Students are responsible to adhere to the most recent version of the nursing program handbook and report any potential violations. Students will be notified when the handbook is updated via announcement on the nursing program course management site.
The LCC Career Ladder Nursing Program has enjoyed continuous full accreditation from the Accreditation Commission for Education in Nursing (ACEN), formerly known as National League for Nursing Accrediting Commission), since 1971.

Accreditation is a voluntary, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved.

ACCREDITATION COMMISSION FOR EDUCATION IN NURSING (ACEN) is nationally recognized by the U.S. Department of Education as the accrediting agency for postsecondary and higher degree nursing programs, and promotes excellence in nursing education to build a strong and diverse nursing workforce.

Accreditation Commission for Education in Nursing (ACEN)
http://www.acenursing.org/
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Phone 404-975-5000
Fax 404-975-5020

STUDENT HANDBOOK
This Handbook will be used by the student throughout the nursing program. The most current copy of the handbook can be found at:
http://www.lcc.edu/hhs/programs/nursing/#view4

Lansing Community College is committed to a policy of providing equal employment opportunity and equal education for all persons regardless of race, color, sex, age, religion, national origin, creed, ancestry, familial status, marital status, height, weight, sexual orientation, disability or veteran's status or other status as protected by law. A complete copy of the EQUAL OPPORTUNITY AND NONDISCRIMINATION POLICY STATEMENT can be found at:
# TABLE OF CONTENTS

SECTION I: PROGRAM INFORMATION ................................................................................................................. 5

MISSION AND PHILOSOPHY OF LANSING COMMUNITY COLLEGE’S CAREER LADDER NURSING PROGRAM .......... 6

MISSION .......................................................................................................................................................... 6

PHILOSOPHY .................................................................................................................................................. 6

PURPOSE OF THE LCC NURSING PROGRAM ............................................................................................... 7

PRACTICAL NURSE ......................................................................................................................................... 7

REGISTERED NURSE WITH AN ASSOCIATE DEGREE .................................................................................. 7

NURSING PROGRAM NEW GRADUATE OUTCOMES FOR STUDENTS BEGINNING FALL SEMESTER 2017 .......... 8

EDUCATIONAL OUTCOMES FOR STUDENTS ENTERING BEFORE FALL SEMESTER 2017 ............................. 9

PROFESSIONAL BEHAVIOR ............................................................................................................................ 10

ACADEMIC HONESTY ....................................................................................................................................... 10

STUDENT CONDUCT ...................................................................................................................................... 10

CIVILITY .......................................................................................................................................................... 11

OFFICE OF STUDENT COMPLIANCE ............................................................................................................ 11

DUE PROCESS ................................................................................................................................................ 11

CRIMINAL RECORD ....................................................................................................................................... 12

PRE-ADMIT .................................................................................................................................................... 12

POST-ADMIT ................................................................................................................................................ 12

COMMUNITY SERVICE REQUIREMENT ......................................................................................................... 13

ELECTRONIC COMMUNICATION ..................................................................................................................... 13

KAPLAN LEARNING RESOURCE ENRICHMENT PROGRAM ............................................................................. 13

MEDICATION MATH COMPETENCY ................................................................................................................ 14

SECTION II: CLINICAL AND LAB INFORMATION .......................................................................................... 15

CLINICAL ATTENDANCE ................................................................................................................................. 16

CLINICAL TARDINESS ................................................................................................................................... 16

CLINICAL CANCELLATION DUE TO INCLEMENT WEATHER ........................................................................... 16

CLINICAL CANCELLATION DUE TO FACULTY ILLNESS ................................................................................. 16

CELL PHONE USE IN CLINICAL ..................................................................................................................... 16

UNIFORM REQUIREMENTS ............................................................................................................................. 17

ACEMAPP PARTICIPATION ............................................................................................................................... 17

CLINICAL EVALUATION .................................................................................................................................. 18

STUDENT EVALUATION OF CLINICAL AND LAB FACULTY ......................................................................... 18
SECTION I:
PROGRAM INFORMATION
MISSION AND PHILOSOPHY OF LANSING COMMUNITY COLLEGE’S
CAREER LADDER NURSING PROGRAM

The Lansing Community College Career Ladder Nursing Program (CLNP) provides students with a sound theoretical and clinical foundation to thrive in the health care environment of the 21st Century. Successful nurses must be able to lead and adapt to change, embrace technology to advance effective patient care delivery, work collaboratively within the health care team, and respect the knowledge and expertise of its members.

Mission
In congruence with the college’s over-all mission, the Nursing Program of Lansing Community College provides a high-quality educational opportunity for students seeking to improve their standard of living and quality of life by preparing them for a career in nursing. The program’s purpose is to provide qualified graduates to meet the community’s need for nurses. Students who graduate from the LCC Nursing Program will demonstrate the knowledge, skills and attitudes necessary to provide safe, patient-centered, evidence-based nursing care within the healthcare team.

Philosophy
The faculty of LCC’s Nursing Program believes that nursing is a holistic practice that recognizes human beings as the sum of their biological, psychological, spiritual, social and cultural experiences. We believe that nursing is a profession that offers a unique contribution to the patient’s health, yet works collaboratively with other healthcare disciplines to optimize the health of individuals and their identified family within the context of the larger community. Advocacy and caring are key features of nursing care, and are put into practice by incorporating the values of safety, quality, patient-centeredness, teamwork and communication. Furthermore, nurses advocate for patients by using scientific evidence upon which clinical decisions are based.

