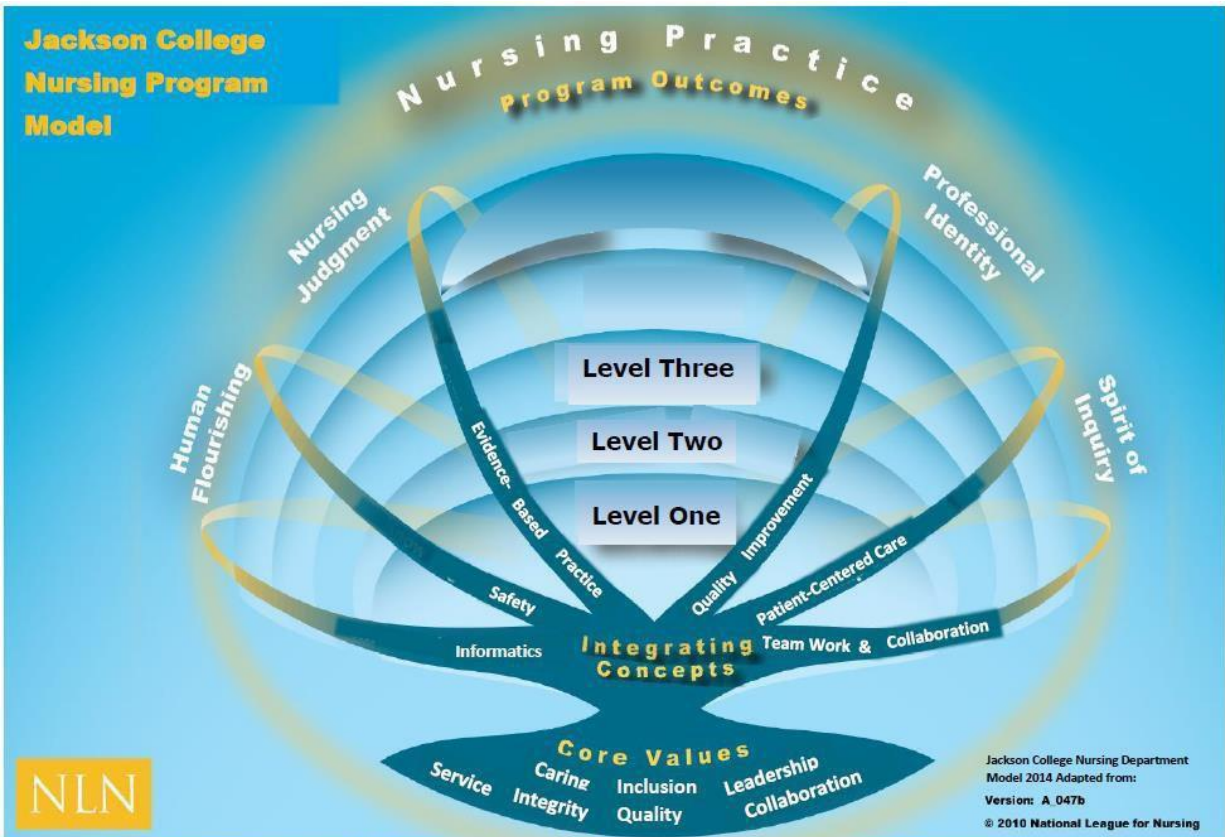




NURSING STUDENT HANDBOOK



Based upon NLN Education Competencies Model / Nursing Program Model Aligned with Core Values of Jackson College

2025 – 2026

WELCOME

We are pleased you chose Jackson College for your nursing education. You are starting the nursing program during a time of significant change in the healthcare environment. Healthcare providers and the systems in which they work are being held publicly accountable for the outcomes of care. Since nurses comprise the largest component of the workforce in the health care system, the quality of their work impacts not only the health and well-being of people but how well the systems perform. Technological advances have changed the practice world in ways we never imagined. The nurse of today and the future is not only caring and compassionate but must have sound communication, mathematical, scientific, and technological skills to make responsible and ethical clinical judgments, apply the nursing process, and evaluate the effectiveness of care. So, to that end, we are honored to partner with you on your nursing school journey.

The Nursing Handbook is a resource prepared to provide you with an overview of the policies, philosophies, and curriculum of the Jackson College AAS-N and PN-C nursing programs as well as clear guidelines for program progression. As a student, you are expected to know and adhere to the policies published in the Jackson College catalog, schedule of courses, and student handbook.

Once again, welcome. The faculty, administration, and staff are committed to your learning and your successful future as a member and colleague in the nursing profession.

JACKSON COLLEGE NURSING DEPARTMENT VISION

Consistent with the vision and values of Jackson College, the nursing faculty are committed to providing an interactive nursing educational process that promotes the development of professional identity, instills a spirit of inquiry that engrains life-long learning practices, and provides the tools to form evidence-based nursing judgments that allow human beings to flourish and reach their maximum health potential within their unique cultural and socioeconomic environments.

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Nursing Programs Overview

The Jackson College's Associate of Applied Science in Nursing Degree is approved by Michigan Licensing and Regulatory Affairs (LARA) located at 511 W Ottawa, P.O. Box 30004, Lansing, MI 48909, 517-373-1820, and is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, 8th Floor, Washington, DC 20037; phone 202-909-2500.

Jackson College Nursing Programs:

- The Practical Nurse-Certificate (PN-C) program is a 14-month certificate program designed to prepare the graduate to function as a Licensed Practical Nurse (LPN) after passing the National Council Licensing Exam-Practical Nurse (NCLEX-PN).
- The LPN to AAS-N Transition Entry Option (TNUR.AAS-N) is designed for the licensed practical nurse. The Transition track prepares the graduate to function as a registered nurse (RN) after passing the NCLEX-RN. Graduates will receive an Associate of Applied Science in Nursing Degree (AAS-N).
- The Associate of Applied Science in Nursing Degree (AAS-N) Program prepares the graduate to function as a registered nurse (RN) after passing the National Council Licensing Exam- Registered Nurse (NCLEX-RN).

History of the Jackson College Nursing Programs

The first class of 24 practical nursing students was admitted to Jackson Junior College in September 1961. In the early 1970s, Foote Hospital closed its registered nurse - diploma program and contracted with Jackson Community College to provide that education. In 1974, the Michigan State Board of Nursing (MSBON) approved JCC's proposal for a two-year associate degree in nursing program (AAS-N), and the first class of 40 students was admitted. In response to the changing healthcare environment and the nursing roles, JCC made major curriculum revisions to the associate degree and practical nursing programs.

MSBON approved these changes in 1995. In 2015 the process of curriculum revision began to incorporate current evidenced-based core competencies. In 2016 the AAS-Nursing program received approval from the MSBON to implement a new curriculum in the fall of 2017 and a new LPN to ADN curriculum in the winter of 2018.

The new curricula are based on NLN Competencies and National Academy of Medicine (NAM) QSEN competencies for nursing education. Throughout the program's history, the nursing department's philosophy and values have been aligned with the core values (Service, Integrity, Caring, Equity, Innovation, Leadership, and Collaboration) and the mission of Jackson College.

Jackson College Nursing Program

Philosophy of the Nursing Department

Building on the core values of Jackson College, the Philosophy of the Nursing Department, and based partly on the recommendation from the National Academy of Medicine (NAM) that transforming nursing education is vital to the health and health care of Americans, the Jackson College nursing faculty has conceived a framework that incorporates the Quality and Safety Education for Nurses (QSEN) and the National League for Nursing Educational competencies to guide the nursing program's proposed curriculum.

The four NLN-inspired program outcomes (Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry) are sequenced over the three levels of each program. As students' progress through the levels, the QSEN competencies (Safety, Informatics, Teamwork, and Collaboration, Evidenced-based Practice, Patient-Centered Care, and Quality Improvement) provide a framework on which to focus the program of study. Additionally, the nursing process is used as the basis to deliver individualized client-centered care throughout the curriculum. These guiding forces drive the curriculum outcomes, program implementation, and program evaluation.

Jackson College's nursing faculty holds certain philosophical beliefs about the nature of a person, nursing, health, environment, the teaching and learning process, and nursing education. The following describes these concepts as they relate to healthcare delivery systems.

Person: A biopsychosocial and spiritual being with health care needs that are in a continual process of development from conception to death within a dynamic environment. A person is a living system and possesses the potential for free will in decision-making.

Nursing: Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human responses, and advocacy in the care of individuals, families, communities, and populations. Nurses enhance Human Flourishing through the strategic application of evidence-based nursing knowledge and skills to meet the diverse healthcare needs of their clients, communities, and themselves throughout the life span.

Health: Health is a state of physical, mental, and social well-being and not merely the absence of disease or infirmity. Every human has a right to access healthcare, including resources that enable him/her to become an active participant in patient-centered healthcare management and achieve their maximum health potential.

Environment: The individual interacts constantly with the dynamic atmosphere in which they live. The environment includes social, physical, ethical, moral, cultural, and other influences that impact the client's ability to meet basic needs. The nurse recognizes environmental and personal conditions associated with the holistic well-being of clients using Nursing Judgment.

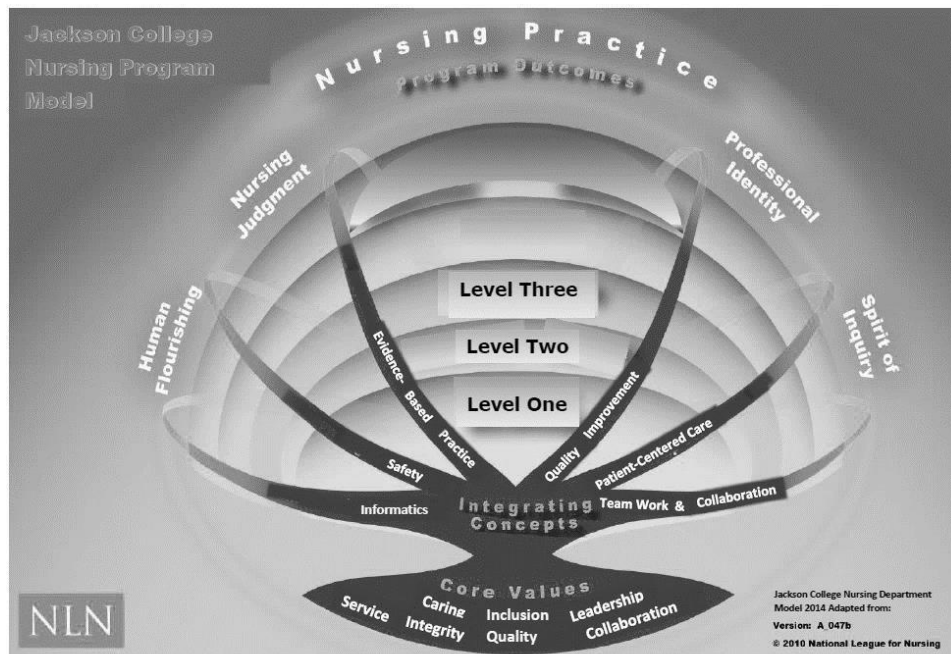
The nurse factors these conditions into plans that assist the individual to utilize learned coping mechanisms while positively enhancing their ability to interact with the environment.

Teaching/Learning: Educational competence requires faculty/instructors to incorporate both art and science in structuring a learning environment that immerses students into meaningful experiences designed to achieve course, level, and program outcomes. The teacher is guided by his/her individual knowledge, skills, and abilities, and actively seeks resources to respond to the unique needs, attitudes, and motivations of the adult learner. It is the learner's responsibility to become actively involved in the educational process with the goal of building a Spirit of Inquiry and embracing learning across the lifespan. The faculty/instructor, staff, and College at large share in the individual and collective responsibility to create and facilitate the development of a Professional Identity within an environment in which learners can positively experience and actualize success.

Nursing Education: A process that integrates knowledge of physical sciences, nursing concepts, and technical skills to encourage the nursing student to successfully meet competencies as delineated by the professional and legal regulation of nursing practice. Through the Spirit of Inquiry, the student is an active participant in applying critical reasoning to practice. Critical reasoning in this context is derived from evidenced-based practice which allows the student to respond autonomously and collaboratively with interdisciplinary teams to meet the ongoing challenges associated with the changing healthcare environment.

The roles of the program provide faculty with a consistent and professionally recognized definition from which outcome competencies and a program of study can be developed, as well as serve as a framework from which to develop evaluation systems.

Nursing Program Conceptual Model



Based upon NLN Education Competencies Model / Nursing Program Model Aligned with Core Values of Jackson College

Mission, Vision, and Values

The Jackson College Department of Nursing shares the Jackson College value statement and behaviors necessary to achieve our program outcomes:

Jackson College	Jackson College Department of Nursing
<p>Mission: Together we inspire and transform lives.</p> <p>Vision: Jackson College is a world-class institution of higher education where learners succeed, and community needs are met.</p>	<p>Vision: The Nursing faculty is committed to providing an interactive nursing educational process that promotes the development of professional identity, instills a spirit of inquiry that engrains life-long learning practices and provides the tools to form evidence-based nursing judgments that allow human beings to flourish and reach their maximum health potential within their unique cultural and socioeconomic environments.</p>

Jackson College and Department of Nursing
<p>Values:</p> <p>Integrity: We demonstrate integrity through professional, ethical, transparent, and consistent behavior in both our decision-making and in our treatment of others; being accountable for our work and actions is the basis of trust.</p> <p>Caring: We demonstrate caring through attentive and responsive action to the needs of students and others. We listen with open minds, speak kindly, and foster relationships based on mutual respect and trust.</p> <p>Collaboration: We demonstrate collaboration through the mutual commitment of individuals and organizations who come together for a common cause, encouraging self-reflection, teamwork, and respect for ourselves and others.</p> <p>Innovation: We demonstrate innovation through the continuous improvement of all processes and services.</p> <p>Equity: We demonstrate equity by seeking involvement and providing access for those with diverse backgrounds to work toward a culture of inclusion while maintaining differences in a respectful way.</p> <p>Service: We demonstrate service by striving to make the communities we serve great places to live, work, and learn.</p> <p>Leadership: We demonstrate leadership by nurturing the full development of our employees and those we serve.</p> <p>Stewardship: We demonstrate stewardship through our mindful management of the human, intellectual, fiscal, and environmental resources entrusted to us.</p>

In addition, the Code of Ethics for Nurses with Interpretative Statements (ANA, 2015) informs the curriculum and provides ethical guidance to students and practicing nurses throughout their careers.

Practical Nurse – Certificate Program

The Practical Nurse – Certificate (PN-C) program consists of integrated lectures, labs, and clinicals conducted in approved clinical education affiliates. The program prepares students to demonstrate competency in providing nursing care in a variety of healthcare settings and for employment in the field of practical nursing.

Candidates successfully completing the PN-C program are eligible to apply for the licensing examination (NCLEX-PN) required for licensure as a practical nurse (PN). The Jackson College’s Practical Nurse – Certificate Program is approved by Michigan Licensing and Regulatory Affairs (LARA) located at 511 W Ottawa, P.O. Box 30004, Lansing, MI 48909, 517- 373-1820, and is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, 8th Floor, Washington DC, 20037, 202-909-2500.

Practical Nursing Certificate – Program Learning Outcomes

Human Flourishing		
PN-C Program Learning Outcome: The graduate will advocate for human dignity, integrity, self-determination, and personal growth of culturally diverse clients, oneself, and members of the health care team.		
Level 1 Outcome- Recognize the importance of individualized care that promotes human dignity, integrity, self-determination, and personal growth of culturally diverse clients, oneself, and members of the health care team.	Level 2 Outcome- Provides individualized care that embraces human dignity, integrity, self-determination, and personal growth of culturally diverse clients, oneself, and members of the health care team.	Level 3 Outcome- Advocate for individualized care that enhances human dignity, integrity, self-determination, and personal growth of culturally diverse clients, oneself, and members of the health care team.
Nursing Judgment		
PN-C Program Learning Outcome: The graduate will function within their scope of practice, utilize the health care delivery system guidelines, and the predefined, individualized plan of care to provide safe, quality client-centered care within a defined family unit.		
Level 1 Outcome- Demonstrate the role of the practical nurse in providing geriatric client-centered care utilizing Maslow’s Hierarchy of Needs and the nursing process to develop a fundamental understanding of the art and science of nursing.	Level 2 Outcome- Apply the role of the practical nurse in providing client-centered care to the medical surgical, obstetric, and pediatric populations utilizing Maslow’s Hierarchy of Needs, and the nursing process to embed the art and science of nursing into practice.	Level 3 Outcome- Execute the role of the practical nurse in providing client-centered care to multiple clients in varied healthcare settings utilizing Maslow’s Hierarchy of Needs and the nursing process to integrate the art and science of nursing into practice.

