

Parkland College Nursing Programs  
Associate Degree Nursing  
Practical Nursing



Nursing Student Policy Handbook

2024-2025

Parkland College  
Champaign, IL

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## **Introduction**

### Purpose of Handbook

This handbook has been prepared to assist you in your progression through the Parkland College Nursing Program. The handbook is utilized in every program of the Health Professions Department, with added content specific to the Nursing Program. Thorough understanding of the program of learning, policies, and procedures is essential for successful completion of the program. It is your responsibility to abide by the contents of this handbook.

This handbook is available within Cobra under each course listing.

This version of the handbook was created on 08/26/2024.

### Name of regional institutional accrediting body and accreditation status for the **ADN Program:**

North Central Association of Colleges and Schools, Higher Learning Commission  
30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504, [www.ncahigherlearning.commission.org](http://www.ncahigherlearning.commission.org)  
Phone: 800/621-7440

Accreditation Commission for Education in Nursing (ACEN)  
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326  
(404) 975-5000

### State Board Information and Status:

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

## **I.A. Parkland College Associate Degree Nursing Program**

### **Specific Required Accreditation and Related Organization Information**

#### **Parkland Nursing Program Mission Statement**

##### *Mission*

The mission and purposes of the nursing program support the Parkland College Mission and Purposes. Additionally, the mission of the Parkland College Associate Degree Nursing program is to provide a comprehensive curriculum of general education, nursing theory, and clinical experiences essential to the role of the professional nurse.

##### *Philosophy*

We believe nursing is a dynamic, therapeutic interaction of the nurse, the individual, and the health care community. The individual embodies the biophysical, psychosocial, and spiritual spheres as well as the individual's life phases. The nurse encompasses professionalism through patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. We believe the health care community includes providers of health care and the dynamics associated with the environment in which the individual lives.

#### **Nursing Program Statement of Core Values**

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

#### **Organizing Framework**

The National League for Nursing (NLN) four program outcomes, Gordon's Functional Health Patterns, and the Nursing Process are reflected in all aspects of the nursing curriculum and associated documents for courses (syllabi, evaluation tools, clinical prep materials, etc.).

#### **NLN Student Learning Outcomes**

The National League for Nursing (NLN) promotes excellence in nursing education to build a strong and diverse nursing workforce to advance the health of our nation and the global community.

The NLN Education Competencies Model is a multidimensional and multilayered model. This revolutionary design is adaptable to all types of nursing education programs. "The architecture of the model illustrates the personal, progressive, and lifelong professional development of the nurse through the accumulation, analysis, and synthesis of knowledge, scientific findings, and human experience."

## **I.B. Parkland College Licensed Practical Nursing (LPN) Program**

### **Specific Required Accreditation and Related Organization Information**

The program outcomes are successful measures in graduation rates, performance on the NCLEX, job placement rates, and program satisfaction by students, graduates, and employers.

1. Graduation rates:  
Target: 70 percent of the students admitted to the program graduate.
2. NCLEX:  
Target: Pass NCLEX at a rate equal to, or above the standards required by the Illinois Department of Professional Regulation.
3. Job Placement:  
Target: 80% of graduates who seek employment are employed in a variety of healthcare settings.

At the conclusion of the Practical Nursing Program graduates of Parkland will:

1. Utilize Systems and Gordon's Theory to evaluate the individual's adaptation to the internal and external environment in order to promote health and wellness. (Systems Theory, Gordon's Theory)
2. Synthesize knowledge from nursing, science, and human disciplines in providing competent care to individuals, groups, community, and society. (Nursing Process/Critical Thinking, Therapeutic Nursing Interventions)
3. Enhance the quality of nursing and health practices through demonstrating integrity, accountability, caring and adaptation. (Therapeutic communication, Moral/Legal/Ethical)
4. Provide nursing care that includes promotion, prevention, restoration or maintenance of health to individuals and groups across the lifespan, in a variety of clinical settings. (Teaching)
5. Perform at the expected level of NLN Educational Competency Core Components.

### **LPN Program Mission, Purpose, and Philosophy**

#### [Mission and Purposes](#)

The LPN Program at Parkland College is dedicated to providing a high-quality, balanced curriculum of general education, nursing theory, and skills essential for qualified people to function as a licensed practical nurse.

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

- Maintain a state-of-the-art program of learning that meets the needs of students, the community, and health care facilities.
- Provide academic advising that will assist students in achieving their career goals.
- Develop a climate which supports student discussion of ideas and concerns regarding

social and professional issues.

- Offer learning opportunities that allow for demonstration of caring behaviors.
- Provide a nurturing, quality work environment that allows for free expression of ideas, implementation of a vision for the future, and pedagogical methods that will enhance student learning.
- Prepare safe, qualified nursing graduates who meet the requirements for beginning practitioners in nursing.

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

### Philosophy

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

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

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

Nurses with a certificate in practical nursing function independently using educational competencies as defined by the Illinois Nursing Act, and the American Nurses Association Standards of Practice and the Code for Nurses.

Education is a continuous, life-long process that stimulates learning and individual growth. This process takes place in an atmosphere of free expression and exposes the learner to a wide variety of learning experiences. Education is a teaching-learning partnership aimed at assisting the learner to acquire knowledge, abilities, skills and attitudes.

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

Learning is a lifelong process that results in changes in thought processes, attitudes, values, and behaviors. Contemporary nursing education occurs in a variety of settings and prepares graduates for different levels of expertise.

The practical nursing program recognizes that students come from diverse and varied ethnic, cultural, religious, and educational backgrounds. Students bring to the classroom different learning styles, personal goals, age representation, lifestyles, experiences, and needs. A supportive environment in which frequent feedback is provided is essential for optimal learning.

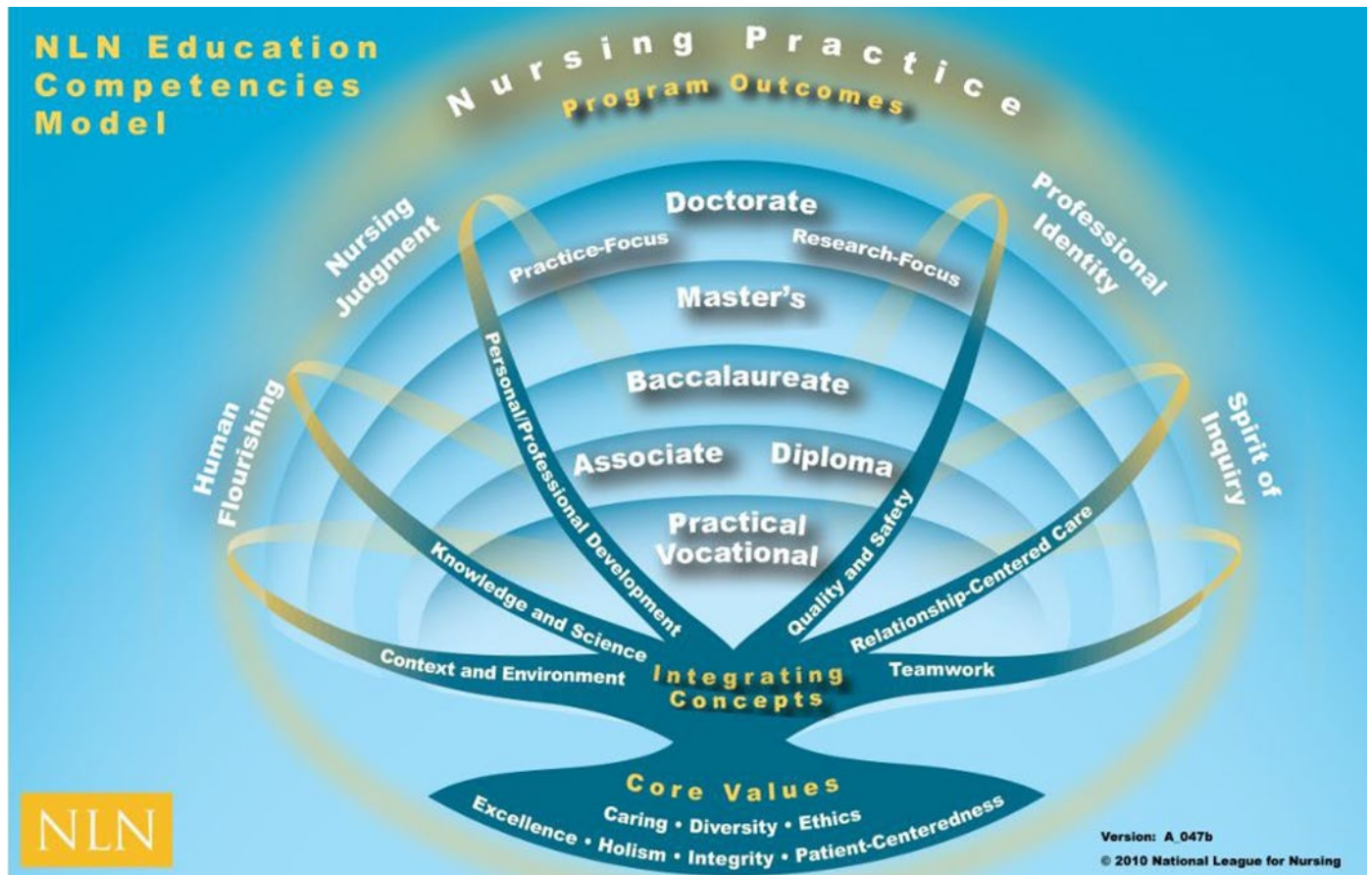


Learning progresses from the simple to the complex and involves the active participation of both the student and the instructor. The instructor serves as a mentor, role model, resource, coach, and/or facilitator of learning. The student is a mentee, role apprentice, consumer of educational resources, and manager of his/her own learning.

### Aptitude

Nursing is a demanding, challenging, and satisfying profession. It requires clinical expertise, academic knowledge, critical thinking skills, flexibility, physical stamina, and personal integrity. Therefore, the Practical Nursing Program demands a long-term commitment that requires perseverance, self-direction, motivation, and personal sacrifice. Individuals preparing to enter nursing must be caring, self-disciplined, committed to nursing as a goal, have good time management and study skills, and have a commitment to life-long learning. The nursing faculty expects prompt attendance to all clinical and class sessions and active participation in each learning experience based on study prior to class and clinical sessions. Students must receive a minimum grade of "C" in each nursing and required general education course requisites and prerequisites to remain in the program. In addition, a 2.50 Program GPA is required for admission, progression, and graduation from the program

## I.C. Parkland College Nursing Programs (Both RN and PN)



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

### **Gordon's Functional Health Patterns**

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

- Health Perception – Health Management Pattern
- Nutritional – Metabolic Pattern
- Elimination Pattern
- Activity – Exercise Pattern
- Cognitive – Perceptual Pattern
- Sleep – Rest Pattern
- Self-perception – Self-concept Pattern

- Role – Relationship Pattern
- Sexuality – Reproductive Pattern
- Coping – Stress Tolerance Pattern
- Value – Belief Pattern

Gordon’s health patterns are introduced in Level I (first semester) of the nursing program and integrated into each Level throughout the program.

### **Nursing Process**

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

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

National League for Nursing, 2010. “Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master’s, Practice Doctorate, and Research Doctorate Programs in Nursing”, New York, NY: National League for Nursing.

The Core Values:

- Caring
- Diversity
- Ethics
- Excellence
- Holism
- Integrity
- Patient-centeredness

The Integrating Concepts:

- Context and environment
- Knowledge and science
- Personal and professional development
- Quality and safety
- Relationship-centered care
- Teamwork

Program Outcomes

- Human flourishing
- Nursing judgment
- Professional identity
- Spirit of inquiry

## **Parkland College Mission and Purposes (required for accreditation)**

The mission of Parkland College is to engage the community in learning.

The following purposes are of equal importance in fulfilling the mission of Parkland College:

Serve student by providing:

- High-quality and responsive developmental, technical-vocation, transfer and lifelong education programs
- High-quality and responsive support services
- A climate throughout the college that values and promotes integrity, inquiry, diversity, inclusion, active citizenship, global awareness, and academic freedom
- Serve employees by providing a supportive and responsive work environment Serve the larger community by providing services and resources that promote the intellectual, cultural, and economic development of Illinois Community College District 505.

## **Parkland College Civility Statement**

Our College Core Values of fair and just treatment and responsibility serve as guideposts for civility. Parkland College is committed to campus-wide civility by cultivating a community where the faculty, staff, and students:

- Respect people and property
- Show empathy and tolerance
- Demonstrate concern for and fairness towards others
- Employ critical thinking and patience
- Accept accountability for their actions.

## **Health Professions Structure**

Parkland College Health Professions is comprised of 17 career areas. Each career area is managed by a program director. Didactic (lecture), lab and clinical portions of the career areas are taught by full and part-time faculty. Students have the right to be heard and to appeal decisions made by the program director and/or faculty. Students who wish to appeal a grade or have a situation that needs attention, the student should follow the Health Professions Chain of Command.

1. Course lecture, lab, or clinical faculty,
2. Course coordinator (often the lecture faculty in a lecture, lab, and clinical course).
3. Program Director
4. Health Professions Department Chair, Faculty Department Chair - Nursing Programs
5. Professional Council on Academic Evaluation/Hearing
6. Health Professions Dean
7. If not resolved, follow the Parkland College Student Policies and Procedures found at <https://www.parkland.edu/Audience/Current-Students/Student-Policies-Procedures>

## **Statement on Health Profession Policies and Policy Compliance**

In addition to College policies, the Health Professions Division has developed a set of policies for Health Profession students. The Health Professions division publishes policies that adhere to principles of quality educational practice as well as policies that protect the students, faculty and patients or clients. Health Profession policies are available on Cobra in every Health Professions course. If a policy or procedure changes after publications are printed or viewed, the web version of that document is updated immediately and will be considered the most updated and the version that will be followed.

## **II. Admission Policies**

### **Selective Admissions Process**

The College is committed to a policy of open admission but admission to Parkland College does not guarantee enrollment in any specific program of instruction. When enrollments are limited, preference is given to residents of District 505 (College Policy 8.02).

Admission into most Parkland College Health Professions programs is selective, which means that admissions are competitive and programs may have their own admissions criteria and minimum scores for admission. You must be accepted into the program before taking any courses in the major.

Please check the College Catalog or the program websites for detailed information about admission to a Health Profession program.

### **Scoring Criteria and Prerequisites**

It is strongly recommended that you work closely with an advisor, counselor, Faculty Department Chair - Nursing Programs or Program Director when seeking entrance to a Health Professions program.

Students who wish to apply transfer credit towards a Health Professions degree or certificate should verify acceptable credits before applying to the program by sending official transcripts to Parkland College Admissions and Records and requesting a transcript evaluation. Only undergraduate credit from regionally accredited institutions is accepted for scoring.

Program scoring and prerequisites are individual to each program but general guidelines for scoring are listed in the catalog. Program catalog pages list the selective admissions score that is needed to be eligible for each program.

## **Essential Qualifications and Accommodations Guidelines for Health Professions**

The Program has an institutional commitment to provide equal educational opportunities for qualified students with disabilities who apply for admission to the program. The College has a responsibility for the safety of the patients and students. Each program has an Essential Qualification list that should be reviewed before applying to the program. The Essential Qualification list in conjunction with academic standards are requirements for admission, promotion, and graduation. Candidates with questions regarding the Essential Qualifications are encouraged to contact Accessibility Services at Parkland College before the start of the program. Compliance with state and federal laws and regulations (including the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990) is necessary and admitted candidates with disabilities are reviewed individually, on a case-by-case basis. An accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others or if making it requires a substantial modification in an essential element of the curriculum.

Please see Appendix D and E for the Nursing Program Essential Qualifications

### **Required Spoken and Written English**

Spoken and written language skills are critical to student success in clinical courses. Accurate communication between the student and patients and families, care providers, physicians, all hospital employees, and faculty is essential to patient safety. It is always with the safety of the patient in mind that the Spoken and Written English Policy/Procedure was developed. The Spoken and Written Policy is available on all Health Professions Cobra courses or available upon request.

