

HOWARD COLLEGE
ASSOCIATE DEGREE NURSING
STUDENT POLICY HANDBOOK

BIG SPRING

2023-2024

(REVISED 05-2023)

The Howard College District does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, veteran status, or any other legally protected status in educational programs, activities, or admission practices.

Special Note: All policies developed for the nursing program is supplemental and/or complementary to general policy. These student policies are put in handbook form to pull together all items relating to the nursing student and should be used in conjunction with the college catalog and general student handbook. **The student is responsible for the contents herein.**

FORWARD

Welcome to the Associate Degree Nursing Program at Howard College. We hope you enjoy your educational program with us. We have designed these policies as a guide to you in your nursing program. This handbook will give you the philosophy, purposes, and objectives of the program, as well as the policies and general practices to be followed in the steps toward your goal of becoming a Registered Nurse.

Reviewing the Handbook is an individual responsibility, and each student will be held accountable for all parts of the Associate Degree Nursing Student Handbook and the Howard College Student Handbook @ https://howardcollege.edu/wp-content/uploads/PDF/Student_Handbook.pdf
Keep both books available to you at all times.

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ACCREDITATION

The Howard College ADN Program has continued accreditation by:

Accreditation Commission for Education in Nursing
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
P. 404-975-5000 Fax. 404.975.5020
Email: info@cenursing.org Web: <https://www.acenursing.org>

The most recent accreditation decision made by the ACEN Board of Commissioners for the Howard College ADN Nursing Program is Continuing Accreditation.

HONOR CODE

Although participation and sharing of experiences is an integral part of the Nursing Program, responsibility for learning must be assumed by the individual student. Certain learning experiences are designated under the Honor Code restrictions. Under these restrictions the student will neither solicit, accept, nor give help. At all times, the student will honor his/her responsibility not to take credit for work that is not his/her own and keep all records accurately. An infraction of this Honor Code is sufficient cause for dismissal.

HONEST/ETHICAL/LEGAL BEHAVIORS

The faculty at Howard College believes that ethical and legal considerations in administering nursing care should always be observed by the students as stated in Howard College policy. The student is aware that only those graduates who meet these behaviors will be recommended to the Board of Nursing for the State of Texas to write the examination for Registered Nurse. The faculty further believes that honest behavior in the classroom, skills laboratory, and the clinical setting accompanies the graduate in the world of work. Any student involved in cheating is in a direct violation of the Howard College Student Handbook. Any involvement in academic dishonesty, misconduct or disruptive behavior may jeopardize the student's successful completion of the nursing program, and subsequent recommendation to the Texas Board of Nursing.

ADA STATEMENT

It is the policy of Howard County Junior College District to comply with requirements of the Americans with Disabilities Act (ADA) unless such action shall pose an undue burden or would result in a fundamental alteration of programs of the District Individuals requesting assistance under the letter or spirit of ADA should contact the District ADA Coordinator.

COURSE CONTENT

College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

COMMUNICATION RESPONSIBILITY

Students are assigned an e-mail address through Howard College. Students should make sure they can access the Howard College e-mail, Blackboard, or Remind. Students are required to check their Howard College e-mail, Blackboard or Remind regularly for important announcements or assignments.

HOWARD COLLEGE MISSION STATEMENT

VISION

We will be known for enriching the lives and futures of those we serve as a unique rural community college national model of success that includes a campus specializing in deaf education.

ROLE, MISSION, AND PURPOSE

The Howard County Junior College District provides oversight for its two-year institution Howard College Big Spring campus and extension campuses in Lamesa and San Angelo as well as the Southwest College for the Deaf. The district primarily serves the communities of its local taxing district of Howard County and the twelve other Texas counties in its state-legislated service area (Dawson, Martin, Glasscock, Sterling, Coke, Tom Green, Concho, Irion, Schleicher, Sutton, Menard and Kimble) as well as the deaf and hard-of-hearing community-at-large in its state-legislated responsibility for the Southwest College for the Deaf. (Texas Education Code 130.084, 130.183 and 131). Students who choose to attend the college district from places outside of its designated responsibility are integrated into the college community. Based on Texas Education Code 130.0011 and 130.003, the role, mission and purpose of the campuses are to provide preparation for a career or for transfer to a senior college or university as follows:

- Career Technical programs up to two years in length leading to associate degrees or certificates;
- Vocational programs leading directly to employment in semi-skilled and skilled occupations;
- Freshman and sophomore courses in arts and sciences;
- Continuing adult education programs for occupational or cultural upgrading with certifications as appropriate;
- Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students consistent with open admission;
- Workforce development programs designed to meet local and statewide needs;
- Adult literacy and other basic skills programs for adults; and
- Such other purposes prescribed by the Texas Higher Education Coordinating Board or local governing boards in the best interest of post-secondary education in Texas.

Appropriate student services to include counseling and guidance are also provided. The campuses strive to enhance economic, community, cultural and personal development across the service area and to the deaf community through appropriate partnerships and services in meeting its public service mission. Although research is not a primary function as a community college, research in innovative teaching and student development practices to enhance learning, including best practices in deaf education, is encouraged, and supported using appropriate resources. Excellence in all academic areas- instruction, research, and public service, as well as student success with a specialization in deaf education, is expected.

VALUES

A family culture based on:

- Students
- Community
- Diversity
- Unity
- Excellence
- Integrity

MOTTO

To be a leader in education...for learning, for earning, for life!

HOWARD COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

PHILOSOPHY

THE FACULTY of the Associate Degree Nursing (ADN) Program, an integral part of Howard College, accepts the purposes and objectives of the college.

WE, the faculty believe that every individual possesses worth and dignity and has unique abilities for achievement of his maximum potential. To this end, man is endowed with individuality, potential for growth, and freedom to make choices for which he/she is held accountable. The individual and society is in search of a balance and harmony among the mental, social, physical, and spiritual dimensions.

WE, the faculty, believe nursing is a practice discipline with a unique body of knowledge based on principles and concepts derived from the sciences and humanities. The goal of nursing as a caring profession is to assist individuals, families, and communities in health promotion, maintenance, and restoration throughout the life process.

NURSING fulfills (attains) this goal through communication, problem-solving and critical thinking that structures its framework on the nursing process. Within this interaction framework, nursing draws from the principles and concepts of the sciences and humanities as the basis for teaching and implementing actions of nursing practice. Within a dynamic internal and external environment (culture), each individual strives to maintain homeostasis on the wellness-illness continuum through the process of adaptation.

WE, the faculty, believe nursing education is a dynamic teaching-learning process (experience) necessary for the implementation of the nursing process and the development of clinical, human, economic and community relation skills unique to the practice of nursing. Education is a process of self-realization, encompassing life experiences. Through this process, the learner assimilates knowledge, master's clinical skills, establishes values, realizes their unique potential, and ultimately embraces accountability to the profession and to society.

LEARNING is a sequential process that requires problem solving and the ability to organize parts into a meaningful whole. Learning occurs through socialization and change. Socialization is integrated through a variety of social agents, including the family, the peer group, the school, the job, religion, and transcultural/rural community.

The Howard College ADN Program subscribes to the following as approaches to learning:

- Learning occurs when a need or problem is encountered. Readiness influences direction, energizing the learner with drive and motivation.
- An atmosphere of mutual respect and trust is conducive to the learning process.
- Reinforcement of desired behavior is achieved through rewards and enhances retention.
- Repetition of responses through practice and feedback reinforces desired behavior.

- Learning occurs when the learner accepts the major responsibility in the learning process. Learning is a lifelong process.
- Active involvement allows the learner to participate in problem solving. The individual acts, originates, and thinks based on unique life experiences.
- Progression of learning is sequential and hierarchical in nature.
- Socialization defines social expectation, i.e., values/attitudes and appropriate behavior patterns that the immediate social environment considers appropriate. Learning through socialization continues through the stages of maturity.

WE, the faculty, accept the responsibility of assisting and facilitating through guidance and resources the student educational process. The faculty is a diversified entity responsible for creating an atmosphere of mutual trust and respect. The faculty proactively establishes objectives, organizes materials, designs, and arranges learning activities, selects content, and evaluates performance in ways that enable students to learn. To meet this aim, the curriculum incorporates the following concepts: accountability, communication, life processes, safety, and adaptation. To further strengthen this educational outcome, the faculty utilizes strategies which foster (encourage) commitment, accountability, decision making, problem solving, and self-awareness in ongoing educational pursuits.

Educating registered nurses who become caregivers, leaders, educators, and members of the health care community is a unified mission of the faculty.

Howard College purpose statements related to the Associate Degree Nursing Program are as follows:

- Career Technical programs up to two years in length leading to associate degrees or certificates;
- Workforce development programs designed to meet local and statewide needs;

The nursing faculty, as part of Howard College will meet the following purpose statements by focusing on:

Providing the community with graduates who are eligible to apply to take and successfully complete the National Council of Licensure Examination for Registered Nurses (NCLEX-RN).

Providing the community with graduates who are employable as a provider of patient centered care, coordinator of care, and a member of the profession-as defined by The Associate Degree Nursing Board of Nursing (BON) Differentiated Educational Competencies (DEC's).

The Nursing Faculty as a part of Howard College will use the following values (students, community, diversity, unity, excellence, and integrity) to educate nurses:

- Students:

By proactively establishing objectives, organizing materials, designs, and arranging learning activities, selecting content, and evaluating performance in ways that enable students to learn.

- Community:

By providing the community and employers with graduates who utilize proficient knowledge and technical skills

- Diversity:

By providing an atmosphere of mutual respect and trust that is conducive to the learning process.

By believing that each individual possesses worth and dignity and has unique abilities for achievement of his/her maximum potential

- Unity

By instilling the desire in the graduate, a unified commitment to the profession of nursing and continuous self-development through lifelong learning.