The associate-degree preparation provides a solid foundation of education for safe and effective patient care in complex health-care systems. The nurse with an associate-degree preparation is well-positioned to provide care to individuals and families with acute health-care problems, but also to support the optimal health of those with chronic health problems and those in need of primary prevention of illness. The associate-degree prepared nurse is well-equipped for future educational and career pursuits. The faculty at Lansing Community College support academic progression of nurses to facilitate the development of a robust and diverse nursing workforce that can meet societal needs for nursing care. (OADN)

We believe in the inherent value and dignity of each person. Potential for learning is enhanced when the relationship between faculty and student is based on caring, mutual respect and collaboration. We recognize that adult learners are at different life stages, are shaped by a variety of past experiences and are from diverse cultural backgrounds, all of which impact their learning. In order to meet the varied learning needs of our students, faculty incorporates a variety of evidence-based teaching strategies into the delivery of nursing education. These strategies are based on the knowledge that learning must be relevant, problem-centered and experiential in order to be meaningful (Knowles, Kolb). We believe that teaching and learning is a shared responsibility between faculty and student.

Adopted 10/2015
PURPOSE OF THE LCC NURSING PROGRAM

The purpose of the Nursing Program is to provide a career ladder curriculum that fulfills the needs of students aspiring to become a registered nurse (RN).

Nursing includes different levels of practice, each supported by a special educational program that prepares graduates to function within specific roles as defined by the Michigan Public Health Code. The three general levels are: practical nurse, registered nurse, and advanced practice nurse. The registered nurse can be prepared at the associate degree or baccalaureate degree level. Lansing Community College Nursing Program prepares students to function as a registered nurse with an associate degree. After completion of the second level of the nursing program, students are eligible to be licensed as a practical nurse through successful completion of the NCLEX-PN exam.

Practical Nurse

A Practical Nurse is prepared to function as a beginning level practitioner who utilizes the nursing process in structured health care settings. The practical nurse graduate is able to meet the overt and potential health needs of patients with common well-defined problems.

The role of the practical nurse is to provide direct nursing care which is supervised by a registered nurse or physician. After successful completion of the program, graduates are eligible to take the National Council Licensure Examination for the practical nurse (NCLEX-PN).

Registered Nurse with an Associate Degree

The graduate of the Associate Degree Nursing Program at Lansing Community College is prepared to function as a beginning level practitioner who initiates and utilizes the nursing process in structured health care settings. The graduate is prepared to give direct nursing care to meet the overt and potential health needs of patients who primarily have common well-defined health problems.

The registered nurse with an associate degree is also prepared to utilize beginning management skills to supervise paraprofessionals and ancillary personnel in caring for groups of patients. After successful completion of the program, graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).
NURSING PROGRAM NEW GRADUATE OUTCOMES FOR 2 YEAR AND 2ND DEGREE STUDENTS BEGINNING FALL 2017 OR SPRING 2018 AND ADVANCED STANDING STUDENTS BEGINNING FALL 2018

<table>
<thead>
<tr>
<th>CLNP New Graduate Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patient-Centered Care:</strong> Manages care of patients with consideration of the patient’s bio-psycho-social-cultural uniqueness.</td>
</tr>
<tr>
<td><strong>Nursing Judgment and Evidence-Based Care:</strong> Integrates a clinical decision-making process to develop and implement a plan of care.</td>
</tr>
<tr>
<td><strong>Professional Identity:</strong> Integrates characteristics of the nursing role that are consistent with the scope of nursing practice, established policies and procedures, and legal/ethical/professional standards.</td>
</tr>
<tr>
<td><strong>Safety and Quality:</strong> Provides high-quality patient care that minimizes the risk of harm to an assigned group of patients.</td>
</tr>
<tr>
<td><strong>Teamwork and Collaboration Skills:</strong> Functions effectively within nursing and inter-professional teams, fostering open and effective communication, mutual respect, and shared decision-making to achieve quality patient care.</td>
</tr>
<tr>
<td><strong>Informatics:</strong> Uses information and technology to communicate, manage knowledge, mitigate error, and support decision making.</td>
</tr>
</tbody>
</table>
# EDUCATIONAL OUTCOMES

## FOR STUDENTS ENTERING SPRING 2017 OR PRIOR and ADVANCED STANDING FALL 2017

<table>
<thead>
<tr>
<th>ADN Graduate</th>
<th>PN Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL I</strong></td>
<td><strong>LEVEL II</strong></td>
</tr>
<tr>
<td>NURS 150</td>
<td>NURS 160, 165, 166, 210</td>
</tr>
<tr>
<td>1. The student identifies health promoting behaviors that contribute to a person’s optimal wellness, recovery and rehabilitation.</td>
<td>1. The student applies health promoting behaviors that contribute to a person’s optimum wellness, recovery and rehabilitation.</td>
</tr>
<tr>
<td>2. The student describes the effect of disease processes, physiological changes and sociocultural factors on a person’s adaptation to environment.</td>
<td>2. The student describes the effect of disease processes, physiological changes and sociocultural factors on a person’s adaptation to environment.</td>
</tr>
<tr>
<td>3. The student demonstrates critical thinking skills in applying the nursing process to care of adult patients.</td>
<td>3. The student demonstrates critical thinking skills in applying the nursing process to the care of adults and infants.</td>
</tr>
<tr>
<td>4. The student safely implements basic therapeutic nursing interventions.</td>
<td>4. The student safely implements more complex therapeutic nursing interventions when caring for adults and infants.</td>
</tr>
<tr>
<td>5. The student promotes effective nurse-patient relationships.</td>
<td>5. The student engages in effective nurse-patient relationships.</td>
</tr>
<tr>
<td>6. The student demonstrates effective communication techniques.</td>
<td>6. The student demonstrates effective, therapeutic communication.</td>
</tr>
<tr>
<td>7. The student demonstrates an understanding of professionalism in nursing.</td>
<td>7. The student demonstrates professionalism in the role of practical nurse.</td>
</tr>
</tbody>
</table>
PROFESSIONAL BEHAVIOR