Professional Identity		
PN-C Program Learning Outcome: The graduate will assess how one’s personal strength and values affect one’s identity as a nurse through reflective practice and lifelong learning to become a contributing member of the interdisciplinary health care team.		
Level 1 Outcome- Demonstrates the role of the practical nurse according to defined legal and ethical standards at a fundamental level and identifies the need for lifelong learning.	Level 2 Outcome- Assumes the role of the practical nurse according to professional standards and legal scope of practice at a developing level, demonstrates accountability for own learning while caring for the medical-surgical, obstetric, and pediatric populations.	Level 3 Outcome- Demonstrates accountability for own practice by following legal, ethical, and professional standards and prepares a plan to evolve in the nursing profession through lifelong learning.
Spirit of Inquiry		
PN-C Program Learning Outcome: The graduate will question the basis for nursing actions and traditions, participate in Quality improvement initiatives, and consider research and evidence-based practice to improve client centered care.		
Level 1 Outcome- Describe evidence-based practice in nursing including the rationale for its use.	Level 2 Outcome- Demonstrates the role of the Practical Nurse as an innovative thinker to improve quality standards and yield best practices.	Level 3 Outcome- Uses evidence to make practice decisions when faced with new workforce trends.

Practical Nursing Certificate Alignment of Philosophy and Program Learning Outcomes

Jackson College Department of Nursing Philosophy	Jackson College Department of Nursing Program Learning Outcomes
Nurses enhance Human Flourishing by the strategic application of evidence-based nursing knowledge and skills to meet the diverse healthcare needs of their clients, communities, and themselves throughout the life span.	Human Flourishing: The graduate will advocate for human dignity, integrity, self-determination, and personal growth of culturally diverse clients, oneself, and members of the health care team.
The nurse recognizes environmental and personal conditions associated with the holistic well-being of clients using Nursing Judgment . The nurse factors these conditions into plans that assist the individual to utilize learned coping mechanisms while positively enhancing their ability to interact with the environment.	Nursing Judgment The graduate will function within their scope of practice, utilize the health care delivery system guidelines, and the predefined, individualized plan of care to provide safe, quality client-centered care within a defined family unit.

<p>The faculty/instructor, staff, and College at large share in the individual and collective responsibility to create and facilitate the development of a Professional Identity within an environment in which learners can positively experience and actualize success.</p>	<p>Professional Identity: The graduate will assess how one’s personal strength and values affect one’s identity as a nurse through reflective practice and lifelong learning to become a contributing member of the interdisciplinary healthcare team.</p>
<p>Through the Spirit of Inquiry, the student is an active participant in applying critical reasoning to practice. Critical reasoning in this context is derived from evidenced-based practice which allows the student to respond autonomously and collaboratively with interdisciplinary teams to meet the ongoing challenges associated with the changing healthcare environment.</p>	<p>Spirit of Inquiry: The graduate will question the basis for nursing actions and traditions, participate in Quality improvement initiatives, and consider research and evidence-based practice to improve client-centered care.</p>

Progression Policy - PN-C:

Nursing education builds on prior learning. It is necessary to complete certain required courses before taking advanced courses. In addition to the supportive courses outlined in the curriculum plan, the following courses must be completed with a 2.0 grade before proceeding to the next more advanced semester.

- Level 1** PNC 110 Foundations of Practical Nursing
PNC 111 Foundations Skills Lab
PNC 116 Practical Nurse Pharmacology
- Level 2** PNC 120 Medical-Surgical Nursing I
PNC 130 Medical-Surgical Nursing II
- Level 3** PNC 140 Medical-Surgical Nursing III
PNC 150 Maternal/Newborn Concepts
PNC 160 Pediatric Concepts
PNC 170 Entry into Practice

Students with a first failure in any course can petition for re-admission.

A second failure in any nursing course means dismissal from the nursing program (with no petition for re-admission. See Re-Admission Policy.

Students who fail a nursing course in the PN-C Program are not eligible to transfer into the AAS-N Program. Know the scope of maximum utilization of the LP/VN as specified by the Nursing Practice Act and function within this scope.

Associate of Applied Science in Nursing – LPN-to-RN Entry Option

Progression Policy TNUR.AAS-N:

This entry option is a part of the AAS-N (Associate of Applied Science in Nursing) degree but is designed for the Licensed Practical Nurse who is returning to college for coursework and clinical experience. Sections of the handbook referring to Conceptual Framework, Philosophy and Nursing Educational Outcomes of the AAS-N Program are all applicable for students in the TNUR.AAS track. Upon successful completion, the individual is required to take the NCLEX-RN.

Level 2 NRS 210 Medical Surgical 1
 NRS 211 Women and Neonate Concepts
 NRS 215 Pathophysiology

 PSY 140 Introduction to Psychology (Must be completed before Semester 3 level 3)
 NRS 212 Behavioral Health
 NRS 213 Pediatrics

Level 3 NRS 214 Medical Surgical Nursing 2
 NRS 230 Medical Surgical Nursing 3
 NRS 240 Nursing Capstone
 GEO 6 Cultivate artistic, linguistic, and theoretical perspectives across the human experience
 ENG 131 Writing Experience I or ENG 132 Writing Experience II

The student may not take two clinical courses simultaneously, progress to the next semester of nursing courses, or graduate until all program courses in that semester have been successfully completed (2.0 or higher). Students with a first failure in any course can petition for re-admission (See Re-Admission Policy). A second failure in any nursing course means permanent dismissal from the nursing program with no petition for re-admission.

Associate of Applied Science in Nursing – AAS-N

The Associate of Applied Science in Nursing (AAS-N) program consists of integrated lectures, labs, and clinicals conducted in approved clinical education affiliates. The program prepares students to demonstrate competency in providing nursing care in a variety of healthcare settings and for employment in the field of registered nursing.

Candidates successfully completing the AAS-N program are eligible to apply for the licensing examination (NCLEX-RN) required for licensure as a registered professional nurse (RN). The Jackson College’s Associate in Applied Science Nursing Degree is approved by Michigan Licensing and Regulatory Affairs (LARA) located at 511 W Ottawa, P.O. Box 30004, Lansing, MI 48909, 517-373-1820, and is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, 8th Floor, Washington DC, 20037, 202-909-2500.

Associate of Applied Science - Program Learning Outcomes

Human Flourishing		
<p>AAS-N Program Learning Outcome: The graduate will advocate for culturally diverse clients, families, significant others, and members of the healthcare team in ways that promote self-determination, integrity, and ongoing growth as human beings to reach their maximum potential in various healthcare environments throughout the lifespan.</p>		
<p>Level 1 Outcome- Advocate for stable, culturally diverse adult clients through the provision of evidence-based care in ways that promote self-determination, integrity, and ongoing growth</p>	<p>Level 2 Outcome- Advocate for culturally diverse clients and families through the provision of evidence-based care for varied client populations in ways that promote self-determination, integrity, and ongoing growth.</p>	<p>Level 3 Outcome- Advocate for culturally diverse, increasingly complex, critically ill, and/or multiple clients and their families while providing culturally responsive, evidence-based care in ways that promote self-determination, integrity, and ongoing growth.</p>
Nursing Judgment		
<p>AAS-N Program Learning Outcome: The graduate will:</p> <ol style="list-style-type: none"> a. Make judgments in practice, substantiated with evidence, that integrate nursing science into the provision of safe and quality care that promotes the health of clients throughout the lifespan. b. Demonstrate competency in nursing health care technology and informatics to communicate, manage knowledge, mitigate error, and support organizational reimbursement. 		

<p>Level 1 Outcome- Prioritizes and provides safe, quality client- centered care for stable clients utilizing Maslow’s Hierarchy and the nursing process.</p>	<p>Level 2 Outcome- Using the nursing process and evidence-based practice, prioritizes and provides safe, quality client-centered care for varied client populations.</p>	<p>Level 3 Outcome-</p> <ul style="list-style-type: none"> a. Using the nursing process and evidence-based practice, prioritizes and provides safe, quality, client-centered care for increasingly complex, critically ill, and/or multiple clients. b. Evaluate quality improvement and analysis of aggregate data for the increasingly complex, critically ill and/or multiple clients.
<p>Professional Identity</p>		
<p>AAS-N Program Learning Outcome: The graduate will implement one’s role as a nurse in ways that reflect integrity, responsibility, legal and ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe quality care for culturally diverse clients throughout the lifespan.</p>		
<p>Level 1 Outcome- Apply legal, ethical, and practice standards while evolving within a professional nursing environment.</p>	<p>Level 2 Outcome- Demonstrate legal, ethical, and practice standards in the care of varied client populations and advancing one’s professional identity.</p>	<p>Level 3 Outcome-</p> <ul style="list-style-type: none"> a. Integrate legal, ethical, and practice standards into the care of increasingly complex, critically ill, and/or multiple clients. b. Transition from the role of a student to that of a graduate nurse while developing leadership characteristics.
<p>Spirit of Inquiry</p>		
<p>AAS-N Program Learning Outcome: The graduate will evaluate evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for clients throughout the lifespan.</p>		
<p>Level 1 Outcome- Describe evidence-based practice in nursing including the rationale for its use.</p>	<p>Level 2 Outcome- Apply evidence-based practice standards to guide the care of varied client populations.</p>	<p>Level 3 Outcome- Translate, question, and challenge the status quo of research findings in collaboration with interprofessional healthcare teams to manage increasingly complex, critically ill, and/or multiple clients.</p>

Associate of Applied Science in Nursing Alignment of Philosophy and Program Learning Outcomes

Jackson College Department of Nursing Philosophy	Jackson College Department of Nursing Program Learning Outcomes
Nurses enhance Human Flourishing through the strategic application of evidence-based nursing knowledge and skills to meet the diverse healthcare needs of their clients, communities and, themselves throughout the life span.	Human Flourishing: The graduate will advocate for culturally diverse clients, families, significant others, and members of the healthcare team in ways that promote self-determination, integrity, and ongoing growth as human beings to reach their maximum potential in various healthcare environments throughout the lifespan.
The nurse recognizes environmental and personal conditions associated with the holistic well-being of clients using Nursing Judgment . The nurse factors these conditions into plans that assist the individual to utilize learned coping mechanisms while positively enhancing their ability to interact with the environment.	Nursing Judgment: a. Make judgments in practice, substantiated with evidence, that integrate nursing science into the provision of safe and quality care that promotes the health of clients throughout the lifespan. b. Demonstrate competency in nursing health care technology and informatics to communicate, manage knowledge, mitigate error, and support organizational reimbursement.
The faculty/instructor, staff, and College at large share in the individual and collective responsibility to create and facilitate the development of a Professional Identity within an environment in which learners can positively experience and actualize success.	Professional Identity: The graduate will implement one's role as a nurse in ways that reflect integrity, responsibility, legal and ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for culturally diverse clients throughout the lifespan.
Through the Spirit of Inquiry , the student is an active participant in applying critical reasoning to practice. Critical reasoning in this context is derived from evidenced-based practice which allows the student to respond autonomously and collaboratively with interdisciplinary teams to meet the ongoing challenges associated with the changing healthcare environment.	Spirit of Inquiry: The graduate will evaluate evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for clients throughout the lifespan.

Progression Policy AAS-N:

Nursing education builds on prior learning. It is necessary to complete certain required courses before taking advanced courses. The following courses must be completed with a 2.0 grade before proceeding to the next more advanced course.

Level 1 NRS 120 Nursing Fundamentals
 NRS 111 Nursing Skills
 NRS 116 Pharmacology
 NRS 119 Health Assessment

Level 2 NRS 210 Medical-Surgical Nursing 1
 NRS 211 Women and Neonate Concepts
 NRS 215 Pathophysiology

 PSY 140 Introduction to Psychology (Must be completed before Semester 4 level 3)
 NRS 212 Behavioral Health
 NRS 213 Pediatrics

Level 3 NRS 214 Medical-Surgical Nursing 2
 NRS 230 Medical-Surgical Nursing 3
 NRS 240 Nursing Capstone
 GEO 6: (Contextual Competence): Cultivate artistic, linguistic, and theoretical perspectives
 across the human experience.
 ENG 131 Writing Experience I or ENG 132 Writing Experience II

Students may not take two clinical courses simultaneously. In addition, students may not progress to the next semester of nursing courses or graduate until each course is complete with a (2.0 or higher) per program level. Students with a first failure in any course can petition for re-admission (See Re-Admission Policy). A second failure in any nursing course means permanent dismissal from the nursing program with no petition for re-admission.

Student Transfers from AAS-N to PN-C Program:

A student in the AAS-N Program may consider transferring to the PN-C Program. The admission decision will be determined by the achievement of necessary prerequisites, the student's outcomes to date, and space available in the PN-C Program. Program transfer is not guaranteed.

The AAS-N student seeking admission to the PN-C Program must:

1. Meet with their Student Success Navigator and complete an application for admission to the PN-C program.
2. Meet level placement and course requirements on an individual basis depending on courses completed and grades received.
3. Have at least as many points to enter the PN-C Program as the lowest point total of that entering class.

Code of Ethics for the Licensed Practical Nurse

1. Safeguard the confidential information acquired from any source about the client.
2. Provide health care to all clients regardless of race, creed, cultural background, disease, or lifestyle.
3. Uphold the highest standards in personal appearance, language, dress, and demeanor.
4. Stay informed about issues affecting the practice of nursing and delivery of health care and, where appropriate, participate in government and policy decisions.
5. Accept the responsibility for safe nursing by keeping oneself mentally and physically fit and educationally prepared to practice.
6. Accept responsibility for membership in NALPN and participate in its efforts to maintain the established standards of nursing practice and employment policies which lead to quality client care.

