for clinical
- COVID-19 Related cases will be evaluated on a case-by-case basis.

In cases where a student has come to clinical unprepared (smelling like smoke or other odors that are offensive to patients, is not mentally or physically prepared to care for patients, is not following dress code, does not have the proper equipment, or has been mandated to work an excess of 8 hours immediately prior to the start of the clinical rotation), the instructor has the right to send the student home and mark them absent).

In cases of a serious illness or injury, students may submit an appeal to count two missed days as one. Appeals will be reviewed by the Director of Allied Health and faculty committee.

### No Call/No Show

Definition: a failure to notify either the instructor or the facility via phone (email is not acceptable) to which they are assigned if they will be late or absent.

- Student will be placed on probation.
- Probation will continue for the remainder of the program that the student is enrolled in.
- No call/No shows are accumulated throughout the program.

2<sup>nd</sup> no call/no show in the ADN program will result in the failure of the clinical course the second no call no show is taking place in. **PLEASE NOTE: No Call/No Show absences will accumulate through both years of the program.**

**Students requiring make-up days will complete those days during finals week and will be required to pay for the cost of the instructor.**

### Specialized Clinical Sites

Students will have the opportunity to attend clinical rotations at Home Health, OB, Mental Health, Head Start/BHK, NICU, and the Public Health Department. These facilities have allowed you to come to their facility to learn about the services they provide. This has taken time and effort on their parts. It is expected that you show up on your assigned date. All absence, tardy, no call/no show policies apply to these rotations. If you are missing the clinical:

- 1) You must notify the following people:
  - a. Mental Health – the clinical instructor assigned to you.
  - b. Public Health – the facility and Karen Balyeat
  - c. Home Health – the facility and the NUR 145 clinical instructor assigned to you.
  - d. OB – the clinical instructor assigned to you and Karen Balyeat
  - e. BHK/Head Start – the facility you are assigned to and Karen Balyeat
  - f. NICU – the facility you are assigned to and Karen Balyeat
- 2) All missed days in these rotations will be made up to meet learning objectives.
- 3) No call/no show, absence, and tardy rules will apply. For example, if your specialty day is part of a larger Clinical Rotation, that absence/tardy/no call will count towards your overall total for that clinical rotation. They will also accumulate throughout the program.

Do not attend these clinical rotations ill as you can endanger those they are caring for. However, take your attendance at these locations seriously. When you miss clinical, it is a hardship to these clinical sites as they then need to work to reschedule you.

### Student Illness

Students should not attend clinical if they:

- Have a fever (above 100.4 F orally)
  - Students should be fever free for a full 24 hours without medications (acetaminophen or ibuprofen) before returning to clinical
- Have an open wound
  - Students cannot rotate through OB if they have cold sores or herpes infections that are exposed
- Have vomiting or diarrhea
- Have an undiagnosed skin rash on exposed skin.

- Are on medications that cause drowsiness
- Have been on antibiotics for less than 24 hours for a communicable bacterial infection
- Have symptoms of influenza
- Have any symptoms of COVID-19 as defined by the Centers for Disease Control and the World Health Organization
- Have been exposed to anyone with known COVID-19 and have been asked to quarantine.
- Have been diagnosed with COVID-19 and been asked to self-isolate

#### School Cancellations

- If GCC classes are cancelled prior to the time that students have arrived at their clinical site, students will not be required to attend or to make up clinical hours.
  - Arrangements will be made to make clinical hours up if the number of hours missed jeopardizes the learning needs of the students.
- If school is cancelled while students are already at the clinical agency, the students will stay based on the needs of the patients and the discretion of the clinical instructor.

#### Two Hour Delay:

- Students should arrive at clinical at the assigned time.
- Students may not provide patient care until the instructor arrives. (The instructor will notify the facility if they will be late).
- If the student decides the weather is too dangerous to drive, they must notify the instructor, or the facility as noted above.
- They will be required to make up the day/hours missed.

#### **Other School Closing Events:**

- If the GCC or Houghton campus is closed for non-weather reasons, students will remain at clinical at the discretion of the instructor.

**A record of total absences and late arrivals is recorded in each nursing course. This record will be considered along with GPA will be used when completing reference forms or when considering the student for readmission to the program.**



