PRACTICAL NURSE

STUDENT HANDBOOK

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NURSING PROGRAM PHILOSOPHY

Dorsey College has adopted the "Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs" [1] developed by the National Association for Practical Nurse Education Service, Inc. at its National Convention in 2007 as the framework for Dorsey Schools' Practical Nurse program.

Dorsey College Practical Nurse program recognizes the importance of teaching and utilizing the precepts of the logical progression of thought, the nursing process, which guides the faculty in curriculum development and delivery.

The nursing faculty, in developing the practical nurse program philosophy, believes that education is the enhancement of affective, cognitive and behavioral learning through the creative manipulation of situations and processes. Professional education in nursing integrates knowledge from the nursing, social, behavioral and health sciences to prepare ethical nurses to meet the health care need of our rapidly changing society and to advance the discipline of nursing.

Learning is a life-long, developmental process. Learners move through this developmental process at differing rates according to diverse sociocultural, educational, and experiential backgrounds and learning styles. Learning is most effective when there is integration of a variety of experiential and didactic activities. The learning outcomes of professional nursing are shaped by professional standards. The Practical Nurse program defines the timeframe for sequential achievement based on set objectives and their measurement and the achievement of eight core competencies.

The core competencies for practice of the licensed practical nurse are: 1) professional behaviors, 2) communication, 3) data collection, 4) clinical decision-making, 5) caring interventions, 6) teaching and learning, 7) collaboration, and 8) managing care. Faculty is responsible to design and facilitate situations and processes that enhance the learning by student populations to achieve all defined educational core competencies. Educational situations and processes are a microcosm of the situations and processes students will encounter and use in their professional life. The goal of nursing education is competent nursing practice. Competency is measured within the affective, cognitive and behavioral domains. Within the context of nursing, competency is the habitual and judicious use of measurable outcomes that benefit persons and populations. Faculty engages students in deliberating the state of nursing science. Faculty translate and integrate prior learning, aiming for increasingly more complex concepts; faculty impose structure by defining and limiting the number of variables considered and the number and complexity of skills to be learned. As students advance in their developmental mastery of competencies, they can manipulate more variables and form abstract patterns for unique situations, ultimately achieving a pattern of habitual performance of knowledge, attitudes and skills.

The eight educational core competencies are defined as follows:

Professional Behaviors

Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. The graduate of our practical nurse program adheres to standards of professional practice, is accountable for his/her own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. Professional behaviors include demonstration of respect for peers, staff, and faculty (verbal and non-verbal) in all settings and a concern for others, as demonstrated by caring, valuing the

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[1] <http://napnes.org/drupal-7.4/sites/default/files/pdf/standards/standards_2009.pdf>

profession of nursing and participating in ongoing professional development.

Communication

Communication in nursing is an interactive process through which there is an exchange of information that may occur verbally, non-verbally, in writing, or through information technology. Those who may be included in this process are the nurse, client, significant support person(s), other members of the healthcare team, and community agencies. Effective communication demonstrates caring, compassion, cultural, and spiritual awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship. Therapeutic communication is an interactive verbal and non-verbal process between the nurse and client that assists the client to cope with change, develop satisfying interpersonal relationships, and integrate new knowledge and skills.

Data Collection

Nurses at all levels collect data. Relevant data collection is useful in appraising the client's health status. Collection provides a holistic view of the client, which includes dimensions of physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Data collection provides a baseline for future comparisons in order to individualize client care. Ongoing data collection is required to meet the client's changing needs. The practical nurse student will learn to formulate plans of care based on collected data for individual clients and families.

Clinical Decision Making

Clinical decision making encompasses the performance of accurate data collection, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate clinical judgments under the supervision of the registered nurse. Effective clinical decision- making results in finding solutions, individualizing care, and assuring the delivery of accurate, safe care that moves the client and support person(s) toward positive outcomes. Evidence based practice and the use of critical thinking provide the foundation for appropriate clinical decision-making.

Caring Interventions

Caring interventions are those nursing behaviors and actions that assist clients in meeting their needs. These interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research, and past nursing experiences. Caring is the "being with" and "doing for" that assist clients to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust, where client choices related to cultural values, beliefs, and lifestyle are respected.

Teaching and Learning

Teaching and learning processes are used to promote and maintain health and reduce risks, and are implemented in collaboration with the client, significant support person(s), and other members of the healthcare team. Teaching encompasses the provision of health education to promote and facilitate informed decision-making, achieve positive outcomes, and support self-care activities. Integral components of the teaching process include the transmission of information, evaluation of the response to teaching, and modification of teaching based on identified responses. Learning involves the assimilation of information to expand knowledge and change behavior. The practical nurse is prepared to teach clients across the lifespan.

The practical nurse is prepared to reinforce teaching that previously presented to the client or family.