Students will be required to take the TOEFL iBT or IELTS Assessment before admission to a Health Professions program. Students must meet the minimum subset scores required by the program in reading, listening, speaking, and writing to qualify for the program. See the catalog for the minimum subset numbers. Students are not accepted to a Health Profession Program until they have qualified by meeting all requirements of the program.

Because English language skills develop with practice over time, TOEFL or IELTS scores will only be accepted six months apart, and after the student's performance plan is implemented. Any scores more frequent will not be accepted.

### **III. Academic Policies**

I.

#### **Testing Policy Appendix G**

#### **Kaplan Integrated Test Policy Appendix H**

#### **Grading Scale**

The grading scale for nursing coursework will always default to the course syllabus.

Unless otherwise stated in the course syllabus, the general nursing programs grading scales are  
The LPN program.

A = 92 – 100%  
B = 85 – 91.99%  
C = 78 – 84.99%  
D = 77.99% - 68.99% Failure  
F = 68% or below

The RN program.

A = 92 – 100%  
B = 85 – 91.99%  
C = 80 – 84.99%  
D = 70 – 79.99% - Failure  
F = 69% or below

There will be no rounding of grades. Final grade is final.

#### **Grades, Course Enrollment and Progression**

To graduate from the nursing programs, a minimum overall program GPA of 2.5 AND a nursing class GPA of 2.5 is required. The program GPA includes program transfer courses as well.

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

Students must attain a 78% PN or 80% ADN combined average on items listed as quizzes, exams, mid-term and final to pass the course. All additional scores will be added to the final calculated grade only after the required combined average has been met on quizzes, exams, mid-term and final. The student will receive a course failure if a 78% PN or 80% ADN combined average is not achieved on quizzes, exams, mid-term and final.

## **Grade Appeal**

According to College policy 8.15.03, the awarding of grades for work done in courses is the domain of the faculty. Only a faculty-led committee has the authority to override a grade on appeal, except in cases of approvals for drops without record, late withdrawal, and medical withdrawals.

A student who is not satisfied with a grade, grading process or final grade that he or she received, is advised to first meet with the course instructor. If the student is dissatisfied with the procedures used to calculate the grade, then the student may ask to meet with the Program Director.

If the student disagrees with the assigned grade and feels the grade assigned meets one of the criteria for a grade appeal, the student goes immediately to the Department Chair and requests a Health Professions Professional Council on Academic Evaluation (PCAEE) hearing for the grade appeal process. If the PCAEE hearing does not resolve the situation, the student will proceed with the College Grade Appeal process as stated in the College Student Policies and Procedure Manual.

*Academic Advising and Clinical Progression Longitudinal Record*- It is a shared responsibility of the student and academic advisor to maintain a longitudinal record of the requirements to complete the Nursing Program. Graduation requirements and required courses are published in the College catalog. If a student changes an academic plan or fails to complete a required component in the timeframe scheduled, the student should notify their academic advisor immediately. The academic advisor will maintain records to show completion of the graduation requirements.

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

Students may review their records with the academic advisor by making an appointment. The student will inform the academic advisor in advance that they wish to review their record so their record will be available at the time of the appointment.

## **Nursing Course Structure**

Nursing courses are structured and sequenced to meet the educational objectives of Parkland's Nursing programs. Each nursing course provides an increased level of complexity in knowledge, skills, and practice necessary for achieving competency. To pass each nursing course, a student



must obtain a minimum grade of 78% PN or 80% ADN academically, successfully complete standardized testing requirements for the course including remediation and pass in the laboratory and clinical segments of the class.

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

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

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

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

**Clinical Time:** The clinical site provides the opportunity for the application of theory and performance of skills. A passing grade in the clinical portion of any nursing course is required to successfully pass the entire course. Preparation for most clinical assignments requires students to go to the clinical site before the scheduled hours. For example, AM clinical requires students to be available the afternoon/evening before to pick up their patient assignments and write up the necessary prep work required for clinical.

Students must comply with all policies required of the institution at which they are placed to complete their clinical requirements.

### **Castle Branch.**

Once you are accepted to your program you will receive detailed information about the specific requirements that you will need for your program.

#### **SIGNING UP WITH Castle Branch- Background check and drug screening**

You will create an account with Castle Branch. The cost of this service is covered in the course fees that you will pay when you register for classes. You should not be asked for payment on the website. Once you are a customer of Castle Branch, you will have access to your health records for life.

When you log in and complete the registration with Castle Branch, a background check will automatically be done. You will be contacted if any clarification or additional documentation is necessary or if there is a question about your background check.

Drug screening: Castle Branch will send you detailed information by email within 24 hours after you set up your account about how to complete the drug screening. If you have not received this information within 72 hours, contact Castle Branch at 1-888-723-4263. Do not postpone getting this completed since delayed results could prevent you from meeting the deadline. You will be contacted if any clarification or additional documentation is necessary or if there is a question about your drug screen.

All deadlines for information requested by Castle Branch will be adhered to strictly. Clinical site learning modules will be assigned as required. If a student misses a deadline for uploading requested information to Castle Branch, or they do not complete the clinical site learning modules by the specified date, it will result in the following. Deadlines to complete information requirement may fall outside of the semester calendar dates. It is up to the nursing students to check emails via COBRA in between semesters.

**1st offense** – The student will be required to meet with the Dean and/or the Faculty Department Chair - Nursing Programs or designee. The student will sign a Student at Risk form, and it will be noted in their file. At a minimum, student is not allowed to attend hospital clinical until completed (If assigned deadlines have passed, rescheduling clinical site learning modules will be dependent on the clinical facilities education department and loss of clinical hours may result in the student failing the course.

**2nd offense** – The student will be dropped from their current nursing courses and will sit out the rest of the semester. The student will be required to submit a request to continue in the program as stated in the Student Nurse Handbook. If faculty grants a continuation, the student may repeat the course the following semester.

**3rd offense** – The student will be dropped from the Parkland Nursing Program and will not be allowed to reapply.

### **Progression/Status in Nursing Program**

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

1. Be registered in and satisfactorily complete at least one nursing (NUR) course with a lab/clinical each spring and fall semester.
2. If a student has failed a class during a semester in which they have other nursing classes, the student will be allowed to complete the remainder of the semester of courses in which

they are enrolled. The student's GPA will be re-evaluated, and the student must apply for reinstatement to the nursing program before registering for classes the following semester.

3. This includes bridge students who fail the bridge class (NUR210) while enrolled in NUR151; the students will be permitted to complete the semester in NUR151. Students may only be reinstated one time during the nursing program. (See Reinstatement Due to Inability to Maintain Program Progression/Status in this manual).

## **Course Registration**

The faculty will register all first-semester nursing students.

Procedures for returning Nursing Students:

Students are not allowed to register for NUR classes on their own until advised by faculty, as clinical sections are populated by nursing faculty according to requests and availability. Before you will be allowed to sign-up/register for any nursing classes you MUST meet with your advisor. Students are notified via the Student Nurses Association at Parkland (SNAP) email as to when advising begins and "option" forms are sent out at that time. Advisors will post sign-up sheets on their doors for students to schedule times to meet or they will inform their advisees of other options for scheduling. It is necessary to have the following completed before meeting with your advisor:

- Take care of any "holds" on your student account. These may be from Admissions, Financial Aid, or be related to non-compliance with health records, background check, or drug screening policies. If a hold is found during the registration process, we will not be able to register you for the classes you need and you will be registered in whatever space remains once your hold is cleared.
- Write out what classes you require for next semester – nursing as well as any others – so you will have all the information you need to pick out the appropriate nursing classes.
- RN students going into 2<sup>nd</sup> semester must;
  - Complete the "option" form that is sent out via SNAP email taking into consideration the other classes you will need to take concurrently so there is no conflict with classes when we register you. If a conflict appears this will delay your registration process and may result in a lack of availability in the sections you want/need.
  - Bring the completed option form to your meeting with your advisor. Regardless of whether you will be registering yourself or the faculty will be registering you, you must meet with your advisor. If using "pairings", you must designate a first, second, and third choice for options. We always do our best to accommodate students but there is a limit to how many students can get into any particular section, thus no guarantee you will receive the options you request. Please refer to Registration Priorities on the next page.
  - The advisor and student will review the option form and sign it. The advisor will

- make a copy for the student and keep one for registration purposes.
  - Once students have been registered, they cannot change their schedule without approval of the Course Coordinator. Changes are extremely difficult to make due to how tightly each clinical section is populated.
  - If a student is dropped from courses, regardless of reason, he or she must re-register through the Faculty Department Chair - Nursing Programs or designee and will be placed in an available section. The student may not get placed in their original choice of sections
- RN students going into 3rd semester may either be paired (see above) or register themselves. Students will be notified prior to the registration date via PCSNAP email.
  - RN students going into the 4th semester and LPN students going into second and third semesters will register themselves. In addition, due to the limited number of available seats in the Nursing Program, students are allowed to register according to the following priorities. All returning nursing students are required to meet with their assigned nursing program advisor to be cleared to register for nursing classes.

Priority 1. Continuing Students in good standing taking two or more nursing classes during that semester. This includes students returning from military leave or approved leave of absence.

Priority 2. Newly admitted students registering for all Level I nursing classes and Bridge students entering the ADN curriculum.

Priority 3. Students in good standing taking less than two nursing classes during that semester and newly admitted students registering for less than the four Level I Nursing classes. (Part-time status)

Priority 4. Parkland College Nursing Students who have requested and been granted reinstatement/re-admission due to failure to progress; and any student who registered late or has been "dropped".

Priority 5. Students requesting transfer credits for the Parkland College Nursing Program from another nursing program. Official transcripts must be submitted prior to transfer credit consideration.

## **Course Withdrawal**

The College publishes the regulations concerning course withdrawal in the catalog and on the college website under Admissions and Records. The dates within which students may withdraw from the course are published in the college calendar on the Parkland website.

Students who never attend or cease to attend any class in which they have enrolled must be administratively withdrawn. Faculty-initiated withdrawals can only be performed between the end of the student drop period and midterm. Please see the *General College Syllabus* that is posted on Cobra for further detail on Instructor Withdrawal and Student Withdrawal from a Class Section.

For students in Health Professions, withdrawing or dropping a course can have an impact on status in the program. Students should notify the lead faculty of the intent to withdraw from the course and obtain information about the current status in the course (passing all portions or failing any portion of the course). If the course is a pre-requisite and/or co-requisite for other courses, the student will be advised as to what impact that may have on his/her program status.

1. Within the first week of a class session, you may drop the class with no record. The course does not appear on the transcript and you receive a full credit of tuition and fees. The deadline for this is 11:59 p.m. on the Sunday following the class start date. To do this:
  - a. Log in to my.parkland.edu.
  - b. From the Registration Menu, click/choose the Register and Drop Sections menu option and follow the screen prompts.
2. Beginning on Monday of the second week of the class session, and up to 5 p.m. on the last business day of the week before the last week of instruction for that class, you may withdraw from the class. The course will appear on the transcript with a grade of W and there is no refund of tuition and fees. To do this:
  - a. Obtain the Notification of Intent to Withdraw from Classes form either online at my.parkland.edu or in-person from Admissions and Records in U214.
  - b. Contact your instructor, department chair, or program director for their signature. If you are unable to meet with your instructor in person, you may contact them via email to obtain the signature. If you have received the signature via email, attach the email to the form and send it to admissions@parkland.edu.
  - c. If you are a degree-seeking student withdrawing from all courses, you should have an exit interview with a financial aid advisor. Call 217-351-2222 or stop by Financial Aid in U286.
  - d. If you are an international student withdrawing from any course, you should meet with an international advisor. Call 217-351-2890 or stop by International Admissions in U238.
  - e. Submit the completed form with a picture ID to Admissions and Records (U214) or via email to admissions@parkland.edu.
3. If you are failing a course due to violations of the academic honesty policy (Policy 8.06) or failing a clinical course in a Health Professions program (2021-2022 Catalog, page 191, Program Requirements 1.d.), you may not be permitted to withdraw. See the appropriate division dean if you have questions.

### **Reinstatement Due to Inability to Maintain Program Progression/Status**

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

1. Have completed at least one nursing course with a grade of C or better.
2. Have not previously applied for reinstatement to the program for any reason (only one program reinstatement is permitted).
3. Have a current nursing program GPA of 2.5 or above AND a NUR course GPA of 2.5 or

- above.
4. Be able to complete the current program requirements within 150% years of their initial program admission to the program.

### **Request for Reinstatement Procedure**

A student will request reinstatement by the following process:

1. Write a letter to the Nursing Faculty requesting reinstatement to the nursing program. The letter should address the nature of the issue(s) that prompted the inability to maintain program progression/status. The letter should address what actions the student has taken to remediate said issues and a plan for how to be successful if reinstated.
2. Submit the letter electronically (via email as an attachment) to the Faculty Department Chair - Nursing Programs
3. As faculty are not contracted to be on campus outside the academic year, the request for reinstatement must be submitted either:
  - a) No later than one (1) week after final exams in the spring semester. Notification of a decision will be made as soon as possible, as late as the week before the beginning of fall classes.
  - b) No later than one (1) week after final exams in the fall semester to receive notification during the week before the beginning of classes for the spring semester.
4. The Nursing Faculty will review the student's request letter and longitudinal record. The decision is based on, but not limited to program progression and program GPA, attendance, laboratory/clinical performance, behavior, attitude, and student's request letter and plan of action.
5. Students will receive notification of the decision via email to the student's Parkland College email address.
6. Students may be granted reinstatement without remediation, granted provisional reinstatement with remediation (successful completion of a remediation plan within the specified time frame(s) is required), or denied reinstatement and dismissed from the program. Students are not guaranteed reinstatement to the program.

### **Program Withdrawal**

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

1. Notify the Faculty Department Chair - Nursing Programs of the intent to withdraw from the program.
2. Obtain a Program Withdrawal form from the Health Professions office, L117. Complete the student portion of that form including a list of all courses from which the student wishes to withdraw from in the current semester (does not apply if the withdrawal date for that semester has passed or if a failing grade has already been earned in the laboratory or clinical portion of the course).
3. Schedule and meet with the Faculty Department Chair - Nursing Programs for official notification and signature.

4. Take the form to admissions and withdraw from the program and course(s) within two working days (Monday through Friday) of the date of the Faculty Department Chair - Nursing Program's signature. Failure to withdraw from course(s) within the two working days' time period may result in a hold on the course withdrawal and the assignment of a failing grade "F" in the course(s).

### **Readmission to Nursing Program Following Program Withdrawal**

To be considered for readmission to the nursing program after program withdrawal, the student must reapply to the program. Following inability to complete the program, a student will be limited to two opportunities to be readmitted to the Parkland Nursing program. Students must wait at least one semester between program withdrawal and reapplying to the program.

### **Academic Dismissal from a Program (Intent to Dismiss)**

When the student's performance falls below standards and shows no improvement and/or the faculty trust in the student is broken by a severe breach, the faculty may recommend suspension and/or dismissal.

When deciding to make a recommendation, examples considered by faculty include, but are not limited to, what has been covered in the curriculum, where the student is within the curriculum, the expectations at that stage of the curriculum, documentation of past performance, what the student has done/not done, and the severity of the infraction.

When a recommendation for dismissal occurs, it means that a student will be dropped from any health profession specialty classes (classes designated as in the major). The student will be able to continue to attend any general college courses in which they are enrolled. Program dismissal does not necessarily preclude re-admission into the program at a later date. Health Profession's program dismissal is a separate process from, and not necessarily related to the college's disciplinary procedures for suspension, dismissal, and expulsion from the college.

Recommendations for dismissal can include but are not limited to impaired practice, failure to maintain grades, student performance, non-compliance with clinical, course or program policies, non-compliance with Essential Qualifications, academic dishonesty, plagiarism, professionalism, and patient safety.