## Professionalism: Clinical Behavior

- Students are expected to be respectful to the client, the staff of the facility, the instructor and their fellow classmates.
- Students are required to attend all clinical shifts. Please refer to “Clinical Attendance Expectations”.
- Students may not care for clients unless the instructor is present in the clinical facility. When instructed, the student may perform nursing care in the presence of an assigned agent of the instructor.
- Students are responsible to seek the assistance of the instructor in clinical before proceeding with new, unfamiliar, or uncertain aspects of client care. Students must also seek the assistance of the instructor when performing any aspect of patient care that the instructor has not given the student permission to perform on his/her own.
- Students are responsible for immediately notifying the instructor and nurse of any changes in patient status.
- Students are to follow policies, procedures, and student affiliation guidelines of the clinical agencies.
- Students must come to clinical demonstrating preparation to give responsible, safe care. Students whose written work or performance indicates a lack of preparation may be asked to leave the clinical area.
- Students are legally responsible and accountable for their own acts, commission and/or omission. Please refer to the attached “Criteria for Unsafe Clinical Performance” checklist for some examples of unsafe behaviors. **Students engaging in unsafe practice may be removed from the program.**
- An incident report must be filled out if an incident occurs while on duty in a clinical area. The student must report the incident at once to the clinical instructor. **Failure to report an incident to their instructor may result in dismissal from the program.**
- Students may not leave the clinical site during clinical hours. It is an expectation that students report off to the instructor prior to any breaks. Failure to do so is grounds for dismissal.
- Students will receive timely evaluations. The evaluation form will be reviewed with each student during orientation to each agency. Please refer to the “Evaluation: Clinical” for specific information.
- Students must be prepared for procedures and for medication administration.
- Students are responsible to maintain their individual skill checklist.
- Students will be required to demonstrate math competencies prior to medication administration.
- All hand-held devices must be utilized according to the hand-held device policy.
- All faculty will require APA format for all papers.

Dress Code: Students must follow facility policy.

	Gogebic Community College Requirement	NOT Acceptable
Top & Bottom	First Year: Navy Blue Second Year: Grey Loose fit to allow movement. Pants hemmed to the top of shoe. Clean, wrinkle free.	Other colors, improper fit, stained, soiled, wrinkled, ragged hemlines, foul smelling (including smoke/perfume), or low neck that shows cleavage.
Undershirt	Scrub color or white	No other colors and see above
Scrub Jacket	Optional – white or scrub color. Jacket should not have emblems, or advertising. Just plain.	No sweaters, hoodies, or other jackets
Socks	Plain white socks that cover ankles	No slouch/ankle socks or socks with stripes, decorations, or lace
Shoes	Shoes with good support, no mesh or open toe. Shoes and laces must be kept clean. White shoes may have a small amount of color.	No canvas and minimal mesh, high tops, clogs, open heeled, sling back shoes, shoes with colored soles/laces, flip flops, sandals
Photo ID	GCC photo ID name badge (first name and photo only) worn above the waist. Obtained from Houghton office or GCC Allied Health office on Ironwood campus.	No additional pins or accessories.
Hair	Neat, off face and uniform collar. Bangs above eyebrows or secured. Hair accessories should match hair color. Hair color should be a natural professional hue. Beards must be neatly trimmed or per institutional policy.	No hair ribbons, hair in face.
Nails	Short, trimmed.	No long, dirty, artificial, or polished nails.
Hygiene	Use a deodorant and fragrance-free hygiene/beauty product. Make-up suitable for professional health care setting.	No body odors, smoke odors, scented sprays, colognes, aftershave, lotions, or hair products.
Jewelry	Ring - 1 plain wedding band only Earrings – 1 pair of stud earrings in ear lobes only Necklace: hidden under neckline of top	No additional rings, visible jewelry, necklace, chokers, or visible body piercings
Required Accessories/ Other	Black Pen Stethoscope Watch with a second hand Access to drug book Mask (provided)	Cell phones must be completely off while in patient care area. Must be off while in skill lab area and during testing. Follow facility policy on tattoos. Visible tattoos must not be offensive. No gum chewing. No hats, caps, waist packs. No smoking at clinical rotation or on clinical premises
Psychiatric Clinical Rotations	Professional attire compatible with agency to ensure student safety. Comfortable shoes with low or medium heel. Hose or socks Neat, clean, and conservative attire.	No sandals, clogs, open toe, open heel, canvas tennis shoes, or flip flops. No bare ankles/legs; sleeveless, midriffs, or low cut tops, mini-skirts, t-shirts, jeans, sweatshirts, tight fitting clothing, spandex.

### Health Insurance

Students will be held responsible for any medical and/or personal expenses that they may incur as a result of an injury, accident, or condition that is acquired as a result of being a student at GCC. Students are encouraged to carry health insurance as students in the medical field come in contact with contagious diseases.

### Injury Policy

If the student is injured during clinical, it is the responsibility of the student to inform the instructor immediately. Hospital contracts demand that certain procedural steps be taken in the event the student becomes injured on the premises. Students are expected to follow the policy and procedure of the clinical agency. A copy of an incident report must be given to the Director of Allied Health program and the report will be filed in the student's records.

If a student is injured on campus, the student is responsible for reporting the incident to GCC staff and Director of Allied Health program immediately.

### Professional Liability Insurance

All nursing students are required to carry Professional Liability Insurance in the minimum amounts of \$1,000,000/\$5,000,000.

A group "blanket" liability insurance policy is provided with cost covered by nursing course lab fees.

### Criminal Background Checks

State legislation requires that all applicants who provide direct services to patients must consent to have criminal background checks completed prior to their first clinical assignments. Any felony or attempt to commit a felony, within 15 years may result in the student not being able to obtain clinical privileges. A misdemeanor that involves abuse neglect, assault, battery, or criminal sexual conduct within ten years may result in the student not being able to obtain clinical privileges. If the student is not able to attend the clinical setting, the student will not be allowed to continue in the nursing program. Fingerprinting and background checks are completed under the National Child Protection Act and are requirements of the clinical facilities. Students are responsible for all costs relating to the criminal background checks and fingerprinting requirements.