Source: National Association of Licensed Practical Nurses, Inc. (2015). The Code for License Practical/Vocational Nurses. Retrieved from <http://nalpn.org/wp-content/uploads/2016/02/NALPN-Practice-Standards.pdf>

American Nurses Association Code of Ethics for Nurses

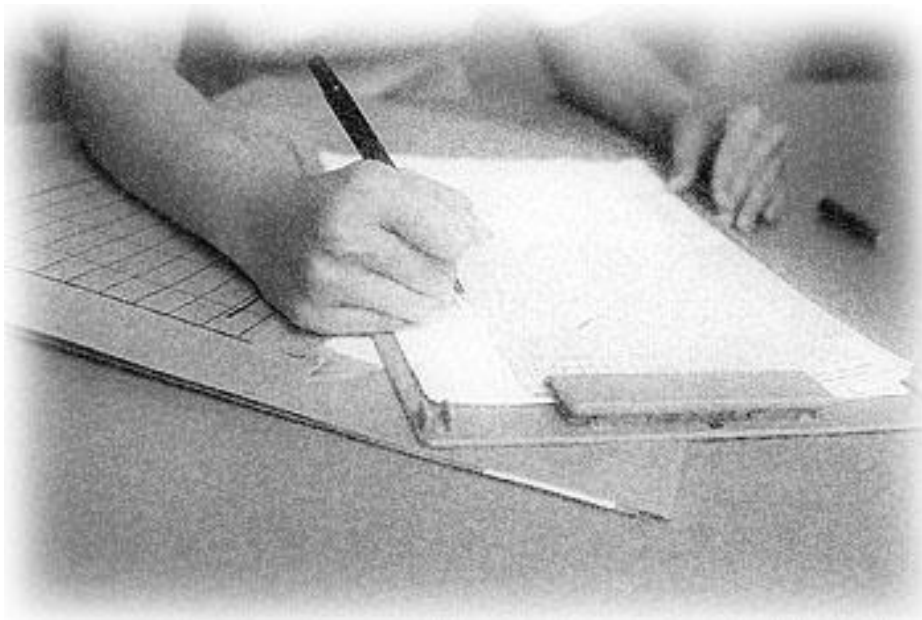
American Nurses Association Code of Ethics for Nurses:

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
 - 1.1. Respect for human dignity
 - 1.2. Relationships with patients
 - 1.3. The nature of health
 - 1.4. The right to self-determination
 - 1.5. Relationships with colleagues and others
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
 - 2.1. Primacy of patient's interests
 - 2.2. Conflict of interest for nurses
 - 2.3. Collaboration
 - 2.4. Professional boundaries
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
 - 3.1. Protection of the rights of privacy and confidentiality
 - 3.2. Protection of human participants in research
 - 3.3. Performance standards and review mechanisms
 - 3.4. Professional responsibilities in promoting a culture of safety.
 - 3.5. Protection of patient health and safety by acting on questionable practice
 - 3.6. Patient protection and impaired practice

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
 - 4.1. Authority, accountability, and responsibility
 - 4.2. Accountability for nursing judgment, decisions, and actions
 - 4.3. Responsibility for nursing judgment, decisions, and actions
 - 4.4. Assignment and delegation of nursing activities or tasks
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
 - 5.1. Duties to self and others
 - 5.2. Promotion of personal health, safety, and well-being
 - 5.3. Preservation of wholeness of character
 - 5.4. Preservation of integrity
 - 5.5. Maintenance of competence and continuation of professional growth
 - 5.6. Continuation of personal growth
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
 - 6.1. The Environment and moral virtue
 - 6.2. The Environment and ethical obligation
 - 6.3. Responsibility for the healthcare environment
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
 - 7.1. Contributions through research and scholarly inquiry
 - 7.2. Contributions through developing, maintaining, and implementing professional practice standards.
 - 7.3. Contributions through Nursing and health policy development
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
 - 8.1. Health is a universal right.
 - 8.2. Collaboration for health, human rights, and health diplomacy
 - 8.3. Obligation to advance health and human rights and reduce disparities.
 - 8.4. Collaboration for human rights in complex, extreme, or extraordinary practice settings
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.
 - 9.1. Articulation and assertion of values
 - 9.2. Integrity of the profession
 - 9.3. Integrating social justice
 - 9.4. Social Justice in Nursing and health policy

American Nurses Association. (2015). *Code of Ethics for Nurses with Interpretive Statements*. Silver Spring, Maryland: American Nurses Association.

POLICIES AND PROCEDURES



General Policies and Procedures for All Nursing Students

Accommodations for Students with Disabilities:

Students with disabilities can submit an accommodation request to the Center for Student Success (CSS) to officially register the documented disability. If the accommodation request is approved, the CSS will notify faculty indicating which accommodations are needed. The CSS can coordinate accommodations for each student's classes in compliance with the American Disabilities Act. Based on student needs, accommodations may include but are not limited to:

- Extended testing time
- Quiet testing location
- Assistive technology
- Notetakers
- Alternative text formats
- Sign language interpreter

Faculty will discuss the program health and safety accommodation policies of the course with the student. It is the student's responsibility to self-disclose a disability. Once documentation has been provided, CSS can arrange accommodations with instructors each semester.

[Center for Student Success | Accommodations for Students with Disabilities](#)

Civility:

Meaningful and constructive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of diverse points of view. Respect for individual differences and alternative viewpoints will be maintained in this program. One's words and use of language should always be temperate and within acceptable bounds of civility and decency. This includes the classroom, clinical environments, and lab, as well as individual advising, email, social media, etc.

Student Participation in the Nursing Department:

Students can participate in the functions of the nursing department through membership on the Student-Faculty Liaison (SFL) committee which includes 2 student representatives. SFL representatives are cohort volunteers who agree to serve for a one-year term.

Student evaluation of individual courses is solicited according to contractual language and college-wide survey mechanisms. Annually, students will be asked to complete a nursing program satisfaction survey. Following completion of the nursing program, graduates will receive a Nursing Department survey to provide feedback on their nursing program experience.

It is a program expectation that students use their Jackson College email for regular communication with faculty and staff. Students are expected to check their Jackson College email at least three times per week for program/course updates and other critical information.

Jackson College Student Government:

Jackson College Student Government (JCSG) is a student organization that prides itself on positively representing our institution. We aim to create a culture of acceptance as we strive to represent all members of the Jackson College Student Association. We aim to be your voice, your supporter, and your student government. For more information on Jackson College Student Government and getting involved, please visit the SCSG website at <https://www.jccmi.edu/student-life/student-government/>

Cell Phones:

While the nursing faculty recognizes that communication with family and significant others is important, the use of cell phones in class is distracting and disruptive to other students and instructors. Please keep all electronic devices off or silent during class. Cell phones are not allowed in simulation, laboratory, or clinical settings. If an extenuating circumstance arises for the student, they may be given instructor permission to check their personal phone more frequently, keeping in mind that their phone should be stored in their bag/locker. This permission is only permitting students to visit their bag/locker more frequently in the locker room or breakroom. Personal cell phones should never be on the student while they are on the unit.

Children Accompanying Student Nurses:

Classroom, clinical, and laboratory environments are not conducive to the needs of children and having children in these settings may be disruptive for other students and limit the frank discussions required in an educational setting. Children under the age of 18 years old are not allowed to be present with nursing students in the classroom, clinical, or laboratory settings. Exceptions to this policy would only occur if children were part of the planned educational presentation.

Attendance Policy:

In compliance with Federal Title IV funding requirements, as well as college initiatives, instructors will take attendance at each scheduled meeting time. Students will be automatically dropped if, within the first week of class, they do not attend class or do not engage in academic activity of an online class. If a student has not engaged in academic activity over a two-week timeframe, instructors will input a last date of attendance for that student, who will then be administratively withdrawn.

Attendance is key to success in the nursing program. Students are expected to attend all classroom presentations, participate fully in online learning activities, and attend all clinical experiences. If illness or an emergency impacts attendance, it is the student's responsibility to notify the lead faculty of the course. Students should NOT plan appointments or vacations during registered clinical experiences. Absences for these reasons will not be accommodated. Students are advised to refer to individual course syllabi for course-specific policies regarding attendance.

For clinical tardiness, students are directed to notify the clinical instructor prior to the clinical start time. The first tardiness to a course clinical, the student will be counseled by the clinical instructor

as to the importance of punctuality and a remediation strategy, which will count as a warning. The tardiness will be reported on the CPG. Any repeat tardiness to the course clinical will result in a written performance notice.

Students should never attend clinical when experiencing an infectious illness or if their health condition affects their ability to safely provide nursing care. Attendance at all scheduled clinical experiences is mandatory and any time lost for illness or other events must be made up.

For clinical absences or tardiness, students are directed to call the clinical instructor, and unit or agency where they are assigned for clinical to report his/her absence prior to the start time. If students are unable to contact their clinical instructor, they should then contact their lead course faculty. Students must call for each missed clinical day. Failure to comply with this policy will result in a written performance notice.

Give the following information to the person at the agency who takes the message:

- The student's name.
- Clinical instructor's name
- Whether it is anticipated that the student will be tardy or absent
- A reliable phone number where the student can be reached.

All Clinical Time and Work Must Be Made Up:

If the clinical absence equals or exceeds (1) one hour (60 minutes), the student will be required to make up all time missed. Missing clinical time can lead to failure in a nursing course. If a student misses (1) one hour or more of clinical, the student must notify the course lead faculty to arrange a make-up assignment. Students will receive an (I) incomplete pending the successful completion of all clinical assignments and responsibilities, as well as the make-up clinical time before a course grade will be submitted. Students who have less than one hour of missed clinical time will be assigned learning experiences as outlined below, within the time frame designated by the instructor. Students who miss more than 20% of the clinical hours in any individual clinical course, regardless of if the clinical hours are made-up, must repeat the entire course.

Make-Up Options Which the Instructor May Assign:

- Clinical experiences or virtual Simulation/Case studies as established by the instructor.
- Prepare a research paper related to a clinical problem/disease/treatment.
- Research and report on a clinical topic.
- Develop an in-depth teaching plan for a disease/treatment encountered in the clinical area.
- Develop a case study to present. Should include detailed patient history, nursing and medical treatment, and discussion questions. Other as designated by the instructor.

Program Completion Timeframes:

Students who are out of sequence, regardless of the reason, while in the:

- AAS-N Program must complete it within three academic years. Students who are out of sequence, regardless of the reason, while in the TNUR.AAS-N Program must complete within two academic years. Multiple withdrawals and re-admits result in lengthy intervals in

- completing nursing programs.
- PN-C Program must complete it within two academic years. Multiple withdrawals and re-admits result in lengthy intervals in completing nursing programs.

Non-Discrimination Policy:

Jackson College does not discriminate in its programs and activities, including employment, on the basis of race, color, religion, national origin age, sex, height or weight, familial status, marital status, sexual orientation, gender orientation, disability, veteran's status, pregnancy, genetic information or any other legally protected status under federal, state or local law. No act of retaliation shall occur to any person making a charge, filing a complaint, testifying, or participating in any investigation of discrimination or related proceeding.

Any alleged violation of this policy will be processed as a complaint and promptly investigated. The Jackson College policy on non-discrimination shall not be construed as creating a cause of action based upon discrimination in addition to those causes of action provided by state and federal law.

Discrimination Complaint Contact Information: The Jackson College discrimination and harassment complaint form is available on the Jackson College website at the following link, or can be obtained in the human resources office located in room 210 of the George E. Potter Center.

- Link to [Discrimination and Harassment Complaint](https://www.jccmi.edu/wp-content/uploads/Discrimination-and-Harassment-Complaint-Form.pdf)
Form: [https://www.jccmi.edu/wp-content/uploads/Discrimination-and-Harassment-Complaint-Form.pdf?](https://www.jccmi.edu/wp-content/uploads/Discrimination-and-Harassment-Complaint-Form.pdf)

Academic Complaint Process:

Academic Complaint Form (student must follow the required steps below)

- An example of an academic appeal would be grading disputes.
- Link to Jackson College [Academic Complaint](https://www.jccmi.edu/wp-content/uploads/Academic-Complaint-Form.pdf)
- Form: [https://www.jccmi.edu/wp-content/uploads/Academic-Complaint-Form.pdf?](https://www.jccmi.edu/wp-content/uploads/Academic-Complaint-Form.pdf)

The following steps outline the requirements of students as well as the timeline for the Academic Complaint Process:

Student Meets with Instructor:

Students must initiate a scheduled conference with the instructor with whom they have a complaint no later than the end of the fourth week of the semester following the relevant incident/dispute. A face-to-face meeting is strongly preferred, but electronic formats that allow for multiple participants are acceptable. One representative, who must be from Jackson College (a current student, instructor, or administrator), may be requested by each party to participate in this scheduled informal meeting.

At this conference, the student must identify the concern(s) and propose a resolution. If the instructor is no longer employed by the College, the student will be meeting with the Department Chair.

Student Puts Complaint in Writing:

If the conflict is not resolved in the conference between the student and instructor, the student, if he/she chooses to pursue the matter further, must put the complaint in writing using the form provided and submit it to the Student Resolution Advocate. The complaint should contain (at a minimum): the date and time of the alleged conflict or action, the date and time of the Step 1 meeting, a summary of the complaint along with any relevant documentation, and the specific resolution or outcome the student is seeking. The form and any accompanying documentation should be submitted within 10 business days of the Step 1 meeting.

Department Chair Holds an Informal Hearing:

The Department Chair will contact the instructor and student to arrange a meeting within a reasonable timeframe following the guidelines in the faculty manual. The department chair will conduct any necessary investigation prior to the meeting. A face-to-face meeting is strongly preferred, but electronic formats that allow for multiple participants are acceptable. One representative, who must be from Jackson College (a current student, instructor, or administrator), may be requested by each party to participate in this scheduled informal meeting. The department chair's role in this meeting is a neutral mediator. The department chair will make a written recommendation within 5 business days for the meeting, the recommendation will be forwarded to the student, instructor and Student Resolution Advocate.

Complaint Submitted to Dean:

If the student or instructor is unsatisfied with the results of the meeting with the Department Chair, they must request that the Student Resolution Advocate send the complaint to the supervising Academic Dean. The Student Resolution Advocate will then forward the formal written complaint and supporting documents, including the Department Chair's written recommendation. The Dean shall promptly provide the instructor and the Association President with a true and complete copy of the student's written statement(s).

Dean Holds a Hearing:

Within five (5) business days of the time the instructor and the Association should have received the copies of the student's written statement(s), the Dean shall contact the student, instructor and the Association President to arrange a formal hearing. A face-to-face meeting is strongly preferred, but electronic formats that allow for multiple participants are acceptable.

Parties of interest that may attend the hearing shall include the student, the Student Resolution Advocate (if the student so desires), the instructor, his/her Association representative, and the Department Chair. Other individuals may be present at the hearing, but they may not participate in the proceedings.

Dean Issues a Resolution:

Within five (5) business days after the hearing, the Dean will distribute a written resolution of the

complaint to the student, instructor, Association President, and Student Resolution Advocate. The written resolution will state the facts as assessed by the Dean and indicate that appropriate action will be taken.

Appeal to the Chief Academic Officer:

In the event the student or the instructor is not satisfied with the Dean's disposition of the complaint, the disposition may be appealed to the Chief Academic Officer. A Chief Academic Officer appeal will only be considered if it meets one of the following criteria:

- There is substantive new evidence that was not previously available at the time of the Dean's hearing which could have materially affected the outcome.
- There were procedural errors in the case that substantively impacted the fairness of the hearing.

If the student or instructor has grounds for the appeal as delineated above, the must submit a letter to the provost outlining the grounds for their appeal within five (5) business days of the receipt of the supervising Academic Dean's written resolution. The Chief Academic Officer may request all relevant documentation from the supervising Academic Dean and the Student Resolution Advocate. The Chief Academic Officer will decide within five (5) business days of the receipt of all relevant documents if a formal appeal hearing is warranted.

If the Chief Academic Officer determines that a formal appeal hearing is warranted, he/she shall contact the student, instructor, and the Association President to arrange a formal hearing within a reasonable timeframe. Parties of interest that may attend the hearing shall include the student, the Student Resolution Advocate (if the student so desires), the instructor, his/her Association representative, and the Department Chair. The Chief Academic Officer may include a non-participating Academic Dean in the appeal process. A face-to-face meeting is strongly preferred, but electronic formats that allow for multiple participants are acceptable.

Chief Academic Officer issues an Appeals Resolution:

Within five (5) business days after the hearing, the Chief Academic Officer will distribute a written resolution of the appeal to the student, instructor, Association President, supervising Academic Dean, and Student Resolution Advocate. The written resolution will state the facts as assessed by the Chief Academic Officer and indicate that appropriate action will be taken. This is the ultimate step in the Academic Student Complaint Process and the decision of the Chief Academic Officer is final.

Transfer/Substitution of Non-Clinical Course in AAS-N Program (NRS 116 Pharmacology / NRS 215 Pathophysiology):

Students requesting to substitute a non-Jackson College course for NRS 116 (Pharmacology) or NRS 215 (Pathophysiology) must begin their request with the Student Success Navigators who will complete the waiver form. Waivers must be requested and approved prior to the application deadline. The waiver and required documentation (i.e., Course Syllabi) will be sent to the lead faculty of NRS 116 and/or NRS 215 for review and approval. The lead faculty will have a two-week period to approve or deny the request. The waiver will be completed by the lead faculty, and

signed by the Program Director, and copies will be sent to the student, Nursing Coordinator, and Navigator.

Grading:

Each nursing course has a **grading rubric** to determine how grades will be achieved. Jackson College nursing instructors use a standardized 4.0 grading scale. A minimum of a 2.0 is required for all nursing courses.

Grades are first figured as a percentage; the percentage is converted to a number grade using the following scale.

94 - 100%	=	4.0
90 - 93%	=	3.5
86 - 89%	=	3.0
82 - 85%	=	2.5
78 - 81%	=	2.0
74 - 77%	=	1.5 -----Non-Passing Grades
70 - 73%	=	1.0
66 - 69%	=	0.5
< 66%	=	0.0

The final grade is given for coursework but is contingent upon satisfactory completion of the laboratory and/or clinical experience, when applicable. When computing final grades, a percentage will be calculated. If the percentage includes a decimal, 0.5 or more, the grade will be rounded up to the next whole number (e.g., 83.5=84). If a decimal grade of 0.4 or less is calculated the grade will be rounded down to the nearest whole number (e.g., 83.4 = 83).