As in all professions, nursing has standards of professionalism and conduct that are to be maintained during the course of the educational program and in practice. Members of the Lansing Community College Health and Human Services Division community, which include faculty, staff, and students, are expected to act honestly and responsibly in all aspects of campus life. Lansing Community College holds all members accountable for their actions and words. Therefore, all members should commit themselves to behave in a manner that recognizes personal respect and demonstrates concern for the personal dignity, rights, and freedoms of every member of the College community, including respect for College property and the physical and intellectual property of others. The following examples are used to illustrate practices or behaviors that are unprofessional but are not intended to be inclusive.

Academic honesty

Students are expected to maintain academic integrity. The following are examples of academic misconduct (not intended to be inclusive):

- Use of unauthorized assistance, including “cheat sheets”, documents, electronic devices/media or online resources, in taking quizzes, tests, or examinations.
- The acquisition of tests or other academic materials without permission of the faculty or staff to whom the material belongs.
- Passing along course materials/assignments/quizzes etc. to nursing students in lower levels of the program.
- Documenting incorrect, or false information on forms of evaluation for any course, including documenting the observance of activities that did not occur (e.g. Lab skill checklists, clinical etc.).
- Determination of cheating is at the discretion of nursing program faculty and staff.
- All determinations of cheating will be reported to the office of student compliance.
- Submitting work created for a different course, or the same course taken previously, without express instructor approval.
- Aiding and abetting dishonesty of other students, includes knowledge of dishonest behaviors that are not reported.

Student Conduct

Students are expected to exhibit professional conduct. The following are examples of student misconduct (not intended to be inclusive):

- Violation of the Health Insurance Portability and Accountability Act (HIPAA).
- Mistreatment of patients in any manner, physically, verbally, etc., including abandonment.
- Misuse of confidential information, falsification of information, record and/or reports, including but not limited to sharing information on social media sites such as Facebook, Twitter, etc.
- Use of foul language or disrespectful body language aimed to annoy or to undermine any faculty, clinical faculty or fellow students.
- Damage or destruction (misuse) of institutional property. Defamation of character to patients, fellow students, clinical or lecture faculty, staff, administration or program directors.
• Abandonment of the assigned clinical site without authorization from clinical faculty.
• Sleeping or unauthorized resting while at clinical.
• Non-compliance with the dress code at clinical or labs.
• Use of cameras of any kind while at the clinical site

All students are held to LCC’s student code of conduct. To view the Student Code of Conduct in its entire form, click on the following link:

http://www.lcc.edu/catalog/policies_procedures/studentrulesguidelines.aspx#code

**Civility**

Students are expected to address others in a civil manner. The following are examples of incivil and bullying behavior (not intended to be inclusive):

• Exclusion from important work activities
• Refusing to work collaboratively
• Discounting input from others
• Condescending speech, rudeness
• Berating workers/classmates on email
• Spreading rumors
• Attempting to defame faculty, staff, or other students' reputations

Specific instances of incivility or bullying are at the discretion of faculty and staff

**Office of Student Compliance**

Any violation of professional behavior will be reported to the office of student compliance and may result, but is not limited to one or more of the following consequences:

1. Failure of the assignment.
2. Failure of the course.
3. Dismissal from the Lansing Community College Nursing Program with no opportunity for readmission.
4. Other consequences as deemed appropriate

The Office of Student Compliance (OSC) at Lansing Community College exists to enforce the Student General Rules and Guidelines and Student Code of Conduct. Every student attending LCC must abide by these regulations and failing to do so will result in due process. The Office of Student Compliance also assists students in utilizing LCC’s appeal process and provides counsel, information and directions for resolving issues.

To learn more about the Office of Student Compliance go to:
http://www.lcc.edu/studentaffairs/student_judicial_affairs/

**Due Process**

It is the College’s intention to foster and promote an environment of cooperation among faculty, staff, and students. However, conflicts that require third-party intervention sometimes exist. While there are formal processes for resolving conflicts, it is the goal of the College to achieve resolution as rapidly
and as close to the origin of conflict as possible through mediation. To this end, the Dean of Student Services (or his/her designee) and/or the Director of Equal Opportunity are available to assist with mediating situations at their lowest level or to direct the parties involved to the person(s) or department(s) that can best mediate the occurrence. This mediation is predicated on the voluntary agreement of both parties. Matters that are considered too extreme may require immediate referral to the formal process.

A description of the process can be found on the LCC website at:
http://www.lcc.edu/studentaffairs/student_judicial_affairs/appeals/?

**CRIMINAL RECORD**

In order for the LCC Nursing program to be in compliance with Michigan Public Act 26 of 2006, a Criminal Background investigation is required to be completed on all students applying for admission (or readmission) to the program. Students must also maintain a clean record throughout the program.

**Pre-Admit**

Admission to the Nursing program requires a criminal background check to be performed by the Internet Criminal History Access Tool (ICHAT). ICHAT is a self-serve website open to the public for non-fingerprint-based Michigan criminal history background checks. Students must access the site, pay the fee, print the report, and present a copy to the Nursing Department, prior to beginning the program.