After a student has been admitted to the program, he/she is required to immediately inform the Director of Allied Health of any subsequent arrest or conviction of any of the criminal offenses covered by the Michigan Public Code Section 20173. An arrest or conviction may lead to dismissal from the program.

Legal citations can be located in each of the relevant Public Acts or in the Criminal Background Check Legal Guide. The Criminal Background Check Legal Guide can be found at [www.miltpartnership.com](http://www.miltpartnership.com). Students with a criminal history should also review the criminal background check requirements for the state they are seeking licensure in and for the NCLEX licensure exam. Information related to background checks/fingerprinting requirement for eligibility to take the NCLEX exams at [www.NCBSN.org](http://www.NCBSN.org) website.

## Section 4: Grievance and Readmission Policies

### Allied Health Department Grievance Procedure

The Allied Health Department will provide an orderly procedure for the student who has a grievance or has been dismissed from an Allied Health Program. The faculty member in charge of the course will notify the student in writing of any concern or dismissal within three (3) working days of knowledge of the issue. Students who have been dismissed from the program will not be allowed to attend clinical or class until the grievance has been resolved.

Students must make an appointment with the instructor involved to discuss the concern, ask for constructive feedback and use this as an opportunity to grow academically and personally.

Gogebic Community College Policies and Procedures shall be followed with regard to grievances. In cases involving danger to self or others, immediate separation from the program may be invoked. See GCC Student Handbook for full grievance procedure or contact the Vice President of Student Services office.

1. Students with a grievance should write a letter regarding the concern within three (3) days of receiving the concern or dismissal to the Director of Allied Health Programs and the Vice President of Academic Services.
2. The letter will include clarification of the concern or dismissal with an account of the facts pertinent to the grievance.  
Be specific in respect to the evidence and present only the facts as this should not be an attack on the instructor. Include evidence that the student has tried to resolve the issue with the instructor. Course number, title and name of instructor will be written on the letter. Submit a copy of the instructor concern or dismissal to the student letter.
3. The letter will be presented to the Director of Allied Health Programs and Vice President of Academic Services. The Director of Allied Health Programs and Vice President of Academic Services will review the written student complaint and the instructor written documentation. After reviewing the grievance, the Director of Allied Health Programs may meet with the student, instructor and/or with the student and instructor together to clarify the concern. The Director of Allied Health Programs and Vice President of Academic Services will attempt to resolve the grievance and send the student a summary of the decision involving the grievance within a reasonable amount of time based on the circumstances.
4. If the grievance cannot be resolved with the Director of Allied Health Programs and Vice President of Academic Services, the grievance will be reviewed by Allied Health Program Grievance Committee. The instructor involved will not be a part of the committee. A meeting will take place within a reasonable amount of time based on the circumstances to discuss the grievance and make recommendations. The Allied Health Program Grievance Committee may ask the instructor and/or student any questions regarding the grievance to clarify any questions or concerns.
5. The Allied Health Program Grievance Committee will send the instructor and student a written summary of the decision within a reasonable amount of time based on the circumstances after the meeting.

## Withdrawal

Students who choose to withdraw from the program must speak with their financial aid department prior to withdrawal to identify the financial ramifications of withdrawing.

Students who wish to withdraw from an Allied Health Program core course or required co-requisite course must have a withdrawal form signed by the course instructor and their advisor. A copy of the withdrawal will be sent to the Allied Health Department by the advisor and the student will turn in the other copy to the Vice President of Student Services office.

A student who is advised of a failing grade prior to the official “last day to withdraw” has the option to withdraw from that class and other classes the advisor recommends. These students may continue with other non-nursing classes they are passing for the current semester.

Students who withdraw from a core Allied Health Program course or required co-requisite course will not be able to progress and will be removed from the respective Allied Health program. Students who do not withdraw can receive a failing grade in the course. They may apply for re-entrance to the program using the steps outlined in the student handbook.

Students who have demonstrated a failing grade or withdraw for the second time anywhere in any Allied Health Program sequence will not be considered for readmission to the Program for a period of five years.

Allied Health Faculty will review the student’s reapplication and determine which co-requisites must be repeated along with the failed/withdrawn class upon readmission to the program.

## Readmission

A student who left their Allied Health Program for any reason including academic failure or withdraw failure may be considered for readmission (if clinical space is available) and must:

- Submit an application to the Allied Health Program for the semester requesting re-entry. Applications are available in the Nursing office and the Allied Health Coordinator office.
- Submit a letter to the Director of Allied Health Programs and the Vice President of Student Services to petition for reentry. This letter should address reasons for failure and a plan for corrective action.

Any returning student may be required to complete comprehensive testing of theory and clinical knowledge and expertise in completed subject areas prior to re-entry. Failure of comprehensive testing will result in repeating of corresponding coursework. Students will be expected to repeat any appropriate co-requisite coursework.

Repeating Courses/Re-entry into the program:

- Nursing courses:
  - 1<sup>st</sup> semester: If a student fails Nur Courses, they must reapply to the program for the

next academic year and repeat all clinical and NUR lecture courses.