There are **Three Separate Requirements** students must achieve to successfully complete nursing courses:

- First** - Students must earn 78% on the in-class **TEST** component of each nursing course.

- Second** - An overall percentage of 78% or above is required in each nursing course.

- Third** - Applies to nursing courses with a laboratory and/or clinical section. Students must achieve a satisfactory in laboratory and/or clinical in order to pass the course, regardless of the theory grade.

Kaplan Standardized Testing:

There are several nursing courses in the AAS-N programs where standardized Kaplan tests are administered and are a part of the course grade. Kaplan Integrated Tests (IT) provide an assessment of learning and identification of strengths and weakness in each course. Nurse-educator content experts and independent psychometricians participated in setting percentile rankings that allow comparison to students across the nation.

Kaplan works with Jackson College to set benchmarks appropriate to the use of the Kaplan Integrated Tests across the curriculum. The Jackson College Kaplan Scoring Guide provides students with the grading rubric to convert their Kaplan Percentile Ranking into grade scale points. The Jackson College Kaplan Scoring Guide can be found in Appendix F.

The Kaplan test results may be factored in the overall course grade and/or mandatory remediation may be required as outlined in the course syllabus. A maximum grade of 1.5 will be issued if remediation is not completed by the faculty designated due date for each course. When remediation is required, the student must review each question (both correct and incorrect) for a minimum of 1 minute per question. If scores on any of these tests indicate a reason for concern, students are advised to consult faculty for advice on what can be done to improve test-taking abilities and performance.

ATI Standardized Testing:

There are several nursing courses in the PN-C program where standardized tests are given. These are computer-based standardized tests taken during the course. Standardized tests are given to evaluate knowledge of content areas, to compare individual student performance with national norms, and to evaluate testing ability in preparation for the NCLEX-PN exam. The standardized test results may be factored into the overall course grade as outlined in the course syllabus.

Dosage Calculation Competency Policy:

One of the most important nursing skills to master is the safe and accurate administration of client medications. Students are expected to have prior knowledge of essential mathematical skills needed for the accurate calculation of medication dosages. Students have access to several resources to facilitate success. Some of these include Clinical Calculations textbook, Kaplan Dosage and Calculation program, ATI, tutoring at the Center for Student Success, and Jackson College library resources.

The Jackson College Nursing Department has established a program-wide Dosage Calculation Competency requirement. Additional information may be found in specific course syllabus. Below are the nursing department policy guidelines:

1. All level 1 students in either NRS 116/PNC 116 must complete a 20-question 60-minute quiz achieving a score greater than or equal to 90% with a maximum of 3 attempts.
2. All remaining courses in level 1, level 2, and level 3 require that students enrolled in a clinical nursing course are required to complete a 10-question, 30-minute quiz achieving a score greater than or equal to 90% with a maximum of 3 attempts.
3. All quiz questions are fill-in-the-blank.
4. All calculations for each question must be clearly documented to receive credit.
5. All answers submitted for grading must be documented in a specified area, either a box or line to receive credit for the question.
6. All calculations for each question must be designated with the appropriate unit of

measure to receive credit. *Listing inappropriate units of measure, or absence of unit of measure will result in no credit for that question.

7. Each question is worth one point. No partial credit is given.
8. General rounding guidelines apply. Rounding requirements for each question will be specified.
9. IV drops are rounded to whole numbers.
10. Proper use of zeros is required:
 - a. Do not use trailing zeros - [Write 5 mg, not 5.0 mg].
 - b. Doses less than one measurement unit require a leading zero - [Write 0.5 not .5].
11. Rounding requirements will be stated within each question.
12. **Failure to satisfactorily achieve the above-stated requirements results in a course failure with a maximum grade of 1.5 for the course.**

Testing – Course Exams:

Testing is one method to assess content mastery and critical thinking. Course testing will contribute to 80 – 90% of the course grade. Faculty-developed exams are administered as timed tests and written to simulate the NCLEX-RN/PN which is a timed exam. Students will be provided one and a half minutes per test item.

When official scores are posted in the college LMS online gradebook, the score is to be recorded to the tenth decimal point – without rounding. (Ex. ExamSoft score 42.765; LMS Gradebook score: 42.7). Any part of course content may be on the exam, including lab and clinical. All previously learned content may also be on the exam. Upon completion, students are required to verify prior to leaving their testing environment that their exam has been uploaded.

If a student is unable to take any test, he/she must contact the faculty prior to the scheduled test. Students taking tests late may be penalized as outlined in the Test Make-up Policy.

Some nursing courses will require testing outside of class time. Students should plan for this additional time in their schedules. Be aware of the hours when the Jackson College Testing Center is open, the time needed to take each test, and instructions for taking the tests. A picture ID is required upon entering the Testing Center for testing.

NextGen (NGN) Question Scoring Policy:

NextGen-type test item formats (SATA, Bowtie, and Matrix, for example) award partial credit. The NGN TEST questions use case studies and client scenarios that nurses will see in a real-life clinical setting. The NGN scoring model uses three different methods and gives partial credit for some items with multiple points. For Multiple Response Select All That Apply (SATA) questions, all correct answers must be selected to receive full credit. Partial credit will be given for correct answer choices. For over- or under-select options, the +/- rule is used.

The faculty will review all scores before the release and posting of exam or quiz grades. *All exam or quiz scores are to be considered preliminary until faculty review and release student results by posting a grade to the course LMS grade book for Jackson College.

Test Make-Up Policy:

A student will be allowed to take a make-up test one time without penalty for emergencies or illness. A second test taken outside of the scheduled testing timeframe will have 5% deducted from the test score. A third test taken outside of the scheduled testing timeframe will have 10% deducted from the test score.

Jackson College Nursing Department Testing Guidelines for Students:

1. All student possessions (backpacks, cellphones, water bottles, hats, etc.) must be left at the front or sides of the room – not under individual desks or tables.
2. The student may have only a pencil, scrap paper, a simple calculator with no memory, and earplugs as warranted by faculty. Watches and cell phones are not allowed.
3. Students are not permitted to sit at their desks with class notes and/or text prior to the test. Last-minute studying or review must be conducted outside the classroom.
4. Students are not allowed to remove any testing material from the testing/classroom.
5. If a student must take an exam at a different time than the rest of the class due to an illness or emergency, a different exam may be given.
6. Bathroom breaks will not be permitted during any exam or quiz.
7. Students will be given 1.5 minutes per test item. (*Extended testing time must be arranged by the student through the Center for Student Success. Students are required to consult with the lead faculty regarding these arrangements at the beginning of each course).
8. During course exams/quizzes, students will not be permitted to ask questions or “talk through their thinking” with their instructor or test proctor. This is inclusive of gaining clarification for test questions or answers as this is all part of the assessment evaluation. In circumstances where there may be a spelling error on the exam/quiz, the student is encouraged to make a note on their scrap paper and bring it to the faculty’s attention after turning in/uploading their exam/quiz.
9. There will be no discussion of test items between the student and faculty on the day of the test, prior to administration of the test, or after the test until the exam is released on the course LMS for a grade.
10. All faculty will only remediate general concepts and/or question item rationale. No individual questions will be reviewed with students. Students who achieve < 78% on a test are strongly encouraged to contact and remediate with the course faculty.
11. Students who disagree with the answers may complete a student Exam Item Inquiry form to explain their rationale for their chosen answer. These forms will be submitted to the faculty for consideration. (Appendix E).
 - a. All remediation and student Exam Item Inquiry consultations between faculty and students **must** occur within 1 week of the test administration date.
12. Students must pass a Dosage Calculation Competency at 90% within three attempts. Failure to obtain a 90% results in failure of the course.
13. **NRS 111/PNC 111:** Students will have a maximum of two attempts to demonstrate competency for each required skill. Skill demonstrations must be completed within designated timeframes, which are established to incorporate the designated response times to

ensure client safety and promote provider efficiency in clinical settings. These specific timeframes are outlined on the course skill evaluation sheets, which are accessible to students through the course LMS platform and in the classroom.

14. **NRS 119:** The purpose of skills test items incorporates the designated response time for client safety and provider efficiency in the clinical setting. Students who are granted accommodation through the Center for Student Success (CSS) can complete the first two skill practicums with accommodations. For clinical purposes, no extensions to established testing time for a final practicum examination are allowed.
15. If the main Jackson College campus is closed due to inclement weather and a course exam is scheduled, it will be the student's responsibility to make up the test in the Testing Lab during live proctoring hours prior to the next scheduled class. Virtual proctoring will not be allowed.
16. A **calculator must be used for dosage calculations during examinations.** Students will not be allowed to use their cell phones to calculate math problems on the exams. The same criteria for calculating math problems in the live classroom will apply to online calculation examination questions. *All students have been provided with a calculator in the first semester upon admission to the nursing program. Students also have access to a basic electronic calculator within the Exemplify Testing Software.

Jackson College Nursing Department Online Testing Guidelines:

Exemplify: Minimum System Requirements

Exemplify can be used on virtually any modern computer (i.e., purchased within the last 3-4 years). Currently, Exemplify only supports Windows at Jackson College.

Exemplify will not run on Chromebook, Android, Mac, iPad, or Linux operating systems at Jackson College.

Verify that your device meets the minimum requirements:

Check your device information:

- [How to Find Information About Your Windows Computer](#)
- See if Exemplify is supported on your device: [Exemplify Minimum System Requirements](#)

Note: Exemplify performs certain checks when you start Exemplify and when you attempt to download an exam. If you see messages about Minimum System Requirements, review the on-screen information. Depending on the issues, you might be able to **Continue** with the exam (although device updates are recommended), or you might see **only the Return to Dashboard option** (meaning that you cannot use this device without updating it to meet the requirements). For more information, see: [Exemplify: Update Your Device to Meet Minimum System Requirements](#)

Exam Taker Preparedness

Install the Software Before Exam Day

Set up early! Do not wait until exam day to download and install Exemplify.

Downloading Exams

Exams will be available for students to download 48 hours prior to the exam dates.

Uploading Exams

Upon completion, students need to verify the exam has been uploaded from Exemplify to the ExamSoft portal for faculty review prior to leaving the proctored testing site.

1. Verify that your device meets the minimum requirements. See: [Minimum System Requirements](#)
2. Download, install, and register Exemplify.
 - o [Exemplify for Windows: Download, Install, and Register Exemplify](#)

Learn, Prepare, and Practice

- Exam Basics: Learn what to expect when taking an exam in Exemplify.
- [Exemplify: Take an Exam](#)
- Mock Exam: If a Mock Exam is made available to you, take it! You'll get familiar with Exemplify and the types of questions that you'll face on the real exam.
- Emails: Watch for email notifications to download exams.
- Exam Downloads: Download all exams as soon as they are available. Don't wait until exam day!
- Date/Time Settings: Check that your computer's date and time settings are accurate.
- On-Site Exams: If you are taking an on-site exam, arrive at least 15 minutes early. If it's a bring-your-own-device situation, charge your laptop battery, and bring your power cord.
- Antivirus Software: Before you start an exam, disable all antivirus software.
See: [Disable Anti-Virus Software](#).
- Other Programs: Before you start an exam, close all Microsoft programs (Word, Outlook, PowerPoint, Access, etc).

Exemplify Video Guide

- [Registration - Legacy Portal](#)
- [Registration - Enterprise Portal](#)
- [Download an Exam](#)
- [Start an Exam](#)
- [Navigate Through Questions](#)
- [View Attachments](#)
- [Set a Reminder/Alarm](#)
- [Use the Strike-Out Feature](#)
- [Highlight Text in a Question or a PDF Attachment](#)
- [Flag a Question](#)
- [Resize the Writing Area](#)
- [Copy and Paste](#)
- [Submit an Exam](#)
- [Review Exam Results](#)

Academic Integrity and Honesty Policy:

Nurses are highly regarded as trusted professionals. The Jackson College Nursing Department faculty and staff are committed to the ideal that honesty and integrity are essential qualities for the profession of nursing. At Jackson College, each of us has a personal responsibility to strive for veracity, integrity, and trust in our work and relationships.

Academic integrity and honesty is expected of all students. Any student found to be cheating on an exam, quiz, or other assessment will be subjected to corrective action in accordance with the level of infraction as outlined in the Jackson College Nursing Handbook and Jackson College Academic Honesty Policy.

Corrective action may include receiving a maximum grade of 1.5 for the course in mention or possible permanent removal from the program. CHEATING and serious violation of responsible technology use can take on many forms (see the Social Media/Simulation Lab Policy).

These may include but are not limited to:

- Bringing an answer source to the testing site. This could be a cheat sheet, cell phone, smartwatch, etc.
- Copying answers or work from another student's test or project.
- Making copies or taking cell phone pictures of test or course materials including PowerPoint presentations.
- Changing an answer or work after submission.
- Sharing test information, test answers, and content with someone who has not yet taken the test.
- Uploading prohibited course materials to any internet site or facilitating others to do so. Periodic audits of the internet are performed. All course materials have been specifically prohibited for distribution by instructors unless specifically indicated otherwise. This includes but is not limited to graded quizzes and exams, group work answers, etc., along with any questions that are or might be intended for future quizzes and exams.
- Unauthorized possession or disposition of academic materials includes the unauthorized selling, purchasing, or posting all or any portion of exams or quizzes (exact or similarly identified questions), midterm projects, or other academic work; stealing or using another student's work; using information from or possessing exams/quizzes that a faculty member did not authorize for release to students.
- Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of misconduct; providing others with course materials to be uploaded digitally or to be shared manually.
- Taking quizzes with another student. Quizzes are to be done individually - do not share answers with others in person, through e-mail, on the phone or social media sharing format, or using any other form of electronic communication device not specifically mentioned. Sharing answers is considered cheating and will be treated as such.
- Plagiarism is another form of cheating. Plagiarism and self-plagiarism may involve but

are not limited to submitting a paper written by someone else or yourself (obtained from the web or a fellow student, or yourself reproduced from another course) or using direct quotes from any source without crediting the source.

- Additional areas of concern specific to nursing include but are not limited to:
 - Covering up or not reporting a clinical error.
 - Charting something complete that was not done.
 - Altering any legal documents.
 - Deviation from an accepted Standard of Care or Standard of Practice.
 - Any form of lying/misrepresentation to faculty, health team members or others.

If a student is unsure if a practice might be considered cheating, he or she is advised to check with an instructor and/or do not engage in that practice.

Use of Artificial Intelligence (AI):

The use of AI tools to complete assignments is prohibited in all courses within the nursing program. This includes but is not limited to, the use of AI-generated text, automated essay writers, and machine learning algorithms.

We expect all students to uphold the highest standards of academic integrity and to complete all assignments using only their own ideas and efforts. Any student found to be using AI to complete an assignment will be subject to disciplinary action, up to and including expulsion from the nursing program.

Clinical / Laboratory / Simulation Guidelines

Uniform Policy:

The uniform policy provides guidelines for nursing students regarding the value of a professional appearance and demeanor. A health professional's appearance has been shown to affect the development of nurse-client rapport, working relationships with other professionals, and interaction with the public. Uniforms are worn for clinical, simulation, skill evaluations, and skills class, but not in other classrooms unless specified.

Clinical uniform policy adjustments may be necessary to ensure compliance and to support various clinical agency policies.

Clinical Uniform - All Students:

- Burgundy scrub top with gold embroidered Jackson College logo monogram and a matching brand burgundy scrub pants. Approved uniform brands have been confirmed and Pro Image Uniforms has all the details. Pro Image Uniforms are the only approved store for use of the JC Nursing Logo.

- A plain white or black (short or long sleeve) crewneck shirt may be worn under the scrub top.
- Plain solid color socks **MUST** be worn – graphics and patterns are not permitted.
- White or black non-skid, non-mesh shoes with closed heels and toe – (a small swoosh or logo with minimal color is allowed). Athletic shoes that meet this criterion are allowed.
- Jackson College student identification name badge.