Suspension does not necessarily lead to dismissal in every situation. An interim suspension can be used pending the outcome of an investigation.

Chain-of-command: For this policy, the chain of command is as follows:

1. Course lecture, lab, or clinical faculty,
2. Course coordinator (often the lecture faculty in a lecture, lab, and clinical course).
3. Program Director
4. Health Professions Department Chair, Faculty Department Chair - Nursing Programs
5. Professional Council on Academic Evaluation
6. Dean

## 7. Vice President of Academic Services

Please refer to Health Professions Essential Qualifications, Code of Conduct, and Intent to Suspend or Dismiss Policy and Procedures for complete information. The policy can be found on Cobra Health Profession courses.

### **Student Hearings and Due Process**

Students who face recommendations for clinical suspension and/or program dismissal will be afforded due process through established procedures. Before dismissal, every student will receive:

- Written notice of academic expectations.
- Each Health Profession's program will include their Essential Qualifications in the student handbook and the process and procedures for program probation, clinical suspension, and program dismissal in the program handbook. The handbook will be available on the program web site, Cobra online or printed.
- Written notice of their deficient performance each time the performance is deficient.
- An informal give-and-take face-to-face meeting with the faculty decision-maker after every noted instance.
- When possible, a reasonable time to change/improve their deficient performance. Reasonable time to change or improve performance may not be possible for patient safety situations.
- Notice of potential consequences such as delay of graduation, suspension and dismissal from the program that may result as a failure to correct deficiencies.
- Exceptions for notice or giving a reasonable time for improvement may include violations of patient's rights, safety or egregious violation of professional standards.
- If performance is not according to standard or falls below expectations, the faculty may recommend dismissal.

The student must be afforded the opportunity for a PCAE hearing. Professional Council on Academic Evaluation: (PCAE) is the Health Professions Council on Academic Evaluation and is the fourth step in the chain of command in the Health Profession's formal process for this policy. It is the division philosophy that issues between students and faculty are solved as close to the classroom as possible. When that is not possible, the PCAE is part of the formal process for resolving these issues.

### **Name and Address Changes**

It is the student's responsibility to ensure that the student's legal name is in the Parkland system. Students should also update the address on file with Parkland College. Only the student's legal name can be used to register for NCLEX and the name must match Parkland College's official student records.



## **Attendance and Punctuality**

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

1. If students are unable to meet the requirement for clinical hours as stated in the course syllabus, they will be unable to pass the course.
2. Punctuality to scheduled classes, on-campus laboratories, and clinical experiences is expected. See individual course syllabi for details
3. The student's course grade will be lowered for absences. Each nursing course syllabus indicates the maximum number of hours missed before a grade is lowered. Exceeding absence hours designated in the course syllabus may result in course failure.
4. Children, other family members, or friends of students are not permitted in classes, on-campus laboratories, or clinical areas at any time.
5. Refer to the course syllabus for course-specific guidelines that may impact grade and/or course completion.
6. Inclement weather: Students may be considered absent if they do not attend class when the college is open. In the case of clinical, if the instructor cancels the clinical an absence will not be counted; otherwise, students may be counted absent for clinical hours not attended.
  - a.) There will be no patient pick up when the college is closed; in these circumstances, the faculty will make assignments as appropriate.
  - b.) Extenuating circumstances: Occasionally it may be necessary for an instructor to cancel clinical. If this occurs, all students will be notified by the communication method shared at clinical orientation.

## **Email, Computer Skills, and Cobra**

Parkland College uses email as an official means of communication. All students and faculty are issued an official Parkland email account. According to Parkland policy, 3.41, Parkland email services are the official email services to be used for instruction, instructional support, advising, service, administration and college-related correspondence in support of the College's mission. The College has the right to send communications via email and expect those communications to be read in a timely fashion. Students are expected to check email before a class session to get the latest updates or changes for that class period.

The College has the right, when required by the applicable law to access, review, and release all electronic information that is transmitted or stored by the College whether or not such information is private in nature. Confidentiality or privacy of electronic mail cannot be guaranteed.

Email is subject to all pertinent laws regarding the sharing or transmission of sensitive information such as Freedom of Information Act (FOIA), Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA). All student records are protected by FERPA and faculty do not provide access to student information within the course without a need to know.

All course material included on the course Learning Management System (Cobra) requires a student to utilize a secure login and password to access their content. Email policy, 3.41 ensures that students protect their user information and do not share it with anyone. "Users are responsible for safeguarding their username and password and for using them only as authorized. Sharing email accounts and/or passwords with another person, or attempting to obtain access to another person's account is prohibited. Each user is responsible for all email transactions made under the authorization of his or her Parkland email username." Verification processes are used to protect student privacy.

For online courses in which tests are proctored, a photo ID that matches the user at the computer is required; or students may be required to go to a testing center in person with photo ID.

Students in the Nursing Program should have computer access to complete online and computer assignments and assessments. If the student does not have access to the internet or a computer at home, it is suggested the student utilize an open lab at Parkland before leaving campus.

Basic computer skills required to participate in the Nursing Program include the ability to use Word, to write single and group e-mails, to use the Internet, to conduct on-line research, to use PowerPoint, to access grades from WebAdvisor, and ability to participate in on-line instruction and assessment using Cobra. You will also be expected to become competent using the computer system at the clinical site you are attending, as well as the Kaplan learning system.

The Tech Service Desk is a one-stop shop for Parkland students seeking assistance with Parkland technologies, including my.parkland.edu, email, Cobra Learning, Wi-Fi, Parkland One, Microsoft Office 365, and more.

You may contact the Tech Service Desk in several ways:

1. Call 217-353-3333; email TechHelp@parkland.edu (for non-emergencies only).
2. Complete the Online Support Request Form.
3. Search for helpful articles on Parkland College Knowledge Base.

Service hours: 7:30 a.m. to 6 p.m. Monday through Thursday 7:30 a.m. to 5 p.m. Friday. Tech help can also be found in the Learning Commons.

## **Cell Phone and Lab Policies**

### On-campus Laboratory

1. Students should have cell phones turned off or on silent mode at all times while in the lab. Cell phones are not to be used while in the laboratory.
2. Students are expected to attend the entire scheduled lab time and practice/review skills. Full attendance is required or it may affect the student's final grade. (See class syllabus) If a student does not feel the need to continue practicing, the student should consult their instructor for other enrichment activities.
3. Students are expected to demonstrate adequate preparation for skills testing. Only two (2) attempts are allowed to successfully pass each skill test. Failure to successfully pass a skill test on the second attempt (re-test) will result in failure of the entire course. The faculty will request a second faculty member to be present during a skill re-test.

4. Students are expected to cooperate and work closely with all lab personnel. When questions arise, students are to seek guidance from the course faculty.
5. Professional behavior (as defined in Appendix A of this handbook) is expected at all times during class, clinical, and laboratory. Failure to demonstrate professional behavior may result in dismissal from the class, clinical, or laboratory. Any time missed will be counted as an absence.

### **Classroom and Computer Lab Conduct**

Cell phones must be off or only on silent during nursing class/lab times. Cell phones should be put away and not in use during laboratory. NO cell phones allowed at the clinical site.

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

Students are expected to observe the standards of conduct while using the nursing computer lab and follow the Parkland College Computer Network Policy found in the College Student Policies and Procedures Manual. Misuse, violation of policies, or behavior disruptive to other students in the computer lab are subject to discipline.

Examples of violations include, but are not limited to:

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

### **Recordings in the Classroom**

Recording is not permitted in the classroom due to the nature of the topics discussed. Classroom learning activities include lectures, in-class discussions, student presentations, and other course-related activities. The policy covers all forms of recording using available technology.

Students are allowed to record learning activities as an accommodation under the American with Disabilities Act (ADA) if the Accessibility Services Request for Accommodations Form is issued and presented to the instructor. Students who request recording permission under the ADA must not be denied permission.

Violations of this policy are subject to disciplinary action. Lastly, students in the classroom have the right to know that their class is being recorded. The instructor will notify the class that permission has been given for a recording without identifying the individual student(s) requesting permission.

### **Equipment Needed or Required**

Incoming first semester students will be required to use a laptop or personal computer in class for testing and course materials.

### **Student Records and Student Confidentiality**

Faculty are required to maintain student's privacy in accordance with the Family Education Rights to Privacy Act (FERPA). The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, helps protect the privacy of student records. The Act provides for the right to inspect and review education records, the right to seek to amend those records and to limit disclosure of information from the records. The Act applies to all institutions that are the recipients of federal funding.

Records, files, documents and other materials which contain information directly related to a student and maintained by Parkland College or by someone acting for the College. Only the student or entities that the student has given written consent can receive information about the student's grades or progress. Please refer to FERPA information on the Parkland website: <http://www.parkland.edu/about/ferpa.aspx>

### **Final Examination Requirement**

A final exam is expected in each credit course at Parkland College. Final exams for all courses will be given during final exam week according to the official published schedule. These final exams are not to be given early (during regular class periods). Final exams for all other courses (courses with earlier end dates) will be given at the last regularly scheduled class meeting.

All requests from faculty to alter scheduled final exam times or dates must be reviewed and approved by the Department Chair, Faculty Department Chair - Nursing Programs and the Vice President for Academic Services.

In courses where a final exam is not appropriate, as determined by the Health Professions administration, an educational alternative scheduled during the week of final exams is expected.

Students: These official College guidelines were established to more fully ensure that you receive the full set of instructional class periods for which you paid and to which you are entitled and that you have the appropriate amount of time to prepare adequately for your final exams. If your final exam is given earlier than scheduled, please contact the Department Chair, Faculty Department Chair - Nursing Programs or Division Dean. You may access an online copy of the

final exam schedule on the student portal or my.Parkland.edu

Three final exams scheduled on the same day may be considered a conflict. Conflicts may be resolved by arrangement with the faculty of these courses.

Questions or concerns about these guidelines should be directed to the Faculty Department Chair - Nursing Programs, or the Division Dean.

## **IV. Graduation Requirements for Nursing Programs**

### **Associate Degree Nursing Program Graduation Requirements**

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

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

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

1. Maintain a C or better in all courses required by the program.
2. Maintain a 2.5 Program GPA and a 2.5 NUR course GPA for progression and graduation (including transfer courses)
3. Maintain the Parkland College Student Code of Conduct
4. Maintain conduct according to the ANA Code of Ethics
5. Complete all required Kaplan testing requirements as stated in each course syllabus.
6. Successfully pass all clinical and lab requirements as specified in the course syllabus and core competencies.

7. Demonstrate Level Four (4) behavior and competencies as defined in the Core Clinical Competencies document (see Appendix A)

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

### **Associate Degree Nursing Licensing or Board Exam Information**

1. The nursing graduate who receives an Associate in Applied Science degree (A.A.S.) from Parkland College and completes the Kaplan NCLEX prep course is eligible to write the National Council Licensure Examination (NCLEX-RN) for licensure as a registered nurse.
2. Application materials for the NCLEX may be obtained from the Illinois Department of Financial and Professional Regulation (IDFPR):  
<http://www.idfpr.com/profs/nursing.asp>
3. Applications may be obtained and submitted electronically or in hard copy. Graduates are to read the directions carefully. They are very detailed and must be followed precisely.
4. Graduates will need to obtain fingerprinting. They must do their paperwork and send in the original receipt that this was done. Fingerprinting only lasts 60 days. A list of approved agencies to do this is listed in the application packet on the IDFPR website listed above.
5. There are separate fees for the application and the examination. Please refer to the following websites for applicable fees and information:
  - a. <https://www.continentaltesting.net/> for licensure application
  - b. [www.ncsbn.org](http://www.ncsbn.org) for links to individual state boards of nursing eligibility and requirement information
  - c. [www.pearsonvue.com/nclex/](http://www.pearsonvue.com/nclex/) to register, schedule, and pay for your NCLEX examination as well as the NCLEX candidate bulletin information
6. A felony conviction or chronic disease that interferes with the ability to practice may prohibit a nursing graduate from obtaining a license as a registered nurse.
7. Personal History: Questions on the application form concerning convictions of any criminal offense, treatment for chronic mental disease, or alcohol or other substance abuse should be answered honestly. The Illinois Nurse Practice Act states that the Department of Professional Regulation may refuse to issue a license because of the use of any “deceptive statement in any document connected with the practice of nursing pursuant to this act.”

### **Practical Nursing Program Graduation Requirements**

The student who completes the program will receive a Certificate in Practical Nursing and is eligible to apply for licensure as a practical nurse. The practical nursing program

graduate is prepared to assist in providing, managing, and guiding the care of clients across the lifespan. In this practice, the graduate provides teaching and referrals to assist those needing information and support to maintain/attain a realistic level of wellness. The nursing process forms the basis for these actions to provide holistic nursing care to a diverse population of clients in a variety of community-based, community-focused health care systems.

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

It is the student's responsibility to be familiar with the Nurse Practice Act. It can be found at: <http://www.ilga.gov/commission/icar/admincode/068/06801300sections.html>

### **Illinois Board of Nursing Licensing Exam Information**

1. The nursing graduate who receives a Certificate of Practical Nursing is eligible to write the National Council Licensure Examination- Practical Nursing (NCLEX-PN) for licensure as a Licensed Practical Nurse.
2. Students apply to the Illinois Department of Professional Regulation in order to sit for this examination.
3. Information can be obtained from the Illinois Department of Professional Regulation (IDFPR) at <http://www.idfpr.com/profs/nursing.asp>
4. The application begins on-line with Continental Testing at [www.continentaltesting.net/product/illinois-043-licensed-practical-nurse-lpn](http://www.continentaltesting.net/product/illinois-043-licensed-practical-nurse-lpn)
5. Students are responsible for their application fee, the exam fee and the fingerprint background check fee.
6. A felony conviction or chronic diseases that interfere with the ability to practice may prohibit a nursing graduate from obtaining a license as a Practical Nurse.
7. Personal History: Questions on the application form concerning convictions of any criminal offense, treatment for chronic mental disease, or alcohol or other substance abuse must be answered honestly. The Illinois Nursing Act states that the Department of Professional Regulation may refuse to issue a license because of the use of any "deceptive statement in any document connected with the practice of nursing pursuant to this act."
8. Fingerprint scans are required prior to licensing and may be done at an approved agency.

### **Petition for Graduation**

Students will complete the Admissions form, Petition to Graduate midway through the third semester of the program. Results of the graduation requirement audit are emailed

to the student from an Admissions representative. It is the student's responsibility to report any deficiencies to the program director.

### **Program Pinning and Recognition Ceremonies**

Nursing Program students who have completed graduation requirements will have the opportunity to participate in a Recognition Ceremony at Parkland. The Recognition Ceremony is held at the end of the semester and the student's attendance is optional. Students will participate in selections and work with their faculty advisor.

- Typically, professional attire is expected of all participants in the pinning ceremony. It is expected that hair and jewelry be conservative.
- The planning of the ceremony will be done in consultation with the nursing faculty.
- Students may select a speaker with faculty adviser input.
- The nursing faculty will perform the pinning. Family/friends are also allowed to pin, provided they are Registered Nurses.
- Students will organize the program format.
- Wearing the official Parkland Nursing cap is optional for participants. No other caps or hats may be worn.

Parkland College encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation, such as a sign language interpreter, or have questions about the physical access provided, please contact the Accessibility Services by phone at 217-353-2338, or by email at [accessibilityservices@parkland.edu](mailto:accessibilityservices@parkland.edu). To provide seamless access please submit all requests two weeks in advance of your participation or visit.”

## **V. Health and Safety Policies**

### **Student Health, Immunization, Drug Screen and Background Procedures**

The conduct standards for Healthcare Professionals and students are higher than those of the ordinary student or citizen because of the inherent responsibilities assumed by their role with patients, and the trust the public places on their profession to do no harm.