- 2<sup>nd</sup> Semester: If a student fails NUR courses, they must reapply to the nursing program for the next academic year. Students will take the NUR 140 cumulative final in August. If the student passes with an 80% or higher, they will be able to join 2<sup>nd</sup> semester classes in the spring. If a student achieves less than 80%, the student must repeat first semester courses.
- NUR 150 PN Exit Class: Students failing the NUR 150 Exit class can:
  - Continue to the second year of the nursing program.
  - If the student chooses not to continue to the second year of the program and are out of the program for 2 semesters, they must take the NUR 140 and NUR 144 cumulative finals and receive an 80% or higher and take the HESI PN Exit class in order to be eligible to repeat the NUR 150 class. Students who do not receive an 80% or higher in both cumulative finals will need to reapply for entry into the nursing program and repeat semester 1 and 2.
- 3<sup>rd</sup> semester: If a student fails NUR courses, they must reapply to the nursing program for the next academic year. If the student has taken NUR 150, they are able to re-enroll in 3<sup>rd</sup> semester courses. If the student has not taken NUR 150m the student is encouraged to do so and obtain their LPN licensure. If they do not, they will take the NUR 145 cumulative final in August. If the student achieves less than an 80%, the student must repeat 2<sup>nd</sup> semester classes.
- 4<sup>th</sup> semester: If a student fails NUR courses, they must reapply to the nursing program for the next academic year. If the student has not taken NUR 150, the student is encouraged to do so and obtain their LPN licensure. The student will take the NUR 240 cumulative final in August. If the student passes with an 80% or higher, the student will be able to join the 4<sup>th</sup> semester classes. If the student achieves less than an 80%, the student must repeat 3<sup>rd</sup> semester classes..

An applicant must re-apply as a new student. Any student accepted for re-entry must meet the same admission requirements as all new incoming Allied Health Program students.

Students will be considered for readmission based on withdrawing passing for a max of two (2) times. Readmission of students who fail or withdraw failing is granted one time in five (5) years.

Past unprofessional, unsafe, or inappropriate behavior will be considered upon application for readmission.

**GOGEBIC COMMUNITY COLLEGE**

**CRITERIA FOR UNSAFE CLINICAL PERFORMANCE**

Nursing students are **legally responsible and accountable for their own acts, commission and/or omission**. This form attempts to define unsafe clinical performance. The examples below are not an all-inclusive list.

**Unsafe clinical performance is demonstrated when the student:**

<b>Category</b>	<b>Examples</b>
Violates or threatens the physical safety of the client.	<ol style="list-style-type: none"> <li>1. Fails to properly position the client</li> <li>2. Failure to carry out medical/nursing orders</li> <li>3. Fails to protect the patient from fall risk</li> <li>4. Comes unprepared for clinical</li> <li>5. Does not utilize standard precautions or perform appropriate hand hygiene</li> <li>6. Injures a client</li> <li>7. Functions under the influence of substances affecting performance</li> <li>8. Fails to report significant information as soon as possible</li> </ol>
Violates or threatens the psychosocial safety of the client	<ol style="list-style-type: none"> <li>1. Repeatedly uses non-therapeutic techniques</li> <li>2. Attacks/degrades the individual's beliefs or values</li> <li>3. Calls individuals by inappropriate names</li> <li>4. Continues to perform procedures when clients ask students to stop or leave</li> <li>5. Identifies clients by initials or names on written work</li> </ol>
Violates or threatens the micro-biological safety of the client	<ol style="list-style-type: none"> <li>1. Fails to recognize and correct violations of aseptic technique</li> <li>2. Does not utilize standard precautions or perform appropriate hand hygiene</li> <li>3. Leaves institution during shift</li> </ol>
Violates or threatens the chemical safety of the client.	<ol style="list-style-type: none"> <li>1. Violates the "6 rights" in administering medications</li> <li>2. Fails to accurately prepare for medication administration</li> <li>3. Fails to appropriately administer medications</li> <li>4. Fails to document medication given</li> </ol>
Violates or threatens the thermal safety of a client.	<ol style="list-style-type: none"> <li>1. Fails to observe safety precautions during O2 therapy</li> <li>2. Burns patient with hot packs, heating lamp, etc.</li> </ol>
Assumes inappropriate independence in action or decisions.	<ol style="list-style-type: none"> <li>1. Performs competencies not yet tested</li> <li>2. Fails to appropriately seek assistance with data collection and/or skills</li> <li>3. Supervised by a staff nurse when the instructor has specifically stated that the students are only to do a specific procedure with his/her supervision</li> <li>4. Fails to report significant information as soon as possible.</li> <li>5. Accepts a verbal/telephone order from a doctor without instructor witness</li> </ol>
Fails to recognize own limitations, incompetence and/or legal responsibilities	<ol style="list-style-type: none"> <li>1. Refuses to perform competencies passes in learning sessions/lab appropriately</li> <li>2. Fails to look up skills in agency policy and procedure manual prior to procedure</li> <li>3. Fails to seek consultation when clinical problems fall outside the current knowledge and scope of practice.</li> </ol>
Fails to accept moral and legal responsibility for his/her own actions thereby violating professional integrity as expressed in the	<ol style="list-style-type: none"> <li>1. Fails to conduct self in a professional manner</li> <li>2. Comes unprepared to clinical</li> <li>3. Reports late to clinical or is absent without informing the instructor and/or clinical facility</li> <li>4. Falls asleep at clinical</li> </ol>