Optional:

- A black nursing warm-up jacket with embroidered Jackson College logo monogram [Urbane™ – style JCN-9872 from Pro-Image Uniforms] may be worn in the clinical setting with faculty approval. Refer to specific course syllabi for further information.
- Matching scrub jacket with embroidered Jackson College logo monogram may be worn in clinical settings. Scrub jackets must be the same brand and color as scrubs.
- Students may choose to wear a solid color headband. It should be as close to the school colors of the uniform as possible: wine, black, white, or gold.

Appearance Guidelines:

- Matching scrub top and pants of the same color and brand are required.
- Uniforms must be clean, neat, and free of wrinkles.
- Uniforms must fit appropriately and professionally. Pant hemlines cannot touch the floor.
- White or black under-scrub scrub layering shirt must not be yellowed, discolored, or frayed.
- Shoes must be clean, polished, and in good repair, and shoelaces must be clean and unbroken.
- Students are allowed up to **three** small post earrings in each ear lobe.
- Visible body piercing jewelry other than the ears should be clear or matching skin tone posts.
- A wedding ring or band is allowed, no other rings, necklaces, or bracelets are permitted.
- Visible body art must be non-offensive. If it is offensive, it must be covered when in the clinical setting and lab simulation. This policy can be superseded according to Institutional Policy of the clinical facility.
 - For small artwork, students are approved to use skin tone bandages.
 - For larger artwork, students can wear a long-sleeved white or black shirt, or an arm sleeve of appropriate skin tone can be worn.
- Avoid the use of perfume or cologne in the clinical setting.
- Nails are to be kept short and well-groomed. Only clear or pale pink un-chipped polish is permitted.
- Acrylic nails are **NEVER** permitted in the clinical setting.
- Makeup should be conservative and natural.
 - False eyelashes need to look natural and not extend past the eyebrow.
- Hairstyles and hair color should be conservative and natural (i.e., no blue, pink, red, green, orange, or multi-colored, etc.). Hair length that is collar length or longer must be pulled back off the face, secured with conservative hair accessories, and always kept under control. Bangs must not impede vision and no part of a student's hair may enter the client's personal space at any time.
- Facial hair should be short and well-trimmed.
- Good personal hygiene and deodorant is required.

Jackson College nursing faculty reserves the right to determine appropriate dress, to enforce the identified guidelines, and to send a student home from clinical if the student is dressed unprofessionally and/or not in compliance with uniform and/or appearance guidelines. Adjustments in the uniform policy may be necessary for specific clinical units or clinical sites.

ID Badges – Jackson College Badge Clinical Site Specific:

- The first Jackson College identification badge is supplied free of charge. Subsequent or replacement badges may be obtained through the Jackson College Security Department for a fee of \$5.00.
- Clinical sites may require additional site-specific ID badges. Costs will vary.

Clinical Expectations:

Inpatient experiences and clinical placements will be coordinated and supervised by the course lead faculty member, with orientations provided for each of the units/sites to which you are assigned. Aside from these orientation sessions, there may be limits on the number of students who can be accommodated on any given unit or clinical site on a particular day or during a particular time. These schedules or arrangements will be coordinated by the clinical faculty. **Do not initiate independent contact with any of these units or clinical placements.** Failure to comply will result in disciplinary action up to dismissal from the program. It is important that our clinical relationships be protected, cultivated, and nourished. Please remember that we are guests in these facilities and, as such, are expected to demonstrate professionalism through punctuality, respect, integrity, cooperation, communication, and accountability.

In addition to the policies and procedures set forth by the Jackson College Nursing Department (as defined in this handbook, including Appendices and LMS course home page), these facilities may have additional requests, rules, or regulations that you will be expected to follow. If any of these ever causes you concern, or creates a perceived conflict, then please seek guidance from your clinical faculty member.

- Scheduled live and virtual simulation clinical days are mandatory. Students should not plan appointments, work or vacations during registered clinical experiences. Absences for these reasons will not be accommodated.
- Students are to follow recommended CDC Transmission-Based Precautions. If a student is caring for a client at Henry Ford Hospital, they are also required to wear N95 masks for any client care associated with aerosolization procedures (NMT or CPAP use, for example). N95 Mask Fit Testing will occur in the JC Simulation Lab each semester as students are required to have Fit Mask Testing every year. Testing dates will be available to students each semester.
- Due to the requirements established by our clinical partners, students who are not registered for clinical sections prior to agency deadlines will be assigned to their clinical section. Once lead faculty have submitted course rosters into ACEMAPP students are unable to switch groups without permission from their lead faculty.

- Nursing students participate in a variety of clinical and observational experiences throughout their program of study. Students are expected to travel and are responsible for their own transportation to and from clinical placement sites. Clinical placements may be scheduled on days, evenings, or weekends. Please note clinical schedules and placement sites are subject to change. It may be necessary for students to travel significant distances.
- Prepare for clinical as directed by faculty. This is for the client's protection as well as the student's. If a student is not adequately prepared for clinical, based on the expectations outlined by the instructor, he/she will be asked to leave. This could result in a written notice and/or clinical failure (see Attendance Policy).
- Never write the client's name, initials, or other key identifying information on any papers or other items. Do not leave the facility with any written information which violates HIPAA regulations. Doing so may result in a performance notice or clinical failure.
- Students are only to be in a clinical area to obtain assignments and perform client assessments at times designated by instructors.
- Standard precautions are to be followed at all times.
- It is possible a clinical experience may occur in a setting where the student is currently employed. If this happens, students are to function in the role of a student nurse and stay within those boundaries. Consult with faculty if conflicts in roles arise.
- Before beginning client care, listen to report, review the SBAR tool or other client care plans and/or pathways, receive specific instructions from the registered nurse, and perform an initial client assessment. This may vary depending on the clinical setting.
- Before performing a procedure, students must be prepared. Review the procedure in the policy and procedure manual of the institution. Discuss the procedure with his/her instructor before entering the client's room. Clients should never hear step-by-step instructions for the procedure.
- The clinical instructor **MUST** be with students when performing procedures (e.g., discontinuation of a peripheral intravenous catheter) unless permission has been explicitly given for the student to proceed on their own.
- Students may not request a staff nurse, or other care provider of the institution to supervise his/her nursing skilled tasks. It is the clinical instructor's responsibility (only) to observe students performing procedures, or to delegate that supervision accordingly.
- Student nurses may not take healthcare provider orders orally or over the phone.
 - NRS 240 (Nursing Capstone): students may take healthcare provider orders per institutional policy with a registered nurse or their clinical instructor listening and co-signing the order.
- NEVER sign or witness surgical permits, wills, forms listing valuables, etc. Students are not authorized to legally be a witness.
- At the end of the clinical experience, students will have a performance conference with the clinical instructor. However, if a student has concerns/problems, the student is advised to schedule a conference with their instructor at any point during the course.

- Report any illness as outlined under the attendance section.
- Students with a concern regarding specific unit or agency assignments should address the situation with their instructor, Program Director, and/or Nursing Department Chair.
- If time allows, students will be given a lunch break during clinical; however, students are expected to remain in the agency and not leave the premises.
- Students are to notify their clinical instructor whenever they leave the unit and when they return to the unit. Refer to the course syllabus for additional specific guidelines. To preserve confidentiality, students are prohibited from having cell phones in the clinical setting.
- If the main Jackson College campus is closed due to inclement weather students will not report to their clinical rotations. Students will be given an alternative assignment for the clinical time missed. It is the student's responsibility to check Canvas and/or emails frequently for directions regarding the make-up assignment.

Simulation Policies, Procedures, and Expectations

Simulation is integrated throughout the nursing curriculum to complement classroom and clinical experiences and aid in preparing students for competent practice. Each simulation scenario is designed to provide specific learning opportunities based on program learning outcomes, level learning outcomes, and student learning outcomes. During simulation experiences, students take charge of client care and work through scenarios to practice prioritization, critical thinking, clinical reasoning, clinical judgment, communication, assessment, delegation, safety, and teamwork.

Simulation Lab Overview:

The Simulation Lab is a state-of-the-art learning center where nursing students gain experience in a controlled clinical setting. The Simulation Lab is equipped with an array of high and low fidelity patient simulators, an electronic medical record system, anatomical models, and realistic medical equipment to support student learning.

Purpose:

The purpose of the Simulation is to provide our students an exceptional educational experience in a dynamic and diverse learning environment. We aim to provide high quality, evidence-based learning opportunities while promoting student clinical competence.

Simulation activities are designed to correlate with theory content. Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.

Virtual Simulation Experiences:

AAS-N:

Shadow Health DCE and Keith RN Case Studies are virtual simulation experiences and are individually tailored to course objectives and learning outcomes. Refer to the course syllabus for detailed information on how the web-based activities will apply for a grade.

- **Shadow Health Digital Clinical Experience (DCE):**

During each DCE, students may perform a focused skill or concept lab systems exam to explore related symptoms and practice communicating with patients about their health, home life, and cultural beliefs. Each simulation also allows students to document their findings to assist in synthesizing the data they have discovered during the interaction. Upon completion, students are provided immediate overall feedback as a percentage score.

PN-C:

ATI and Swift River virtual simulation experiences are individually tailored to course objectives and learning outcomes. Refer to the syllabus for detailed information on how the web-based activities will apply for a grade.

- **ATI and Swift River Digital Clinical Experiences (DCE):**

During each DCE, students perform a variety of virtual clinical interactive simulations designed to explore body symptoms and practice communicating with patients about their health, home life, and cultural beliefs. Each simulation also allows students to practice the application of skill as virtual nurses in efforts to master their skills of Prioritization, Delegation, and Sequential thinking.

Simulation Goals:

Experience in the Simulation will prepare students to:

1. Adapt care to meet the needs of a variety of clients in a range of settings.
2. Utilize available resources and standard practices to provide safe client care.
3. Communicate in a professional manner with clients, family members, and the healthcare team.
4. Collaborate with an inter and intra-professional team.
5. Demonstrate clinical competence through repeated and deliberate practice.
6. Integrate theory and practice to prioritize and implement safe evidence-based care.
7. Use reflection and debriefing to analyze one's performance.

Simulation Lab Information/Location:

Hours: Students may access the Simulation Lab for scheduled simulations.

Location: The Simulation Lab is located in rooms 118-119, in James Whiting Hall.

Nursing Simulation Staff Role: Facilitates simulation scenarios, skills stations, or tabletop exercises on scheduled simulation days.

Simulation Elements:

- **Pre-briefing:** Activities that occur before participation in the simulation that help establish an environment of integrity, trust, and respect. Pre-briefing establishes expectations for the participant(s) and the facilitator(s). This includes establishment of ground rules and a fiction contract.
- **Simulation:** Skill based or testing experiences that are purposefully designed to meet identified course objectives and optimized achievement of program learning outcomes.
- **Debriefing:** A planned debriefing or feedback session to enrich learning and contribute to the consistency of the simulation-based experiences for participants and facilitators.

Dress Code:

Students are expected to comply with the clinical dress code provided in the student handbook. Simulation days require clinical attire and a name badge. Students who are not appropriately attired will not be allowed into the Simulation Lab.

Equipment Use:

The equipment in the Nursing Simulation Lab has been selected to increase student learning so care of equipment is expected.

- Supplies and equipment are not to be moved from the Simulation Lab to other rooms without permission from Simulation personnel.
- Do not remove manikin parts or attempt to remove or disconnect electronic equipment. Seek assistance with the use of all manikins.
- Do not use betadine, ink, marking pins, or any chemical solutions on the manikins.
- Clearly labeled manikin lubricant and alcohol wipes are the only solutions to be used on the manikins.
- Immediately report any problems, or malfunctioning equipment to Simulation Lab personnel.
- Students are not allowed to touch the high-fidelity simulators, associated computer laptop or peripherals unless assisted by trained staff or faculty. No exceptions.
- Students will be held responsible for damage to or misuse of equipment that results from failure to follow lab policy or procedure.

Standard Precautions:

All students should follow Standard Precautions against infectious disease while participating in clinical activities in the Simulation Lab. All sharps must be disposed of in an appropriately labeled sharps container. Under no circumstances may sharps be removed from the Simulation Lab.

Accidents:

All injuries, including “clean” needle sticks, should be reported to the faculty and Simulation Lab staff. A Jackson College accident report must be completed online and filed with the College Security office within one week of occurrence. See Accidents (Including Needle Sticks).

Attendance:

Students will be notified by course faculty of scheduled simulation day. The simulation day may not be the same day of the week as the clinical day. Students are to report to the Simulation Lab 15 minutes prior to the scheduled start time. Makeup for simulation day absence will be arranged by the course faculty.

Preparation:

Students are responsible for completing pre-simulation study and coming to the Simulation Lab with appropriate materials and preparation for actual practice based on approved standards of care.

Conduct:

- Professional conduct and communication are always expected in the Simulation Lab.
- Students will be participating in and observing others during simulation experiences. It is expected that all participants maintain a respectful learning environment through professional language and behavior.
- The simulation environment should always be treated as a real clinical setting. All manikins, actors, and virtual clients should be treated as if they are actual clients or colleagues.
- Cellular phones and laptops are not allowed in the Simulation Lab.
- Sharing the content of Simulations with other students could be considered cheating.
- Students may be expected to work in small groups and assist each other in performing and evaluating skills. This helps to foster teamwork, self- evaluation, and beginning teaching skills.
- Students must be prepared to accept coaching and direction.
- Disruptive or inappropriate behavior will result in student being asked to vacate the Simulation lab or leave the virtual session.

Simulation Lab General Guidelines:

- Food or drink is not allowed in the Simulation Lab.
- Children are not allowed in the Simulation Lab.
- Students with latex allergies or sensitivities of any kind, should make this known to Simulation Lab personnel.

Confidentiality:

All student performance information is confidential and may not be discussed outside of the Simulation. For learning purposes all users shall consider the information utilized in health care simulations as confidential and handle the information in the same way that is required by the Health Insurance Portability and Accountability Act (HIPAA) and other federal or state laws related to

protected health information (PHI). Students are to remain confidential and professional regarding the performance of other students during and after simulation experiences. All student performance information is confidential and may not be discussed outside of the Simulation. The content of clinical simulations should not be shared with other students as this could be construed as cheating.

Clinical Simulation Recording Policy:

In addition to the above policy, nursing students attending Simulation Lab learning experiences are required to sign confidentiality agreements. Depending on the seriousness of an offense, any violation of simulation policies associated with HIPAA, or any other confidentiality laws may result in penalties such as a written warning, a referral to college authorities for disciplinary action, and/or criminal prosecution. State of Michigan Internet Privacy Act: House Bill No. 5523.

General Guidelines for Simulation Grading:

- A score of 78% must be achieved to receive points for each web based virtual assignment. Failure to earn at least 78% on a DCE assignment will result in a score of 0 points.
- All assignments **MUST** be turned in by the assigned due dates to receive credit. Due dates are programed into web-based product, and may be listed on the course rubric, course assignment schedule, and/or displayed on the course LMS home page.
- For simulation assignments graded as pass/fail, students will be evaluated on attendance, participation, conduct, and satisfactory completion of assigned written components.
- Manipulation of the digital programs by any means, to achieve points, will result in a grade of 0 points for the assignment(s). There are no exceptions, as this behavior is considered a form of cheating.
- Any student found cheating (including plagiarizing, or self-plagiarizing) on simulation assignments will be held accountable for such actions including a written performance warning and possible dismissal from the course and/or program.

Simulation Student Evaluations:

Students will be surveyed after each simulation day and all students are expected to complete. Student feedback is used to identify areas of opportunity and potential improvement in the simulation program.

INACSL Standards of Best Practice:

International Nursing Association of Clinical and Simulation Learning (INACSL) Standards of Best Practice were followed to establish this simulation policy.

Drug Screening:

To demonstrate compliance with the alcohol and drug policies of the College and clinical affiliates, and as a condition of admission all nursing student candidates will undergo a urine drug screen.

The test will be done within a timeframe designated by the nursing department. Failing the drug screen or lack of participation in the drug screen will result in withdrawal from the program. The

drug screen will be performed using a urine sample and will assess for the presence of illicit and/or prescription drugs not prescribed by a health care provider. Results will be sent to Viewpoint and reviewed by the Jackson College Security Department. (See Performance Notice section for more information on the use of alcohol or other drugs by students).

The use of marijuana is illegal at the federal level. Therefore, a drug screen testing positive for the presence of marijuana will be grounds for denying admission into a nursing program or will result in dismissal from a nursing program, even if the student presents a prescription for medical marijuana use.