Parkland College (PC) Health Professions is committed to maintaining a drug-free workplace and academic environment in compliance with the Federal Drug-Free Workplace Act of 1988 and in accordance with Parkland College Policy 3.25 Drug-Free Workplace.



For health and safety concerns, all students involved in Parkland College's Health Professions Programs which have a clinical contract requiring drug and background must be processed through clinical clearance and compliance through a health record, drug screen, and background check. The presence of alcohol and/or drugs, lawfully prescribed or otherwise, which interfere with student's judgment or motor coordination in a healthcare setting poses an unacceptable risk to patients, faculty, other students, the College, and affiliated clinical agencies. The College recognizes its responsibility to provide for a safe academic environment for College students, faculty, and staff, as well as a safe clinical setting for students, faculty, patients, and employees of affiliated clinical agencies. For the foregoing reasons, Health Professions students will be cleared for clinical courses before the start of the program or in some programs, before the start of the first clinical course. Students will be cleared:

1. Through a third-party vendor, health, immunization, drug, and background information on all students in facilities that have these requirements or standards are collected.
2. Required Student Health Records are considered a part of the student record and are therefore subject to the PC policy regarding student records.
3. Student Health Records may not be copied by Parkland College except when requested by the clinical facility for evidence of compliance with requirements.

The full policy can be found on every Cobra course and should be reviewed for a complete understanding of the requirements.

### **Random and Reasonable Suspicion Testing**

Reasonable suspicion testing means drug testing conducted on students because individualized and objective evidence exists to support the conclusion that student (1) has engaged in the use of alcohol and or illegal drugs in violation of applicable policies, laws, and regulations; or (2) appears to be impaired. Facts that could give rise to reasonable suspicion include, without limitation: observed possession or use of illegal drugs or alcohol; the odor of alcohol or drugs; impaired behavior such as slurred speech; decreased motor coordination; difficulty in maintaining balance; marked changes in personality or academic performance or behavior; reports of observed drug or alcohol use; an arrest or conviction for a drug or alcohol related offense; positive pre-placement or other drug tests; or newly discovered evidence or drug test tampering.

- Random Drug and Alcohol testing may be done one or more times throughout the academic year.
- Positive random or reasonable suspicion drug tests will be confirmed by an additional test of the original sample as requested by the student at their expense.
- The Dean of Health Professions will notify the student and the Vice President of Academic Services of a student's confirmed positive drug test.

- Students having a confirmed positive drug test could be subject to disciplinary action, up to and including dismissal from the program, in accordance with established Program and Departmental disciplinary policies and procedures.
- Student failure to submit to random or reasonable suspicion drug testing, or any attempt to tamper with, contaminate or switch a sample will result in disciplinary action, up to and including dismissal from the Program.
- Students may be subjected to reasonable suspicion testing whenever on Parkland premises (on or off duty), while operating college equipment, or while in a Parkland College recognized course, lecture, lab, or clinical.
- Parkland also reserves the right to test students involved following an incident involving Parkland equipment, workplace/clinical safety violation, both on and off campus.
- The testing facility will be selected by the college.
- The full policy can be found on every Cobra course and should be reviewed for a complete understanding of the requirements.

### **Title IX-Sexual Harassment, Violence, and Misconduct**

Parkland College is committed to assuring a safe and productive educational environment for all students. To meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the college requires faculty members to report incidents of sexual violence shared by students to the college's Title IX coordinator, Vice President of Student Services, Michael Trame. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a college-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a minor (any person under 18 years of age) to the Illinois Department of Children and Family Services (DCFS). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is available at <https://parkland.edu/Main/About-Parkland/Safe-Campus-Procedures/Title-IX-Harassment-Discrimination>

### **Title IX – Pregnancy**

Title IX of the Education Amendments of 1972 provides pregnant students with certain rights regarding their education. For information, contact Dr. Marietta Turner, Dean of Students at 217-351-2505 or via email at [mturner@parkland.edu](mailto:mturner@parkland.edu).

It is recommended if a student is in a program with occupational hazards or risks, the student reports a pregnancy to the program director so that the student can be educated about any occupational risks during clinical, labs or practicums. Confidentiality will be maintained, but the safety of the student/fetus is most important.

Title IX of the Education Amendments of 1972 provides pregnant students with certain rights regarding their education. For information, contact Dr. Marietta Turner, Dean of Students at 217-351-2505 or via email at [mturner@parkland.edu](mailto:mturner@parkland.edu).

## **Communicable Diseases and Communicable Disease Policy**

### Parkland Policy 3.06

The Illinois Department of Public Health (IDPH) has specified diseases that are contagious, infectious, communicable, and dangerous to the public health in Section 690.100 of the Rules and Regulations for the Control of Communicable Diseases. The purpose of this policy is to insure College compliance with those and other existing state and federal rules, regulations, and laws.

Parkland College places a high priority on protecting the health and safety of its campus community and aims to reduce communicable disease exposure risk without unlawfully discriminating in enrollment or employment practices. To that end, Parkland College will adhere to the following guidelines:

1. Parkland College will be in full compliance with the Americans with Disabilities Act (ADA) as it relates to those students and employees who have communicable diseases. Any college decisions made resulting from a student or employee's health-related circumstances will be made with input from the office of Disability services and will depend on each unique instance, applicable confidentiality considerations, and relevant medical facts.
2. Parkland College will follow guidelines as directed by the Illinois Department of Public Health.
3. Parkland College will consider the welfare of the campus community while respecting the privacy and needs of the individuals involved.
4. Parkland College will make available to all members of the college community educational opportunities about disease transmission and prevention and will encourage preventive measures including, but not limited to, immunizations against meningitis and flu as recommended by the Centers for Disease Control and the American College Health Association.
5. Parkland College will provide appropriate and non-discriminatory services for persons living with infectious disease(s).
6. Parkland College will comply with NCAA regulations to reduce infection risk for those students involved in varsity and intramural contact sports.
7. Parkland College will follow occupational safety and health standards mandated under federal and state law with regard to the transmission of blood-borne pathogens in an effort to prevent transmission of disease in classrooms, laboratories, and workspaces as outlined in the Exposure Control Plan. This compliance will be coordinated by the Wellness Coordinator.
8. Parkland College will, when necessary, isolate infected persons and/or quarantine their contacts in accordance with the Illinois Department of Public Health guidelines and within the parameters of the College Emergency Plan as managed by the Crisis Management Team.
9. The Vice President for Student Services will administer this policy subject to applicable personnel policies and collective bargaining agreements. Any actions undertaken pursuant to this policy will be in accordance with applicable federal and state laws. Parkland College policies and the best interest of all parties involved. The Vice President

for Student Services will also act as a spokesperson for the campus regarding all communicable disease policy-related decisions and/or changes.

Any possibility of harboring contagious diseases must be reported to the clinical instructor before attending clinical. Students who pose health risks to personnel or patients or themselves will not attend clinical. Examples: chickenpox, pink eye, fever, uncontrolled cough, open lesions on the skin.

If a student has a sore throat with fever, he/she must contact the instructor before coming to the clinical facility. In cases of strep throat, the student must be on an antibiotic for a minimum of 24 hours before returning to the clinical facility. It is advised that the student contact the fieldwork educator if any of he or she notices any of the following:

- Fever >100.4
- Conjunctivitis
- Diarrhea lasting more than 12 hours
- Group A Strep-diagnosed by a physician
- Jaundice
- Vomiting
- Cold Sores (herpes)
- Active measles, pertussis, rubella, or chickenpox
- Upper respiratory infection (cold)
- Tuberculosis (TB)
- Shingles or rash of unknown origin
- Head lice
- Scabies
- Abscess or boil that is draining
- Impetigo
- Mononucleosis

Clinical instructors have the right to initiate communication with a student who exhibits the signs or symptoms of a communicable disease who has not come forward. This will only occur if the individual has the potential to pose an imminent risk to others or is unable to perform required tasks. All HIPAA and FERPA laws will be abided by, and the individual is assured of confidentiality regarding the matter.

## **Health Records**

To be admitted to the program, immunization records and evidence of physical examination must be completed and on record on Castle Branch website. Background and Drug Screens must also be completed. The student will be dropped from program courses if non-compliant. Follow program procedures for re-enrollment and status in the program. If a student has a second incident of non-compliance, the student will take a year leave from the program.

Once admitted to the program, all health record requirements must be up to date to remain in program courses. Students with incomplete health records will not attend clinical and the missed time will be counted as a clinical absence for each day missed. Make up hours are not available

for clinical absences. Students must be current throughout the entire semester of the course. The student may need to renew before it is actually due and before you are notified by Castle Branch to renew.

Due dates to stay current and compliant for each semester are July 15 for fall courses, December for spring courses and May 15 for summer courses. [Flu Vaccines](#), [LMS modules](#) and all other dates will be sent out via PCSNAP.

A full list of requirements is distributed upon admission to the program as well as on all program websites under *Health Requirements*.

### **Student Health Status and Health Changes While in the Program**

A student that has had any change in his/her physical and/or psychological condition (including pregnancy and the postpartum period) that require medical attention and or could have an effect of their physical or emotional endurance, are still required to maintain Essential Qualifications. Some situations will require a release from your health care provider.

If a student develops a health issue that may result in incapacitation in the clinical area or types of conditions that may jeopardize patient safety, the student must notify the clinical instructor as soon as the health issue becomes known to the student. To protect the patient and the student, the student may be removed from clinical. Students will still be required to perform all the functional abilities outlined in the Essential Qualifications in order to attend clinical.

### **Clinical and Classroom Accidents/Injury/Incident Reporting- Needle Stick and Exposures**

For all student injuries on campus, Public Safety should be called to assess and report the situation.

For students at clinical at any Carle property, when the student has had an exposure or sharp injury, the procedure is:

If between 8 a.m. and 5 p.m., Monday-Friday, call the Carle Occupational Medicine Department (217) 383-3077, 810 W. Anthony Dr., Urbana. The student should identify themselves as a Parkland health career student and explain there's been an occupational exposure to blood/body fluids during clinical and they wish to be evaluated. Department personnel will direct the student how to proceed.

At other times, the student should fill out an Employee Injury Form and then go to the Carle Emergency Department (E.D.), 611 W. Park Street, Urbana. Upon check-in, the student will need identify themselves as a Parkland health career student and explain there's been an occupational exposure to blood/body fluids during clinical and they wish to be evaluated. The student should be prepared to show them an insurance card if the student is insured.

The Emergency Room nurse will review immunization status and the exposure and determine if the source needs to be drawn. The ER nurse will also follow with exposure education for the student. The student needs to follow up with the Infection Control Nurse.

If possible, the source patient should have an order to have a lab draw.

For Students at All Other Clinical Sites:

The hospital affiliate's policy for student or employee injury should be immediately followed. Relevant clinical affiliate reports and the Parkland College Incident Report must be completed by the faculty and student.

Responsibility of Charges Incurred

If the cost of immediate post-exposure care for the student and source is not covered by the facility where the incident occurred or by the student's insurance, Parkland College will cover these costs. A bill should be sent to:

Parkland College  
Wellness Coordinator, Parkland College Student Life  
2400 W. Bradley Ave. U116  
Champaign, IL 61821.

Any medical follow-up beyond that given at the time of the exposure is the responsibility of the student. The student should consult with their primary care physician or Parkland's Wellness Coordinator as soon as possible after the exposure incident to discuss recommended follow-up care.

While we prepare the student for an entry-level position as a [XX] the risk of contracting a disease or illness is understood to be a hazard of the profession, but the safety of the student in the learning environment is a priority for the faculty and instructors. If the student is alerted prior to the start of a patient intervention that the patient does have any airborne or blood borne pathogen, or considered a high-risk patient, the student may be excused and not be allowed to participate with patient care.

### **Inclement Weather**

The basic philosophy of the College is to keep the campus open if at all possible during inclement weather. Closing the College is always a difficult decision to make given the large geographical area which is served by Parkland. We also know that timing is important during the day AND evening, as students and/or faculty and staff may already be en route to the campus at the time the decision is made. The decision to close does include classes offered by Parkland at area learning centers throughout the District

The conditions both on campus and in surrounding areas are monitored very closely during inclement winter weather. If it becomes necessary to close the campus during the day and/or evening when classes are in session, an announcement will be made over the public address system, to local radio/tv, and on our website by 3:00 p.m. If weather conditions deteriorate overnight, a decision is made by 5:00 a.m. Monday through Saturday. If Parkland's campus is closed, students are NOT allowed to complete patient pick-up. Your clinical instructor will be in contact, should that happen.

Radio and television stations are contacted always if the campus is closed due to weather conditions. Parkland College will announce college closings on the Parkland Facebook page and other social media outlets. The media will accept closings only; consequently, if you do not hear Parkland mentioned, then the College is open. The Switchboard on campus and the college's radio station WPCD (88.7 FM) are kept apprised of announcements, as well as Parkland's website. Also, the following stations are contacted if the College closes:

Radio Stations

WDWS/WHMS	1400 AM/97.5 FM	Champaign
WLRW/WIXY	94.5 FM/100.3 FM	Champaign
WBCP	1580 AM	Champaign
WILL	90.9 FM/580 AM	Urbana
WPCD	88.7 FM	Champaign

TV Stations: WAND, WCIA, and WICD

Safety and the ability to drive or walk in inclement conditions ultimately needs to be determined by the student. If the student has concerns because it is dark outside or the student expects the conditions may improve, the student should follow the syllabus directions for calling in late or absent as soon as possible.

### **Public Safety and Escorts**

The Parkland College Police Department, also known as Public Safety, is a full-service police agency covering the campus 24 hours a day, including holidays. The officers are trained as EMTs and First Responders to provide emergency medical care. The Police Department offers many services which include escorts, lost and found, and vehicle assists. The college hours are 7 to 10 p.m. Monday through Friday and 7 a.m. to 4 p.m. on Saturdays. The campus is closed on Sundays and holidays.

Public Safety also offers escort service to the Parkland parking lots. Please use the information below if you would like an officer to walk you to your vehicle.

You can reach this department by:

- Visiting the main Public Safety office at A160
- Calling 217-351-2369
- Dialing 911 from a campus phone
- Using emergency call boxes conveniently located throughout the campus

### **Classroom Lab Emergencies**

Students will be oriented on the College 911 system. Students are instructed to activate Classroom 911 Icon on computer screen anytime the student senses and emergent situation.

### **Medical Liability Insurance**

Students registered in Parkland clinical courses will be covered by a College issued liability insurance. A course fee will be added to a clinical course. The student is covered while at clinical on scheduled days of clinical. Activities or class sessions that take place outside of the published course schedule, will not be covered by the College liability insurance.

It is recommended that students carry personal medical insurance to cover accidents including on-the-job related incidents in the clinical area. Cooperating agencies provide treatment for emergency services in cases of accidents at the student's own expense.

A student who is injured in the classroom, lab or clinical must immediately report it to the instructor. Emergency medical procedures will be provided on campus as needed.

A student who is injured while at the clinical site must immediately report it to the lead preceptor, surgical supervisor or clinical instructor. The student will be asked to present personal medical insurance to the health care facility providing care to the student. The student will be required to complete an Incident Report at the facility and the College.

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

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

1. A Program GPA of 2.5 or higher in all program courses, NUR course GPA of 2.5 or higher, and a minimum of "C" in each nursing program course.
2. Notify the Faculty Department Chair - Nursing Programs of Nursing and Health Professions Operations before the first day of classes in the semester for which the inactive status will begin. If this is not possible due to unforeseen circumstances, the decision to grant the LOA will be at the discretion of the Faculty Department Chair - Nursing Programs with input from nursing faculty.
3. A student must submit a request for a LOA in writing stating the circumstances and intent to return the following semester. The Faculty Department Chair - Nursing Programs, with input from the faculty, will accept or deny the request.
4. Course registration for the returning semester will occur during the open registration period. If the student does not meet with their advisor before early registration, the student will be placed in classes as space allows.
5. If the student fails to register for nursing courses after one sixteen-week semester of inactive status, the student will be withdrawn from the nursing program.
6. The semester in which the student requests the leave will be counted as 16 weeks regardless of when the leave was granted. Any time a student is gone for greater than 16 weeks (not including summer) the student must request an exception to policy. This must be discussed at a full faculty meeting to review PGPA and clinical evaluations. If an exception is granted, faculty may require the student to repeat the last Medical-Surgical course in which they were successful, skill competency testing, or other course work as determined by the faculty.