ANA code of Ethics for Nurses (Student Handbook) and the Nurse Practice Act	<ol style="list-style-type: none"> <li>5. Falsifies or fails to report information</li> <li>6. Fails to report information as soon as possible</li> <li>7. Steals or functions under the influence of substances or an impaired state affecting performance</li> <li>8. Does not follow college/healthcare facility policies and procedures</li> <li>9. Violates Academic Dishonestly or Student Conduct Code (e.g. cheating on written work, plagiarism, or cheating on tests).</li> <li>10. Leaves assigned work stations without instructor notification</li> <li>11. Fails to follow cell phone, substance abuse, tobacco use, dress code policies as identified in Student Handbook</li> </ol>
Violates client confidentiality – can also be a violation of Federal Law (HIPAA) and may result in fines and/or incarceration.	<ol style="list-style-type: none"> <li>1. Shares client information on the phone</li> <li>2. Photocopies client records</li> <li>3. Shares client information with individuals outside the health team</li> <li>4. Puts client name and/or identifying information on student assignments</li> <li>5. Patient specific information leaves facility inappropriately</li> <li>6. Fails to follow the Technology, social media, and Confidentiality Policy (Student Handbook)</li> <li>7. Accesses clients’ electronic health records outside of clinical</li> <li>8. Accesses electronic health records of client’s student does not have interactions with</li> </ol>
Inadequately and/or inaccurately collects data, plan care or implement client care	<ol style="list-style-type: none"> <li>1. Unable to identify basic human needs through data collection</li> <li>2. Makes repeated faulty judgement/decisions resulting in ineffective nursing care</li> <li>3. Fail to observe/report/chart critical client data</li> <li>4. Comes to clinical unprepared</li> <li>5. Fails to report significant information as soon as possible</li> </ol>
Violates previously mastered principles/learning objectives in carrying out nursing care skills and/or delegated medical functions.	<ol style="list-style-type: none"> <li>1. Unable to obtain accurate vital signs, perform safe care, perform safe medication administration, and other competencies mastered in previous nursing coursework.</li> <li>2. Unable to apply the knowledge learned in learning sessions/lab and apply to safe care of the client.</li> <li>3. Unable to verbalize key information previously covered in learning sessions and/or lab.</li> </ol>

**I understand the Criteria for Unsafe Clinical Performance are examples of clinical performance that may be grounds for dismissal from the program. I understand that I am legally responsible and accountable for my own acts, commission and/or omission. I also understand the instructor has the right to dismiss me from clinical for unsafe clinical performance.**

**By signing this form, you agree that you have received and read this form and understand the criteria for unsafe clinical performance.**

Signature\_\_\_\_\_

Date\_\_\_\_\_



**Gogebic Community College  
Allied Health Department**

**Clinical Incident Form**

Student \_\_\_\_\_

Hospital/Floor \_\_\_\_\_

Instructor \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

Was an incident report completed for the event at the hospital or clinical agency? Yes \_\_\_\_\_ No \_\_\_\_\_

If no, why? \_\_\_\_\_

Was the Nurse Manager Notified? Yes \_\_\_\_\_ No \_\_\_\_\_ Name of the manager \_\_\_\_\_

Manager's contact information \_\_\_\_\_

Description of Incident:

Actions taken r/t patient, student, staff involved:

Any follow up actions indicated at this time:

Notify Director of Allied Health and file report.

**Student Issues Form:** Utilized for issues not covered under unsafe clinical practice, continuous improvement or clinical evaluation form. Also used for classroom issues or facility related issues the students are involved in.

Gogebic Community College  
Allied Health Department  
Student Issues

**Date:**

**Name of Student:**

**Faculty Involved:**

**Student Issue:**

**Situation:**

**Recommendation:**

**Rationale:**

**Resolution:**

Signed: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Allied Health Director Faculty



Warning Forms

Gogebic Community College  
Warning Notice

Student \_\_\_\_\_

Date \_\_\_\_\_

Course \_\_\_\_\_

Facility \_\_\_\_\_

This student has been evaluated and counseled as his/her progress is unsatisfactory.

REASONS

RECOMMENDATIONS FOR IMPROVEMENT

POTENTIAL CONSEQUENCES

RECOMMENDATIONS AND DATE IMPROVEMENTS MUST BE MADE BY

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Instructor Signature

Reviewed by: \_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_  
Date

Gogebic Community College  
Warning Notice Reply

Student \_\_\_\_\_

Date \_\_\_\_\_

Course \_\_\_\_\_

Facility \_\_\_\_\_

I have been counseled that my progress is unsatisfactory.