Smoking:

Jackson College is a tobacco free environment and is committed to protecting the health of students, staff, faculty, and guests by prohibiting the use of and/or sale of tobacco products on all Jackson College properties. All clinical affiliates are smoke free environments. Nursing students are expected to follow the College and clinical affiliates policies. Students who smell of smoke or who violate the agency smoking policy will be asked to leave the clinical site and the missed time will be considered an absence. Smoking cessation support is available to students in the Health Clinic.

- **E-cigarettes** are regarded as tobacco products and as such are covered by the same policy as other tobacco products and are not allowed on campus or in clinical settings.

Mandatory Health Data Requirements:

Jackson College follows the policies of the clinical site and will require students to comply with all policies to submit health records and immunization requirements.

According to the Centers for Disease Control (CDC), they recommend all healthcare personnel (HCP) show evidence of immunity to measles, mumps, rubella, and varicella. In addition, due to the potential exposure to blood or bodily fluids and risks related to direct client contact, the CDC recommends that HCP protect themselves with vaccinations against Hepatitis B and Tetanus/Diphtheria/Pertussis, Influenza, SARS COVID-19, and be screened for Tuberculosis. Jackson College students must provide documentation of compliance with clinical partners.

Documentation of immunity must be a copy of an official immunization record or copies of lab reports indicating positive titers (self-reporting or parent's record of disease or vaccinations is not acceptable).

The clinical education site policy may require additional immunizations not listed. To participate in the clinical education, the Allied Health/Nursing Department Coordinator will provide the student with a list of the additional immunizations if different from the bulleted list below. Students are required to have:

- Negative 2 step Tuberculin Skin Test or negative chest x-ray, or negative QuantiFERON Gold Blood test. A one step Tuberculin Skin Test must be updated yearly.

- Proof of immunizations or immunity for:
 - Rubella (German Measles),
 - Rubeola (Hard Measles),
 - Mumps,
 - Varicella Zoster (Chicken Pox),
 - Diphtheria/Tetanus/Pertussis (Tdap),
 - Hepatitis B Vaccine Series: It is preferable that the Hepatitis B series be completed prior to entering the nursing program, however, minimally it *must* be started, or a waiver signed before the first week of the semester,
 - Seasonal flu vaccination by November 1st of the current academic year unless otherwise required by the clinical site.

CPR Certification:

All students must show evidence of BLS for Health Care Providers via The American Heart Association (AHA). Upload a copy of both the front and back of the card to Viewpoint. CPR recertification is required every 2 years.

It is the student’s responsibility to upload to Viewpoint and AceMapp the following documentation:

- Technical Standards and Essential Functions Form
- Current Health Provider CPR certification from The American Heart Association
- Verification of Immunization Status
- Healthcare Insurance

CPR & *TB documentation must remain current throughout the duration of the program.

(*A two-step TB is required upon entry to a nursing program and one-step testing is required annually thereafter.)

Failure to comply with the above health care requirements may result in an unexcused clinical absence and a Performance Notice being issued to the student.

Latex Allergy:

Students who have been identified as having a latex allergy must notify the Program Director/Nursing Department Chair prior to the start of the program. It is also the student’s responsibility to notify lead faculty, simulation lab faculty, and clinical faculty of their allergy. Students need to be aware that due to the broad range of equipment, manikins, materials, and supplies utilized by the college in simulation laboratories and at other clinical facilities that serve as sites for student clinical education are *not* latex free environments.

Students who have a known latex allergy or who develop a latex allergy during the program are required to provide a medical release with identified restrictions before attending simulation laboratories or attending clinical. Students who are identified as having a severe allergy will be required to always have an epi-pen with them. The college will provide latex-free gloves and equipment, when/if available, in the simulation laboratory. Should clinical facilities that the student is assigned to not provide latex latex-frees, the student will be responsible for providing their own gloves.

Student Health Issues:

Students must meet the Technical Standards and Essential Functions (See Appendix A) set for participants in the Jackson College Nursing Programs. These are found in the appendices and are also available in the Nursing Department and through Student Services.

It is the student's responsibility to inform the Program Director/Nursing Department Chair of any health condition (i.e., illness, infection, injury, surgery, pregnancy) that might compromise the performance or safety of either the student or client(s).

If a student has an infectious process, surgical procedure or injury, they need to provide *the technical standards and essential functions form release* (Appendix A) from their healthcare provider to the Program Director/Nursing Department Chair stating that it is safe for them to return to clinical practice. The release will verify that he/she can safely and reasonably meet nursing program class/lab/clinical technical standards on required activities (e.g. weightlifting and standing for long periods). No restrictions are preferred. Restrictions will be reviewed by the course faculty, program director, and the facility where the student is performing clinical. Failure to meet nursing program/lab/clinical technical standards may necessitate withdrawal from the program with the option to return.

Students reporting pregnancy will be directed to the college Title IX Director.

The goal is to prevent aggravating an existing condition or jeopardizing the students, classmates, or client's safety or well-being. If at any point there are concerns regarding a health problem or disability, Jackson College reserves the right to require a medical release or physical examination. Students are responsible for the cost associated with the examination. Students are responsible for contacting instructors regarding concerns or risks related to their own healthcare needs.

Students who withdraw from a program due to health issues must follow the Re-Admission Policy.

Student Health Issues Impact on Course/Clinical Completion:

Students who have health conditions as listed above and/or who have an infectious process or injury which includes mandatory quarantine will need to notify lead faculty and report their status to Jackson College immediately.

Exposure, Incidents, and Disease:

Nursing students need to be aware that they will be working with clients who may have infectious diseases. Students must always follow infection control procedures (standard precautions and transmission precautions). Contact with blood or other potentially infectious materials in the eye(s), mouth, mucous membranes, non-intact skin, or parenteral exposure is called an "exposure incident." Following Centers for Disease Control recommendations will greatly decrease this risk. If accidental exposure occurs, students must make their clinical instructor aware of the incident immediately. JC Lead faculty/ Program Director/Nursing Department Chair will work in collaboration with health professionals to make recommendations based on current CDC guidelines. (See Accidents).

Students are responsible for accessing recommended care and for costs associated with the care received.

Accidents (Including Needle Sticks):

While rare, accidents do occur in the clinical setting and on campus. If an incident occurs in the clinical setting, follow agency policy, including filling out and filing variance reports and seeking care if needed.

Regardless of location (clinical or campus) a Jackson College accident report, available on the Jackson College website, must be completed online with the [Office of Student Conduct](#) within one week of occurrence.

Incident Reporting Form: <https://cm.maxient.com/reportingform.php?JacksonCollegeMI>

If emergency care is needed the student can choose to go to the emergency department, however, all treatment is at the student's own expense. Otherwise, it is highly recommended and encouraged for the student to see his or her primary health care provider, the Center for Family Health, or the Jackson College Health Clinic for consultation and/or follow-up.

The student is financially responsible for this consultation or follow-up. Depending on the nature and/or severity of the accident, a physician's release to return to the classroom or clinical site may be required.

Health Insurance:

Students are required to carry health insurance to cover the cost of hospital and/or medical care for any student illness or injury acquired while participating in a clinical experience. The cost of a student's medical and/or hospital care is not assumed by the College. Substantial monetary liability can be incurred if an injury or illness occurs.

Legal Responsibilities

Nursing students are responsible and liable for their own actions, including any acts of negligence committed during clinical experiences. When students perform duties that are within the scope of professional nursing, such as administering an injection, they are legally held to the same standard of skill and competence as registered or licensed practical nurses.

Lower standards are not applied to the actions of nursing students. During registration, students pay a course fee with select clinical courses to defray some of the costs associated with general and professional liability coverage. The general liability policy covers the college and is not a student policy. Students are covered by a professional liability policy carried out by the College.

To fulfill responsibilities to clients and to minimize chances for liability, nursing students must:

- Be prepared to carry out the necessary care of assigned clients.
- Ask for additional help or supervision in situations for which they feel inadequately prepared.
- Comply with the policies of the agency in which they obtain their clinical experience.
- Follow clinical guidelines. Students do not attend clinical experiences when the central campus is closed due to inclement weather, or scheduled closings, such as in-service dates, Thanksgiving holiday, Winter break, and Mid-winter break.
- Comply with the policies and definitions of responsibility supplied by the Department of Nursing.
- Follow the Code of Ethics for Nurses.

Criminal Background Checks:

Most of Jackson College's clinical sites are subject to Michigan Public Acts ACT 26-29 of the Public Acts amended on April 1, 2006, by the State of Michigan, restrict persons with certain criminal convictions from having access to vulnerable populations. Therefore, the agreements that Jackson College has with these organizations require that as a condition of admission, all students will be subject to a fingerprint-based Criminal Background Check, including an FBI check. Some criminal convictions may be cause for a student to NOT be admitted into any nursing program at Jackson College. The same stipulation would also apply after admission. Should a current nursing student be convicted of an exclusionary crime it would result in dismissal from the program. Following graduation, application for licensure may be denied should a conviction occur.

Exclusion periods are based on the nature of the conviction and range from 1 year to permanent.

[Michigan Workforce Background Check Program](#)

Legal Guide: <https://miltcpartnership.org/Documents/LegalGuide.pdf>

- A background check through Viewpoint will be required if a student steps out-of-the program for 6 months or longer.
- Students convicted of a misdemeanor, or a felony **MUST** report the conviction to the nursing department within 1 week of said conviction. Failure to report may be grounds for dismissal from the program. If a student has questions about the law or their personal circumstances, contact Jackson College Security at 517-796-8620.

Performance Notice Procedure

Students who fail to meet academic, clinical, professional, or program requirements will receive a written performance notice. The performance notice will be issued as soon as possible after the problem is identified. Suggestions for improvement may include any reasonable action the faculty deems appropriate to correct the behavior.

Depending on the severity of the behavior, consultation between the Lead Faculty, the Program Director/Nursing Department Chair may be necessary. If the student's behavior or performance is of a serious nature, it may necessitate immediate dismissal from the program. If a student is immediately dismissed a performance notice will not be issued; instead, a dismissal notice explaining the circumstances of the dismissal will be completed (see section on Program Dismissal).

The criteria for issuing a performance notice include but are not limited to:

1. Unsatisfactory achievement of level or clinical objectives.
2. Unsafe or potentially unsafe classroom/clinical nursing practices. This may be one substantive incident, or repeated instances of questionable nursing practice which could jeopardize client care. Examples of these include, but are not limited to:
 - a. Errors related to medication administration, including but not limited to lack of knowledge on key concepts or knowledge of individual drugs, errors in preparing or administering medications or errors in dosage calculation.
 - b. Violation of nursing principles resulting in actual or potential client harm.
 - c. Failure to safely adapt nursing skills to actual client care.
 - d. Failure to demonstrate adequate preparation for the course/clinical experience.
 - e. Failure to demonstrate sound clinical or professional judgment.
 - f. Performing a procedure without the required knowledge and skill competence, or without the guidance and presence of a qualified individual (i.e., the instructor or designee).
3. Failure to establish effective working relationships with classmates, faculty, or health team members in providing safe client care. Examples include, but are not limited to:
 - a. Not reporting off to the nurse in charge of the client.
 - b. Failure to notify health team of pertinent changes in the client's health.
 - c. Ineffective or inappropriate communication with health team members, including faculty, staff members, or with peers.
 - d. Dishonesty in communication with faculty or other members of the health care team.
4. Disruptive behavior that "substantially or repeatedly interferes with teaching and learning." Examples include, but are not limited to:
 - e. Profane or disrespectful language.
 - f. Rude, discourteous speech or behavior (e.g., put downs, insults, slurs, rumors, either in person or online).
 - g. Disregard and insolence for/toward others.
 - h. Persistent interruption or side conversations.

- i. Persistent argumentation.
 - j. Bullying, menacing, aggressive behavior.
5. Failure to establish effective therapeutic relationships with clients. Examples include, but are not limited to:
 - a. Willfully or unintentionally doing physical and/or mental harm to a client.
 - b. Exhibiting careless or negligent behavior in connection with the care of a client.
 - c. Refusing to assume the assigned and necessary care of a client and/or failing to inform the instructor with immediacy so that an alternative measure for that care can be found.
 - e. Inability to establish effective communication with a client or client's family.
 - f. Non-therapeutic verbal or non-verbal communication.
 6. Failure to maintain confidentiality of client information. Examples include but are not limited to:
 - a. Using the name or initials of a client in written assignments.
 - b. Disclosing confidential information in inappropriate areas such as elevators or hallways, or via e-mail, social networking sites, cell phone texting, or use of a camera.
 - c. Disclosing confidential information about a client to third parties who do not have a clear and legitimate need to know.
 - d. Seeking information on a client(s) when it is not necessary for the student's nursing care giving.
 - e. Leaving the clinical setting with any records or documents related to a client, including any paperwork which contains identifying information about a client (e.g., the client's name).
 7. Dishonesty in the course/clinical setting:
 - a. Falsifying client records or fabricating client data, experiences, or nursing actions.
 - b. Failing to report errors (or acts of omission) in treatments, assessment, medications, clinical judgment, or other components of nursing practice.
 - c. Falsifying or plagiarizing clinical assignments.
 8. Violations of established Nursing Code of Ethics. The Code of Ethics for the Licensed Practical Nurse and American Nurses Association Code of Ethics for Nurses are included in the Jackson College Nursing Handbook(s) respectively.
 9. Use of alcohol and/or drugs as identified by the National Institute of Drug Abuse and/or non-prescribed medications.
 - a. If there is evidence, or reasonable suspicion that a student is under the influence of alcohol or other drugs while on a clinical assignment, the nursing student will be removed from the clinical area immediately. The student may be required to submit to a drug and/or alcohol testing. Positive test results and/or refusal to submit to testing on the part of the student will result in discipline up to and including dismissal from the program.
 10. Violation of the laws established regarding nursing practice in Michigan (contained in the Occupational Regulation Sections of the Michigan Public Health Code, PA 368 of 1978).
 11. Failure to assume the responsibilities of a student in the nursing program.
 - a. Repeated tardiness to clinical (see Attendance Policy).
 - b. Inappropriate personal appearance or inappropriate behavior in the clinical or class setting.
 - c. Unethical or immoral behavior (i.e., lying, any/all forms of academic dishonesty, stealing).

- d. Failure to complete and submit originally authored required classroom or clinical written work as defined in the course syllabus.
- e. Failure to comply with JC Clinical Uniform policy (badge, scrubs, shoes, minimal jewelry, etc.)

The written performance notice will include reasons why the notice is being given, suggestions for improvement and criteria to be met to correct the behavior. The student's signature acknowledges that the student has received the written notice.

Student's Reply to the Written Performance Notice:

Upon receipt of the written notice, the student requirement is to reply in writing within 5 academic days, as defined by the academic calendar and submit as directed by the lead faculty. The student's reply must show evidence of problem-solving regarding his or her identified unsatisfactory behaviors. This will include the following:

- Student's perception of the problem.
- Statement of awareness of the seriousness of the written performance notice.
- Methods that will be utilized to correct the problem.

The performance notice process verifies that the student is aware of the situation and has developed a plan of action to correct the problem. A record of the written performance notice remains a permanent part of the student's record. If the behavior elicited the warning notice recurs at any time during the nursing program of study, or if the behavior is of a more serious nature, the student will be subject to discipline up to and including dismissal from the nursing program.

Changes in Clinical Schedule Due to a Written Performance Notice:

When issued a written performance notice, a student:

- May have his/her schedule re-arranged or be re-assigned to another clinical section by the lead faculty in consultation with the Program Director/Nursing Department Chair to place a student in a setting where faculty can best assist the student to correct behaviors.

Program Dismissal and Re-Admission Policy

Reasons for Dismissal:

- The criteria for issuing a performance notice are also the criteria referenced for issuing a dismissal notice. (See Performance Notice Procedure)
- If a student fails a nursing course the student is automatically dismissed from the program. The dismissal could be the result of, but not limited to, a failure in a nursing theory course, a laboratory/clinical failure, a serious clinical violation and/or unprofessional behavior.
- In consultation, as needed, with the Program Director/Nursing Department Chair, the involved faculty will inform the student of the failure and subsequent dismissal. After informing the student, a dismissal notice will be completed by the involved faculty.