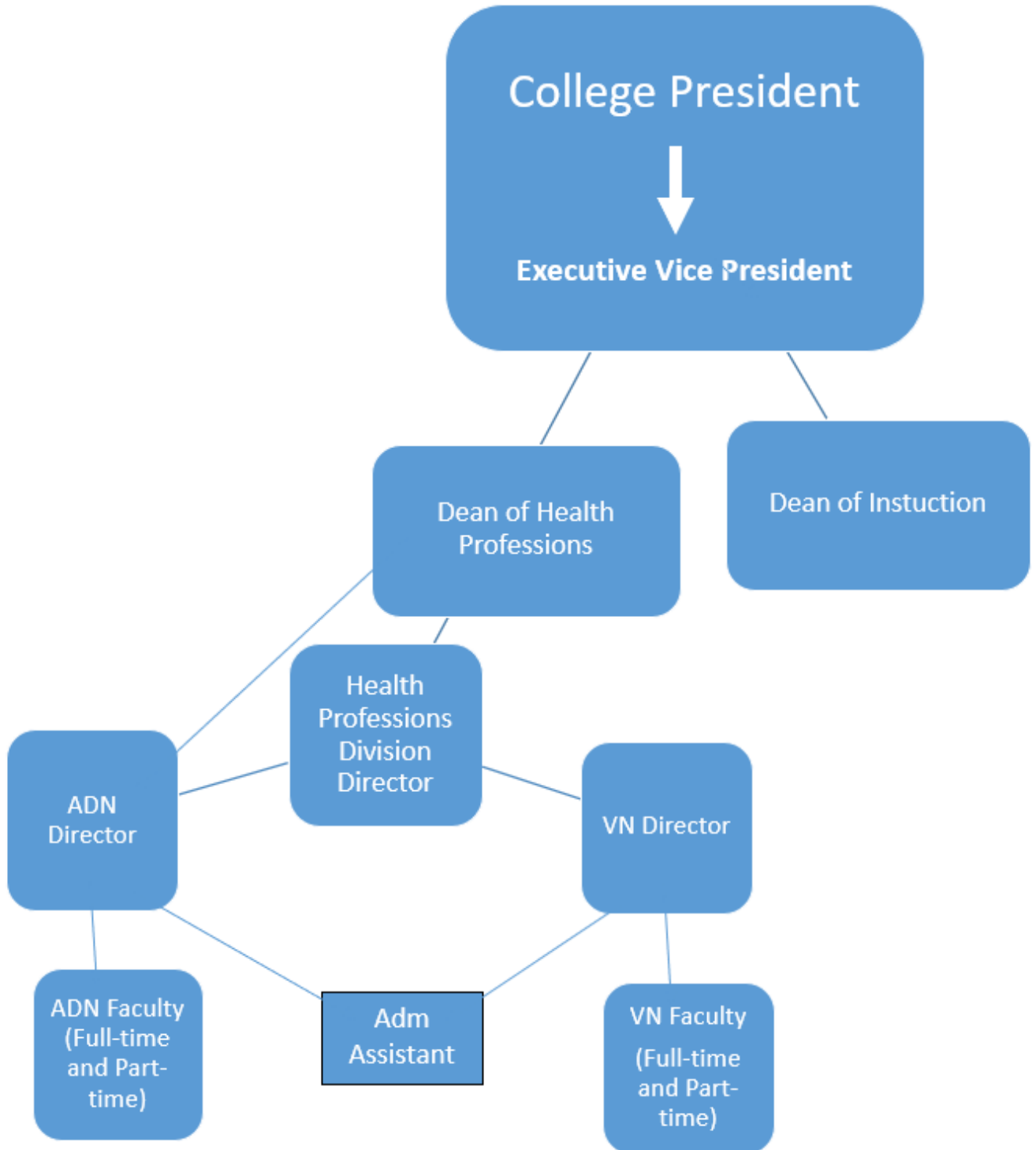
- Excellence:

By preparing graduates to articulate within the totality of nursing (greater than LVN practice but less than BSN practice), using the Differentiated Essential Competencies published by the Texas Board of Nursing

- Integrity:

By providing the community with graduates who demonstrate and practice professional values within a legal/ethical framework for the profession.

**NURSING ORGANIZATIONAL CHART
BIG SPRING CAMPUS**



Health Professions Division Director

CONCEPTUAL COMPONENTS

- Accountability
- Communication
- Life Processes
- Safety
- Adaptation/Maladaptation
- Culture
- Adult Learning Theory

CURRICULUM COMPONENTS

Differentiated Essential Competencies (DECs)

I. Member of the Profession

- Legal scope of practice (Legal/Ethical Aspects)
- Accountability for nursing care
- Professionalism
- Personal professional growth (competencies)

II. Provider of Patient-Centered Care

- Clinical reasoning and decision-making
- Patient assessment/Clinical Skills
- Analysis of patient assessment
- Goals for plan of care
- Safe and competent nursing care
- Evaluation of patient responses
- Patient teaching
- Coordination of care

III. Patient Safety Advocate

- Regulations/Texas Nurse Practice Act
- Quality and safety of patient care
- Reduction of patient risk
- Seek instruction/training
- Mandatory reporting
- Delegation and assignment

IV. Manager/Coordinator of the Health Care Team

- Communication and collaboration/Coordinate care of patient and families
- Advocacy
- Continuity of care
- Use of technology
- Delegation and assignment

- Supervision
- Global health
- Promoting Cost Containment

Nursing Roles-NCLEX

Safe and Effective Care Environment

- Management of Care
- Safety and Infection Control
 - Microbial
 - Chemical
 - Psychological
 - Thermal
 - Physical

Health Promotion, Maintenance, Restoration

- Stages of Maturity (theorists - Erikson & Maslow)
- Techniques of Physical Assessment
- Ante/Intra/Postpartum and Newborn Care
- Health Screening

Physiological Integrity

- Physiological Adaptation
- Pharmacological & Parental Therapies
- Basic Care & Comfort
- Reduction of Risk Potential
- Maladaptation/Health Alterations

Psychosocial Integrity

- Coping and Adaptation (theorist-Roy)
- Transcultural/Rural (theorist- Leininger)
- Stages of Maturity (theorists-Erikson& Maslow)
- Mental Health Concepts

DIFFERENTIATED ENTRY LEVEL COMPETENCIES

Differentiated Essential Competencies (DECs) are the expected educational outcomes to be demonstrated by nursing students at the time of graduation, as published in the *Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgment, and Behaviors: Professional (VN), Diploma/Associate Degree (Diploma/ADN), Baccalaureate Degree (BSN), March 2021* (DECs) @ https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf. The following are excerpts from Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, updated, and published by the Board of Nursing for the State of Texas in January of 2021.

I. Member of the Profession:

- A. Function within the nurse's legal scope of practice and in accordance with regulation and the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- C. Participate in activities that promote the development and practice of professional nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

II. Provider of Patient-Centered Care:

- A. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision-making in nursing practice.
- B. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identify, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.
- C. Analyze comprehensive assessment data to identify problems, formulate goals/ outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
- E. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
- F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
- G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
- H. Coordinate human, information, and physical resources in providing care for patients and their families.

III. Patient Safety Advocate:

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.

- C. Formulate goals and outcomes using evidence-based and theoretical analysis of available data to reduce patient and community risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

IV. Member of the Health Care Team:

- A. Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.
- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- D. Communicate and manage information using technology to support decision-making to improve patient care.
- E. Assign and/ or delegate nursing activities to other members of the health care team based upon an analysis of patient or workplace need.
- F. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.
- G. Participate with health care teams during local or global health emergencies or pandemics to promote health and safety and prevent disease.

DEFINITIONS

Client: A person who enters the health care delivery system for assistance in meeting health needs.

Clinical Judgment: An iterative decision-making process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidenced -based solutions to deliver safe client care.

Co-requisite courses: Courses dependent on each other

Student Learning Outcomes: The knowledge, skills, and attitudes demonstrated by the associate degree nurse as the result of associate degree nursing education. These outcomes encompass those competencies expected at the time of graduation and those anticipated after six months of practice as a registered nurse.

Generic Student: A student accepted into the nursing program and begins their study with the first-year nursing course curriculum.

Need: A fundamental physiological or psychosocial requirement for the wellbeing of an individual.

Nursing Process: A problem solving approach to the identification of a client's needs and the utilization of nursing interventions designed to maintain, restore, or support health status. The major components of the process are assessment, diagnosis, planning, implementation, and evaluation.

Pre-requisite courses: Courses required prior to enrolling in a course

Re-Admission: The process required for a student who fails a course and desires to repeat the course. Lecture and Clinical of each course are co-requisites. (One **cannot** be taken without the other.)

Setting: The organizational and physical environment in which nursing care is delivered.

Transition/Accelerated Student: A student who is accepted into the nursing program with a license to practice Vocational Nursing (LVN) and completes the second year of the nursing curriculum with a “C” or better in each course.

END-OF-PROGRAM STUDENT LEARNING OUTCOMES

- **Communication**
Student will utilize therapeutic communication techniques that allow them to interact with clients, families, and members of the healthcare team.
- **Critical Thinking**
Students will utilize a systematic problem solving process using nursing knowledge to develop critical thinking by utilizing clinical judgment to evaluate care and individualize nursing care for the transcultural/rural clients who are experiencing stress related to changes in their life processes due to: sudden illness, trauma, exacerbation of a chronic illness, & rehabilitation
- **Professional Growth & Development**
Students will utilize proficient knowledge, skills, and professional values within a legal/ethical framework of the profession.
- **Skills Competency**
Students will be able to identify enhanced concepts and skills for developing professional competencies nursing care situations involving clients and families with multiple body system problems.