PERCEPTION OF PROBLEM

POTENTIAL CONSEQUENCES

PLAN FOR CORRECTION AND IMPROVEMENT

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Instructor Signature

Reviewed by: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Gogebic Community College  
Resolution of Warning Notice

Student \_\_\_\_\_  
Course \_\_\_\_\_

Date \_\_\_\_\_  
Facility \_\_\_\_\_

STATEMENT OF RESOLUTION

\_\_\_\_\_  
Student Signature

Reviewed by: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date  
\_\_\_\_\_  
Date

Substance Abuse/Drug or Alcohol Testing Policy

**Student Receipt**

*By signing this receipt, you agree that you have read and are responsible for understanding the Gogebic Community College Substance Abuse: Drug and/or Alcohol Testing Policy. Any questions you may have regarding this policy may be addressed to your nursing instructor.*

**Certification:**

I certify that I have read the Gogebic Community College Substance Abuse: Drug and/or Alcohol Testing Policy and agree to all provisions within the policy. Furthermore, I agree to follow all provisions of the Substance Abuse or Drug and/or Alcohol Testing policies of all clinical agencies to which I am assigned. I agree to cover the cost of any and all drug and/or alcohol testing required by Gogebic Community College.

I consent to the release of the results of all drug and/or alcohol testing required to my Instructor, the Director of Allied Health, and Administration at Gogebic Community College; I also consent to release of this information to the administration of the facility to which I was assigned.

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

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

Witness Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

## Course and Clinical Confidentiality Agreement

I acknowledge that any and all information related to the treatment of patients at the clinical site I am assigned during this Program shall be kept in strictest confidence as required by the patients' Constitutional Right to Privacy. I agree not to disclose, either during my clinical rotations, or after my rotation has been completed, any information received while involved in patient care and treatment, to others not directly involved in the patient's treatment, unless required by law. Information covered by this agreement includes patient lists, patient files, records, and reports, or other related information learned while providing direct patient care.

I further agree that during the period described above, I shall not misuse, take, retain, or copy any information about the clinical sites' patient records, fee schedules, files, provision of health services, business records, financial condition or other activities. I acknowledge that this information is confidential and is the exclusive property of the clinical sites.

I understand that a breach of confidentiality is a serious matter, and could result in both legal action by the patient or clinical site, and academic sanctions up to and including dismissal from the Program.

I further agree to maintain confidentiality with regard to all examinations, including lab evaluations that I take in the Allied Health Programs.

---

(Signature)

---

(Print Name)

---

(Date)



## ALLIED HEALTH PROGRAMS STATEMENT OF COMPLIANCE

I have read the Gogebic Community College Handbook for Allied Health Students and all handbook addendums that are related to my specific program. I understand that I am responsible for knowledge of the information contained in both the handbook and addendums, and I agree to abide by the listed terms and conditions. Should I not adhere to the policies stated in the Handbook and its addendums, I will be subject to dismissal from the program in which I am enrolled.

I also understand that in addition to the specific policies and procedures for all Allied Health programs, I shall abide by the overall policies and procedures of Gogebic Community College, and those of any agency or facility to which I am assigned for clinical experience. Failure to do so may result in disciplinary action, up to and including, dismissal from the Allied Health program in which I am enrolled.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness Signature

FURTHER INFORMATION IS PROVIDED IN THE GCC CATALOG AND GCC STUDENT HANDBOOK. REFER TO THOSE AS NECESSARY

STANDARDS AND POLICIES ARE SUBJECT TO REVISION AND CHANGE

THESE REGULATIONS MAY NOT INTERFERE WITH ANY RIGHTS GUARANTEED BY THE CONSTITUTION OF THE UNITED STATES OR ANY OTHER GOVERNING BODY

*Manual 2007*

*Revised 1/8/2012, reviewed 6/2013, revised 2016, revised 2019*

## Appendix A

### Testing Policy

#### Earplugs/Headphones

Headphones will not be permitted during exams. Should you need noise cancellation, you may use the earplugs provided to you by Gogebic Community College on the day of the exam.

#### ExamSoft Testing Requirements

The Gogebic Community College Associate Degree Nursing Program is moving to computerized testing via *ExamSoft* for all courses starting this Fall Semester of 2019. This means you will be required to provide and use a laptop on exam days in order to participate in the Nursing Program. Most tablets are not compatible for this requirement.

#### **Laptop/Device Requirements**

Please visit the following website to ensure your device will meet the minimum requirements:

<https://examsoft.force.com/emcommunity/s/article/Examplify-Minimum-System-Requirements>

- Chromebooks, unfortunately, are NOT compatible
- Although iPads are listed as an option on the web page, iPads are NOT acceptable for the version of ExamSoft that was purchased, in an attempt to keep costs down
- Most Tablets are not compatible (see details on website for Surface Pro)

#### **Technical Support**

If you need assistance and/or have further technical questions, the ExamSoft support team can be reached at <https://examsoft.com/about/support>, via email at [admins@examsoft.com](mailto:admins@examsoft.com) or by phone at (888) 792-3926. You can also visit the ExamSoft Community to review resources, previously asked questions, and get assistance from your peers: <https://examsoft.com/about/join-the-examsoft-community>.