Admission to the Nursing program will be denied if an individual is not allowed to practice in clinical settings due to criminal records as described in Michigan Compiled Laws (MCL) 333.20173.a. The links below include descriptions of convictions and their impact on obtaining a license:

https://miltcpartnership.org/Documents/LegalGuide.pdf

If a student has been convicted of a crime, it is the student’s responsibility to determine if their criminal background will prohibit them from being licensed and able to work in nursing. The Michigan Department of Community Health (MDCH) will NOT evaluate a conviction. The MDCH will only review the conviction at the time of application for licensure. If a student needs assistance with interpreting this statute, contact legal counsel; LCC staff is not able to provide legal advice.

**Post-Admit**

Once admitted, students subsequently convicted of crimes identified in the MCL (see info above) that prohibit a graduate from being licensed, will be dismissed from the program. If a student is arrested for any felony or misdemeanor, he/she must notify the Director of Nursing within 72 hours of the arrest. That student will be asked to submit results of a new iCHAT or other criminal background check report.

Digital Fingerprinting along with an extensive criminal background check is required by the State of Michigan at the time of application for the nursing license. A conviction may prevent a student from being licensed and therefore may make students ineligible for employment.

During the program, students must also adhere to clinical facility policies that may include additional criminal background checks, fingerprinting, and/or drug testing. In these cases, this will be a requirement to fulfill the course.
COMMUNITY SERVICE REQUIREMENT

All student nurses are required to complete **four (4) hours** of health related community service that is not part of employment; **in each level** (I, II, III & IV) of the nursing program. Opportunities for community service are posted on the Nursing Program D2L site. Students are not restricted to only these agencies; **other agencies may be used if approved by your instructor.**

- Community service hours can be completed during the time you are taking nursing courses in a specific level or during the break immediately prior to the start of the next level.
- Community service cannot be scheduled during class, clinical or lab times.
- Documentation **must** be completed on the form supplied on the Nursing Program D2L site.

ELECTRONIC COMMUNICATION

Important information is often communicated through the course management system or the LCC email system. Students are required to check both email systems frequently.

KAPLAN LEARNING RESOURCE ENRICHMENT PROGRAM

All LCC nursing students are required to participate in the Kaplan Learning Resource Enrichment Program. This is an online student success resource that helps students develop clinical reasoning and NCLEX test taking skills. Students will use Kaplan for:

- Mandatory Program Exit Test
- Post-graduate comprehensive 4-day live NCLEX Preparation Review Course
- Post-graduate NCLEX practice and predictive assessments

Additional Kaplan tools that are provided and may be required as course assignments or used for student self-study or remediation purposes throughout the nursing program include:

- *Nursing School Basics* guide
- Study skills workshops
- Drug dosage and calculation workshop
- Focused review NCLEX style practice tests with guided remediation/feedback
- Case study modules

Student cost for the Kaplan Learning Resource Enrichment Program is included in the course fees for students who started in fall semester 2016 and later. Access to the Kaplan resource expires 3 months from projected graduation date based on date of admission. Students who temporarily step out of the program for any reason may request extension for access upon return.
Additional information about how to use the Kaplan Learning Resource to meet individual student learning needs can be found in product tutorial available on the homepage for each student account and in the Kaplan Learning Resource folder on the Nursing Program course management site.

**MEDICATION MATH COMPETENCY**

Competency in medication math is assessed at each level of the nursing program (each course for students who began the program before Fall 2017). See course syllabi details about the math competency quiz. The nursing program follows the following mathematical rules on every math quiz:

**Placement of zeros**
- Answers with “trailing zeroes” will be considered incorrect. For example, type “2” not “2.0”.
- Answers without leading zeroes (when applicable) will be considered incorrect. For example, type “0.5” not “.5”.

**Rounding:**
- If a question has multiple steps, students should not round mid-step. Rounding is done at the end of the calculation steps, not at each step along the way.
- Standard mathematical rounding rules apply. If the digit to the right of the desired place is 5 or greater, the desired digit is rounded up. If the digit to the right of the desired digit is 4 or less, the desired digit is left unchanged.
- 1.0 is not acceptable due to the trailing zero.
- Examples of rounding to the tenth place: 1.01=1, 2.05=2.1, 4.28=4.3, 7.54=7.5, 8.76=8.8, 3.21=3.2

**Equivalents**
- Students must be able to convert within the metric system.
- The standard acceptable equivalents for converting household measurements to metric measurements and vice-versa include, but are not limited to:
  - 1 teaspoon = 5 ml
  - 1 Tablespoon = 15 ml
  - 2.2 pounds = 1 kilogram
  - 1 (fluid) ounce = 30 mls
  - 16 ounces = 1 pound
SECTION II: CLINICAL AND LAB INFORMATION
CLINICAL ATTENDANCE

Attendance at all scheduled clinical activities is necessary to meet course outcomes, therefore all clinical time is mandatory. Pre-excused absences are not allowed. Any absence from a scheduled clinical activity may result in the student being dropped from the course. If an absence does occur due to an unplanned, unforeseen circumstance, students are responsible for notifying the clinical faculty and the clinical agency prior to the clinical start time. An assignment equal to the missed time in the clinical setting will be assigned at the discretion of the lead faculty. Please note, the successful completion of the make-up assignment does not guarantee the course outcomes will be met. Skills and simulation labs are considered clinical hours.