PROGRAM OUTCOMES

- **Employability – NCLEX RN Licensure**
 - a) ELA: 80% of generic first-time test takers will achieve “pass” on the initial attempt of the NCLEX during the time frame of January 1st – December 31st every year.
 - b) ELA: 80% of accelerated first time test takers will achieve “pass” on the initial attempt of the NCLEX during the time frame of January 1st – December 31st every year.
 - c) ELA: 80% of all first-time test takers will achieve “pass” on the initial attempt of the NCLEX during the time frame of January 1st – December 31st every year.
- **Program Completion**

- a) ELA: 65% of all accelerated students who begin the Howard College Accelerated Course
RNSG 2307 will graduate on time (3 semesters)
 - b) ELA: 55% of all generic students who begin the Howard College Accelerated Course RNSG 1309 will graduate on time (4 semesters).
 - c) ELA: 60% of all students who begin in the Generic and Accelerated ADN (RNSG programs will graduate on time. (3-4 semesters) depending on program option.
- **Job Placement**
- a) ELA: At least 90% of all graduates (aggregate) will be employed in nursing within 6 months of graduation.
 - b) ELA: At least 90% of all graduates (generic) will be employed in nursing within 6 months of graduation
 - c) ELA: At least 90% of all graduates (accelerated) will be employed in nursing within 6 months of graduation

**HOWARD COLLEGE -BIG SPRING CAMPUS
ADN STUDENT PROGRAM OUTCOMES**

First Time Pass Rate on National Council Licensure Exam for Nurses (NCLEX)

LICENSURE PASS RATE		
Howard College Big Spring, TX		
ADN NCLEX Pass Rates Howard College Big Spring, TX		
Expected Level of Achievement (ELA): 80% of <i>all graduates</i> will achieve “pass” on the initial attempt of the NCLEX during the time frame of January 1 st – December 31 st every year.		
Year	National Average	HC- Big Spring ADN
2023	TBD	TBD
2022	79.90%	100%
2021	82.13%	97.3
2020	86.76%	100%
2019	88.07%	96.7%

http://www.bon.state.tx.us/education_school_resultsRN.asp

Program Completion

Howard College Big Spring, TX	
ADN Aggregate Program Completion	
Expected Level of Achievement (ELA) 60% of all students who begin in the Generic and Accelerated ADN (RNSG 1309/ RNSG 2307) programs will graduate on time. (3-4 semesters) depending on program option.	
Year Enrolled	Program Completion Rate
2023	TBD
2022	TBD
2021	53.7
2020	69.9
2019	74.2
Updated 5.31.2023	

Graduates Attaining Jobs

Howard College Big Spring, TX	
ADN Job Placement Rates	
Expected Level of Achievement (ELA) At least 90% of all graduates (aggregate) will be employed in nursing within 6 months of graduation.	
Year	Job Placement Rate
2023	TBD
2022	100%
2021	92.8%
2020	90%
2019	100%
Note: This data excludes students who could not be reached (Updated 5.31.2023)	

LICENSURE ELIGIBILITY

Howard College-Big Spring

RN & LVN programs for licensure:

The associate degree and licensed vocational nursing programs at Howard College meet the state education requirements for an RN or LVN nursing license in Texas. Howard College has not determined if the ADN/LVN nursing program at Howard College meets the state education requirements in any other state, any U.S. Territory, or the District of Columbia. Contact the state regulatory agency for nursing in any other state for which this information is needed.

TX Rules:

Must graduate from a board-approved program

[Rule 217.2\(a\)\(4\)A \(i-iv\)](#): Provides licensure requirements for professional RN and LPN programs

The RN and LVN programs at Howard College are fully approved by the Texas Board of Nursing.

The National Council of State Boards of Nursing (NCSBN) @ <https://www.nursecompact.com/> has resources that may be helpful.

- Link to every [Nursing Practice Act](#).
- Link to [FAQs](#) regarding the impact of 34 CFR 668.43 on nursing programs.

The following is a list states are compact States with eNLC(Enhanced Nursing Licensure Compact) where you can attain licensure upon graduation. For information visit https://www.bon.texas.gov/licensure_nurse_licensure_compact_eNLC.asp. For complete information go to: <https://www.ncsbn.org/enhanced-nlc-implementation.htm>.

Compact States: Alabama, Arizona, Arkansas Colorado Delaware Florida Georgia Idaho Indiana Iowa Kansas Kentucky Louisiana (Registered Nurse and Practical Nurse) Maine Maryland Mississippi Missouri Montana Nebraska New Hampshire New Jersey (**New Jersey is allowing nurses who hold active, unencumbered, multi-state licenses issued by Nurse Licensure Compact member states to practice in New Jersey under their multi-state licenses.*) New Mexico North Carolina North Dakota, Oklahoma, South Carolina, Pennsylvania South Dakota Tennessee, Utah, Vermont Virginia, West Virginia, Wisconsin, Wyoming

States pending eNLC legislation:, Illinois, Maine, New York, Oregon, Minnesota

Unsure: American Samoa, *Guam*, Northern Mariana Islands, Virgin Islands, Alaska, District of Columbia, Hawaii, Nevada, Washington

Does not Meet Licensure Requirements:

Alaska-PN (PN no-must have graduated from a program that is nationally accredited)

Vermont- PN (must have graduated from a program that is nationally accredited)

DECLARATORY ORDER INFORMATION

https://www.bon.texas.gov/licensure_eligibility.asp

Please see DO information below. If you can answer yes to ANY question below you must file a DO prior to admission into the nursing program.

Licensure Eligibility

The Board of Nursing looks at responses to questions relating to criminal conduct to determine eligibility for renewal. To check your eligibility for renewing your license, please review the following:

To check your eligibility for renewing your license, please review the following questions:

1. Have you ever had any disciplinary action on a nursing license or a privilege to practice in any state, country, or province?
2. Do you have an investigation or complaint pending on a nursing license or a privilege to practice in any state, country, or province?
3. Have you, in the last 5 years*, been addicted to and/or treated for the use of alcohol or any other drug?
4. For any criminal offense*, including those pending appeal, have you:
(You may only exclude Class C misdemeanor traffic violations or offenses previously disclosed to the Texas Board of Nursing on an initial or renewal application.)
 - been arrested and have a pending criminal charge?
 - been convicted of a misdemeanor?
 - been convicted of a felony?
 - pled nolo contendere, no contest, or guilty?
 - received deferred adjudication?
 - been placed on community supervision or court-ordered probation, whether or not adjudicated guilty?
 - been sentenced to serve jail, prison time, or court-ordered confinement?
 - been granted pre-trial diversion?
 - been cited or charged with any violation of the law?
 - been subject of a court-martial; Article 15 violation; or received any form of military judgment/punishment/action?

NOTE: Expunged and Sealed Offenses: While expunged or sealed offense, arrests, tickets, or citations need not be disclosed, it is your responsibility to ensure the offense, arrest, ticket, or citation has, in fact, been expunged or sealed. It is recommended that you submit a copy of the Court Order expunging or sealing the record in question to our office with your application. Non-disclosure of relevant offenses raises questions related to truthfulness and character. (See 22 TAC §213.27)

NOTE: Orders of Non-Disclosure: Pursuant to Tex. Gov't Code § 552.142(b), if you have criminal matters that are the subject of an order of non-disclosure you are not required to reveal those criminal matters. However, a criminal matter that is the subject of an order of non-disclosure may become a character and fitness issue. Pursuant to the Gov't Code chapter 411, the Texas Nursing Board is entitled to access criminal history record information that is the subject of an order of non-disclosure. If the Board discovers a criminal matter that is the subject of an order of non-disclosure, even if you properly did not reveal that matter, the Board may require you to provide information about any conduct that raises issues of character and fitness.

5. Have you ever had any licensing (other than a nursing license) or regulatory authority in any state, jurisdiction, country, or province revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew, or otherwise discipline any other professional or occupational license, certificate, nurse aide registration or multistate privilege to practice that you held?

6. Are you currently suffering from any condition for which you are not being appropriately treated that impairs your judgment or that would otherwise adversely affect your ability to practice nursing in a competent, ethical, and professional manner?

7. *Are you currently the target or subject of a grand jury or governmental agency investigation?

8. *Are you currently a participant in an alternative to discipline, diversion, or a peer assistance program? (This includes all confidential programs)

NOTE: Any positive response will remain confidential and not subject to public disclosure unless required by law.

9. Have you ever been granted the authority to practice nursing in any country, state, province, or territory?

NOTE: This does not apply to any nursing license(s) issued by another US state or territory, excluding Puerto Rico. If you were licensed in Puerto Rico, you should be answering yes.

*Pursuant to the Texas Occupations Code §301.207, information, including diagnosis and treatment, regarding an individual's physical or mental condition, intemperate use of drugs or alcohol, or chemical dependency and information regarding an individual's criminal history is confidential to the same extent that information collected as part of an investigation is confidential under the Texas Occupations Code §301.466

**BOARD OF NURSING FOR THE STATE OF TEXAS
333 GUADALUPE STE 3-460
AUSTIN, TEXAS 78701**

Licensure Eligibility Notification Form

I hereby verify that I have received and have had the following documents regarding licensure eligibility for registered professional nurses in Texas explained to me.

https://www.bon.texas.gov/licensure_eligibility.asp

- 1) Section 301.257 of the Nursing Practice Act
- 2) Rules 215.8 of the *Rules and Regulations relating to Professional Nurse Education*

Student Name

Date of Birth

Signature

Date Signed

ADN CURRICULUM
EXAMPLE CURRICULUM PLAN FOR ASSOCIATE DEGREE NURSING (GENERIC RN) PROGRAM

<u>Hrs.</u>	Summer (I & II)	<u>Cred</u>
	BIOL 2301 Anatomy & Physiology I	3
	BIOL 2101 Anatomy & Physiology I (Lab)	1
	BIOL 2420 Microbiology	4
	BIOL 2302 Anatomy & Physiology II	3
	BIOL 2102 Anatomy & Physiology II (Lab)	1
	ENGL 1301 English Composition	<u>3</u>
	Total Hours	15
	First Nursing Semester	
	*PSYC 2314 Life Span/Growth & Development	3
	RNSG 1309 Introduction to Nursing	3
	RNSG 1261 RN Training (Clinical)	2
	RNSG 1115 Health Assessment	1
	RNSG 1105 Nursing Skills	<u>1</u>
	Total Hours	10
	Second Nursing Semester	
	*PSYC 2301 General Psychology	3
	*MATH 1342 Elementary Statistical Methods	3
	RNSG 1343 Complex Concepts of Adult Health	3
	RNSG 1362 RN Training (Clinical)	<u>3</u>
	Total Hours	12
	Third Nursing Semester	
	RNSG 2213 Mental Health Nursing (online)	2
	RNSG 2161 RN Training (Clinical)	1
	RNSG 2308 Maternal/Newborn Nursing & Women's Health (online)	3
	RNSG 2260 RN Training (Clinical)	2
	RNSG 2201 Care of Children and Families (online)	2
	RNSG 2263 RN Training (Clinical)	<u>2</u>
	Total Hours	12
	Fourth Nursing Semester	
	*Elective Creative Arts/Language, Philosophy, & Culture	3
	RNSG 2432 Enhanced Concepts of Adult Health (online)	4
	RNSG 2460 RN Training (Clinical)	<u>4</u>
	Total Hours	11
	Grand Total	60

Students MUST receive a MINIMUM grade of "C" in all general education courses, as well as in EACH nursing course.