#### **Examplify Minimum Requirements for Mac OS X**

The following requirements must be met to use Examplify on Apple Macbooks, Macbook Airls, or Macbook Pros:

- Administrator level account permission
  - If you do not have administrator level rights to your user accounts, follow the steps below:

- Click Apple button and select System Preferences
  - Select Accounts
  - Click the Lock and enter admin username and password
  - Click OK
  - Select the user account that you would like to give administrator level rights to
  - Check the “Allow user to administer this Computer”
  - Click OK
  - Log out and Log back in
- Internet Connection (Exemplify Download, registration, exam download/upload)
- Working USB port
- Account Passwords & device passwords may be required if the device is in need of troubleshooting
- MAC OS X server Versions are not supported
- Screen Resolution of 1024 X 768 or higher
- Exemplify supports the following operating Systems:
  - MAC OS X 10.11 El Capitan
  - MAC OS X 10.12 Sierra
  - MAC OS X 10.13 High Sierra
  - MAC OS X 10.14 Mojave
- Hard Drive with at least 1 GB or more of Free Disk Space
- At least 2 GB of RAM
- CPU Intel Processor
- Touch bars are supported
- Exemplify does not support the following
  - Virtual operating systems
  - Microsoft Virtual Machine
  - Parallels
  - VMware
  - VMware Fusion

## **Exemplify Minimum Requirements for Windows**

The following requirements must be met to use Exemplify on Microsoft Windows Computers:

- Exemplify supports the following operating systems
  - 32-bit Versions of Windows 10
  - 64-bit versions of Windows 10
- Exemplify does NOT support tablets other than Surface Pro’s
- Exemplify supports the following CPU Processor
  - 1.86Ghz Intel Core 2 Duo or greater
- 2GB of RAM or the highest recommended for the operating system
- 1GB of available space on the Hard Drive or the highest recommended for the operating system
- Working USB Port

- Internet Connection (Exemplify Download, Registration, Exam download/upload)
- Account Passwords & Device Passwords may be required if the device is in need of troubleshooting
- Screen resolution of 1024 x 768 or higher
- Administrator level Account Permissions
  - If you do not have administrator level rights to your user accounts, follow the steps below for Windows 8 & 10:
    - Click start button to open the Settings
    - GO to accounts
    - Select Family and Other People
    - Click on the User's Name you would like to change Administrative rights to
    - Click Change Account Type
    - Choose administrator and click OK
  - If you do not have administrator level rights to your user accounts, follow the steps below for Windows Vista & 7:
    - Click Start/Control Panel
    - Set "View By" to Category
    - Select "User Accounts and Family Safety"
    - Click User Accounts
    - Choose the account you would like to give administrative rights to
    - Select "Change Account Type"
    - In the Choose a new account type for [account name] box, choose administrator and click the change account type button

## **Exemplify Minimum Requirements for Surface Pro**

The following requirements must be met to use Exemplify on Surface Pros, Surface Books, and Surface Laptops:

- Exemplify supports the following operating systems
  - 32-bit Versions of Windows 10
  - 64-bit versions of Windows 10
- External Keyboard is required
  - Bluetooth keyboards MUST be paired before downloading the exam
- 1GB of available space on the Hard Drive
- Working USB Port
- Internet Connection (Exemplify Download, Registration, Exam Download/Upload)
- Screen Resolution of 1920 x 1080
- Administrator level account permission

## STATE BOARDS OF NURSING

2/28/17

STATE-PROVIDENCE-TERRITORY	BON - Main Link
Alabama	<a href="http://www.abn.alabama.gov/">http://www.abn.alabama.gov/</a>
Alaska	<a href="https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofNursing.aspx">https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofNursing.aspx</a>
Arizona	<a href="https://www.azbn.gov/">https://www.azbn.gov/</a>
Arkansas	<a href="http://www.arsbn.org/">http://www.arsbn.org/</a>
California	<a href="http://www.rn.ca.gov/">http://www.rn.ca.gov/</a>
Colorado	<a href="https://www.colorado.gov/pacific/dora/Nursing">https://www.colorado.gov/pacific/dora/Nursing</a>
Connecticut	<a href="http://www.ct.gov/dph/cwp/view.asp?a=3143&amp;q=388910">http://www.ct.gov/dph/cwp/view.asp?a=3143&amp;q=388910</a>
Delaware	<a href="http://dpr.delaware.gov/boards/nursing/">http://dpr.delaware.gov/boards/nursing/</a>
District of Columbia	<a href="http://doh.dc.gov/node/149382">http://doh.dc.gov/node/149382</a>
Florida	<a href="http://floridasnursing.gov/">http://floridasnursing.gov/</a>
Georgia	<a href="http://sos.ga.gov/index.php/licensing/plb/45">http://sos.ga.gov/index.php/licensing/plb/45</a>
Hawaii	<a href="http://cca.hawaii.gov/pvl/boards/nursing/">http://cca.hawaii.gov/pvl/boards/nursing/</a>
Idaho	<a href="https://ibn.idaho.gov/IBNPortal/">https://ibn.idaho.gov/IBNPortal/</a>
Illinois	<a href="http://www.idfpr.com/profs/Nursing.asp">http://www.idfpr.com/profs/Nursing.asp</a>
Indiana	<a href="http://www.in.gov/pla/nursing.htm">http://www.in.gov/pla/nursing.htm</a>
Iowa	<a href="https://nursing.iowa.gov/">https://nursing.iowa.gov/</a>
Kansas	<a href="http://www.ksbn.org/">http://www.ksbn.org/</a>
Kentucky	<a href="http://kbn.ky.gov/Pages/default.aspx">http://kbn.ky.gov/Pages/default.aspx</a>
Louisiana	<a href="http://www.lsbm.state.la.us/Home.aspx">http://www.lsbm.state.la.us/Home.aspx</a>
Maine	<a href="http://www.maine.gov/boardofnursing/">http://www.maine.gov/boardofnursing/</a>
Maryland	<a href="http://mbon.maryland.gov/Pages/default.aspx">http://mbon.maryland.gov/Pages/default.aspx</a>
Massachusetts	<a href="http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/nursing/">http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/nursing/</a>
Michigan	<a href="http://www.michigan.gov/lara/0,4601,7-154-72600_72603_27529_27542---,00.html">http://www.michigan.gov/lara/0,4601,7-154-72600_72603_27529_27542---,00.html</a>
Minnesota	<a href="http://mn.gov/boards/nursing/">http://mn.gov/boards/nursing/</a>
Mississippi	<a href="http://www.msbn.ms.gov/Pages/Home.aspx">http://www.msbn.ms.gov/Pages/Home.aspx</a>
Missouri	<a href="http://www.pr.mo.gov/nursing.asp">http://www.pr.mo.gov/nursing.asp</a>