A letter will be sent and state whether the student is eligible to apply for re-admission, and if eligible, a student re-admission packet (See Appendices) will be provided. A copy of the dismissal notice will be included.

Re-Admission Exclusions:

AAS-N Program:

- Students in the AAS-N program who earn less than 2.0 (78% average) in either of the 1st level courses (NRS 119 Health Assessment, NRS 111 Skills Lab) in the first 7 weeks will not be allowed to progress in NRS 120, however, are expected to continue in NRS 116 through its completion. Following successful completion of the remainder of the semester, students may elect to follow the Re-Admission process for the next admission cycle dependent on space availability. Failure to achieve at least a 2.0 (78% average) in a first level course is considered a nursing course failure with option to return.
- Students in the AAS-N program who earn less than a 2.0 (78%) in NRS 116 taken concurrently with (NRS 111, 119 and 120) during the first semester, may not progress to level 2 until they have earned a 2.0 or higher grade for NRS 116 regardless of receiving a passing grade in other first level courses. Re-Admission to the nursing program is dependent on space availability.
- Second through 3rd level failure to achieve at least a 2.0 (78% average) will count as academic nursing course failures resulting in a dismissal from the program with option to return (first course failure only). Re-Admission to the nursing program is dependent on space availability. (See Re-Admission Process)
- AAS-N students can elect to apply to the PN-C Program if failure occurs in any of the first level courses, OR with a second course failure that results in a dismissal from the AAS-N program. Admission into the PN-C program is not guaranteed and dependent on space availability.
- Students who are dismissed from the AAS-N program without opportunity for readmission who later apply to the TNUR.AAS-N Program will be required to complete all courses within the program with the exceptions of NRS 215 Pathophysiology if a waiver is approved. *NRS 116 Pharmacology waivers are required to meet program entry criteria.

PN-C Program:

- Students in the PN-C program who earn less than 2.0 (78% average) in PNC 111 Foundations Skills Lab in the first 7 weeks will not be allowed to progress in PNC 110, however, are expected to continue in PNC 116 through its completion. Students may elect to follow the readmission process for the next admission cycle dependent on space availability. Failure to achieve at least a 2.0 (78% average) in a 1st level course is considered a nursing course failure with option to return.

All Students:

- Students who fail a second nursing course are permanently withdrawn from the nursing program. There is no petition for re-admission after two failures. Students who have failed two nursing courses may apply to the Nursing Program and start from the beginning, AFTER a 3-year interval has occurred between dismissal and application to the program.
- A student will be dismissed from the program without opportunity for re-admission if he/she receives two performance notices in any one semester, or a repeat performance notice for the same behavior at any time during the program.

- If a student course failure is related to a single critical incident, he/she may or may not be considered for re-admission to the Nursing Programs depending on the severity of the incident and recommendation of the Re-Admission Committee.

Course Withdrawal:

Students achieving a 78% or higher who cannot complete a nursing course for non-academic reasons must inform the Program Director/Nursing Department Chair of the intent to withdraw. In addition, the student will be advised and referred to contact their student Navigator for guidance on withdrawing from the nursing program before taking any action.

- Students are responsible for understanding the consequences of withdrawing if they are receiving financial aid. If the student is a financial aid recipient, the student is advised to consult their student Navigator and the Financial Aid Office regarding any payback responsibilities.
- Students who withdraw from the program because of health problems will be required to obtain a written release (from a physician or licensed health care provider) that they may return to the program, without restrictions, before being re-admitted. Re-admission is dependent on space availability. (See Student Health Issues)
- Students who withdraw from the program and are not earning a 78% or higher in the course at the time of the withdrawal, may petition for re-admission. **The withdrawal will be considered a course failure**, students who fail a second nursing course are permanently withdrawn from the nursing program. There is no petition for re-admission after two failures. Students may apply to the Nursing Program and start from the beginning, after a 3-year interval has occurred between dismissal and application to the program.
- If a student does not officially withdraw from a course and is no longer attending, the student will receive a 0.0 grade.
- A background check through Viewpoint will be required if a student steps out-of-the program for 6 months or longer.

Re-Admission Process

A student seeking readmission must complete an electronic re-admission application packet, (See Appendices A, B, C) including the Individual Success Plan worksheet. Submit all forms to the Nursing Department Re-Admission Committee via the college email address: NursingReadmission@jccmi.edu

Returning students accepted for re-admission will be auto enrolled in the Nursing Jets Success Program (NJS) upon re-entry.

Application:

1. The re-admission deadline is specified in the individual student letter. Please refer to that

letter for application deadline date.

2. Complete and submit the application to the Nursing Department Re-Admission Committee via the college email address, NursingReadmission@jccmi.edu. This will indicate the student's intent to return to the program the following semester.
3. Upload current health data documentation to Viewpoint/AceMapp (TB, seasonal flu vaccination, and CPR certification (See Appendix A) prior to the returning semester.
4. Develop a detailed individual plan of action according to the **Success Plan worksheet** (See Appendix C).

This plan is specific to the issue, goal oriented and consists of a:

- A. **Description** of the reason(s) student left the program or student's perception of the problem leading to failure/dismissal/withdrawal.
 - B. Explanation of any contributing factors: (including)
 - **Analysis** of factors that lead to failure/dismissal/withdrawal.
 - **Problem-Solving Actions** to overcome the problem(s) defined in (A).
5. Submit all correspondence electronically to: NursingReadmission@jccmi.edu
 6. Admittance to the Nursing Jet Success (NJS) remediation program. Once enrolled, the student will meet with the NJS Program Advisor to discuss the individual contract plan for them moving forward.

Application Review Process:

The student applying for re-admission must meet all current admission criteria and will be required to meet the curriculum requirements in effect at the time of re-admission.

- Students who are readmitted will be enrolled in the Nursing Jets Success (NJS) program and will be contacted by the NJS program coordinators through their JC email.
- The Program Director/Nursing Department Chair will notify the student in writing, through their JC email of the final determination and any re-admission conditions. Any re-admission is dependent on space availability.

Clinical Failure/Non-Academic Failure:

Any student with a clinical failure or non-academic dismissal from a nursing program will attend a Re-Admission Committee meeting to present his/her request for re-admission.

The Committee will be composed of two nursing faculty other than the faculty directly involved in the dismissal, one faculty member from another discipline, the Student Resolution Advocate, the Program Director/Nursing Department Chair.

- The Program Director/Nursing Department Chair will confirm with the student that the re-admission packet was received.
- The student and faculty member involved in the dismissal will be informed by the Program Director /Nursing Department Chair of the date, time, and place of a formal committee

meeting.

- Electronic copies of the re-admission packet will be forwarded to all the members of the Nursing Department Re-Admission Committee.
- The faculty member involved in the dismissal will attend the meeting to answer questions posed by the committee or student. In the absence of the involved faculty (if applicable), the lead faculty of the course will attend.
- At the meeting, the student's Individual Plan of Action will be reviewed.

Academic Failure:

The application and individualized Success Plan Criteria will be reviewed by the NJS program coordinator and/or Re-Admission Committee, as needed. In most cases of academic failure attending a formal Re-Admission Committee meeting may not be required.

After Re-Admission is Granted:

- The student is auto enrolled in the NJS program upon readmission for the duration of the return to the unsuccessful course. If the student demonstrates academic readiness and addresses behavioral change that supports academic success throughout the semester of their return, further semesters may not be required in the NJS program unless requested by the student or faculty mentor.
 - Student enrollees of the NJS program will be provided individualized mentoring and remediation resources based on their specific needs identified in the success plan.
- The NJS individualized program recommendations will determine if additional requirements may be recommended (i.e., skills validation, Center for Student Success).
- Students will repeat both theory, lab (if applicable) and clinical, regardless of which portion of the course they failed previously.
- Failure by the student to meet the requirements set forth by the Re-Admission Committee and NJS program for successful progression in the program will result in dismissal of the student from the Jackson College Nursing Program without a re-admission option.

Determining Order for Space Available Placement:

Re-admission is dependent on space availability. When multiple students petition for re-admission, the following criteria will be used to determine placement:

1. Students passing a course at the time of a withdrawal due to serious illness or family issues will receive highest priority.
2. Students with an academic failure or withdrawal (while in good standing with $\geq 78\%$ in the course) will be ranked according to overall nursing program GPA and the student with the highest nursing GPA will receive the opening.

Students who decline or are "no shows" for the space available position will forfeit further opportunities to complete or repeat a course.

Graduation

Return of Property Prior to Graduation:

Prior to graduating, or if the student leaves the nursing program, all property related to the status as a nursing student must be returned. This includes parking cards, identification badges, security codes from computer systems, and any other property identified by clinical agencies or the college. Students will not be issued their degrees or certificates until all such property is returned as instructed.

AAS-N NCLEX Review Courses:

As a requirement for graduation from the AAS-N Program, participation in the NCLEX-RN Review course offered through Jackson College is required. Students are responsible for paying this expense. These expenses are embedded in course fees of the last semester of both programs. Students who take the NCLEX-RN review courses have historically shown higher rates of passing.

Licensure Examination:

Students will apply for licensure with appropriate fees to the [Michigan Department of Licensing and Regulatory Affairs \(LARA\)](https://www.michigan.gov/lara/0,4601,7-154-89334_72600_92411---,00.html) LARA website link: (https://www.michigan.gov/lara/0,4601,7-154-89334_72600_92411---,00.html) and then register through the [NCSBN Portal](https://portal.ncsbn.org/) NCSBN Portal link: <https://portal.ncsbn.org/> and pay the exam fee to [Pearson VUE](https://www.pearsonvue.com/)

Pearson VUE NCLEX Registration Link:

http://www.pearsonvue.com/nclex/?REDIRECT_TIMESTAMP=1624290588491

This process should occur in advance of the target date for taking the exam. Applicants for registered nurse licensure in Michigan are also required to provide evidence of fingerprint based Criminal Background Check processing.

The Michigan Nursing School Certification form will be completed and forwarded to the Michigan Board of Nursing by the Nursing Office after graduation. Graduates will schedule their exam after receiving Acknowledgement of Receipt of Registration and Authorization to Test (ATT) from Pearson VUE. Conviction of a felony may prevent a candidate from taking the NCLEX-RN/PN. The Michigan Board of Nursing does **not** issue a temporary permit to practice.

The Jackson College nursing program prepares you to take the NCLEX exam for State of Michigan licensure. Graduates who want to practice in other states should review those requirements via that [NCSBN Nurse Licensure Guidance](https://www.ncsbn.org/nurse-licensure-guidance.htm) link at: <https://www.ncsbn.org/nurse-licensure-guidance.htm>

Graduation Information:

Students are encouraged to apply for graduation at the start of their fourth semester so a review of transcripts can occur, and any problems will be identified at the earliest possible time. Failure to complete the Jackson College intent to graduate form will result in a delay in issuing an affidavit to the Michigan Board of Nursing certifying completion of the program. For more information see the Jackson College website: Home / Registration & Records / Registration & Records | Graduation. <https://www.jccmi.edu/registration-records/graduation/>

Releases and References:

Students must sign a Release of Information Form before references or other personal information are sent out from the College. No references will be sent out without a signed release. References will be sent to prospective employers or educational institutions as requested by the student. If a reference from a faculty member is desired, ask their permission prior to asking the employer to send the reference request.

Responsible Technology Use Policies

Responsible e-Practice for Nursing Students:

This policy informs Jackson College nursing students of their rights and responsibilities according to the appropriate use of technologies associated with e-communication, social media, and simulation tools in the academic healthcare environment. These policies apply to Jackson College nursing students who participate in online forums using the internet for school-related purposes and activities such as communications about clinical or classroom-related assignments. Violations can be grounds for a written performance warning or dismissal from the program.

Jackson College Responsible Use Policy:

This policy is designed to indicate what is considered responsible use of information technology resources. Use of any institutional information technology resource acknowledges acceptance of the Responsible Use Policy.

Information Technology Electronic Account:

All users provided with Jackson College electronic resources are governed by the policies associated with owning an IT account. Nursing students are required to read the policies referenced and become familiar with responsible use of their Jackson College personal network account. Professionalism and proper etiquette with all electronic communications including such areas as email, LMS classrooms, and all web-based educational programs is expected at all times.

Social Media Use:

Social media can be defined as web-based or mobile technologies through which users create online communities to share information, ideas, personal messages, and other content. Examples of social media include but are not limited to collaborative projects (e.g., Wikipedia), blogs and microblogs (e.g., Twitter, Instagram), content communities (e.g., YouTube, Allnurses.com), social networking sites (e.g., Facebook, LinkedIn, Snap Chat), and virtual social worlds (e.g., Second Life, Altspace). Students are responsible for the social media content they post or promote and are held in compliance with the Social Media/Simulation Lab Policy guidelines at all times while enrolled at Jackson College.

General Information:

The Jackson College Nursing Department has developed its policy based on recommendations for accountability in the academic healthcare environment from the National Council of State Boards of Nursing, the American Nurses Association, the Nursing and Midwifery Council, and the Centers for Disease Control and Prevention. The Nursing Department reserves the right to update and modify policy guidelines as technology in nursing education evolves.

Technology users can access more information about nursing social media use guidelines via the web by clicking on the organizations listed below:

- National Council of State Boards of Nursing (NCBSN): https://www.ncsbn.org/public-files/NCsbn_SocialMedia.pdf
- American Nurses Association (ANA): <https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf>
- Nursing & Midwifery Council (NMC): <https://www.nmc.org.uk/standards/guidance/social-media-guidance/>
- Centers for Disease Control and Prevention (CDC): https://www.cdc.gov/wtc/socialmedia_privacy.html

Discussion /distribution of any personal health, academically confidential, or sensitive information is protected by Health Insurance Portability and Accountability Act (HIPAA)

<http://www.hhs.gov/hipaa/index.html> and Family Educational Rights and Privacy Act (FERPA) federal laws. <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

1. Students must always obey these federally designated privacy guidelines. Any identifiable personal information posted to any online forum or web page about agency employees/clients/clinical encounter(s) violates federal HIPAA guidelines. Limiting access to posting through privacy settings is not sufficient to ensure privacy.
2. Students must follow FERPA guidelines to always protect student privacy. Any identifiable personal academic information posted to any online forum or web page about faculty interaction with student(s), and/or individual student(s) action(s)/classroom/clinical encounter(s) violates federal FERPA guidelines.
3. No student may post any proprietary college or faculty information (i.e., PowerPoint lectures, handouts, concept maps, databases, assignment rubrics, study guides etc.) without

written consent.

Information posted on an LMS course site may not be downloaded, altered, and reproduced for use on another webpage or website without expressed written permission by faculty. All students must respect the Copyright Infringement, Computer Use & File Sharing Policy and fair use of information terms as indicated in the Responsible Use Policy.

4. The use of Jackson College's logo or graphics on personal social media sites is not allowed. Jackson College's name may not be used to promote a product, cause, or political party or candidate. All use of the College logo or graphics must receive prior authorization from the Jackson College Nursing and Marketing Departments.
5. Video/Audio taping professors or fellow students for personal use without a signed confidentiality agreement and/or expressed permission of the individual involved is prohibited. Transmission of any patient-related images including coursework or clinical information related images; including, but not limited to photographs of **any** body parts and/or data from chart or EMR (i.e., history/physical; labs, radiology, and surgical results; SBAR data) via mobile/smart device is strictly prohibited. Students may find additional imaging guidelines in the program course syllabi. (See Simulation Policy and Expectations).
6. Students must identify any views shared within the electronic social media environment as their own. A student shall not post content or otherwise speak on behalf of the College, Nursing Department, or healthcare agency unless authorized to do so.
7. Students must not make disparaging remarks about Jackson College, faculty, community agency, staff, ancillary services, or fellow students in their role as a student.
8. Any evidence of threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic, or other offensive comments made in the electronic social media environment can be grounds for a written performance warning or dismissal from the program.
9. Students must always maintain professional boundaries with clients. Students may not establish ongoing relationships with current or previous clients outside of their role as student providers during a clinical event. Doing so may be in direct violation of organizational policy of the healthcare facility and is not sanctioned by the Jackson College Nursing Department.
10. All Jackson College Nursing Department official college communication, including correspondence between students and employees (faculty/staff) regarding classes, schedules, and events, is to be conducted within college-sanctioned communication channels. These are:
 - Microsoft Outlook Web App for official college business
 - Canvas LMS for academic coursework
 - Web-based educational programs for clinical, or digital simulation coursework

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Appendix A: TECHNICAL STANDARDS AND ESSENTIAL FUNCTIONS THAT ARE REQUIRED TO SUCCESSFULLY COMPLETE AN ASSOCIATE IN APPLIED SCIENCE DEGREE IN NURSING OR PRACTICAL NURSE CERTIFICATE

Nursing (NRS/PNC) programs define technical standards and essential functions to ensure students possess the necessary abilities to fully engage in and succeed in all aspects of their respective programs. Students in the Nursing Programs are expected to meet the technical standards and essential functions outlined below, with or without reasonable accommodation. If an applicant or current student is unable to meet these standards, with or without reasonable accommodations, they may be denied admission or removed from the program.