CLINICAL TARDINESS

Tardiness in the clinical and lab area is not representative of professional behavior. Students are considered tardy when they are not at the assigned location at the start time, prepared with all necessary equipment, and ready to begin. Tardiness will be recorded in the Clinical Evaluation Tool. The first date of tardiness will be recorded on the evaluation tool as a warning. The second date of tardiness will result in a ‘1’ on the clinical evaluation tool for unprofessional behavior and the student will be placed on probation. The third date of tardiness may result in a clinical failure.

CLINICAL CANCELLATION DUE TO INCLEMENT WEATHER

If the college has announced an official closing due to inclement weather, students are not required to report to their classes or to their clinical site. If an announcement is not made before the student must leave for the clinical site, the student must exercise best judgment in making an attendance decision. This policy applies to day and evening clinical. Students are expected to follow through with the appropriate calls to program faculty indicating any potential lateness or absence.

CLINICAL CANCELLATION DUE TO FACULTY ILLNESS

If faculty is ill and a substitute cannot be assigned, clinical will be cancelled. The faculty or nursing program representative will notify students of the cancellation as soon as possible. In order to provide students as much opportunity to meet the outcomes of the course, another day may be scheduled for the missed clinical day. This rescheduling is determined by site and faculty availability to reschedule. Students will be contacted about the projected day of rescheduling, if applicable.

CELL PHONE USE IN CLINICAL

Use of cell phones in clinical areas must adhere to clinical agency policies regarding electronic devices. Students will not allow electronic devices to interrupt responsibilities in the clinical setting or present an unprofessional image. Making cell phone calls during clinical is NOT acceptable except during the student’s designated meal break.
UNIFORM REQUIREMENTS

The LCC student nurse uniform consists of a black scrub top and pants with the LCC Nursing Program Logo, worn over a white or black short-sleeved crew neck shirt. Pants must be full length, but not touching the floor. A black scrub jacket with the LCC logo may be worn over the uniform if desired. Students may not wear LCC student uniforms outside nursing program activities.

Note: Be aware that many facilities impose stricter limitations that will apply to students when assigned to those settings.

1. **Name Tags** – Must be plainly visible and worn when in uniform.

2. **Jewelry** – Rings - one band. Watch with a second hand. No facial jewelry permitted (tongue included). Earrings – studs only, one per ear. May wear ear gauges in place of studs - must be skin-colored without holes. Only clear or skin-colored spacers may be used as substitutes for other piercings.

3. **Nails** – Should be short, neatly trimmed and clean. Clear or light polish is acceptable. No artificial (acrylic) nails.

4. **Hair** – Must be neat and clean. Shoulder length or longer hair must be pulled back. Mustaches and beards must be clean and neatly trimmed. Headbands must be black or white. Head coverings worn for religious or medical reasons must be black or white and not extend past the collar.

5. **Shoes** – White or black leather shoes are required. Clogs and other slip-on styles must have a back strap. White or black socks are required.

6. **Personal Hygiene** - Students are to be clean, well groomed, and free of offensive body or cigarette smoke odor. Perfume or aromatic lotions may not be worn in any clinical site. Make up must be subtle. No gum chewing when in uniform.

7. **Tattoos** - Inappropriate tattoos (e.g. vulgar, violent) must be covered in a black or skin-colored sleeve that allows for appropriate handwashing. Additional restrictions will be required in some clinical settings.

ACEMAPP PARTICIPATION

All clinical sites have agreements with the college outlining requirements that must be met in order for students to be allowed onsite for clinical practice. The nursing program utilizes a system called ACEMAPP to verify that students assigned to a clinical rotation have met those requirements.

The ACEMAPP program helps to ensure student eligibility for clinical placement by providing:

- Online Training Modules to meet Bloodborne Pathogen, HIPAA and OSHA requirements
- Student compliance status for immunizations, TB, BLS, etc.
- Automatic system email notifications to students and faculty for enrollments, certification due date reminders and approaching expirations of rotation requirements
- Student profile information and clinical placement records
Participation requires an annual fee of $50 which is paid by the student directly to ACEMAPP system. Nonpayment of the fee, not completing the required modules and/or not keeping your certifications and immunizations current will result in your being dropped from a course as you will not be allowed in the clinical sites. Annual re-newel of ACEMAPP is required prior to the previous year’s expiration.

ACEMAPP notifies students through their LCC email account when payments or certification and immunization renewals are due. Students must check their LCC email routinely in order to see this information. Students are required to adhere to the following schedule:

- **October 31st (ALL STUDENTS)** = Influenza (Flu) Shot
- **August 1st** = If BLS, TB, or tetanus (the t in TDAP) expire anytime during the Fall semester
- **December 1st** = If BLS, TB, or tetanus (the t in TDAP) expire anytime during the Spring Semester
- **May 1st** = If BLS, TB, or tetanus (the t in TDAP) expire anytime during the Summer semester
- **Assessments** (OSHA, HIPPA, Bloodborne Pathogens) = due prior to the expiration
- **ACEMAPP account must be completed/renewed prior to their expiration.**

These items become available 30 days before their end date.

**CLINICAL EVALUATION**

Clinical practicum is graded on a pass/fail basis. When the student passes the clinical, s/he receives the grade earned for the theory or classroom portion of the course. If the student fails lab or clinical, s/he will receive a 1.5 for the course or the course grade, whichever is lowest.

Each clinical practicum utilizes a student performance evaluation form, which will be discussed at the beginning of each course. It is the student's responsibility to review the form weekly throughout the course and seek out the clinical instructor for discussion about performance. The student is expected to sign the form weekly and at the end of a clinical rotation. The student's signature only means the evaluation has been read. The student has a right and responsibility to make a written comment with any aspect of the evaluation. Evaluations become a permanent part of the student's file at the end of each course.