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

### **Emergency Alert System**

Parkland College uses an emergency alert system designed to send out a message in the case of an on-campus emergency. This system will be triggered in the case of a natural disaster or public safety emergency. When you register for classes or being employment you are automatically signed up for this service. Be sure that your contact information is up to date with the College.

Students are encouraged to add Public Safety phone number into their personal cell phones. Students should leave the building immediately upon notice of evacuation. Students should not return to campus until notified as all clear.

### **Smoke-Free Campus**

In compliance with the Smoke-Free Campus Act (110 ILCS 64/), all tobacco use will be prohibited on the Parkland College campus effective July 1, 2015. For the purpose of this policy, "campus" means all property owned and leased by, or leased to the College, including buildings, grounds, roads, parking lots, and vehicles.

All clinical sites (hospitals) are also smoke-free campuses. Please make adjustments before the first day of clinical to reduce the need for smoking. Parkland offers smoking cessation programs through the Wellness Coordinator.

### **Smoking in the Nursing Program**

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

## **VI. Clinical Instruction**

### **Statement on Student Employment: Employment Conduct in a Healthcare Agency while in the Nursing Program**

A regulation from the Department of Professional Regulation states that:

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

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

### **Clinical Grading and Evaluation**

Evaluation of students will be conducted on a recurrent basis with sufficiency to provide the students and faculty with valid and timely indications of the students' progress toward clinical competencies.

Evaluation tools permit the student and the instructor to assess, monitor and track the student's progress. Formative and summative evaluations will be completed in all courses. Formal evaluation of student performance will include cognitive, psychomotor and affective behavior but deficits in any one area could be determined to be deficient and the student would not progress to the next clinical course.

The frequency of evaluation may increase when the student is not meeting the objectives of the course. Evaluation of the student will be shared with the student and filed permanently for five years in the student file. Evaluations at clinical may include, but are not limited to:

1. Documentation of student performance, based on Nursing Program Core Clinical Competencies
2. Concept maps
3. Email communications
4. Required written work

### **Clinical Transportation and Parking**

Students are expected to provide their own transportation to and from all clinical sites. Students are to follow parking regulations of the clinical site and park only in those areas designated for students.

### **Clinical Progression and Failure**

Students are expected to retain knowledge from previous semesters, skills, practical exams. The clinical evaluation is based on the application of previously learned knowledge and skills as well as the comprehension and application of new skills and information each semester. The proficiency of the clinical skills should increase each week and each semester to progress to the next clinical course or graduate.

## **Clinical Dismissal**

Depending on the severity, any break in non-compliance can result in dismissal from the program.

Dismissal by the clinical facility includes but is not limited to severe breaches of patient safety, patient rights, staff rights or safety, breaches of confidentiality, or other breaches of rules, ethics or standards.

By contract, the clinical facilities have the right and the authority to determine who is present on their campus. If the clinical facility removes the student from the clinical facility, Parkland College must comply and there is no appeal process.

If the student is barred from a clinical facility, the Health Professions Dean will weigh the patient's rights, the facility's rights, the student's rights, and the infraction to determine if the student can be transferred to another clinical site or if the infraction supports immediate suspension from clinical.

A student who commits an infraction serious enough to warrant clinical dismissal, and due to the nature of the offense, cannot be transferred to another clinical facility, will be notified of the intent to dismiss from the program.

Standards and ethics that include safe and ethical care are incorporated throughout every program in Health Professions. Safe and ethical care and behavior are required in the classroom, lab and clinical as well as outside the classroom. The student protects the patient/family at all times, not just when "on duty".

Please refer to the Health Professions Essential Qualifications, Code of Conduct, and Intent to Suspend or Dismiss Policy that is posted in every Health Professions Cobra course.

## **Patient Assignments at Clinical**

Healthcare providers serve the public and the patient has the right to expect quality care, regardless of the student's beliefs related to race, color, gender, sexual orientation, religion, creed, national origin, age, marital status, disability, veteran status, disease process, socio-economic status, or any other applicable basis in law. Clinical experiences are planned by the Health Professions faculty/administrators to best meet student learning needs. Students may not refuse patient care assignments.

All patients are to be treated with equal care and compassion. Patient confidentiality is respected at all times and students will follow HIPAA policies.

## **Student Work Policy at Clinical**

All student activities associated with the Nursing Program while completing clinical rotations

will be educational and training focused. Students will not receive monetary remuneration in any form during this educational/training experience. Additionally, the student will not be substituted for hired staff within the partnering hospital setting while enrolled in the nursing program.

### **Mandated Reporting**

Students are required to report any suspicion of patient neglect or abuse to their clinical instructors immediately. Students should NOT take it upon themselves to notify the police, DCFS, or any other legal entity. The clinical instructor will notify the patient's nurse, so he/she can best determine how to act and initiate his/her agency's policies about reporting.

### **Clinical Course Policies**

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

1. No cell phones or smart watches are to be at the clinical site, during patient pick up or during clinical time. This is a policy in most facilities, as well as a policy of the Parkland College Nursing Program. The phone number for the clinical unit will be provided to students for emergency contact.
2. Students may not attend clinical with conditions involving elevated temperature, open lesions, infection, casts, splints, crutches and/or any other assistive devices that pose a safety concern in the clinical setting. (Check with the course coordinator, as some clinical facilities allow limited medical devices.) Students with any type of lifting restriction may not attend clinical. (Please review and refer to Health and Safety Requirements in this handbook.) If the student attends clinical with any of the above, the student will be dismissed from clinical and the missed hours for that clinical will be calculated into the course grade per attendance/tardiness as stated in your syllabus. The student should contact the instructor as soon as possible to discuss the condition, the hours missed, and the guidelines for returning to the clinical setting.
3. Students will be required to have a physician's clearance to return to clinical following surgery, childbirth, following previous lifting restrictions, or diagnosis of an infectious disease, such as strep throat, pink eye, etc. Faculty may also require a physician's clearance before returning to clinical for any condition that requires an assistive device, cast, splint, etc., or any condition in which faculty is concerned about the student's ability to safely provide patient care. Students must meet all health and safety requirements without restrictions.
4. Students are expected to cooperate and work closely with all clinical personnel as well as their clinical instructor and peers. When questions and problems arise about the performance of skills or approaches to various patient/client care problems, students are to seek guidance from their clinical instructors.
5. Students are expected to deliver safe nursing care and to demonstrate professional behavior at all times during nursing clinical. Any student who does not demonstrate adequate preparation, safe patient care, and professional behavior (See Appendix A) may

be dismissed from the clinical site and will receive an unsatisfactory for that clinical day. Any time missed will be counted as “absence” time and will jeopardize the student’s opportunity to successfully complete the course.

6. It is strongly recommended that students not work a night shift before a morning clinical. If the clinical instructor determines the student is unable to be alert or attentive and there is any question as to whether the student can safely provide patient care, he or she will be dismissed and receive an unsatisfactory for that clinical day, and loss of attendance hours.
7. Clinical progress is evaluated through an ongoing process each semester. Students receive weekly feedback on their clinical performance and are also required to self-evaluate their own clinical experience and performance, as well as to set their own goals for achievement. If a student receives an unsatisfactory mark for any criteria on the Student Clinical Evaluation Record, at any time, they are required to complete a remediation plan before returning to the clinical site (Appendix B).

## **VII. Student Conduct, Professional Behavior, Appearance and Standards**

### **Health Professions Code of Conduct**

Conduct standards for Health Professions are higher than those of the ordinary student or citizen because of the inherent responsibilities assumed by the health professional’s role and the trust the public places on the Health Professions to do no harm. Therefore, issues such as professional and Interprofessional ethics, honesty, integrity, safety, and confidentiality are considered essential for practice in health professions and students will be held to professional standards.

A graduate must be competent in the application of the principles of ethical reasoning, ethical decision making, and professional responsibility as they pertain to the academic environment, research and patient care. If a student is found to be behaving in an unprofessional manner, the student will be removed from the classroom, lab or clinical site. This includes any actions that may be deemed unprofessional by the instructors or medical staff. Examples of unprofessional conduct include (but are not limited to): verbal or non-verbal language, actions, or voice inflection which compromises rapport with patients, family members, physicians, nurses, surgical technologists, surgical assistants, other staff or instructors. This includes sexual innuendos or flirtatious behavior. Violations of these standards are serious and will result in the student being removed from the classroom, lab or clinical site immediately. Students removed from clinical, will not be readmitted to class or the program.

Please refer to the Health Professions Code of Conduct posted in Cobra for every course.

### **Student Conduct and Professional Standards**

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

- facility policies.
2. Students are expected to display professional behavior and program work ethic characteristics at all times. This includes on-campus lab, class, and clinical time as well as and when going to the clinical site to pick up assignments. Professional behaviors are as defined in this handbook and the Core Components/Competencies of the Parkland College Nursing Program.
  3. Students demonstrating unethical conduct (i.e., cheating, improper use of social media, deception, dishonesty, plagiarism) whether related to clinical assignments, laboratory practice, or class will be subject to faculty review to determine disciplinary action (see Academic Honesty Policy in the Parkland College Student Policies and Procedures Manual). Disciplinary action may include immediate dismissal from the program and/or the assignment of a failing grade “F” in the course.
  4. Students are expected to be consistently respectful, courteous, & thoughtful to the other health care workers when they pick up patient assignments as well as during their actual clinical. Respect includes adhering to dress code standards noted within this handbook. This includes the unit secretary, other nursing students, medical students, health care technicians, physicians, nurses, students and/or faculty from other programs, etc.
  5. We uphold the core values of Parkland College as well as the values inherent in the nursing profession which call for treating all persons equally regardless of gender, race, sexual preference, religion, nationality, economic status, etc. Students are expected to choose a variety of patients from a diverse background when choosing clinical assignments. If it is noted by the instructor that a student is not choosing diverse patients, the student will be required to meet with the instructor, the instructor may choose to make assignments where appropriate.

## **Work Ethics**

We believe the following Work Ethics reflect Professionalism and students are expected to meet the following criteria at all times. Failure to conduct oneself professionally as outlined in the Core Values of Parkland College, the ANA Code of Ethics, and the following Work Ethics definitions may result in disciplinary action or dismissal from the Parkland College Nursing Program.

The 10 Characteristics of Work Ethics are as follows: Attendance, Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication, Cooperation, and Respect. These 10 work ethics characteristics are incorporated into each clinical evaluation form at each level and are designated as critical behaviors necessary to be successful in the nursing program and as a professional nurse. Criteria for each work ethic have been adapted to meet program expectations and requirements.

1. Attendance – Attends class/clinical/lab, arrives/leaves on time; proper notification is given if absent; absent only if ill or absolutely necessary.
2. Character – Is honest, trustworthy, reliable, dependable, accountable, responsible, takes initiative, self-disciplined. Behavior is consistent with the values of the nursing profession and the ANA code of ethics. Accountable for one's own behavior, care, and outcomes.

3. Teamwork – is a team worker; is cooperative; mannerly, respectful of others in works/actions. Demonstrates collaboration and works in partnership with other students, nurses, and health professionals.
4. Appearance – Displays appropriate dress, clean, well-groomed, good hygiene; follows dress standards as required and defined in the Nursing Student Handbook. Puts forth professional image at all times.
5. Attitude – Demonstrates a positive attitude; appears self-confident; has realistic expectations of self.
6. Productivity – Follows safety practices; conserves materials; keeps the work area neat and clean; follows directions and procedures, uses time wisely. Works efficiently and finds others to help or other work to do if own work is completed.
7. Organizational Skills - Displays good time management, is flexible, prioritizes appropriately, manages stress, and is always well prepared for clinical, class, and lab.
8. Communication – Displays appropriate and therapeutic nonverbal and verbal skills in all interactions. Caring and ethical in interactions with patients, families, and colleagues.
9. Cooperation – Follows chain-of-command, works well with peers & supervisors/instructors; handles criticism; works with others to problem-solve instead of blaming others.
10. Respect – Respects the rights of others; does not engage in harassment of any kind, provides respectful care to diverse populations without regard to gender, culture, religion, socioeconomic status, lifestyle or beliefs. Makes conscious effort to pick diverse patients to work with.

### **Uniform and Dress Code**

Each nursing student represents the profession to the client and significant others. Therefore, each student must present a professional image in the clinical setting. Failure to comply with the dress code will result in a clinical unsatisfactory under professional behavior.

1. Clean, appropriate, undergarments and uniform should be worn to the clinical facility. After a clinical, the uniform should not be worn in the community setting. It is recommended that you keep a change of clothes with you if you will not be returning home after clinical practice.
  - a. **Hunter green uniform pants for both RN and LPN.** No jeans, body-hugging pants, or sweatpants are to be worn. Scrub pants must be hemmed appropriately so as not to drag on the floor. Cuffed pants are acceptable.
  - b. **The approved hunter green scrub top for RNs. Tops and bottoms MUST be the same shade of dark green for RN students**  
**White scrub tops for LPN's:**
  - c. A plain white t-shirt or white turtleneck may be worn under the uniform top.
  - d. A mid-thigh to knee-length white lab coat with  $\frac{3}{4}$  or full-length sleeves is to be worn over the uniform at all times when off the clinical unit.
  - e. The Parkland College Health Careers patch is to be worn on the left sleeve of the green top and the upper left sleeve of the lab coat. Patches may be purchased at the Parkland

- College Bookstore.
- f. Shoes are to be clean white clinic shoes or white walking shoes with a minimum of additional color on them. Shoes must be closed-toed and must have a back or a back strap. Plain white socks or hose are to be worn with the uniform.
  - g. A Parkland College name badge is to be worn on the green top and the white lab coat. The name badge is to contain the student's name and "Parkland Nursing Student" badges are available for issue at Student Life.
  - h. Students must always wear a watch with a second-counting capacity to clinical. No smart watches allowed.
  - i. Absolutely no phones allowed in clinical setting at any time. If a phone is found on person, loss of clinical hours counted as absent will occur.

#### *Accessories and Body Art*

- a. Students are required to purchase their stethoscopes, bandage scissors, etc.
  - b. Only one ring may be worn.
  - c. If earrings are to be worn, they are to be plain stud earrings. Only one earring per ear lobe is allowed. Ear cuffs or collars, nose studs/rings, hoop earrings, or other visible articles of body piercing are not allowed. Clear plastic retainers for piercings are allowed. Exceptions to this may only be made by the Dean of Health Professions.
  - d. No visible necklaces, bracelets, decorative pins, etc. are to be worn while wearing the uniform.
  - e. Body art should be covered by clothing and/or appropriate coverings unless it impedes infection control/patient safety. No vulgar wording or sexual art is to be visible. Exceptions to this may be made by the course coordinator in consultation with the Assistant. The ultimate decision will be made by the Dean of Health Professions.
- 2. The lab coat, fully buttoned, is to be worn over a uniform any time the student is off the clinical unit. The lab coat is to be worn whenever the student is not in uniform in the clinical setting, according to agency policies. The lab coat is not to be worn during client care.
  - 3. Student uniforms may not be worn in the microbiology or cadaver laboratories at Parkland College.
  - 4. When picking up assignments in the clinical area or when a clinical rotation does not require the clinical uniform, students are to wear professional attire. Unacceptable attire includes sandals, clogs, boots, body-hugging pants, jeans, sweatpants, shorts, mini-skirts, or clothing exposing more body surface than acceptable in a professional environment; I.e. business casual or scrubs. Lab coats are required over street clothes and scrubs when picking up assignments, except in mental health clinical settings or as directed by your instructor. Students must wear their Parkland College Student Nurse badge with a picture when picking up assignments.
  - 5. Failure to comply with the Dress Code will result in an unsatisfactory for the day and absence hours may be assigned.