**Denotes co-requisites courses.*

**EXAMPLE CURRICULUM PLAN FOR ACCELERATED ASSOCIATE DEGREE NURSING
PROGRAM
FOR LICENSED VOCATIONAL NURSES
SUMMER**

Pre Reqs	<u>Credit Hrs.</u>
BIOL 2301 Anatomy & Physiology I	3
BIOL 2101 Anatomy & Physiology I (Lab)	1
BIOL 2320 Microbiology	3
BIOL 2120 Microbiology (Lab)	1
BIOL 2302 Anatomy & Physiology II	3
BIOL 2102 Anatomy & Physiology II (Lab)	1
PSYC 2314 Life Span/Growth & Development	<u>3</u>
Total Pre- Requisite Hours	15
LVN Credit Hours	9
Summer I	
RNSG 2307 Adaptation to the Role of Professional Nurse (online)	3
RNSG 2160 Adaptation to the Role of Professional Nurse (Clinical Training)	1
*ENGL 1301 Freshman Composition	3
*PSYC 2301 General Psychology	<u>3</u>
Total Hours	10
Fall Semester	
RNSG 2213 Mental Health Nursing (online)	2
RNSG 2161 Mental Health Nursing (Clinical)	1
RNSG 2308 Maternal/Newborn Nursing and Women's Health (online)	3
RNSG 2260 RN Training (Clinical)	2
RNSG 2201 Care of Children and Families (online)	2
RNSG 2263 RN Training (Clinical)	2
*MATH 1342 Elementary Statistical Methods	<u>3</u>
Total Hours	15
Spring Semester	
RNSG 2432 Enhanced Concepts of Adult Health (online)	4
RNSG 2460 RN Training (Clinical)	4
*Elective Creative Arts/ Language, Philosophy, & Culture	<u>3</u>
Total Hours	11
Grand Total	60

Students MUST receive a MINIMUM grade of "C" in all general education courses, as well as in EACH nursing course. Students MUST receive a MINIMUM grade of "C" in all general education courses, as well as in EACH nursing course.

**Denotes co-requisites courses*

ADN PROGRESSION

Progression for the Associated Degree Nursing Program student is categorized into four levels as follows (*denotes co-requisite class)

Course Descriptions available @

http://catalog.howardcollege.edu/search_advanced.php?cur_cat_oid=14&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=RNSG

Pre-requisites

BIOL	2301	Anatomy & Physiology I
BIOL	2101	Anatomy & Physiology I Lab
BIOL	2302	Anatomy & Physiology II
BIOL	2102	Anatomy & Physiology II Lab
BIOL	2320	Microbiology
BIOL	2120	Microbiology Lab
*ENGL	1301	Freshman Composition

Progression for the Accelerated ADN student is categorized into four levels as follows: (must be a graduate of a VN Program with an unencumbered TX License before starting Level III classes.)

Level II	RNSG	2307	Adaptation to the Role of Professional Nurse
	RNSG	2160	Adaptation to the Role of Professional Nurse (Clinical Training)
Level III	RNSG	2213	Mental Health Nursing
	RNSG	2161	Mental Health Nursing (Clinical Training)
	RNSG	2308	Maternal/Newborn Nursing and Women's Health
	RNSG	2260	Maternal/Newborn Nursing and Women's Health (Clinical Training)
	RNSG	2201	Care of Children & Families
	RNSG	2263	Care of Children & Families (Clinical Training)
	*ENGL	1301	Freshman Composition
Level I	RNSG	1309	Introduction to Nursing
	RNSG	1261	Introduction to Nursing (Clinical Training)
	RNSG	1115	Health Assessment
	RNSG	1105	Nursing Skills I
	*PSYC	2314	Life Span/Growth & Development
Level II	RNSG	1343	Complex Concepts of Adult Health
	RNSG	1362	Complex Concepts of Adult Health (Clinical Training)
	*PSYC	2301	General Psychology
	*MATH	1342	Elementary Statistical Methods
Level III	RNSG	2213	Mental Health Nursing (Online)
	RNSG	2161	Mental Health Nursing (Clinical Training)
	RNSG	2308	Maternal/Newborn Nursing & Women's Health
	RNSG	2260	Maternal/Newborn Nursing & Women's Health (Clinical Training)
	RNSG	2201	Care of Children & Families (Online)
	RNSG	2263	Care of Children & Families (Clinical Training)
Level IV	RNSG	2432	Enhanced Concepts of Adult Health
	RNSG	2460	Enhanced Concepts of Adult Health (Clinical Training)
	*PSYC	2301	General Psychology
	*MATH	1342	Elementary Statistical Methods
	*Creative Arts/Language, Philosophy, & Culture		elective
Level IV	RNSG	2432	Enhanced Concepts of Adult Health
	RNSG	2460	Enhanced Concepts of Adult Health (Clinical Training)

Students MUST receive a MINIMUM grade of "C" in each support (non-nursing) course, as well as EACH nursing course.

ADMISSION CRITERIA

It is the policy of Howard College not to discriminate on the basis of sex, race, color, religion, age, national origin, veteran, or qualified handicapped in educational programs, activities, admission, or employment policies.

All applicants to the Howard College Associate Degree Nursing Program who have met the requirements for admission to the college will be evaluated according to the criteria specified. Each applicant will be ranked based on total points. Should two or more applicants achieve the same number of points, the overall TEAS score will be the deciding factor.

It is the applicant's responsibility to submit all required documents and to make all appointments and pay all fees for testing. A new application must be submitted each year.

Students will be required by a clinical facility to submit to a random selection for a drug-screening test. If a student does not pass the random drug screening test and is unable to attend clinical, the student will be unable to fulfill the course requirements and failure of the course may occur

Students may be required by a clinical facility to submit to an additional background check and fingerprinting. If a student does not pass the background check and is unable to attend clinical, the student will be unable to fulfill the course requirements and failure of the course may occur. It is not the responsibility of the nursing faculty or Howard College to make alternative arrangements for clinical hours.

ADMISSION OF TRANSFER STUDENTS

Transfer of pre-requisite and nursing courses are contingent upon approval by the Howard College ADN Program Director.

1. Provide a letter of recommendation from the Dean of Nursing from the transferring college.
2. Meet Howard College admission requirements.
3. Results of the TEAS exam.
4. Successfully passed a criminal background check.
5. Show competency by successfully passing ATI testing as determined by Nursing Director.
6. Satisfactorily pass skills check off to assess clinical skills competency.

RE-ADMISSION

1. Students who fail a course, withdraw failing, or withdraw passing will be withdrawn from the program. Any course **not** completed must be re-taken in its entirety (**meaning both lecture and clinical for the course**). Students desiring to reenter the Howard College ADN Program must **reapply** for admission to the ADN Program and complete a current application. The applicant will be considered with the total applicant pool and in accordance with current admission guidelines. **Re-admission is not guaranteed**, and is based on current admission criteria, in accordance with current admission guidelines. The maximum time allowed for completion of generic nursing courses is 3 years and accelerated courses 2 years.
2. Permission to re-enter will be determined by:
 - a. Submission of a current application and any new documentation needed to determine criteria guidelines.
 - b. A minimum grade of "C" in required support courses.

- c. Completion of courses required for the re-entry level.
 - d. Space available
3. Students desiring to re-enter the ADN Program are required to follow the **current** application standard, **current** course requirements, and **current** grading scale.
 4. A STUDENT WHO FAILS OR WITHDRAWS (FAILING) FROM ANY NURSING COURSE TWO (2) TIMES WILL BE SUSPENDED FROM THE HC NURSING PROGRAM.

CONTINUING STUDENTS

1. A student who completes the semester with a “C” or better, must comply with the outlined progression in the catalog. The maximum time that is allowed for the completion of generic nursing courses for the ADN program is 3 calendar years and accelerated courses is 2 calendar years.
2. Continuing students desiring to progress in the Howard College ADN Program must update their records with a physical examination, required immunizations, health insurance, and CPR card as needed.
3. PPD TEST MUST BE RENEWED YEARLY WHILE ENROLLED IN THE NURSING PROGRAM.

CRITERIA FOR PROGRESSION

All required nursing courses may include lecture, laboratory and/or clinical experiences. To achieve a passing grade for any nursing course, the student must satisfactorily complete the requirements for both lecture, laboratory and/or clinical experiences. **Failure to achieve a satisfactory grade in either lecture, and/or clinical will result in failure of the course.** **When the student fails a nursing course, the student will be required to re-take both lecture, laboratory and/or clinical.** Specific grading criteria will be explained in each course syllabus

1. The student is required to progress through the nursing curriculum according to levels as outlined.
 - *Please note **Level II- Adaptation to Role of Professional Nurse** is online
 - ***All Level III and IV theory courses are taught online.**
2. All required nursing courses include both lecture and clinical experiences. To achieve a passing grade for any nursing course, the student must satisfactorily complete the requirements for both lecture and clinical experiences. Failure to achieve a satisfactory grade in either lecture or clinical will result in failure of the individual course. * RNSG 1115 & RNSG 1105 must be completed satisfactorily to complete RNSG 1261 clinical requirements.
3. The student who fails a course must re-enter the course failed, the clinical co-requisite, and achieve a grade of “C” or better to **progress** to other nursing courses.
4. Students must complete each level of the nursing program to progress to the next level.
5. If a student fails a nursing course, the student will be required to retake the failed course, **(both lecture and clinical)**, in accordance with the course offering as scheduled by Howard College. It will be necessary for the student to follow the re-admission guidelines to re-take the nursing course. The failed course must be completed successfully to progress to the next level.
6. A STUDENT WHO FAILS OR WITHDRAWS FROM ANY NURSING COURSE **TWO (2) TIMES** WILL BE SUSPENDED FROM THE NURSING PROGRAM. The student will not be allowed to re-enter for 5 years with director approval.
7. If a nursing student cannot complete the general education co-requisites as outlined in the ADN progression the student may be withdrawn from the program.

LIABILITY AND HEALTH INSURANCE

Students enrolled in the Associate Degree Nursing Program are required to purchase liability and health insurance prior to the beginning of clinical experiences and to maintain such insurance for the duration of their enrollment. A break in enrollment of either liability or health insurance will result in the student's inability to attend clinical. Arrangements to purchase liability insurance at a reduced group rate will be made through the Howard College Business Office with other required fees. Students are required to purchase health insurance at their own expense.

DRUG POLICY

Each college student has a responsibility to the public to deliver services in a safe and conscientious manner. To ensure that this responsibility is met, students must be able to work free from the effects of alcohol and other performance-impairing substances. Therefore, the use, sale, or unauthorized possession by a student of an intoxicating liquor, controlled substance, drug not medically authorized, or any other substance which may impair clinical performance or pose a hazard to the safety and welfare of the student, the public, or other students while attending lecture or doing clinical rotation is unlawful and strictly prohibited in the Howard College Nursing Program. Illegal drug usage and alcohol abuse, whether on or off the job, may adversely affect the safety of nursing students, clients, and members of the public and therefore may constitute just cause for disciplinary action up to and including dismissal from the program. Students may make a verbal report to the ADN Director or a faculty member of the impaired performance of any nursing student. Students who are convicted of violating any criminal drug statute must notify the ADN Director within 5 days of the conviction.