**STUDENT EVALUATION OF CLINICAL AND LAB FACULTY**

Students are given the opportunity to provide feedback and evaluate clinical and lab instructor(s). Ongoing feedback is a valuable tool designed to enable the instructor to improve the course and teaching methods. Constructive comments are appreciated and helpful in evaluating the course.

**SKILLS LAB INSTRUCTION**

Instruction and competency verification of nursing skills often occur in the lab setting. Skills lab is considered clinical time. Clinical policies apply to the skills lab, such as tardiness and uniform requirements, unless otherwise specified in the course syllabus. Students should refer to course syllabus or supplement for specific skill information and evaluation criteria. The following general information applies to all skills labs, unless otherwise specified in course syllabi.
• Students must finish skills testing within the allotted time, even if they restart a step or procedure. The accepted practice for testing is that students perform the skill with no prompting from the instructor.
• A break in sterile technique that the student does not recognize when performing a sterile skill will result in remediation or be a failure of the skills.
• A maximum of 2 breaks in sterile technique, recognized by the student, will be allowed during testing of sterile technique.
• Open lab time is optional or required based on the course supplement. Open lab is an opportunity for students to prepare for lab evaluations.
• If a student fails a lab skill or physical assessment evaluation they will have one opportunity to reevaluate.
• Failure of a 1st lab skill evaluation or physical assessment evaluation will result in clinical probation. See Probation policy.
• Requirements of the probation will include practice of the deficient skills and mandatory remediation.
• Failure of the lab skill or physical assessment reevaluation will result in a clinical failure of the course for levels 3 and 4 of the program.
• Students are expected to treat the nursing skills labs and equipment in a respectful manner.
• Lab supplies are purchased through MedicalLocked Storage (MLS) and must be purchased prior to the first lab session. The required supplies are necessary to attend the required lab experiences and successfully complete the skills lab portion of the course.
SECTION III:
PROGRAM POLICIES & PROCEDURES
STUDENT ACCIDENT/INJURY OR BLOODBORN PATHOGEN EXPOSURE

I. **Purpose**--To ensure that nursing students on campus or in the clinical setting experiencing accident, injury or exposure to bloodborn pathogens are treated appropriately.

II. **Scope**--This policy applies to all students enrolled in the nursing program.

III. **Responsibilities**--The faculty, students, and administrative staff must follow the following procedure.

IV. **Procedures:**
   - If an incident is incurred on LCC campus, an LCC Incident Report form must be completed. These forms can be obtained from the HHS Office, room HHS 108 or on the course management system.
   - If an incident is incurred in a clinical setting, an LCC Incident Report form and any form required by the clinical agency must be completed. Clinical agency forms can be obtained from the clinical facility where the incident occurred.
   - Students must report any incident that occurs in the clinical setting to faculty.
   - Students are encouraged to seek medical treatment for any incident requiring medical follow-up. Testing and follow-up care is done at the student’s expense.
EXAM POLICIES AND PROCEDURES

I. Purpose – to ensure consistency in exam procedures across the nursing program

II. Scope - applicable to all students enrolled in the LCC Career Ladder Nursing Program

III. General - exams are the primary evaluative criteria used in the LCC Career Ladder Nursing Program. This policy identifies expectations and procedures applicable to course exams at all levels, including both computer based and paper/pencil formats

IV. Responsibilities - students are required to be aware of and comply with the following:

V. Procedures -
- Students are required to take examinations at the appointed time and place in order to receive credit for a course. Faculty must be notified in advance of any anticipated absence. A grade of 0.0 may be given without timely, acceptable notification or extenuating circumstances.
- Exams taken in the Assessment Center will be subject to the center’s rules as well as the LCC Student Code and General Rules.
- All exams are secure documents and cannot be discussed or shared with others.
- Students may never have any part of an exam in their possession unless currently taking the exam or reviewing it in the presence of their course faculty or his/her designee. Improper possession or use of an exam is a violation of the Nursing Program Honor Code and will result in severe repercussions and must be reported immediately.
- Nursing exams are designed to prepare students for success on the National Council Licensure Examination (NCLEX). Questions may include multiple choice, short answer, true & false and alternative formats
- Exams are time limited and must be completed within the 1.5 - 1.8 minute per question time constraints allowed across the nursing program
- All exams and exams related materials must be accounted for and submitted prior to leaving the classroom or testing site.
- Desktops must be clear of any personal items, electronic devices and non-testing materials. No hats, caps may be worn during the exam.
- Only calculators provided by the nursing program or provided on the secure browser may be used during an exam. Faculty may require students to show their math calculations on any exam.
- Faculty may choose to give an alternate make up exam to students who are absent from the original exam.
- Students who need accommodations for exams will be required to submit supporting documentation from the Office of Disability Support Services-ODSS to the instructor. Documentation of these accommodations must be provided in every course.
USE OF SOCIAL MEDIA IN THE NURSING PROGRAM

I. **Purpose** – to provide guidance on the appropriate use of social media

II. **Scope**– applicable of all nursing students at LCC

III. **General**– Social networks and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among people, but there are risks. Nurses and nursing students have an obligation to understand the nature and consequences of participating in all types of social media. Online content and behavior has the potential to enhance or undermine not only the individual nurse’s career but also the nursing profession.