The technical standards and essential functions described below represent the reasonable expectations for students in the Nursing Programs to perform common nursing skills. Nursing students must demonstrate the knowledge, skills, and attitudes required to practice safe and effective nursing care and function in a range of classroom, laboratory, and clinical environments while mastering the essential competencies of nursing. These standards apply to both admission and continued participation in the program.

The goal is to prevent aggravating an existing condition or jeopardizing the students, classmates, or client’s safety or well-being. If at any point there are concerns regarding a health problem or disability, Jackson College reserves the right to require a medical release or physical examination. Students are responsible for the cost associated with the examination. Students are responsible for contacting instructors regarding concerns or risks related to their own healthcare needs.

Instructions: This form is to be completed by the student’s healthcare provider. The provider is to initial each section for understanding and the student’s ability to meet the technical standards and essential functions of the Jackson College nursing student. If accommodation is needed, the provider should include specific accommodation(s) and the duration of the accommodation need in the area provided at the end of this form.

TECHNICAL STANDARD AND ESSENTIAL FUNCTION DEFINITION	EXAMPLES OF NURSING TECHNICAL STANDARDS AND ESSENTIAL FUNCTIONS
<p>Sensory Ability to actively engage in all demonstrations, lab exercises, and clinical experiences within the Nursing programs, and to assess and understand the condition of assigned clients for examination, diagnosis, and treatment. This typically requires effective use of visual, auditory, and tactile senses.</p>	<p>Recognize, interpret, and respond to facial expressions, body language, and monitor client’s physical and mental status during the clinical rotation.</p> <p>Hear soft or muffled voices under personal protective equipment (PPE).</p> <p>Vision is sufficient to distinguish shades of gray, color, to observe client’s skin color, measuring exact amounts of parenteral medications and diagnostic real-time diagnostic images and monitors.</p> <p>Use vision, hearing, smell, and touch to detect changes in client condition and needs.</p> <p>Monitor vital signs and client physical responses.</p> <p>Quickly respond to verbal instructions, client needs, alarms, and codes.</p>

	<p>Vision is sufficient to read and accurately complete reports, charts, and monitors.</p> <p>Use touchscreens and keyboards for data entry and regulating equipment.</p> <p style="text-align: right;">Provider's Initial _____</p>
<p>Communication Ability to communicate effectively in English through verbal, non-verbal, and written means with faculty, peers, clients, families, and all members of the healthcare team.</p>	<p>Gathers relevant client data, responds to questions, interprets provider orders, and communicates assessment findings to the healthcare team in both verbal and written formats.</p> <p>Effectively elicits and transmits information to clients, families, staff, peers, instructors, and other healthcare team members.</p> <p>Able to receive, comprehend, write, and interpret verbal and written communication in both academic and clinical settings.</p> <p>Speech clear enough to be understood by faculty, clinical staff, and clients/families with the ability to comprehend the communication of others.</p> <p style="text-align: right;">Provider's Initial _____</p>
<p>Motor Adequate motor skills to perform actions necessary for safe, effective care and emergency treatment.</p>	<p>Stamina and trunk strength to push and pull, bend and stoop routinely. Static and dynamic strength sufficient to lift some clients, move heavy equipment on wheels (up to approximately 500 lbs.), and move and position clients in wheelchairs, beds, and stretchers.</p> <p>The ability to exert muscle force repeatedly or continuously over time (including walking, standing or being upright continuously for 8-12 hours). Sufficient muscle strength, lower back and knee stability to lift clients in a safe manner, physically assisting clients, moving beds, and equipment. Able to stoop when necessary.</p> <p>Ensures proper and safe client positioning, and movement of equipment in all settings.</p> <p>Full use of arms, legs, and back (arm-hand steadiness, control precision, dynamic flexibility, extent flexibility, finger dexterity, quickly move arms and legs).</p> <p style="text-align: right;">Provider's Initial _____</p>
<p>Intellectual Ability to gather, interpret, and integrate information to make informed decisions.</p>	<p>Collect and assess relevant client data to determine its significance for safe and effective care. Ability to measure, calculate reason, analyze, evaluate, and synthesize information and observations.</p> <p>Possess sufficient psychological stability and knowledge of techniques and resources to respond appropriately and efficiently in emergent situations, minimizing potential dangers related to the client or environment.</p> <p>Read, comprehend, retain, and apply relevant information from textbooks, medical records, and professional literature.</p> <p>Use professional judgment to modify the protocol as needed based on the client's condition.</p> <p>Demonstrate the ability to recognize and respond appropriately in</p>

	<p>emergency situations.</p> <p>Successful completion of the clinical and didactic components of the program requires the ability to learn technical, medical, and pathophysiological information.</p> <p>Apply acquired knowledge to new situations and problem-solving scenarios.</p> <p>Demonstrate effective clinical decision-making to perform safe and effective nursing care in all clinical settings within required time frames, while adhering to the American Nurses Association (ANA) Code of Ethics for Nurses.</p> <p>Accurately measure, calculate, reason, analyze, and synthesize data during required for safe and effective nursing care.</p> <p>Organize and execute each step of nursing procedures in the correct sequence maintaining sterile fields if required.</p> <p>Notify the healthcare team if emergency care is required based on assessment findings and the client’s condition.</p> <p>Determine whether contraindications, inadequate client preparation, or the client’s physical or mental condition may affect their ability to tolerate medications or procedures.</p> <p style="text-align: right;">Provider’s Initial _____</p>
<p>Behavioral and Social Attributes</p> <p>Demonstrate the emotional health and stability necessary to fully utilize intellectual capabilities, exercise sound judgment, promptly complete all academic and client care responsibilities.</p> <p>Foster mature, empathetic, and effective relationships with clients and other healthcare team members.</p> <p>Exhibit the ability to manage demanding workloads, perform effectively under stress, and adapt to evolving environments.</p> <p>Show flexibility and thrive amid the uncertainties present in clinical settings with clients.</p> <p>Embody compassion, integrity, a genuine concern for others,</p>	<p>Manage fast paced and demanding didactic and clinical schedules, meeting deadlines while performing nursing care in high-pressure environments, including during emergency situations.</p> <p>Complete daily tasks, client assessment, client teaching, medication administration, and nursing procedures within the allotted time frames while adhering to the ANA Code of Ethics.</p> <p>Utilize feedback, self-assessment, and performance critiques to continually improve nursing knowledge, skills, and attitudes.</p> <p>Maintain sufficient psychological stability and knowledge of techniques and resources to respond efficiently and appropriately in emergent situations, minimizing potential risks to both the client and the environment.</p> <p>Stay focused and on task during instruction and the performance of procedures, even under stressful conditions, using sound judgment and adapting to rapidly changing or unpredictable circumstances.</p> <p>Exhibit integrity, compassion, interpersonal skills, and a genuine interest in learning and professional development.</p> <p>Balance personal responsibilities to maintain full focus on didactic and clinical course requirements, ensuring the client remains the priority in all settings.</p> <p>Possess speech that is clear and intelligible to others, and the ability to comprehend communication from clients, families, and healthcare</p>

<p>and strong motivation.</p> <p>Demonstrate professional behaviors and maintain a robust work ethic.</p>	<p>professionals.</p> <p>Effectively communicate with clients, families, and other healthcare team members.</p> <p>Collaborate with classmates to enhance professional qualities and technical skills.</p> <p>Students must be able to receive, value, and modify behavior through constructive criticism.</p> <p>Maintain a stable and professional demeanor in all settings and with all individuals, effectively managing emotional responses to evaluations and feedback.</p> <p>Adhere to the ANA Code of Ethics.</p> <p style="text-align: right;">Provider's Initial _____</p>
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Accommodation: If accommodation is required, please list specific accommodation(s) and the duration of the needed accommodation below.

Provider's Initial _____

Provider to Complete:

By signing below, I state that I have reviewed and understand the technical standards and essential functions of a student nurse within the Jackson College Nursing Programs (NRS/PNC). My initials within each section and my signature below verify that to the best of my knowledge, my client (the student) can perform all of the technical standards and essential functions listed within this document. If my client (the student) requires any accommodation, I have listed them in the accommodation box provided.

Provider's Name: _____

Provider's Signature: _____ **Date:** _____

Students must be able to perform each of these skills with or without accommodation. If the student requires an accommodation due to a disability, it is the students responsibility to provide documentation and formally request the accommodation. While the college will make every effort to meet reasonable accommodation requests, approval is not guaranteed. Jackson College is dedicated to ensuring that qualified students with disabilities have equal access to its programs and services through reasonable accommodations. Students wishing to request accommodations are encouraged to contact the Center for Student Success to begin the process of documenting their disability and determining eligibility for services.

Nursing students with disabilities are expected to fulfill all essential functions of the program with or without reasonable accommodations. Although Nursing programs strive to assist students requiring accommodations, it is important to note that Program Director, faculty, and/or clinical facility reserve the right to challenge accommodation requests if they believe the student is not qualified or if the accommodation would fundamentally alter the course objectives or competencies.

Appendix B: Re-Admission Packet Checklist

Date:	Name:	Student #	Year
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- Application for Re-Admission (including your name, student number, year) submitted electronically by due date specified in student's re-admission letter.
- Required compliance document: CPR, TB skin test and all immunizations must be current throughout semester of which readmission is requested. This needs to be completed prior to return to the program and information should be updated in ViewPoint and AceMapp.
- A criminal background check must be repeated and submitted in Viewpoint if the student has been out of the program for > 6 months. The fee is the responsibility of the student and receipt of payment must be uploaded prior to return to the program.
- **Complete the Individualized Success Plan Worksheet consisting of:**
 - A. Description of the reason(s) student left the program or student's perception of the problem leading to failure/dismissal/withdrawal.
 - B. Explanation of any contributing factors: (including)
 - **Analysis** of factors that lead to failure/dismissal/withdrawal.
 - **Problem-Solving Actions** to overcome the problem(s) defined in (A).
 - C. Submit all correspondence electronically to: NursingReadmission@jccmi.edu
- **Medical Clearance:** Technical Standards and Essential Functions form must be completed by healthcare provider and submitted prior to return. (See Appendix A)

Appendix C: Nursing Re-Admission Application

Contact Information			
Today's Date:			
Student #:			
Name:			
Street Address:			
City, State, Zip:			
Home Phone:			
Work Phone:			
E-Mail Address:			
Preferred Contact:	<input type="radio"/> Phone	<input type="radio"/> E-Mail	<input type="radio"/> U.S. Postal
RE-ADMISSION INFORMATION			
PLEASE CHOOSE ONE	AAS-N	PN-C	
	<ul style="list-style-type: none"> <input type="radio"/> NRS 111 Skills Lab <input type="radio"/> NRS 116 Pharmacology <input type="radio"/> NRS 119 Health Assessment <input type="radio"/> NRS 120 Nursing Fundamentals <input type="radio"/> NRS 210 Medical Surgical Nursing I <input type="radio"/> NRS 211 Women and Neonate Concepts <input type="radio"/> NRS 212 Behavioral Health <input type="radio"/> NRS 213 Pediatrics <input type="radio"/> NRS 214 Medical Surgical Nursing II <input type="radio"/> NRS 215 Pathophysiology <input type="radio"/> NRS 230 Medical Surgical Nursing III <input type="radio"/> NRS 240 Nursing Capstone 	<ul style="list-style-type: none"> <input type="radio"/> PNC 110 Foundations of Practical Nursing <input type="radio"/> PNC 111 Foundations Skills Lab <input type="radio"/> PNC 116 Practical Nurse Pharmacology <input type="radio"/> PNC 120 Medical-Surgical Nursing I <input type="radio"/> PNC 130 Medical-Surgical Nursing II <input type="radio"/> PNC 140 Medical-Surgical Nursing III <input type="radio"/> PNC 150 Maternal/Newborn Concepts <input type="radio"/> PNC 160 Pediatric Concepts <input type="radio"/> PNC 170 Entry into Practice 	
LAST ATTEMPT: (YEAR/TERM)	Year:	<input type="radio"/> Fall <input type="radio"/> Spring	
APPLYING FOR: (YEAR/ TERM)			
Agreement and Signature			
By submitting this application, I agree to comply with all applicable policies & procedures. I understand that my application information will be reviewed by the Re-Admission Committee and a decision will be made accordingly.			
Applicant Name (Printed):			
Signature and Date:			

Appendix D: Success Plan Worksheet

Success Plan	
Name:	Date:
Course:	
Statement of the Problem: Explanation of how personal and academic factors contributed to the failure:	
Contributing Factors: List of the contributing factors CF: CF: CF: CF:	
Success Plan Goals to address contributing factors: <ul style="list-style-type: none"> • Identify a minimum of 3 changes in your personal life to address the identified contributing factors: <ol style="list-style-type: none"> 1. Change: 2. Change: 3. Change: • Identify a minimum of 3 academic actions that will facilitate your success: <ol style="list-style-type: none"> 1. Action: 2. Action: 3. Action: • Identify at least 3 specific remediation needs-see examples below: <ol style="list-style-type: none"> 1. Cognitive level of exam questions-EXAMPLE 2. Specific nursing content-EXAMPLE 3. Prioritization-EXAMPLE • Identify a schedule and plan for specific competencies with dates and times. • Identify a schedule for success plan: <ol style="list-style-type: none"> 1. Number of hours/days/weeks necessary to achieve goals. • Identify resources that will be utilized to promote your success. <ol style="list-style-type: none"> 1. Method of academic prep that will be used-Individual, group, combination or other. 2. Materials or resources will be used: <ul style="list-style-type: none"> ▪ Textbooks ▪ Class notes ▪ NCLEX-RN review book/ or app ▪ Kaplan Resources • Plan utilizes full sentences, correct grammar, with no typos or spelling errors. 	
*Reflective Evaluation Reflection addresses progress towards attainment of personal and academic goals.	

*This plan will be reviewed and a contract will be created to ensure active participation while enrolled in the Nursing Jets Success (NJS) Program.

APPENDIX E:

**JACKSON COLLEGE NURSING PROGRAM
EXAM ITEM INQUIRY FORM**

Please fill in the form below to inquire about a test question. Email this form to the instructor. All remediation and student Exam Item Inquiry consultations between faculty and students must occur within 1 week of the test administration date.

Student Name:

Course:

Test Date:

I am inquiring the following test item(s) and/or content:

Reason for inquiry: (Explain why you believe the test item is incorrect)

References: (Cite three peer reviewed published resources, including the page number, to validate your inquiry. One resource should be the course textbook.)

1.

2.

3.

APPENDIX F:
Jackson College Kaplan Scoring Guide

Number Grade Scale	Grade Scale Points	Kaplan Percentile Ranking
4.0	100	90 th and above
4.0	99	87-89
4.0	98	84-86
4.0	97	80-83
4.0	96	77-79
4.0	95	74-76
4.0	94	70-73
3.5	93	69
3.5	92	68
3.5	91	67
3.5	90	65-66
3.0	89	64
3.0	88	63
3.0	87	62
3.0	86	60-61
2.5	85	59
2.5	84	58
2.5	83	57
2.5	82	56
2.5	81	55
2.5	80	54
2.0	79	52-53
2.0	78	50-51
1.5	77	49
1.5	76	48
1.5	75	47
1.5	74	46
1.5	73	45
1.5	72	44
1.5	71	43
1.0	70	41-42
0.5	60	30-40
0.0	50	20-29
0.0	40	10-19
0.0	30	0-9