Examples of impaired performance that should be reported are:

bizarre or inappropriate behaviors, neglect of duty or erratic performance, frequent or unusual accidents, repeated, unexplained medication errors, or drug diversion, serious errors in judgment in patient care situations,, smelling of alcohol and/or using medication that could impair judgment or performance, irritability; moodiness; isolation; change in dress; unkempt appearance; flushed complexion; red eyes; swollen face; tremors; forgetfulness; confusion; decreased alertness; inappropriate responses; elaborate excuses for behavior; intolerance of others; suspiciousness; nervousness, odor of alcohol; slurred speech; unsteady gait; errors in judgment; excessive absenteeism; a pattern of tardiness; late assignments with elaborate excuses for not meeting deadlines; avoiding peers and faculty; avoiding group work; unsafe clinical performance/placing clients at risk; impaired judgment in the clinical area; leaving the clinical area frequently; and deteriorating productivity

Students should report only direct observations and avoid personal opinions or conclusions. After a report is made, it should not be discussed with any other nursing student or staff member.

A **chemically impaired person** is one who is under the influence of a substance that interferes with mood, perception, or consciousness resulting in physiological and/or behavioral characteristics. This impairment affects the individual's ability to meet standards of performance, computing, and safety in clinical settings, skill labs and classrooms. *Students at the Howard College Associate Degree Nursing program are expected to remain drug free and in suitable physical and mental condition for the learning environment.* Students are permitted to take legally prescribed and/or over-the-counter medications consistent with appropriate medical treatment plans. However, when such prescribed or over-the-counter medications interfere with the student's mental or physical performance, personal safety and/or the safety of others becomes at risk, the student should be sent home for the day. Determination will be made on an individual basis as to whether the student can continue to perform in the learning environment. Corrective or disciplinary actions may be required.

"For Cause" Testing

1. Students exhibiting behavior that, in the opinion of the instructor, is consistent with the use of drugs and/or alcohol will be required to provide urine and/or blood samples for alcohol and illegal drug screening.
2. The instructor will remove the student to a private area in which he/she will discuss the student's observed behaviors. The student will be allowed to provide a verbal explanation of the suspicious behavior
3. The instructor will request immediate urine and/or blood testing if deemed appropriate. Failure to cooperate or provide a timely urine or blood sample upon request will result in disciplinary action up to dismissal from the College Program.
4. If in the judgment of the instructor, transportation needs to be provided for the student the following steps will be taken:
 - a) Call immediate family or designated emergency contact.
 - b) Call taxicab – payment to be assumed by student.
5. The results of the test will be made known to the ADN Director.
6. Nursing students who present with positive test results (other than for a properly administered prescription drug) will not be allowed to continue in the nursing program. Any student dismissed following a positive drug, controlled substance, or alcohol test will be removed from all nursing courses. A grade of "W" will be placed on the transcript if prior to the college withdrawal date. A grade of "F" will be placed if the student is removed from courses following the college withdrawal date. They will be notified in writing. Students may apply for readmission later but must provide documentation regarding treatment and counseling received and a record of attendance at appropriate support group meetings.

Possible Outcomes following the substance abuse testing:

- a. The substance abuse testing does not substantiate the alleged substance abuse by the student. If this occurs, all documentation related to the alleged incident is removed from the student's file and the student may return to all courses without negative academic consequences. Arrangements for clinical make-up time will be determined.
- b. The substance abuse testing does substantiate the alleged substance abuse by the student. If this occurs, the student will not be allowed to continue in the nursing program.
- c. In the above situation, if the student is employed in the healthcare field, he or she must inform the employer/supervisor in writing (copy to the Director) of the determination. Confirmation of this will be completed by the Director. If the employer/supervisor is not informed, the Director will notify the appropriate person.

**HOWARD COLLEGE ASSOCIATE DEGREE NURSING
SUBSTANCE ABUSE POLICY AGREEMENT**

This is to certify that I, _____, agree to the following conditions.

1. I will submit to unannounced urine and/or blood screenings which may be at my own expense. All reports will be sent to the ADN Director. A positive test will result in immediate dismissal from the program.
2. I will submit copies of all prescriptions for medications to the ADN Director within three days of filling the prescriptions.

Applicant Signature

Date

Witness Signature

Date

**HOWARD COLLEGE ASSOCIATE DEGREE NURSING
SUBSTANCE ABUSE POLICY AGREEMENT
OF READMISSION**

This is to certify that I, _____, agree to the following conditions for readmission to the Howard College Associate Degree Nursing Program.

1. I must submit a letter from a treatment agency certifying completion of a drug/alcohol treatment program before consideration for readmission.
2. I must report to the ADN Director on an assigned date monthly for a conference.
3. I will submit to unannounced urine and/or blood screenings which may be at my own expense. All reports will be sent to the ADN Director. A positive test will result in immediate dismissal from the program.
4. I will submit copies of all prescriptions for medications to the ADN Director within three days of filling the prescriptions.

Applicant Signature

Date

Witness Signature

Date

PROGRAM CHANGES

It is sometimes necessary or appropriate to make changes in the Associate Degree Nursing Program. Howard College retains the right to change any of its clinical or class schedules to meet the program's needs.

GRADING

Grades are determined within each nursing course in the ADN Program according to the standard stated in each course syllabus. All numerical points obtained in a semester, both from examinations and assignments, will be calculated together to determine the student's final grade (Total Points). Points awarded for theory examinations and written work may vary with each nursing course and will be detailed in each course syllabus.

	1000-point class	500-point class	100-point class
A	900-1000	450-500	90-100
B	800-899	400-449	80-89
C	780-799	390-399	78-79
D	600-779	300-389	60-77
F	0-599	0-299	0-59

INCOMPLETE GRADES

A student receiving an "incomplete" ("I") at the end of a semester may not enroll in any other nursing courses until the "I" is removed. An "incomplete" must be resolved by the end of the following long semester. A nursing student cannot progress in nursing courses without achieving a grade of "C" or better. See <http://catalog.howardcollege.edu/content.php?catoid=7&navoid=233&hl=Grades&returnto=search> for further information.

WITHDRAWALS

Students withdrawing from the nursing program must initiate the withdrawal process through the Nursing Department. Failure to do so will result in the student receiving an "F" for the nursing courses being taken. Additionally, students leaving the nursing program are encouraged to schedule an exit interview with the Program Director. The exit interview may be done in person, by phone, or by email.

Also, failure to comply with this regulation will cause the student to lose all refunds which would normally be available. Such failure may also jeopardize the privilege of readmission to this or any other college. All college property in possession of a student must be returned and all debt to the college must be paid before the student can withdraw in good standing and be eligible for a transcript of credit from the college.

MANDATORY TUTORING

Students failing a nursing exam **MUST** attend test review and a mandatory tutoring session **PRIOR** to the next exam. The date and time for the mandatory tutoring session will be determined by the nursing tutor and/or nursing faculty. Failure to attend the mandatory tutoring session will result in the student not being able to take the next exam. No "makeup" tutoring will be offered, and a 10-point deduction will be taken on the examination. There will be no

mandatory tutoring over information for the final.

ATTENDANCE POLICY

CLASSROOM/ONLINE ATTENDANCE POLICY

1. Attending lectures is mandatory. The adult learner is responsible for all information covered and material missed. Being absent more than two (2) days from class/lecture will result in a learning contract with the instructor. More than three (3) days absent from lecture/class will result in failure of the course. A contract must be initiated by the student with the instructor for missed exams. Exams must be made up in two (2) calendar days or a grade of zero "0" is issued for the missed exam.
2. If the student is not present at the onset of class or clinical, or if she/he leaves within the last 30 minutes of class or clinical she/he will be counted tardy. Onset of class includes:
in the morning, following a break or coming back from lunch.
3. Online participation is mandatory. Online participation is defined as logging on and completing all activities as assigned. The adult learner is responsible for all information covered. A learning contract with the instructor will be initiated if the student fails to log on to the course for three (3) consecutive weekdays, and/or fails to complete online activities as assigned. If more than 3 online activities or assignments (discussion questions, assignments for coursework to ADB) are missed, then failure from the course may result.

CLINICAL ATTENDANCE POLICY

1. **Clinical attendance is mandatory.** Clinical is an important part of nursing school, and missing clinical will affect your school experience and your grade in the clinical course. Clinical is defined as but not limited to outpatient, inpatient, lab time, presentations, lab simulations, orientations, pre- and post- conferences, workshops, seminars, etc. **Missed clinical experience results in the student being unable to meet the course objectives.** Points will be deducted per course syllabus for any absence. **You must contact the instructor (e-mail and/or text) and the clinical site at least 30 minutes before the absence.** Clinical hours must be made up for an absence at the faculty's discretion. There will be no exceptions. ***An unexcused absence or no call no show (i.e., not contacting clinical instructor and/or clinical site PRIOR to start time, not submitting clinical assignments/paperwork, leaving clinical prior to end of shift, or not having a note, obituary, etc.) may result in dismissal from the program.*** For an anticipated absence (HC school activity, pregnancy, judicial appointments) clinical experience may be achieved prior to the planned event. Arrangements must be discussed and approved by the student's clinical instructor PRIOR to the anticipated absence. *****Clinical absences may result in failure of clinical course.***

CLINICAL ABSENCE GRADING SCALE

<p>Any clinical absence.</p> <p><u>The following situations will be considered a full day absence:</u></p> <ul style="list-style-type: none"> • Assignments/paperwork not completed or submitted as assigned at clinical/lab sim. • Tardiness of greater than 30 minutes • Leaving clinical prior to end of clinical shift (per clinical schedule) with or <i>without notification.</i> <p><i>*After 1st clinical absence, clinical time will be made up/ Lab sims will be made up per faculty discretion, more than one absence may result in failure of the course. *</i></p>	Points deducted per course syllabi
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2. Tardy: If a student is not present at the onset of clinical or class, they are tardy. A tardy is 0-30 minutes late, over 30 minutes is an absence. Following the second tardy, the instructor will start a learning contract. Three (3) clinical tardies constitute an unexcused absence. A tardy without justification or notification is unexcused. Each student will demonstrate

accountable and responsible behaviors throughout the course by being present and on time, or notifying the instructor, school (432) 264-5070, and the clinical facility of absence or tardiness at least 30 minutes prior to the clinical scheduled time. Failure to act accordingly will be reflected in the students' clinical evaluation, and possible failure of clinical.