IV. **Responsibilities**– students are required to be aware and comply with the following:

V. **Procedures**–

- Students will not make defamatory comments, harass, or violate law on social media
- Students will not share confidential, or unprofessional information on social media
- Students will not share material from nursing courses without the consent of the faculty.
- Violation of patient privacy and confidentiality on social media will be subject to HIPAA procedures, guidelines and consequences.
- Students who violate this policy do so at the risk of disciplinary action, including failure in a course and/or program dismissal.

The following links provide further information about social media and the nursing profession


https://www.ncsbn.org/NCSBN_SocialMedia.pdf

https://www.ncsbn.org/Social_Media.pdf
ACADEMIC REQUIREMENTS FOR PROGRESSION THROUGH THE PROGRAM

III. Purpose--To ensure students are treated fairly and meet program outcomes.

IV. Scope--This policy applies to all students enrolled in one of the nursing tracks.

V. General—A course grade of 3.0 (81%) or higher is required in all Nursing Program courses in order to progress.

IV. Responsibilities—The faculty and administration must maintain all files on students while in the program.

Minimum course grade 3.0 (81%)* including a passing grade (“P”) in the clinical and skills learning lab portions, is required to continue to the next nursing course.

- A minimum of 81% cumulative on exams must be achieved before any additional coursework is factored in for a final grade. When grades are computed there will be no “rounding up” of grades. For example, if the final computed grade on exams is 80.9%, it will remain 80.9% and will not be “rounded up” to 81%. In this case, a student would not have met the criteria for promotion to the next course in the nursing program.
- Students who fail a nursing course may not continue to attend any course activities (such as theory, lab, or clinical) once they have been notified of a course or clinical failure. If the student reenters the program they must retake the entire course including all assignments in theory, lab and clinical.
- A grade of 1.5 will be given for a course when a student has not met all clinical and skills learning lab outcomes.
- If a student receives a passing grade (“P”) in the clinical portion of the course but receives less than a 3.0 (81%)* in the lecture portion, the student will receive the numerical grade earned.
- A grade of less than 3.0 (81%)* or failure to meet all clinical outcomes in any nursing course will require the student to repeat the course. See the Readmission Policy.
- A student may receive a failing grade in theory/lab/clinical evaluation for a single violation of professional behavior (see professional behavior criteria under General Program Information section).
- A student who receives a grade of less than 3.0/(81%) in NURS 211 or NURS 210 will be required to reapply to the Nursing Program through the Selective Admissions process. Any student who fails after the deadline for Selective Admissions will be allowed to apply within two (2) business days from notification of failure.
- Students enrolled in 8 week courses who receive less than a 3.0 (81%) in the first course may not be allowed to continue to the second course. If the student does not continue, he/she must complete a Drop Form and request a refund of his/her tuition and fees for the second course.
- Students must complete each level of the plan of study before progressing to the next level.
RE-ADMISSION
TO THE NURSING PROGRAM

I. Purpose—To insure a consistent method of evaluating a student for re-admission.

II. Scope—This applies to all students in all levels of the clinical nursing program.

III. General—Policy is to be applied equally to all students.

IV. Responsibilities—It is the responsibility of faculty and administration to maintain all files on student progress and evaluate students according to the policies and procedures of the nursing program.

V. Procedures—

1. It is assumed that students will progress through the Nursing Program without interruption. There are situations, however, where it becomes necessary for a student to exit the program.

2. A student has the opportunity to seek readmission to the Nursing Program one time after receiving a grade of less than 3.0 from any nursing course or following a clinical failure.

3. A returning student will be readmitted under the existing policies of the Nursing Program at the time of the student’s readmission.

4. A student who fails a course based on a single incident may be considered for readmission to the Career Ladder Nursing Program depending on the gravity of the incident.

5. To return to the program, the student needs to formally apply for readmission following the procedure described below:

   a) When a student in NURS 160/NURS 221 through NURS 285/Nurs 242 (with the exception of NURS 210) requests readmission, s/he must submit a letter of request to the Director of Nursing after September 1st and by December 1st for Spring, or after January 1st and by May 1st for Summer and Fall in order to be considered for readmission.

   b) Students who fail after the deadline must submit letter within two business days.

   c) Letters received after the deadline will be reviewed during the next semester.

   d) The letter to the Nursing Program Director needs to include the following:

      I. The course and specific course competencies not completed.

      II. The rationale for not successfully completing course competencies (i.e., reason for drop or failure.).

      III. Discussion of measures taken and/or planned to eliminate possible failure and to ensure successful completion of the program. Some of these measures might include course work
taken to improve basic knowledge or skills, remedial work, work experience, counseling, and any measures taken to reduce factors that may have contributed to the withdrawal or failure.

IV. If specific faculty requirements were made at the time of a withdrawal/failure related to readmission.

6. Readmission decisions will be made by the Director of Nursing.

7. The student will be notified in writing of the decision at the end of Fall and/or Spring semester.

8. Readmission is on a seat-available basis.

9. If a student has been out of the Nursing Program for more than two years, the student must reapply and additional requirements may be included (retaking courses that have expired).

10. The student will be notified by mail of the results of her/his readmission request. In some cases, the Nursing Program Director will discuss the results by phone or meet with the student to discuss the results.

11. A student requesting readmission to the Nursing Program must fulfill all requirements in the ACEMAPP system.

12. Students must follow/adhere to the program policies in effect at the time of readmission.
MEDICAL/PREGNANCY LEAVE POLICY

I. **Purpose**- To ensure that students have the opportunity to maintain academic status and the ability to return to the program following a medical condition or pregnancy.