### **Personal Grooming**

Personal hygiene must be impeccable. Body odor can't be tolerated by patients and coworkers in the clinical setting. Patients can have heightened sensitivity to smells. The administration of



medications and strong odors may cause nausea in the medicated patient. All students should wear deodorant at all times and shower frequently; daily if needed.

Nursing students and clinical instructors work in close proximity to the patient and each other. If the body odor is present while at clinical, you will be sent home. Poor grooming could keep you from progressing at clinical and could be a reason to be dismissed at clinical.

1. Fingernails should be kept short, clean, and smooth. Nail length should be no greater than ¼ inch - short enough so as not to scratch clients, tear gloves, etc. Artificial nails, nail decals, nail jewelry, and nail polish may not be worn during clinical.
2. Guard against offensive body/breath odors by bathing frequently, using deodorants, mouthwash, breath mints, etc.
3. Perfumes, colognes, hair spray, and other scented grooming products should not be used as they may not only be offensive but may also trigger an allergic response in clients. Students will be asked to leave the clinical site for any offensive odors. Clients, especially those ill, may be especially sensitive to odors and these may trigger adverse reactions, such as nausea, due to such odors.
4. Gum chewing is not allowed in the clinical area.
5. Smoking is not allowed before patient contact as some patients may have an adverse reaction to the odor. Students must not have detectable smoking odor before patient care or patient pickup.
6. Male students are to be clean-shaven or have a neatly trimmed mustache and/or beard. Under certain circumstances, when required by the clinical facility, such as use of N95 masks, beards may not be allowed. Students will be made aware of special circumstances via Cobra email.
7. All articles of clothing are to be clean and free of odors. Uniforms and lab coats are to be clean, pressed, and fit properly. Weight gain or loss may result in the need to purchase or alter uniforms/lab coats.
8. Hair, whether long or short, must be clean and of natural color. Long hair must be worn in a secure style that does not allow hair to drop forward over the student's shoulders or block the student's vision when leaning forward. Ponytails are allowed. Hair must be secured with hairpins or conservative clips and/or combs. Clips with bows or multiple clips are not allowed.

## **Personal Information Protection for HIPAA**

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

Definition

Protected Health Information (PHI) is any information that identifies an individual AND relates to:

- 1) The individual's past, present or future physical or mental health; OR
- 2) The provision of health care to the individual; OR
- 3) The past, present or future payment for health care.

Information is deemed to identify an individual if it includes either the patient's name or any other information taken together that enables someone to determine an individual's identity, such as, date of birth, gender, medical record number, address, phone number, email address, social security number, or full-face photograph.

- 1) All patients' records (the chart, the surgical schedule and any other information, verbal or written, and any notes taken from the record of the facility) are confidential.
- 2) Students must be protective of patient information once it is removed from the clinical setting. (i.e., notes not left on desks, in classrooms, in cafeterias, or out for any public viewing). No patient names will at any time be removed from the clinical facility.
- 3) Students must not identify patients, staff members or other persons by name in written work, notes or other exercises for learning purposes. In such instances, the use of initials is appropriate.
- 4) Students will not discuss patients, staff or care issues in public (i.e., with friends or family, or in public places such as the shuttle bus, cafeterias, lounges, bars, restaurants, hairdresser, etc.).

### **Confidentiality**

Students are expected to observe the Standards for Privacy of Individually Identifiable Health Information (Privacy Rule) promulgated by the Department of Health and Human Services (HHS) as set forth in the Health Insurance Portability and Accountability Act (HIPAA) of 1996 at all times, including conversations in elevators, on shuttle buses, in cafeterias, restaurants, or any other public area. Violation of this policy may result in immediate dismissal from the nursing program.

1. All client records (the chart, computer printouts, any other information, verbal, written, and those notes taken from the record) are confidential. Violations of this confidentiality policy may result in immediate dismissal from the nursing program.
2. Students may use a laptop or tablet at the discretion of the instructor. These devices may be used in place of paper for recording information into an electronic version of the care plan.
3. Client records may not be duplicated or removed from the clinical setting (i.e., notes taken from these records must not contain client-identifiable information or be left on desks, in classrooms, in cafeterias, or out for any public viewing). Failure to properly protect client records may be considered a violation of the privacy act and may result in immediate dismissal from the nursing program.

## **Implications for Students and Consequences of Violations**

HIPAA has important implications for Health Profession students and their education. Protecting the privacy of your patients' health information must be foremost in your mind as you are considering how you will communicate what you are learning with faculty, clinical staff, and fellow students. When preparing case specific presentations, papers, discussions, and reports, you must avoid disclosing patient information that could identify the patient.

Students providing information to the media will be dismissed immediately.

The student will receive a written warning when the HIPAA violation appears accidental (such as leaving a chart open).

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

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

- \* In addition to program or Parkland College's consequences, you could be personally liable.
- \* There is no expiration date for disclosure of protected information. All patient information is private indefinitely.
- \* Students may be denied readmission to any health career program if the cause for withdrawal or failure was due to a HIPAA violation.

Please see the entire HIPAA compliance policy posted in every Cobra course.

## **VIII. Parkland College Policies**

### **Extended Absences**

Regular and prompt attendance is expected at all classes. Regular attendance and consistent study habits are necessary for academic success in college. If you are absent for more than one day due to an emergency, accident, illness or hospitalization, you or your family need to contact the Office of the Dean of Students at 217-353-2048 so that notification can be sent to your instructors. Students are also responsible for contacting their instructors as soon as they can do so. The Dean's absence notification does not excuse students from assignments, exams, or being marked absent. The faculty will handle the absence per policies outlined in the class syllabus.

According to College policy 5.03, faculty have the prerogative of lowering grades for unexcused absences. Note that instructors have their own attendance policies and the student is responsible for reading each course syllabus to know these policies. The Nursing Program policies and faculty determine what is accepted as an excused absence. Faculty also determine if the student can turn in late work or make up missed quizzes and/or exams based on an

excused absence.

Additionally, the Illinois Community College Board requires faculty to certify the attendance of students at midterm.

### **Absence Due to Religious Obligations**

College Policy, 5.03.01, Parkland College recognizes and values the diverse religious beliefs of its students. The college practices shared responsibility if a student's religious observances conflict with scheduled classwork, assignments, or examinations. Students must inform instructors well in advance of a planned absence for a religious observance. Instructors will make reasonable accommodations for students in these situations. However, instructors are not obliged to teach missed class material again. Instructors should inform students of these expectations at the beginning of the semester so that arrangements can be made accordingly. Grievances pertaining to the Religious Observances Policy should be handled according to College Policy 8.15.

### **Children in the Classroom**

It is understood that the mission of the College is to provide an atmosphere that is as free as possible from outside distractions and disruptions. To maintain this learning environment, unaccompanied and unauthorized minor children are not allowed on the campus. To protect children from possible injury and to maintain a safe, secure learning environment, children are not permitted in classes and are not to be left unsupervised anywhere on campus, including employee work areas. (College Policy 5.04)

### **The Learning Commons**

The Learning Commons is Parkland College's one-stop learning assistance center for students. CAS provides a variety of services to empower students to reach their academic goals by providing outside-of-classroom assistance so they can study effectively, handle assignments, prepare for tests, and complete their programs.

If you find yourself needing assistance of any kind to complete assignments, stay on top of readings, study for tests, or just to stay in school, please contact the Center for Academic Success in D120 at 217-353- 2005 or 217-351-2441. You may also email CAS at [CenterForAcademicSuccess@parkland.edu](mailto:CenterForAcademicSuccess@parkland.edu).

### **Accessibility Services**

The Program has an institutional commitment to provide equal educational opportunities for qualified students with disabilities who apply for admission to the program. The College has a responsibility for the safety of the patients and students. Each program has an Essential Qualification list that should be reviewed before applying to the program. The Essential Qualification list in conjunction with academic standards are requirements for admission,

promotion, and graduation. Candidates with questions regarding the Essential Qualifications are encouraged to contact Accessibility Services at Parkland College before the start of the program. Compliance with state and federal laws and regulations (including the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990) is necessary and admitted candidates with disabilities are reviewed individually, on a case-by-case basis. An accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others if making it requires a substantial modification in an essential element of the curriculum.

Registration with the AS office must be initiated by the student in a timely manner, whenever possible, to ensure that accommodations coincide with the start of the semester. Services received in high school or at other colleges/universities, or identified through a recent diagnosis do not automatically transfer to Parkland College. You must provide documentation of disability. This can include a letter from a physician, an IEP, a 504 plan, psychological evaluation or similar documents.

Note: Accommodation letters from other colleges or universities are not acceptable forms of documentation.

**If you have questions about getting registered with the AS office, contact the office at 217-353-2338 or via email at [accessibilityservices@parkland.edu](mailto:accessibilityservices@parkland.edu).**

## **IX. Health Professions Policies**

*The following policies are posted on Cobra for Health Professions courses.*

Guidelines for Accommodations in Health Professions

Spoken and Written English Policy

Social Networking Policy

HIPAA Policy

Clinical Failure and Grading/Withdrawal

Intent to Dismiss Policies and Procedures

Student Health, Immunization, Drug, and Background Policy and Procedures

HP Model for Building Professional and Interprofessional Teamwork

Name Change on Graduation Policy

Health Professions Code of Conduct

## **X Additional Program Topics**

### **At-Risk Student Policy**

The purpose of the At-Risk Student Policy is to identify students who are at a higher risk of being unsuccessful in the nursing program due to academic, behavioral, and/or personal issues. Once a student is determined to be at-risk, a plan for student success may be implemented to improve the chances of successful completion of the individual Nursing courses and the Nursing Program as a whole. See Appendix E for the attached policy.

## **Communication and Contact with Faculty**

- Students are strongly encouraged to actively communicate with faculty and staff during the course of their nursing program. Our main source of communication is via Parkland email. It is imperative you check email at least daily.
- Important nursing program information is sent out via the Student Nurse Association at Parkland (SNAP) email. This is utilized because ALL students enrolled in the nursing program are included in the SNAP list - utilizing your Parkland student email address. If you do not check your Parkland student email, you will miss out on valuable information from SNAP such as upcoming meetings, information, and opportunities, as well as, any nursing program policy changes, registration guidelines, alerts from clinical agencies, etc.
- Students must always use their Parkland Student email address for all communication with faculty. Due to the security placed on many organization's email systems, including Parkland's, email originating from another source may be interpreted as spam and not delivered or if delivered there may be a significant time delay. Faculty are encouraged not to open emails from sources they do not recognize so instructors may not open an email that is not from a Parkland address. Even if you have your email forwarded to your personal non-Parkland email accounts there is no guarantee they will always reach you this way.
- Each faculty member is required to have a specific number of office hours each week to be available to students. These hours are noted on your course syllabus along with faculty phone numbers and office numbers. Office hours are also posted outside each faculty member's office door.
- Please keep in mind that faculty are not contracted to be on campus during summer months or between semesters unless they are specifically teaching a class during that time. Faculty return to campus one week before classes resume each semester. Faculty are not required to respond to emails when it is not during the contracted time.

## **Exception to Policy Request**

Students may request an "Exception to Policy" for items contained in the Nursing Program Student Policy Handbook that pertain to program progression/reinstatement. For requests to be considered, students must:

1. Have completed at least one nursing course with a grade of "C" or better.
  2. Have not previously submitted a request for an exception to the same policy.
  3. Be considered a student in good standing, which includes maintaining status as a nursing student.
- OR
4. Not have been granted any previous reinstatement.

An exception to Policy may or may not be granted based on faculty discretion.

### **Learning Support: Open Labs**

The nursing program holds open skills labs in L238. Students are encouraged to attend and practice skills learned in current and/or previous courses. The lab hours are posted outside the lab.

### **Scholarships**

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

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

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

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

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

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

### **Student Work**

The faculty of the Parkland College Nursing Program examines student written assignments to assess the extent to which student performance demonstrates accomplishment of course and

program objectives. These may also be used to provide samples for accreditation purposes or to assist other students when teaching. If you agree to allow us to utilize your work, we ask that you provide written authorization to do such.

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

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

## **XI. Student Policy Compliance and Attestation-**

See Appendix D



**Appendix A :Parkland College Associate Degree Nursing End of Program Student Learning Outcomes**

Clinical practice standards for student performance are based on the NLN Educational Competencies for Graduates of Associate Degree Nursing Programs (2010) and Work Ethics. For each criterion, a level of performance is indicated. Students are expected to complete the semester at the level indicated, showing progress and increasing competency throughout the semester. Criteria in bold print and all Work Ethics are considered "critical behaviors" and expected to be performed at the highest level (4) at all times. Student performance standards/levels are defined as follows:

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

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

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

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

Krichbaum, K., Rowan, M. Duckett, L., Ryden, M., & Savik, K. (1994). The clinical evaluation tool: a measure of the quality of clinical performance of baccalaureate nursing students. *Journal of Nursing Education, 33(9)*, 395- 404.

Competency	Level 1 <sup>st</sup>	Level 2 <sup>nd</sup>	Level 3 <sup>rd</sup>	Level 4 <sup>th</sup>
<i>Human Flourishing – Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</i>				
<b>1. Engage in holistic practice that respects the dignity, diversity, and self-determination of patients and their families, without conditions or limitations (quality).</b>				

a. Verbalize and confirm that holistic care is fundamental to patient satisfaction and individualized care.	2	2	3	4
b. Accept responsibility for knowing national nursing quality indicators which influence patient/family personal growth and fulfillment.	2	3	4	4
<b>2. Identify strategies that create a safe environment while appreciating the cognitive and physical limits of human performance (safety).</b>				
a. Applies national safety standards in the context of patient self-determination.	2	3	4	4
<b>b. Recognizes that both individuals and systems are responsible for patient safety.</b>	4	4	4	4
<b>3. Function in a collaborative role to provide care in multiple settings with an emphasis on community-based chronic care management and palliative/end-of-life care (team/collaboration).</b>				
a. Communicates patient/family plan-of-care preferences to the health care team.	2	2	3	4
<b>b. Practices civility when communicating with patients, families, and the health care team in the context of controversial issues.</b>	4	4	4	4
c. Collaborates with health care team to decrease patient/family distress caused by financial and health care risks during transitions in care.	2	2	3	4
<b>d. Maintain patient integrity by maintaining privacy and confidentiality.</b>	4	4	4	4
<b>4. Provide culturally appropriate, individualized care to patients and their families, especially those underserved and vulnerable populations experiencing life changes and transitions of care (relationship-centered care).</b>				
<b>a. Respects the patient's right to autonomy and self-care decision making.</b>	4	4	4	4
b. Understands the relationship between pain and palliative care to quality of life.	2	2	3	4
<b>5. Deliver quality, safe care recognizing system constraints, while supporting the patient's pursuit of human flourishing (systems-based care).</b>				
a. Recognize the patient's right to minimal exposure to risk through systems thinking.	1	2	3	4
b. Participate in culture change that empowers patients, families and health care workers to achieve a meaningful work and life experiences.	1	2	3	4
c. Recognize financial and health care client risks during transitions in care.	1	2	3	4
<b>6. Engage in reflective practices to promote one's journey toward self-fulfillment (personal and professional development).</b>				