ASSIGNMENTS

1. An assignment is defined as any course work assigned excluding exams.
2. All assignments must be submitted *in correct formatting* (Microsoft Word) and must be submitted on Blackboard or as designated by the instructor. Alternate formats or alternate means of submission will not be graded, and the student will receive "0"
3. One late assignment is allowed with a **30%** deduction per course. (Late assignments must be completed within 24-48 hours per instructor discretion). After 48 hours or time agreed upon by instructor a grade of a "0" will be given.
4. Any additional late assignments in the course will result in a "0".
5. APA format will be used for all assignments.
6. Any work not attempted will receive a grade of "0" zero. Work not attempted cannot be re-accomplished. Any student missing classroom or clinical experience is responsible for approaching the appropriate instructor for any work missed.
7. Grade concerns/technical difficulties related to all assignments must be brought to the instructor's attention within 72 hours of the time the grade is posted.

GUIDELINES FOR SKILLS EVALUATION

1. Master content for each skill listed by learning objectives as stated.
2. Know key terms for each skill.
3. Identify purposes of each skill.
4. Demonstrate critical thinking knowledge based on skill performance and client outcomes.
5. Learn prerequisite knowledge for each skill.
6. All elements must be completed satisfactorily. Any element that is below the standard score or deemed unsatisfactory will result in a re-attempt of the skill scheduled by faculty. ***There are only two attempts to pass each skill. If a student is unable to pass the skill on the 2nd attempt, it may result in failure of the course.***

EXAMS

1. An area will be designated for personal belongings (books, papers, etc.) before students enter the exam. Cell phones must be turned off and left in the designated area. Cell phones and/or any other technology devices (apple watches/iPads/Laptops) are not allowed during test review.
2. A grade of zero will be recorded and averaged into the final grade if there is evidence of verbal or non-verbal communications between students during an examination, online quiz (i.e., shared IP addresses), or other academic misconduct from the HC Student Policy Handbook @ https://howardcollege.edu/wp-content/uploads/PDF/Student_Handbook.pdf
3. Information found on or in the vicinity of the student during a period of the exam will be grounds for termination and a grade of zero will be recorded and averaged into the final grade.
4. All students are to remain seated during an exam situation but should raise his/her hand if there is a need to communicate with the instructor.
5. The final exam is the property of Howard College and will not be reviewed.
6. Violation of the Exam Taking Policy will be grounds for dismissal from the program.
7. The faculty will schedule all exams.
8. **All students are required to be present, logged into the computer, and ready to start by the scheduled exam time. The door will be locked 5 minutes prior to the scheduled exam start time to ensure exam starts at scheduled time. Failure to be present (in the computer lab and logged in to the computer) on time for exams will result in a tardy**

for the student. A contract must be initiated by the student with the instructor for missed/tardy exam (exams must be made up in two (2) business/calendar days or a grade of zero "0" is issued for the missed exam. If absent or tardy on exam day, the makeup exam will cover the same material; however, *there will be a 10-point deduction to the exam grade.*

9. Exam questions will:
 - reflect the objectives of the course
 - include questions that test knowledge obtained in prerequisites and other nursing courses.
 - include general nursing knowledge.
10. Students will be provided with their individual grades at a time and place determined by the faculty.
11. Exam grades are not final until faculty has performed a test item analysis.

MATH EXAM

There will be 3 attempts for fulfilling the course requirement for the math exam (see individual course learning packets for specific details). Students must achieve an 80 percent or higher on the math exam to fulfill the course requirement. If 80 percent is not accomplished on the first attempt, a contact record will be instituted, tutoring will be required, and the exam will be repeated. The repeated exams must have a grade of 80 percent or higher to meet the requirement to pass the course. If a student fails to meet the minimum score of 80 on the first attempt or on the retake exams, the student must withdraw from the course. Points from all attempts will be averaged together for the grade.

ONLINE COMMUNICATION POLICY

Online communication will be required and expected throughout the Howard College Associate Degree Nursing Program. Online communication may take place in the form of:

- Discussions
- Peer Responses
- Journaling
- E-mail
- Chats
- Text messages

To ensure that all communication supports the learning process, the following "Netiquette Rules" must be followed by all students and faculty. Failure to abide by the "Netiquette Rules" may result in disciplinary action for both parties, a learning contract initiated with the appropriate faculty member, and the parties will be subject to disciplinary action that may range from a warning to expulsion from the Howard College Associate Degree Nursing Program.

NETIQUETTE RULES

1. Remember you are speaking to humans when you write your messages/postings. Choose your words wisely as context cannot adequately be interpreted without face-to-face or verbal communication. If you would not say the same statements to the reader's face, do not post it.
2. Respect other's works and give credit where it is due. Plagiarism does not just apply to published works. If you cite anyone else's work, be sure to cite it appropriately.
3. Do not type in all CAPS. This means you are yelling. It is acceptable to use caps to emphasize certain words or characters. Just do not type consistently in all caps.
4. Use proper grammar and spelling. When submitting formal assignments and discussion board postings you must remember to write professionally. Do not use internet shorthand (i.e., lol).
5. Use appropriate language. No form of slang or profane language will be acceptable by

- faculty or students.
6. Respect the privacy of others. Do not forward personal email messages without the original sender's permission.
 7. Acknowledge and return all emails/postings in a timely manner. All faculty must respond to email/postings within 48 hours during business days (Monday-Thursday) and 72 hours on weekends (Friday-Sunday). Students must respond to any faculty communication within 72 hours or as designated by instructor preference. If you have an emergency or urgent need you may need to call your instructor personally. All faculty who will be unable to respond within the appropriate time due to foreseen circumstances (e.g., professional conferences, vacation, etc.) must give reasonable advance notice to students. Students who fail to respond within the appropriate amount of time may have a learning contract initiated and face disciplinary action.
 8. Be concise. Keep all communication brief and to the point.
 9. Share expert knowledge. If you can share an answer to another person's question you may do so (i.e., Student Forum/FAQ). Be sure the information you share is correct and appropriate to share with all users. If you find answers from an internet source, be sure it is a reputable one. If you are not sure ask your instructor.
 10. Be forgiving. All faculty and students are subject to netiquette mishaps. Each mishap is taken within the context of the situation.

ASSESSMENT TECHNOLOGY INSTITUTE (ATI) ASSESSMENTS

ATI Assessment testing is a standardized testing tool. Content-specific assessments provide proficiency levels that measure a student's level of knowledge acquisition throughout the ADN program. NCLEX readiness is measured with the RN Comprehensive Predictor and helps students prepare for the Comprehensive Predictor. Proctored and practice assessments are utilized in the ADN program per course syllabi.

GRADUATION

To be awarded the Associate in Applied Science Degree, the student must adhere to the graduation requirements as stated in the current Howard College catalog @ <http://catalog.howardcollege.edu/content.php?catoid=7&navoid=237&hl=graduation&returnto=search> in addition, students must satisfy the following requirements:

1. Complete all **REQUIRED** courses in the curriculum of the Associate Degree Nursing Program or Accelerated Associate Degree Nursing Program with a grade of "C" or better (including transferred courses)
2. Discharge all financial obligations to the college prior to graduation
3. Successfully complete a (ATI) comprehensive predictor assessment exam.
4. Attend the pinning ceremony.
5. Attend an approved RN NCLEX Review Course in last semester prior to graduation. The NCLEX Review course will be scheduled by the Nursing Director and/or faculty. If a student fails a course, then an approved NCLEX review course must be taken prior to graduation (i.e., if a student fails Mental Health the student must take an NCLEX review course at the end of Mental Health and bring proof of completion to Howard College ADN Director prior to affidavit being sent to Board of Nursing).

CLASS REPRESENTATIVES

Students will be selected for student representation in the faculty committee meetings. Student representatives will be selected by their peers and faculty.

CLINICAL POLICIES

1. The use of cell phones for personal use in the clinical area is prohibited. Use of cell phone for educational purposes is allowed (i.e., Nursing Central App). You may **not use your cell phones to talk or text or be on social media** on the units, in patient rooms, in the hallways, or at the nurse's desk. Use of cell phones should be for educational purposes only during clinicals. Taking photographs of clients is not permitted at any time. No patient-identifiable information is to be stored on the device or removed from the clinical agency. Clinical agencies may apply additional restrictions or rules. *You may check your cell phone for personal use during breaks or at lunch only.* Violations of this policy will be considered a violation of Standards of Safe Clinical Practice and may be subject to disciplinary action that can range from an unexcused clinical absence to expulsion from the Howard College Associate Degree Nursing Program.
2. Each student will receive an orientation and clinical rotation schedule. Due to clinical facility limitations/restrictions schedules may change or vary in dates and time. Depending on the clinical site, the student may be required to attend clinical for any shift days, evenings, or nights 8-12 hours in length. In addition, out of town clinical may be required. Self-scheduling is not permitted. Students will not revise clinical schedules. Student driven "switching" of clinical sites, dates or times will not be permitted and will result in disciplinary action. Clinical times will vary by site; the student is responsible for confirming times with the course instructor before each clinical.
3. Clinical at University Medical Center in Lubbock, Texas, are mandatory for course completion. Only clinical absences with prior approval from instructor or emergency situations are allowed.
4. As a part of the laboratory/clinical experience, a satisfactory return demonstration or a passing grade of designated skills is required.
5. **NOTE: No children/spouses are allowed in the classrooms, skills lab, or the computer lab.**
6. Clinical paperwork is required to be turned per the course instruction requirements. Failure to submit clinical paperwork (as defined by the course syllabus/learning packet) will result in an unexcused clinical absence and may result in failure of the course.
7. If a student demonstrates evidence of unsafe and/or ineffective nursing practice, unprofessional behavior, or is not prepared for clinical, the nursing faculty reserves the right to refuse the opportunity to a student to care for clients. The day missed in clinical will constitute an unexcused clinical absence and possible failure of the course.
8. All students will meet required clinical facility requirements, Texas Administrative Code Rule 97.64 Immunizations Requirements and other standards (background, drug testing, additional immunization/vaccine requirements/exemptions, CPR card, dress code, etc.)