II. **Scope**- This applies to all students in all levels of the nursing program.

III. **Responsibilities**- It is the responsibility of the student to inform administration and faculty when there may be unexpected conditions which prohibit the student from completing the program or learning disabilities that limit satisfactory completion of program outcomes. The Nursing Program has established the essential motor, cognitive and psychological guidelines necessary for students to meet the Program outcomes.

IV. **Procedures**-

- Students must inform the Nursing Program of any medical condition that might compromise performance and safety of either the student or patients.
- If a student has an extended absence from the program due to illness or pregnancy, the program will work with the students for a planned re-entry at the next appropriate semester, and in accordance with Title IV guidelines, if applicable.
- Students returning must meet the physical guidelines for students (see Essential Skills Appendix A).
- Date of return will be determined based on the student’s ability to meet course objectives. If the remaining time within the semester is not adequate for the student to achieve the clinical outcomes of the course, the Nursing Program Director will work with the student for a planned reentry at the next appropriate time.
- Students requesting to return to the nursing program after an extended absence/leave must have a “Return to Class/Clinical Form” (See Appendix B) completed by a healthcare provider.
- Regarding temporary restrictions, the Lead Faculty will have a discussion with the Nursing Program Director as to whether or not these restrictions can be accommodated based on the course calendar of activities.
APPENDIX A

ESSENTIAL MOTOR SKILLS REQUIRED TO MEET NEW GRADUATE OUTCOMES

- **STRENGTH**: Perform physical activities requiring ability to push/pull objects more than 50 pounds and to transfer objects of more than 100 pounds alone.

- **MANUAL DEXTERITY**: Perform motor skills such as standing, walking, handshaking; manipulative skills such as writing and typing; venipuncture, calibration of equipment.

- **COORDINATION**: Perform body coordination such as walking, filing, retrieving equipment; eye-hand coordination such as keyboard skills; tasks which require arm-hand steadiness such as taking blood pressure, calibration of tools & equipment, etc.

- **MOBILITY**: Perform mobility skills such as walking, standing, occasional prolonged standing or sitting in an uncomfortable position.

- **VISUAL ABILITY**: See objects far away, discriminate colors, see objects closely as in reading faces, dials, monitors, syringes, medication labels, etc.

- **HEARING**: Hear normal sounds with background noise and distinguish sounds as in hearing blood pressure sounds.

- **TACTILE**: Tactile ability sufficient for physical assessment. Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g., insertion of a catheter.

2. Essential cognitive skills required to meet the class and clinical practice outcomes:

- **CONCENTRATION**: Concentrate on details with moderate amount of interruptions, such as client requests, IVACs, alarms, calculating medication dosages, etc.

- **ATTENTION SPAN**: Attend to task/functions for periods up to and exceeding 60 minutes in length.

- **CONCEPTUALIZATION**: Understand and relate to specific ideas, concepts, and theories generated and simultaneously discussed.

- **MEMORY**: Remember tasks/assignments given to self and others over both short and long periods of time. Organizes oral and written instructions

- **CRITICAL THINKING**: Possess critical thinking ability sufficient for clinical judgment. Able to measure by performing simple math concepts, calculate, analyze, synthesize and evaluate concepts and apply to clinical settings.

3. Essential psychological skills required to meet the class and clinical practice outcomes:

- **INTERPERSONAL**: Use interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Accepts constructive criticism. Works well within a team.
COMMUNICATION: Communicate effectively for interaction with others in verbal and written form. Able to explain treatment procedures and initiate health teaching. Able to read, comprehend, retain and has a mastery of phonics. Utilizes correct spelling and grammar, copies correctly and composes sentences correctly.

SUBSTANCE ABUSE: Does not exhibit evidence of current alcohol or drug abuse.
Appendix B

LCC CAREER LADDER NURSING PROGRAM

RETURN TO CLASS/CLINICAL FORM

Dear Healthcare Provider,

Students attending Lansing Community College’s Nursing Program are required to meet essential motor, cognitive, and psychological skills to meet class and clinical outcomes. Mandatory clinical training within acute and long-term care settings require students to frequently walk long distances along hallways and up and down stairs, as well as react to emergent patient situations requiring immediate physical responses to ensure patient and/or student safety.

Your signature below indicates the following student is cleared to return to class and clinical at Lansing Community College’s Nursing Program with the following requirements:

Student _____________________________________________________

I have cleared the student above to perform the following:

Motor Skills essential for Nursing Students
- **STRENGTH**: perform physical activities requiring ability to push/pull objects more than 50 pounds and to transfer objects of more than 100 pounds.
- **MANUAL DEXTERITY**: perform motor skills such as standing, walking, handshaking, manipulative skills such as writing and typing; venipuncture, calibration of equipment.
- **COORDINATION**: perform body coordination such as walking, filing, retrieving equipment; eye-hand coordination such as keyboard skills; tasks which require arm-hand steadiness such as taking blood pressure, calibration of tools and equipment, etc.
- **MOBILITY**: perform mobility skills such as walking, standing, occasionally prolonged standing or sitting in an uncomfortable position.
- **VISUAL ABILITY**: see objects far away and to discriminate colors and to see objects closely as in reading faces, dials, monitors, syringes, medication labels, etc.
- **HEARING**: hear normal sounds with background noise and to distinguish sounds.
- **TACTILE**: prove tactile ability sufficient for physical assessment. Perform palpation, functions of physical examination and/or those related therapeutic intervention, e.g., insertion of a catheter.

Physician Signature: ____________________________________________ Date: ___________________

Physician printed name: ____________________________________________________________________________

Physician Address (can attach business card, letterhead, etc.)
____________________________________________________________________________________________
____________________________________________________________________________________________