a. Recognizes threats to the integrity of relationships and the potential for conflict and abuse.	2	3	3	4
<b>b. Examines personal beliefs, values, and biases with regard to respect for human dignity, equality, and justice.</b>	4	4	4	4
<i>Nursing Judgement - Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.</i>				
<b>1. Be accountable for decisions and actions performed in the provision of safe, quality care to diverse populations in a variety of health care settings (quality).</b>				
a. Prevent complications through the provision of timely evidenced-based care	2	3	3	4
b. Use national standards of care to inform clinical judgment.	2	2	3	4
<b>2. Provide safe, quality care based on evidence and standards of care that promote the health of patients within the context of the family and community (safety).</b>				
<b>a. Perform safely in clinical environment</b>	4	4	4	4
b. Accept only those assignments that fall within the individual scope of practice based on experience and educational preparation.	1	2	3	4
c. Recognize the distinct practice boundaries of team members.	2	2	3	4
d. Practice priority setting in a dynamic work environment.	2	3	4	4
e. Recognize and report unsafe practices to appropriate members of the health care team.	2	3	3	4
<b>3. Collaborate with members of the health care team to implement and/or adjust the plan of care (team/collaboration).</b>				
a. Informs appropriate team members of changes in patient status.	2	3	3	4
b. Consults with clinical experts when making patient care decisions in situations that are beyond expertise and scope of practice	2	2	3	4
c. Contributes to assessment and care planning in collaboration with the health care team.	2	2	3	4
<b>4. Partner with patients and families to identify their preferences based on their expectations, resources, and cultural traditions when modifying care-approaches (relationship-centered care).</b>				
<b>a. Utilize ethical standards to inform clinical judgment.</b>	4	4	4	4
<b>b. Be receptive to the ideas of others when making clinical decisions.</b>	4	4	4	4
<b>5. Assume the role of a team member or team leader based on the situation, care setting, and system requirements, as determined by management (systems-based care).</b>				
a. Provide evidence to advocate for resource allocation to meet patient care needs	1	2	3	4

b. Report data to assist in the formulation of health care goals/outcomes, in collaboration with patients, their families, and health care team members.	1	2	3	4
c. Solicit input to improve individual, team, and system-wide goals.	1	2	3	4
<b>6. Seek assistance in situations that require knowledge/actions beyond individual expertise and scope of RN practice to provide safe, quality care (personal and professional development).</b>				
a. Values the need for clinical practice based on new knowledge and emerging technologies	1	2	3	4
b. Identify valid sources of evidence in clinical decision making.	1	2	3	4
c. Recognizes threats to the integrity of relationships and the potential for conflict and abuse	2	3	3	4
<b>d. Examines personal beliefs, values, and biases in regard to respect for human dignity, equality, and justice.</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<i>Professional Identity – Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.</i>				
<b>1. Assume responsibility and accountability for the quality of nursing care provided to patients and their families in a variety of health care settings (quality).</b>				
a. Recognizes personal capabilities and knowledge base when making decisions about safe care delivery.	2	3	3	4
b. Reflects on actions, developing greater awareness of behaviors, skills, and attitudes to provide safe, cost-effective, quality care.	2	3	3	4
c. Systematically reflects on RN practice to make suggestions that advance the role of the RN.	1	2	3	4
<b>2. Function to the full scope of safe nursing practice, inclusive of management/leadership opportunities, as dictated by specific state RN regulation (safety).</b>				
a. Identifies the scope of practice and professional standards that govern RN practice	4	4	4	4
b. Applies regulatory and legal factors to the practice of nursing.	4	4	4	4
c. Values the maintenance of knowledge behaviors and attitudes that align with the standards of care for safe practice.	3	4	4	4
<b>d. Accepts accountability for actions.</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>3. Collaborate with other members of the interprofessional team to identify and access community resources with a focus on patients, families, and community health resources (team/collaboration).</b>				
a. Collaborates with members of the health care team to provide a safe quality health care environment.	2	2	3	4

b. Values the contribution of the RN as a collaborative member of the health care team.	2	2	3	4
c. Acknowledges the contributions of all members of the health care team.	2	2	3	4
d. Incorporates management/leadership strategies in providing team-based care.	1	2	3	4
<b>4. Function, according to the scope of practice requirements, as an ethical RN collaborating and communicating successfully with patients, families, and members of the interprofessional team (relationship-centered care).</b>				
a. Advocates for activities that improve the health care of patients and families in a wide variety of settings.	1	2	3	4
b. Values the RN role in encouraging patient self-advocacy.	1	2	3	4
c. Uses verbal and non-verbal communication principles to improve patient and staff interaction.	1	2	3	4
d. Recognizes the RN's role in using the vast resources that exist in diverse health care settings to improve health care access and service delivery.	1	2	3	4
<b>e. Respects diverse cultural perspectives.</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>5. Accept responsibility for the RN's collaborative role within a community-based health care system, consistent with ethical and professional standards (system-based care).</b>				
a. Uses evidence to make practice decisions when faced with new workforce trends	1	2	3	4
b. Demonstrates tolerance for unpredictability and complexity of health care delivery and its effect on care delivery.	1	2	3	4
<b>6. Advocate for the RN's unique role contributing to equal access to safe, high quality, affordable health care, with a special emphasis on management of long-term, chronic care for underserved and other vulnerable populations (personal and professional development).</b>				
a. Practices collaboratively as a member of the interprofessional health care team to support the unique contributions of the RN to a robust nursing workforce.	1	2	3	4
b. Recognizes the difference between the professional code of ethics and personal code of ethics.	2	3	3	4
c. Uses self-reflection to assess personal level of competence, adequacy of knowledge base, and areas needing improvement to grow professionally.	2	3	3	4
d. Commits to the growth and development of the RN role, consistent with ethical and professional standards.	2	3	3	4

e. Participates in professional development to strengthen knowledge base and nursing practices focused on safe, quality, cost-effective care.	1	2	3	4
f. Expresses value in the role of the RN.	4	4	4	4
<b><i>Spirit of Inquiry</i></b> – Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.				
<b>1. Suggest novel approaches to improve care to diverse patients and families (quality).</b>				
a. Uses valid resources and informatics to guide clinical decision making	2	3	3	4
b. Recognizes the importance of patient/family satisfaction as a key determinant of quality	3	4	4	4
c. Demonstrates the role of the RN as an innovative thinker to improve quality standards	1	2	3	4
<b>2. Question existing and traditional practices to improve safety, quality, cost-effective care as a member of the health care team (safety).</b>				
a. Uses new knowledge to minimize risk.	2	3	3	4
b. Considers alternative options, when reexamining patient response to care.	2	3	3	4
c. Utilizes knowledge of best practices and national safety standards to improve care.	2	3	3	4
<b>3. Collaboratively seek creative approaches to care delivery (team/collaboration).</b>				
a. Seeks out health care team members for expert clinical knowledge about patient care needs.	4	4	4	4
b. When in doubt, clarifies the RN role and scope of practice.	4	4	4	4
c. Acknowledges the unique talents, knowledge and experience of all interprofessional team members.	2	2	3	4
<b>4. Utilize best current evidence coupled with clinical expertise and patient preferences and values to make practice decisions (relationship-centered care).</b>				
a. Promotes patient engagement in care decisions seeking new solutions to improve their care.	1	2	3	4
b. Asks about patient preferences and values and utilize evidence to determine new approaches to care.	2	2	3	4
<b>5. Collaborate with team members with suggestions to improve health care outcomes for patient safety, recovery, and transitions (systems-based care).</b>				
a. Shows humility, trust, and empathy in considering high quality, low-cost solutions.	1	2	3	4

b. Collaborates with the interprofessional team to identify system barriers that impede implementation of new approaches for patient safety.	1	2	3	4
<b>6. Value evidence-based approaches to yield best practices for nursing (personal and professional development).</b>				
a. Develops a persistent sense of curiosity to think creatively	4	4	4	4
<i>Work Ethic – Exhibits moral principles as a student encompassing the traits of reliability/dependability, dedication, productivity, cooperation, character, integrity, sense of responsibility, emphasis on quality, teamwork, and professionalism.</i>				
1. Attendance: arrives/leaves on time; proper notification given if absent; absent only if ill or absolutely necessary.	4	4	4	4
2. Character: honest, trustworthy, reliable, dependable, accountable, responsible, takes initiative, self-disciplined, and maintains confidentiality.	4	4	4	4
3. Teamwork: team worker, cooperative, mannerly, respectful of others in works/actions.	4	4	4	4
4. Appearance: appropriate dress, clean, well groomed, good hygiene; follows guidelines in student handbook.	4	4	4	4
5. Attitude: positive attitude, appears self-confident, realistic expectations of self and others.	4	4	4	4
6. Productivity: uses time wisely; follows safety practices, keeps work area clean & neat; follows directions/procedures.	4	4	4	4
7. Organizational Skills: displays good time management, flexible, prioritizes appropriately, and manages stress.	4	4	4	4
8. Communication: appropriate and therapeutic verbal and nonverbal skills in all interactions.	4	4	4	4
9. Cooperation: follows chain-of-command, works well w/peers & supervisors/instructors; handles criticism; problem solves vs. blame.	4	4	4	4
10. Respect: respects rights of others; does not engage in harassment of any kind; provides respectful care to diverse populations without regard to gender, culture, religion, socio-economic status, life style or beliefs – makes conscious effort to pick diverse patients,	4	4	4	4

**Appendix C: Parkland College Nursing Program Remediation Plan for Unsatisfactory Clinical Performance**

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

**CORE COMPONENT (s) requiring remediation plan:**

**DATE OF OCCURRENCE:**

**Problem statement in relation to competency:**

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

**Evaluation of plan reviewed by clinical instructor:**

**Instructor signature and date:** \_\_\_\_\_

**Student signature and date:** \_\_\_\_\_



**Appendix D: Parkland College Nursing Program Nursing Student Handbook Policy Agreement**

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

I \_\_\_\_\_, certify that I have read, understand, and agree to (Student name)

follow the policies and procedures set forth in the \_\_\_\_\_ Nursing Student Policy Handbook for the Parkland College Nursing Program.

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

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**Parkland College Nursing Program Informed Consent for use of Student Written Assignments**

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

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

I \_\_\_\_\_, have read and understand the information above and (Student name)

have had any questions answered to my satisfaction. I realize that I may withdrawal this permission at any time without penalty.

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

**Appendix E: PARKLAND COLLEGE REGISTERED NURSE PROGRAMS ESSENTIAL QUALIFICATIONS**

Students matriculating in and graduating from a Parkland College Registered Nurse health career program must be able to meet the Essential Qualifications of the academic program and must not pose a threat to the well-being of patients, other students, staff, or themselves. As an incoming nursing student you will need, at a minimum, the following types of skills and abilities and will need to maintain and demonstrate these abilities throughout the program.

**Students are encouraged to discuss their specific academic needs with the course instructor/program director prior to beginning a course of study. Consultation between Accessibility Services, the student and the program director are encouraged in order to address concerns.**

Essential Qualifications	Behaviors
Cognitive	<ul style="list-style-type: none"> <li>• Comprehend and process information.</li> <li>• Perform basic mathematic equations.</li> <li>• Notice when something is wrong or is likely to go wrong.</li> <li>• Concentrate and not be distracted while performing a task.</li> <li>• Make decisions and solve problems in stressful situations.</li> <li>• Ability to problem solve.</li> <li>• Combine several pieces of information and draw conclusions.</li> <li>• Use reasoning to discover answers to problems.</li> <li>• Analyze ideas and use logic to determine their strengths and weaknesses.</li> <li>• Identify problems and review information. Develop, review, and apply solutions.</li> <li>• Make sense of information by studying it.</li> <li>• Integrate information through critical thinking based on information gathered on patients during clinical sessions, and during class sessions that are applied to the nursing process.</li> <li>• Is responsible and accountable for their judgement, and can justify actions based on skill and knowledge.</li> <li>• Maintain competency in skills learned.</li> </ul>
Affective	<ul style="list-style-type: none"> <li>• Demonstrate a positive attitude, both verbal and non-verbal.</li> <li>• Deal appropriately with cultural/racial diversity; does not engage in harassment of any kind, is fair and just.</li> <li>• Respect the rights of others.</li> <li>• Is a team worker; is cooperative; is assertive and not aggressive.</li> <li>• Display respectful and mannerly behavior.</li> <li>• Practice with compassion and respect for inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or nature of health problems.</li> <li>• Demonstrate a primary commitment to the patient and to the rights of the patient.</li> <li>• Promote, advocate for, and strive to protect the health, safety, and rights of the patient.</li> <li>• Demonstrate accountability for judgement and actions.</li> <li>• Act under a code of ethical conduct that is grounded in moral principles.</li> <li>• Demonstrate the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.</li> <li>• Demonstrate duty to incorporate and integrate the values and ethics of health professions, integrating them with personal values.</li> </ul>

	<ul style="list-style-type: none"> <li>• Displays honesty, trustworthiness, dependability, reliability, initiative, self-discipline (including refraining from foul language), and self-responsibility.</li> <li>• Maintain academic integrity in their work and take collective responsibility for preventing violations of intellectual ownership.</li> <li>• Recognize own abilities and limitations and set realistic expectations for personal performance.</li> </ul>
Psychomotor	<ul style="list-style-type: none"> <li>• Stoop, bend, reach, pull, and push with full range of motion of body joints.</li> <li>• Push or pull an occupied wheelchair, bed, or cart.</li> <li>• Ability to lift, push, pull, or carry heavy objects.</li> <li>• Provide direct patient care including moving and transferring a resident, and providing hygienic care safely, effectively and efficiently.</li> <li>• Provide emergency treatment including CPR as required by facility policy.</li> <li>• Adequate skin integrity, without the presence of open, weeping lesions.</li> <li>• Gross and fine motor abilities sufficient to perform required functions of patient care; hand-wrist movement, hand-eye coordination, and simple firm grasping required for the fine motor-skills and manipulation.</li> <li>• Maintain competency in skills learned.</li> <li>• Adhere to aseptic technique as required.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Express ideas clearly when speaking or writing.</li> <li>• Articulate accurate information to others in a professional and courteous manner.</li> <li>• Demonstrate appropriate non-verbal communication skills.</li> <li>• Listen attentively to others, understand, and ask questions.</li> </ul>
Sensory/Observation	<ul style="list-style-type: none"> <li>• Acute auditory and visual skills necessary to detect signs and symptoms, and effectively communicate with faculty, patients and staff in clinical sites and in the classroom.</li> <li>• Interpret written word accurately, read characters &amp; identify colors on a computer screen.</li> </ul>
Behavioral/Emotional	<ul style="list-style-type: none"> <li>• Adapt efficiently to changing environments.</li> <li>• Learn and perform skills without repetition of instructions.</li> <li>• Emotional and mental stability.</li> <li>• Function effectively under stress.</li> <li>• Demonstrate flexibility and concern for others.</li> <li>• Maintain punctuality, positive work and classroom attitude, respect for others, professionalism and ability to interact with persons with diverse backgrounds.</li> </ul>
Professional Conduct	<ul style="list-style-type: none"> <li>• Is in attendance for class, arrives and leaves on time.</li> <li>• Notify instructor in advance of absences except in the event of an emergency.</li> <li>• Show interest and attentiveness in all class and lab activities.</li> <li>• Display appropriate dress (classroom and lab), grooming, hygiene, and etiquette.</li> <li>• Display appropriate verbal and non-verbal skills.</li> <li>• Maintain appropriate relationships with instructors and peers.</li> <li>• Appropriately handles constructive criticism.</li> <li>• Convey a willingness to assist others.</li> <li>• Work to resolve conflicts and identify solutions that will benefit all parties.</li> <li>• Follow chain of command in resolving conflicts.</li> <li>• Demonstrate patient privacy and confidentiality as a legal and ethical obligation at all times, in all environments, even online.</li> <li>• Demonstrate professional behaviors required by their profession, the Interprofessional Teamwork Policy, and the Social Networking Policy.</li> <li>• Demonstrate behavior that engenders faculty trust in their ability to be a member of their chosen profession.</li> <li>• Demonstrate trust, professional and ethical behavior as a requirement for graduation.</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Manifest skill in personal management, time management, flexibility, stress management, and dealing with change.</li><li>• Follow directions/procedures; follows safety practices in the lab and classroom</li><li>• Maintain minimum cumulative grade average of 75% or above on all tests and quizzes.</li><li>• Maintain client safety, client rights, and infection control principles at all times while in clinical.</li><li>• Follow all course policies.</li></ul> |
|--|--|

If you have any concerns regarding these standards, please contact Diane Cousert, Faculty  
Department Chair - Nursing Programs at 353-2135 or [dcousert@parkland.edu](mailto:dcousert@parkland.edu)  
Updated 2/2019

## **Appendix F: At-Risk Student Policy**

**Purpose:** The purpose of the At-Risk Student Policy is to identify students who are at a higher risk of being unsuccessful in the nursing program due to academic, behavioral, and/or personal issues. Once a student is determined to be at-risk, a plan for student success may be implemented to improve the chances of successful completion of the individual Nursing courses and the Nursing Program as a whole.