STATE BOARDS OF NURSING

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STATE-PROVIDENCE-TERRITORY	BON - Main Link
Montana	<a href="http://b.bsd.dli.mt.gov/license/bsd_boards/nur_board/board_page.asp">http://b.bsd.dli.mt.gov/license/bsd_boards/nur_board/board_page.asp</a>
Nebraska	<a href="http://dhhs.ne.gov/publichealth/pages/crlNursingHome.aspx">http://dhhs.ne.gov/publichealth/pages/crlNursingHome.aspx</a>
Nevada	<a href="http://nevadanursingboard.org/">http://nevadanursingboard.org/</a>
New Hampshire	<a href="http://www.nh.gov/nursing/index.htm">http://www.nh.gov/nursing/index.htm</a>
New Jersey	<a href="http://www.njconsumeraffairs.gov/nur/Pages/default.aspx">http://www.njconsumeraffairs.gov/nur/Pages/default.aspx</a>
New Mexico	<a href="http://nmbon.sks.com/">http://nmbon.sks.com/</a>
New York	<a href="http://www.op.nysed.gov/prof/nurse/">http://www.op.nysed.gov/prof/nurse/</a>
North Carolina	<a href="http://www.ncbon.com/">http://www.ncbon.com/</a>
North Dakota	<a href="https://www.ndbon.org/">https://www.ndbon.org/</a>
Ohio	<a href="http://www.nursing.ohio.gov/">http://www.nursing.ohio.gov/</a>
Oklahoma	<a href="http://nursing.ok.gov/">http://nursing.ok.gov/</a>
Ontario, Canada	<a href="http://www.cno.org/en/what-is-cno/regulation-and-legislation/legislation-governing-nursing/">http://www.cno.org/en/what-is-cno/regulation-and-legislation/legislation-governing-nursing/</a>
Oregon	<a href="http://www.oregon.gov/OSBN/pages/index.aspx">http://www.oregon.gov/OSBN/pages/index.aspx</a>
Pennsylvania	<a href="http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Nursing/Pages/default.aspx">http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Nursing/Pages/default.aspx</a>
Rhode Island	<a href="http://www.health.ri.gov/licenses/detail.php?id=231/index.php">http://www.health.ri.gov/licenses/detail.php?id=231/index.php</a>
South Carolina	<a href="http://www.llr.state.sc.us/pol/nursing/">http://www.llr.state.sc.us/pol/nursing/</a>
South Dakota	<a href="http://doh.sd.gov/boards/nursing/">http://doh.sd.gov/boards/nursing/</a>
Tennessee	<a href="http://tn.gov/health/topic/nursing-board">http://tn.gov/health/topic/nursing-board</a>
Texas	<a href="http://www.bon.state.tx.us/">http://www.bon.state.tx.us/</a>
Utah	<a href="http://www.dopl.utah.gov/licensing/nursing.html">http://www.dopl.utah.gov/licensing/nursing.html</a>
Vermont	<a href="https://www.sec.state.vt.us/professional-regulation/list-of-professions/nursing.aspx">https://www.sec.state.vt.us/professional-regulation/list-of-professions/nursing.aspx</a>
Virginia	<a href="http://www.dhp.virginia.gov/nursing/">http://www.dhp.virginia.gov/nursing/</a>
Washington	<a href="http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission">http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission</a>
West Virginia	<a href="http://www.wvrnboard.wv.gov/Pages/default.aspx">http://www.wvrnboard.wv.gov/Pages/default.aspx</a>
Wisconsin	<a href="http://dsps.wi.gov/Default.aspx?Page=582ce3ce-0028-404c-9373-14bfd6cf17c8">http://dsps.wi.gov/Default.aspx?Page=582ce3ce-0028-404c-9373-14bfd6cf17c8</a>
Wyoming	<a href="https://nursing-online.state.wy.us/">https://nursing-online.state.wy.us/</a>