DRESS AND APPEARANCE IN THE CLINICAL AREA

Based on certain hospital and clinical requirements, the following will be maintained:

1. Hair will be clean, neat and of natural color. It will be worn so as not to extend below the bottom of the collar. Hair will be pulled back into a ponytail or bun. Hair will be off the neck and away from face. Hair ornamentation may be functional, but not decorative.
2. Body hygiene will consist of a daily bath, deodorant, (no perfumes or scented lotions). False

eyelashes, fingernails, and excessive makeup are not acceptable.

3. Fingernails will be clean and neatly trimmed. No polish is permitted.
4. Mouth care (oral hygiene) is to be a part of the daily professional dress and appearance. Students should ensure that their breath is not offending the clients.
5. There will be no smoking or use of other tobacco products prior to or during clinical time.
6. No jewelry will be worn, except:
 - a. Professional wristwatch with sweep second hand
 - b. Flat bands, and/or plain rings with settings that will not harm clients (no more than 2).
 - c. One small, plain gold, silver, or pearl stud in each ear (no dangles or loops of any kind are permitted).
 - d. Piercings are only permitted in the ear.
Tongue rings, nose rings, gauge earrings (spacers), barbells, plugs (unless flesh in color) or any other kind of facial piercing will not be permitted. Flesh color plugs must be worn in place of gauge earrings.
7. Body art or Tattoos should be tasteful or else covered up. Examples of body art that are not allowed include but are not limited to: Tattoos that advocate gang representation, sexual, racial, or religious discrimination or inappropriate for the workplace are not acceptable and are required to be covered.
8. Required items in the clinical area are:
 - Bandage scissors
 - A black ink pen and small note pad
 - A wristwatch with a sweep second hand
 - White lab coat with school emblem on left sleeve and/or black scrub jacket (2" below the shoulder seam) to be worn at times designated by the individual instructors
 - Stethoscope & Blood pressure cuff
9. Any infraction of the above policies and/or deviations from the dress code requirements will result in a point deduction for the clinical day assigned per course syllabi.

Appropriate attire, including lab coat/black scrub jacket with Howard College name photo ID and emblem will be worn when the student is in the clinical area, even on days when students go to check the client's chart. It is to be remembered that the student is representing the Howard College ADN Program and should be professionally attired when in the hospital setting. Jeans, sandals, shorts, are not appropriate.

WOMEN

1. Scrubs are worn in specific clinical settings as determined by faculty. Scrubs must be **solid** black and be any brand. If not sure about the style, please consult with faculty.
2. Socks must be worn with shoes.
3. Clean professional tennis shoes, with clean shoelaces are required. No clogs, sandals, open toes, or open heeled shoes may be worn.
4. School emblem sewn on left sleeve of the uniform AND scrub jacket/lab jacket, approximately 2" below the shoulder seam.
5. Student name photo lab ID is to be worn on left chest.
6. A student may wear a white or black T-shirt with short or long sleeves under the scrub top as needed for comfort.

MEN

1. Scrubs are worn in specific clinical settings as determined by faculty. Scrubs must be **solid** black and be any brand. If not sure about the style, please consult with faculty.
2. Beards and/or mustaches will be clean and neatly trimmed. These will be permitted unless

- contraindicated by hospital policy.
3. Clean professional tennis shoes, with clean shoelaces are required. No clogs, sandals, open toes, or open heeled shoes may be worn.
 4. A white or black round neck T-shirt with short or long sleeves must be worn under the scrub top.
 5. Student name photo lab ID is to be worn on the left chest of shirt.
 6. School emblem sewn on left sleeve of the uniform AND scrub jacket/lab jacket, approximately 2" below the shoulder seam.

Non-compliance with the above policies will result in the student being sent home and counted absent.

CLINICAL EVALUATION

Clinical evaluation is determined from instructor/preceptor observation and required clinical preparation (clinical performance, mini-care plans, care maps, etc.). The clinical evaluation tool is a portion of the course evaluation tool and is a method utilized to determine graduate competencies in each nursing course.

INCIDENT/ EXPSOURE

1. In the event of an accident or injury on duty, contact your instructor.
2. Accident or incident reports must be completed for any injuries incurred on hospital property.
3. Neither the College nor hospitals have insurance coverage for students, nor will they be responsible for any injury to the student. You are required to carry your own hospitalization insurance
4. Provide first aid for the student sufficient to get the situation under control.
5. If the accident occurs in the clinical area, faculty responsible for the course in which the student is injured must be notified immediately of the incident.
6. If a physician should see the student, they may choose to see their own physician, go to a minor emergency center, or be transported to a hospital.
7. Students who experience exposure to any potentially infectious materials (needle stick, mucous membrane, non-intact skin, or airborne inhalation) require specific follow-up. The individual is responsible for initiating certain actions, reporting the incident as soon as possible (preferably within one hour) to their instructor, and following the instructor's recommendations. The clinical instructor or supervisor is responsible for taking the appropriate steps to ensure the student's safety and well-being. The faculty will ensure that copies of the exposure procedure and appropriate forms will be made available to the student as needed.

ILLNESS

1. Students should not come to clinicals ill or running fever over 100.4. Students who become ill while at clinicals are to notify the instructor. You cannot remain in the clinical area if you have a temperature of 100.4 degrees or higher or feel ill.
2. An instructor has the authority to send you home and you will be counted absent. If this is the case, please stay at home and see your doctor.
3. If illness is serious and acute, the student may be taken to the emergency room.
4. Students are not to contact the physician personally in the hospital.

PRECEPTORS

WRITTEN CRITERIA FOR THE SELECTION OF CLINICAL PRECEPTORS

Adopted from TX BON Rule 215.10

The preceptor shall be accountable for evaluating the student using clinical objectives developed by

ADN nursing faculty.

All ADN clinical nursing preceptors shall have:

- i. Philosophy of health care congruent with that of the nursing program.
- ii. Current licensure to practice nursing in the State of Texas.
- iii. Competence in designated areas of practice

Preceptor Responsibilities

1. Participate in preceptor orientation/receive preceptor packet to read and orient self to responsibilities.
2. Functions as a role model in the clinical setting
3. Each preceptor shall be responsible for the clinical learning experiences of no more than two students per clinical day.
4. Orient the students to the clinical agency.
5. Guide, facilitate, supervise, and monitor the student in achieving clinical objectives. Supervise the students' performance of skills and other nursing activities to assure safe practice.
6. Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
7. Provide direct feedback to the student regarding clinical performance.
8. Contact the faculty if assistance is needed or if any problem with student performance occurs.
9. Collaborate with the student and faculty to formulate a clinical
10. Discuss the faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent
11. Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

Agency Responsibilities

1. Retain ultimate responsibility for the care of clients.
2. Retain responsibility for preceptor's salary, benefits, and liability.
3. Provide basic information about the agency's expectation of the preceptor experience to the program and nurses.
4. Interpret the preceptor program and expectations of students to other agency personnel who are not directly involved with preceptorship

Student Responsibilities

1. Coordinate personal schedule with the preceptor's work schedule to avoid any conflicts.
2. Maintain open communications with the preceptor and faculty.
3. Maintain accountability for own learning activities.
4. Prepare for each clinical experience as needed.
5. Be accountable for your own nursing actions while in the clinical setting.
6. Arrange for preceptor's supervision when performing procedures, as appropriate.
7. Contact faculty by telephone or email if faculty assistance is necessary.

8. Respect the confidential nature of all information obtained during clinical experience.
9. Adhere to safety principles and legal standards in the performance of nursing care.

Each student will provide the clinical preceptor with the preceptor evaluation/ clinical objective sheet form/ or code. After the preceptor completes the form, turn in with completed assignment to the nursing faculty.

If a student demonstrates evidence of unsafe and/or ineffective nursing practice or is not prepared for clinical, the nursing faculty reserves the right to refuse the opportunity for a student to continue in the clinical area. The day missed in clinical will constitute a clinical absence.

HC ADN Nursing Educational Program/Faculty Responsibilities:

1. Ensure that preceptors meet qualifications in Rule 215.10, as appropriate. It is recommended that the preceptor has been licensed and in practice for at least one (1) year.
2. Ensure that there are written agreements which delineate the functions and responsibilities of the affiliating agency, clinical preceptor, nursing program, and student.
3. Ensure that clinical experiences using preceptors should usually occur only after the student has received applicable theory and clinical experiences necessary to safely provide care to clients (within course or curriculum), as appropriate.
4. Inform the preceptor of the skill level of the student to guide the preceptor's expectations of the student. *Students will have a hospital clinical skills sheet at precepted clinicals to help the student meet nursing skills competency objectives.*
5. Orient both the student and the preceptor to the clinical experience.
6. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discuss student expectations, skills performance, student guidelines for performance of procedures, and methods of evaluation. All preceptors will receive a packet of information with the above information to orient themselves to the clinical experience and will have the chance to communicate with the nursing faculty when rounding and doing checks on the students.
7. Approve the scheduling arrangement for the student and preceptor to assure availability of the faculty member when needed during the precepted experience. (Faculty cell phone numbers will be on all preceptor sheets)
8. Assume overall responsibility for teaching and evaluation of the student.
9. Assure student compliance with standards on immunization, screening, OSHA standards, CPR, and current liability insurance coverage, as appropriate.
10. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
11. Collaborate with the preceptor to ensure appropriate student assignments and clinical experiences.
12. Communicate assignments, calendars, clinical schedules, and other essential information to the agencies. (Emailed or delivered prior to start date)
13. Meet regularly with the clinical preceptor and the student to monitor and evaluate the learning experience.
14. Monitor student progress through rounds, student clinical seminars, student-faculty-preceptor conferences, and review of student clinical assignments.

15. Be readily available, e.g., telephone or email for consultation when students are in the clinical area.
16. Receive feedback from the preceptor regarding student performance.
17. Provide feedback to preceptor regarding performance as preceptor and the clinical learning experience.
18. Provide recognition to the preceptor for participation as a preceptor. Ex: adjunct faculty plaque, certificate. (Yearly during Nurse's Week)

EXAMPLES OF INCIVILITY

****This list is not conclusive – other similar behaviors may constitute incivility and require disciplinary action.***

Disruptive Violations -Will result in written reprimand by faculty with warning and potential stipulations – up to three warnings and then behavior is considered administrative.

Administrative Violations -Will result in written reprimand by faculty and referral to Director of Nursing Program and Dean of Students. Discipline will be issued according to HC ADN Student Policies and/or HC Student Handbook and may result in immediate dismissal from HC ADN Program.

Criminal Violations -Will result in written reprimand by faculty AND referral to Director of Nursing Program and Dean of Students AND reporting to appropriate authorities. These violations will result in immediate dismissal from the Howard College ADN Program.