**Philosophy:** Faculty believe that students, even those facing challenging circumstances, have the ability to succeed in the Nursing Program. Faculty are here, not just to teach course content, but also to help guide the student in developing the professional, ethical, and behavioral characteristics that are necessary to successfully practice the profession of Nursing. Faculty will help guide that process but, ultimately, it is the student's responsibility to follow through with the faculty recommendations, remediation plans, behavioral contracts, referrals to support resources, etc. The At-Risk Student Policy ensures the student's right to due process, having his/her voice heard, and the use of progressive discipline in most circumstances. This policy acts in accordance with the Student Handbook, in that there may be behaviors/circumstances that call for a student's immediate dismissal from a course or the program. However, this is the rare exception rather than the rule.

### **Definitions of an At-Risk Student:**

- 1) A student who has missed deadlines for Certified Profile, including failure to upload required documentation (TB, CPR, vaccines, etc.), Castle Branch, LMS modules, or other required orientation materials.
- 2) A student with a program GPA of 2.75 or less.
- 3) A student with at least one C in first semester nursing courses, or at least 2 C's in nursing courses beyond first semester.
- 4) A student with excessive absences in at least one nursing course per semester.
- 5) A student who is repeating a nursing course or who has been reinstated into the nursing program for any reason.
- 6) A student who has earned repeated U's in the same clinical evaluation core components, either in one semester or in multiple semesters.
- 7) A student who has demonstrated at least one unprofessional and/or unethical behavior while in the nursing program. This applies to the classroom, lab, and clinical settings.
- 8) A student with insufficient communication, whether due to a language barrier, lack of communication with instructors, a lack of socialization/interaction with peers, poor communication with clinical site staff, and/or a lack of engagement in the educational process.
- 9) A student who has extenuating circumstances outside of the nursing program that cause additional stress, such as severe financial stressors, divorce proceedings, legal issues, death of a loved one, work schedule conflicts, health issues, etc.
- 10) A student whose performance and/or behaviors have caused other faculty and/or students to come forward and report their concerns to the course coordinator.

### **Step 1: Develop a Plan to Improve Student Success:**

- 1) Once an at-risk student has been identified, the course coordinator will complete the “Plan for Student Success” document (see Appendix A) and will review it with the student.
- 2) Since knowledge, skills, abilities, and attitudes are learned over time and must be reinforced, at the end of each semester, faculty who have identified an at-risk student must present their documentation (a copy of their completed “Plan for Student Success”, “Interventions for the At-Risk Student”, “Warning to the Student of Potential Failure”, and/or any other relevant documentation) to the faculty who will be teaching that student the following semester. This will ensure continuity for student and the faculty.
- 3) For students who have a low program GPA (2.75 or less), at least one C in the first semester nursing courses or at least 2 C’s thereafter, and students with communication issues (see definition #8), a weekly meeting with the course coordinator will be required for an update on progress. Failure of the student to show up for the weekly meeting will be brought to the student’s attention, documented, and also placed in the student file. In addition, the student will be warned of the consequences of non-compliance.
- 4) Students who have displayed unprofessional, unethical, and/or behaviors that are inappropriate will receive a remediation plan that includes an explanation of the behaviors, and may be required to complete additional assignments and/or be required to sign a contract that will extend through the duration of the nursing program. Students will be warned in writing if further behaviors could result in dismissal from the program.
- 5) Students who have verbalized and/or appear to be struggling with personal issues will be provided with resources to improve their chances of success. These resources may include a referral to the counseling center, information regarding local support groups, a list of outpatient mental health providers, education about scholarship opportunities, crisis hotline phone numbers, the Center for Academic Success, Disability Services, etc.

Step 2:

When the “Plan for Student Success” (Appendix A) does not result in the necessary changes, faculty will complete the “Interventions for the At-Risk Student” document (Appendix B) and will also provide the student with a “Warning to the Student of Potential Failure” document (Appendix C). The “Warning to the Student of Potential Failure” document can also be given during step one.

## Plan for Student Success (Step One)

### Appendix A

Student Name:

Date of incident:

Problem statement related to student concerns/behaviors (attach additional documentation if needed). \*Also attach the student's statement or student's perspective of the incident\*

Previous interventions performed (if applicable):

Faculty interventions performed/recommended (select all that apply):

- |   |   |
|---|---|
| <input type="checkbox"/> Discuss LOA with student   | <input type="checkbox"/> Review of Professional behaviors                                     |
| <input type="checkbox"/> Notice of unethical behavior sent to VP<br>of Academic Services and placed in file | <input type="checkbox"/> Review of syllabus/course expectations                               |
| <input type="checkbox"/> Referral to the Learning Commons   | <input type="checkbox"/> Student contract signed  |
| <input type="checkbox"/> Referral to the Counseling Center  | <input type="checkbox"/> Student given info re: community<br>resources and support            |
| <input type="checkbox"/> Referral to Accessibility Services   | <input type="checkbox"/> Student not allowed to progress to<br>abbreviated clinical paperwork |
| <input type="checkbox"/> Referral to ESL Services   | <input type="checkbox"/> Student required to write paper re:<br>ethics in nursing             |
| <input type="checkbox"/> Request consult from internal Nursing Student<br>Issue Committee                   | <input type="checkbox"/> Student required to attend open labs to<br>practice skills           |
| <input type="checkbox"/> Request consult from Health Professions<br>Committee                               | <input type="checkbox"/> Weekly meeting with course coordinator                               |
| <input type="checkbox"/> Review of ANA Code of Ethics   | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Review of Clinical Evaluation Packet   | _____   |
| <input type="checkbox"/> Review of Nursing Student Policy Handbook  | _____   |

Student signature \_\_\_\_\_ Faculty signature \_\_\_\_\_ Date \_\_\_\_\_

## Interventions for the At-Risk Student (Step Two)

### Appendix B

For use when the “Plan for Student Success” has been Unsuccessful

Student Name:

Date of incident:

Problem statement related to student concerns/behaviors (attach additional documentation if needed). \*Also attach the student’s statement or student’s perspective of the incident\*

Previous interventions performed (if applicable):

Faculty interventions performed/recommended (select all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Discuss LOA with student  | <input type="checkbox"/> Review of Professional behaviors                                  |
| <input type="checkbox"/> Notice of unethical behavior sent to VP of Academic Services and placed in file | <input type="checkbox"/> Review of syllabus/course expectations                            |
| <input type="checkbox"/> Referral to the Center for Academic Success                                     | <input type="checkbox"/> Student contract signed   |
| <input type="checkbox"/> Referral to the Counseling Center   | <input type="checkbox"/> Student given info re: community resources and support            |
| <input type="checkbox"/> Referral to Disability Services   | <input type="checkbox"/> Student not allowed to progress to abbreviated clinical paperwork |
| <input type="checkbox"/> Referral to ESL Services  | <input type="checkbox"/> Student required to write paper re: ethics in nursing             |
| <input type="checkbox"/> Request consult from internal Nursing Student Issue Committee                   | <input type="checkbox"/> Student required to attend open labs to practice skills           |
| <input type="checkbox"/> Request consult from Health Professions Committee                               | <input type="checkbox"/> Weekly meeting with course coordinator                            |
| <input type="checkbox"/> Review of ANA Code of Ethics  | <input type="checkbox"/> Other _____   |
| <input type="checkbox"/> Review of Clinical Evaluation Packet  | _____  |
| <input type="checkbox"/> Review of Nursing Student Policy Handbook                                       | _____  |

Student signature \_\_\_\_\_ Faculty signature \_\_\_\_\_ Date \_\_\_\_\_



## **Warning to the Student of Potential Failure**

### Appendix C

The initial concerns and/or behaviors documented by the faculty on \_\_\_\_\_ are concerning enough to warrant providing a warning of potential failure, in addition to creating a “Plan for Student Success” or “Interventions for the At-Risk Student”.

The “Plan for Student Success” that was established on \_\_\_\_\_ has not been successful.

The “Interventions for the At-Risk Student” that was established on \_\_\_\_\_ has not been successful.

\*You are being warned that continuation of the following may result in dismissal from the Nursing course or the Nursing Program:

Student signature \_\_\_\_\_ Faculty signature \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix G: Testing Policy**

Testing refers to any course exam, quiz, integrated standardized exam, mid-terms, or final.

All online exams will be taken utilizing the Respondus browser and a proctor. All course testing will be done in the classroom at scheduled class times. Integrated standardized testing may be scheduled in the assessment center at the instructor's discretion and stated in the syllabus.

Students are required to be present on exam days. Any student who will miss an exam due to an emergency or illness must notify the instructor at least an hour before the start of the exam, and failure to do so will result in a grade of zero for the exam. Exam make-ups may be possible if the instructor is notified prior to testing. Please see the individual course syllabus for your instructor's make-up exam policy.

Late arrivals to exams are distracting to all students. Please see the individual course syllabus for your instructor's late arrival on exam day policy.

All semester courses require a passing score of 80%. Students must have a combined average of 80% on all course exams. The student will receive a course failure if a 80% combined average is not achieved.. The student will receive a course failure if an 80% combined average is not achieved.

The exam grades will not be finalized until recordings from Respondus are reviewed (which may take 24 – 48 hours), and the instructor has reviewed exam statistics. You may see grade changes 24 to 48 hours after the exam.

Personal computer devices and chargers must be brought to the exam and exam ready. The student must ensure the battery is charged, and no software updates or Respondus browsers must be loaded at testing time. Students must contact the instructor prior to the exam if they need to check out a Health Profession's laptop for testing. Testing is timed, and students should be prepared to avoid wasting testing time.

No personal belongings will be allowed on the desk during testing. The proctor will provide the student with a blank sheet of paper, a pencil, and earplugs. The proctor will provide the password/code to begin the exam if needed. The blank sheets of paper will be given to each student and must be returned after exam completion with the student's name and date printed on the sheet. If the student does not use the paper, the blank paper must be return to the proctor. All sheets of paper given out by the proctor must be accounted for after the exam.

No smartwatches, fitness trackers, hand-held technology, ball caps, sunglasses, food, drinks, candy, cough drops, earplugs, earbuds, or calculators brought in by students are allowed during testing. These items will be placed at the front of the classroom during the exam.

Proctors may change seating arrangements for testing. Students may not seek help from proctors in answering exam questions during testing. Students must remain in their seats and raise their hands if they find any exam error or have technical problems.

Leaving the exam is discouraged. Once the student begins the exam, it is the discretion of the proctor if the student may resume the exam upon their return.

Once the student has completed the exam, it is up to the proctor if the student may leave the classroom. Students will be informed at the beginning of the testing time if they are permitted to leave the classroom after testing.

Examination reviews will not be done immediately after testing in the classroom. Examination reviews will be managed by the instructor and addressed in the course syllabus. Students must review exams before the next scheduled exam. No exam reviewing will take place out of chronological order. For example: reviewing all exams at one time cannot be done before a mid-term or final.

### **Examination integrity**

Students will not disclose or discuss information about the exam or exam answers unless it is during a formal test review with the course faculty. This includes posting or discussing questions on the internet and social media websites.

Students may not copy or reconstruct exam items during or following the exam for any reason.

Students may not seek help from any other party in answering questions (in person, by phone, text, or by email) during exams.

Students may not remove exam questions or answers in any format or notes from the testing room.

Students must comply with any investigation related to exam integrity that needs to be conducted.

Students may not take the exam for anyone else.

Students may not tamper with the computer or use it for any function other than taking the exam during testing time.

Students must report witnessing any of the above behavior or any irregular behavior that violates the test-taking policy. The student is required to report such activity to a faculty member of the Parkland College Nursing Program or Health Profession's Dean and comply with any follow-up investigation.

A student who violates this policy engages, exhibits irregular behavior, misconduct, or does not follow the faculty member's warning to discontinue inappropriate behavior will meet with the faculty after the exam. The results of the exam may be withheld or canceled and the student may be dismissed from the program.

Behaviors that are considered to constitute irregular or unethical behavior or misconduct include

but are not limited to:

- Giving or receiving exam assistance of any kind.
- Bring study aids (textbooks, notebooks, classroom notes, etc.) to the classroom or accessing or attempting to access such study materials at any time after the start of the exam.
- Purchasing unauthorized test question banks online
- Tampering with the operation of the computer or attempting to use it for any function other than test taking.

## **Appendix H: Kaplan Integrated Test Policy**

**Required:** Kaplan online resources, including the *The Basics* eBook or the Kaplan Basics textbook will be available to all students.

1. **Integrated Testing - Every course will assign at least one Kaplan Integrated Test or equivalent.** The version will be decided by the course coordinator.
  - All Integrated tests are proctored tests using Respondus Lockdown Browser. A live proctor such as a faculty member or the Testing Center is also required.
  - *The Basics* Kaplan resource book that correlates with the assigned Kaplan Integrated Test should be referenced and/or assigned prior to the scheduled integrated test.
  - Your Course Coordinator will set your benchmarks for Integrated Tests based on your nursing program's goals and student risk assessments. Your score should be, at minimum, above the 50th percentile.
  - All Kaplan Integrated tests/exams are to be included in the required 80% exam average per syllabus.
  
2. **Threshold** - Students achieving threshold or greater may be exempt from retaking the integrated test. Threshold is set by Kaplan, using national results, and represents the idea score a student should obtain to show understanding of the concept.
  - Threshold varies by each individual test
  - Faculty is responsible for informing students of threshold percentages
  - Your percent correct score is the percent correct out of 100 and is indicative of your mastery of the test content.
  - Percentile rankings allow you to compare your score to a national norm in order to rank yourself. Both scores should, at a minimum, be at or above the 50th percentile.
  
3. **Remediation** –
  - The goal should be to revisit each of those topics by taking notes, making flashcards, or referring to the Basics Book or textbooks for a deeper understanding of the content.
  - Remediation is where the learning takes place. In the remediation process, you learn the information you didn't know before or correct faulty thinking you may have had prior.
  - Use the NCLEX Channel to view live and recorded sessions on content and strategies.
  
4. **Remediation Options** - Remediation will be decided by the Course Coordinator and may entail one or more of the following. Remediation will be listed in the course syllabus. Faculty are responsible for reviewing the quality of their students' remediation assignments. Quality is defined as the student should achieve 50% or greater correct if assigned Qbank or Focused Review questions.
  - Student will be assigned a minimum of 500 Qbank questions in Kaplan.

- Student will be assigned a minimum of 500 focused review test questions in Kaplan.
- Student will remediate every question whether answered correctly or incorrectly for a minimum of 60 seconds per question. (Faculty must verify completion.)
- Student must complete and submit a Kaplan's remediation form.
- Student will be assigned an additional integrated exam.

## 5. Scoring

- a. All Integrated Tests, except for the Secure Predictor, will use a Kaplan Percentage Table assigned by the Course Coordinator and listed in the syllabus. Points earned for each integrated test is determined by the individual faculty member.
- b. See course syllabi for points awarded.
- c. The **Secure Predictor** – student's raw score percentage must meet threshold (61%), which translates to a 95% likelihood of passing NCLEX the first time. If student achieves threshold or greater, they will earn points for the Secure Predictor; if student does not achieve threshold they must remediate (see above).
- d. If student must remediate the **Secure Predictor**, they will have a 10% reduction on the test score earned as their grade entered for the integrated test.