Classroom Behaviors	Clinical Behaviors	Online Behaviors
<p><u>Disruptive Violations</u></p> <ul style="list-style-type: none"> • Sleeping in class • Talking out-of-turn/interrupting • Discourteous/inappropriate comments • Outbursts • Uncooperative/argumentative • Disengaged • Arriving to class late • Leaving class early • Distracting eating/drinking • Inappropriate use of electronic device/mobile device during class • Poor hygiene • Inappropriate dress • Profane language • Negative facial expression (eye rolling, mouthing words, etc.) 	<p><u>Disruptive Violations</u></p> <p><u>* Behaviors listed under Classroom Behaviors/Disruptive Violations are included here as well</u></p> <ul style="list-style-type: none"> • Arriving without appropriate equipment/pre- and post-clinical paperwork • Inappropriate dress (See Dress Code) • Refusing to perform skills that student is competent to perform • Unmotivated to learn • Criticizing other caregivers, students, or faculty in front of others 	<p><u>Disruptive Violations</u></p> <ul style="list-style-type: none"> • Profane language • Yelling (using all CAPS) or using slang language or using SMS language (LOL, BTW, etc.) on written assignment such as but not limited to discussion questions • Not responding to e-communication in a timely manner • Not checking LMS daily for announcements/updates • Not submitting assignments on time • Texting/calling other students and/or faculty about non-emergent issues after set hours (per faculty) • Refusing to incorporate electronic media as required by the course curriculum (YouTube account, Remind messaging, etc.)
<p><u>Administrative Violations</u></p> <ul style="list-style-type: none"> • Cheating, plagiarism, fabrication • Dishonesty • False accusations • Forgery • Disorderly conduct • Alteration or misuse of any university document, record, or identification • Failure to comply with directions of authorized university officials 	<p><u>Administrative Violations</u></p> <p><u>* Behaviors listed under Classroom Behaviors Violations are included here as well</u></p> <ul style="list-style-type: none"> • Smoking/vaping during clinical time • Any actions that disrupt or jeopardizes patient care • Deliberate failure to follow HC or clinical facility policies • Making comments that jeopardize patient-caregiver rapport • Practicing outside of scope of practice 	<p><u>Administrative Violations</u></p> <p><u>* Behaviors listed under Classroom Behaviors Violations are included here as well</u></p> <ul style="list-style-type: none"> • Misrepresentation of HC or Howard College Nursing Programs on any online platform (LMS, social media, etc.) • Downloading unapproved software onto HC electronic devices without permission • Accessing inappropriate content on HC electronic devices/Wi-Fi (may be considered criminal depending on the content) • Failing to appropriately log off devices that contain private student/patient information

Classroom Behaviors	Clinical Behaviors	Online Behaviors
<p><u>Criminal Violations</u></p> <ul style="list-style-type: none"> • Threats of violence against self or others • Actions that endanger oneself or others in the college community • Physical or verbal abuse • Sexual harassment/violence • Unlawful possession of a firearm or weapon • Conduct that is lewd, indecent, or obscene • Intimidation, harassment, or stalking another student or employee • Alcohol or drug possession or sale • Theft of personal or college property • Vandalism 	<p><u>Criminal Violations</u></p> <ul style="list-style-type: none"> • Violations of patient privacy (HIPAA) • Any act that deliberately endangers the safety of clients, students, or staff • Possession of a firearm • Vandalism • Theft/diversion of personal or facility property • Forgery • Racial discrimination against clients, students, and/or staff. 	<p><u>Criminal Violations</u></p> <ul style="list-style-type: none"> • Taking pictures of clients or client information • Cyberbullying • Hate speech • Threatening speech or statements made on any e-platform (LMS, social media, email, etc.) • Harassment or stalking of a student, HC employee, or preceptor • Sexual harassment (sending unwanted explicit, sexual content via any form of e-communication) • Using other's log in credentials to access confidential information (with or without permission) • Deliberately accessing inappropriate content on HC electronic devices/Wi-Fi (pornography or criminal content)

SAFE AND EFFECTIVE NURSING PRACTICE POLICY

This policy identifies the essentials of nursing practice and is complementary and supplemental to the objectives of all clinical nursing courses. This policy must be adhered to for the student to succeed in clinical. All overt and covert acts must be directed toward quality patient care to promote health. Safe and effective nursing practice is defined by TX BON @ http://www.bon.texas.gov/rr_current/217-11.asp and as the ability to:

1. Demonstrate knowledge regarding the client's health status.
2. Observe, report, and record signs and symptoms.
3. Interpret, report, and record changes in the patient's condition accurately.
4. Demonstrate competent nursing care.
5. Set priorities and carry through with appropriate nursing interventions.
6. Evaluate and make scientifically based decisions related to the quality of nursing care.
7. Calculate and administer drugs safely, including documentation of administration.
8. Demonstrate responsibility for safeguarding the patient's rights, including confidentially

- (HIPAA).
9. Provide care without chemical impairment.
 10. Personal, political, and religious opinions should not be conveyed to the client and classmates.

If a student demonstrates evidence of unsafe and/or ineffective nursing practice, the nursing faculty reserves the right to refuse the opportunity to a student to care for clients. The day missed in clinical will constitute a clinical absence. A student may not render care when under the influence of prescribed medication, over-the-counter medication, alcohol, or illicit drugs, which may affect the student's judgment. Failure to demonstrate safe practices and complete clinical objectives constitutes failure of the course.

UNSAFE CLINICAL PRACTICE

Since nursing students are legally responsible for their own acts, commission and/or omission, and nursing instructors are responsible for any acts of their students in the clinical area, it is necessary for the student and the nursing faculty to conscientiously evaluate unsafe or unprofessional behavior by TX BON @ http://www.bon.texas.gov/rr_current/217-11.asp.

Examples of Unsafe clinical behavior is demonstrated when the student:

1. Violates or threatens the physical safety of the patient or staff. [OBJ] i.e., neglects use of side rails, restraints; comes unprepared to clinical
2. Violates or threatens the psychological safety of the patient or staff i.e., uses non-therapeutic techniques repeated interactions; attacks or denigrates individual beliefs or values, or displays unprofessional behavior
3. Violates or threatens the microbiological safety of the patient, [OBJ] i.e., unrecognized violation of aseptic technique *comes sick to clinical experience.*
4. Violates or threatens the chemical safety of the patient, [OBJ] i.e., violates the "5 Rights" in administering medications; fails to monitor IV infusions safely.
5. Violates or threatens the thermal safety of the patient, [OBJ] i.e., burns patient with hot packs, heating lamp, etc.; fails to observe safety precautions during O2 therapy.
6. Inadequately and/or inaccurately utilize clinical judgment i.e., fails to observe and/or report critical data, re: clients; makes repeated faulty judgments/decisions in nursing situations.
7. Violates previously mastered principles/ learning/objectives in carrying out nursing care skills and/or delegated medical functions, i.e., sophomore students unable to give IV injections; first-year students student fails to obtain accurate vital signs.
8. Assumes inappropriate independence in action or decisions, [OBJ] i.e., performs competencies not yet tested; fails to seek help in emergency situations.

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| 9. | Fails to recognize own limitations, incompetence and/or legal responsibility, ^(OBJ) | i.e., refuses to admit errors noted by instructor/nursing staff. cannot identify own legal responsibility in specific nursing situation. |
| 10. | Fails to accept moral and legal responsibility for his/her own actions, fails to follow facility or program policies | i.e., covers own/others' errors/fails to report them, shares confidential information, breaks cell phone policy shows up to clinicals while under the influence |

DISMISSAL FROM THE PROGRAM

A student WILL be dismissed from the Associate Degree Nursing Program for any of the following:

1. Achievement of a final course grade below 78 in any nursing subject as outlined in each syllabus and learning packet.
2. Failure to satisfactorily pass skills with two attempts.
3. Achievement of a final grade below "C" in any required academic course.
4. Failure to abide by the Associate Degree Nursing Program Student Policies.
5. Any legal or ethical misconduct reflecting behavior not compatible with registered nursing. Students will be dismissed for actions that would jeopardize the relationship between Howard College and clinical facilities (unprofessionalism and complaints from clinical affiliation sites are taken serious and students may be dismissed from the program)
6. Unsatisfactory clinical performance (see Clinical Objectives and Clinical Evaluation).
7. Ineffective or unsafe clinical performance according to the Associate Degree Nursing Student Policy Handbook.
8. Unsafe medication administration or without supervision of faculty or licensed personnel.
9. Falsification of any statement on the student application for admission.
10. Dishonesty at any level (i.e., cheating, lying, falsification of records, etc.).
11. Any behavior or action in conflict with the code of ethics or the Honor Code in the Student Policy Handbook.
12. Revealing or repeating confidential contents of classroom, clinical conferences, or patient or faculty related information.
13. Does not conform to the attendance policy of Howard College Associate Degree Nursing Program.
14. Inability to perform basic skills independently and safely.
15. Performing skills not appropriate for the practice level.
16. Inability to do basic math, conversions, and calculate dosages.
17. Violation of test taking policy.
18. Verbal and nonverbal actions found offensive to other students, faculty, staff, or clinical site staff/preceptors.

19. Failing to adhere to the Associate Degree attendance policy exceeding hours of absences prohibiting the student from acquiring the required hours.
20. Failure to perform required preparation for assignments in lab, class or clinical.

STUDENT GREIVANCES

CHANNEL OF COMMUNICATION:

1. Individual student problems must be discussed first with the instructor of the class in which the student is registered.
2. If the problem concerns the clinical experience of the student, the clinical instructor must be consulted first.
3. If further assistance is needed, the student and instructor will meet with the associate degree Program Director
4. If further assistance is needed regarding a decision made by the instructor/Director related to behavior the student should meet with the Dean of Students.
5. The H.C. Student handbook outlines the due process procedures to be followed under Student Complaints. A student complaint form can be found on the college website.
6. The H.C. Student handbook outlines the procedures for a grade appeal under grade disputes.
If a student has a question about, disputes a final grade in a course, or believes there were circumstances beyond their control that impacted the final grade, the student has a right to pursue a grade appeal. Students should start the appeal process no later than 5 college business days after the grade was posted.

A grade appeal follows these steps:

1. Student meeting with the instructor
2. Appeal to instructor's supervisor
3. Appeal to next level supervisor
4. Meeting with grade review panel
5. Meeting with appeal panel
6. Appeal to college president

Students must follow these steps in this order. More information on grade appeals can be found in the HC student handbook.