Collaboration

Collaboration is the shared planning, decision making, problem solving, goal setting, and assumption of responsibilities by those who work together cooperatively, with open professional communication. Collaboration occurs with the client, significant support person(s), peers, other members of the healthcare team, and community agencies. The nurse participates in the team approach to holistic, client-centered care across healthcare settings. The nurse functions as advocate, liaison, coordinator, and colleague as participants work together to meet client needs and move the client toward positive outcomes. Collaboration requires consideration of client needs, priorities and preferences, available resources and services, shared accountability, and mutual respect.

Managing Care

Managing care is the efficient, effective use of human, physical, financial, and technological resources to meet client needs and support organizational outcomes. Effective management is accomplished through the processes of planning, organizing, directing, and controlling. The nurse, in collaboration with the healthcare team, uses these processes to assist the client to move toward positive outcomes in a cost efficient manner, to transition within and across healthcare settings, and to access resources.

The policies of the Practical Nurse program are congruent with Dorsey Schools. These policies support achievement of the mission, objectives and expected student outcomes. Nursing faculty is involved in the development, review, and revision of the academic program policies. The outlined policies are fair, equitable, published, reviewed and will be revised as necessary to foster program improvement. The faculty and students of the Practical Nurse program are able to participate in the governance of the nursing program. Nursing faculty will participate on the practical nursing program curriculum committee and a practical nurse student representative will be a member of the Dorsey College Occupational Advisory Committee. The policies for the practical nurse program are in the Dorsey College Catalog and the Student Handbook. These policies include, but are not limited to, those related to admission, promotion, grading/evaluation and graduation.

CONCEPTUAL FRAMEWORK

Maslow's theory is used as the foundation for the Practical Nurse program. According to Maslow, all individuals have similar needs arranged in a hierarchy with higher needs emerging as basic physiological needs are met. Individuals are unique biological, psychosocial and spiritual beings who strive to meet holistic needs. Each individual has the right to make informed decisions about one's health in a technologically changing society. Society, a complex system that influences culture, values, and beliefs, provides direction and meaning to an individual's experiences throughout the lifespan. This framework indicates the interaction between humans and the environment, the qualities of health and wellness, as well as the nature of nursing practice.

1. **Environment**: The environment is the plane of existence that is external to the person and is all conditions that influence the life and development of the person either positively or negatively. The health and wellness of people or their communities and populations is affected by the environment, both tangible and intangible. The environmental plane consists of natural, biological, psychological, economic, legal, ethical, organizational, spiritual, social, and cultural factors that mold or touch a person throughout the life cycle.

2. **Person:** A person is that unique individual, holistic in nature, with actual or potential health problems.

Each unique holistic human possesses dignity and worth. Humans interact with a constantly changing environment that shapes each person's perception of health based on satisfaction with one's own state of well-being. The unique individual is characterized by the synthesis of physiological, psychological, social, and spiritual life components. A person is continuously developing and evolving from birth to death. Each individual person has the capacity and the right to participate in making decisions that affect his or her health or wellness and to either accept or refuse healthcare within the context of safety and society. The individual has the capacity to learn and perform actions for health, well-being, and survival. Factors that may affect this capacity include, but are not limited to, age, culture, mental ability, societal conditions, the environment, and the person's developmental state.

3. Health: Health is a dynamic concept used to describe a positive state of well-being that suggests the system is structurally and functionally whole and sound. Different persons have differing perceptions of or acceptance of levels of health or well-being throughout the span of life. A statement of health or the acceptance of a statement of health is dependent upon the data received and analyzed in the context of the moment. Just as persons have varying levels of understanding of what constitutes "health", nursing has varied levels of health care support for those individuals, allowing the PN to participate in and reinforce health education begun by others.

4. Nursing: The profession of nursing is an art and a science, promoting and maintaining levels of health and well-being for persons as well as providing preventative, assistive, and restorative care for those who are ill, injured, or infirm. The art of nursing is to care for the person as a unique individual human in a holistic manner. The science of nursing is to use sound evidenced-based concepts in practice that are derived from the sciences: biology, psychology, physiology, and mathematics. Nursing practice is the use of communication, critical thinking, nursing therapeutics and disease management to promote health and wellness.

5. Education: Education and learning are lifelong processes. Nurses participate in continued education as a function of the art and science of the profession. Additionally, nurses sustain and assist individuals and groups of individuals with educational support systems. These support systems allow the individual or group to enhance their understanding of information intended to augment their sense of health. Nurses also provide information that is preventive in nature to support and promote the health of individuals and groups.

TERMINAL COMPETENCIES OF THE PROGRAM

Upon completion of the Practical Nurse program at Dorsey Schools, the graduate will be prepared to meet the following competencies as a Licensed Practical Nurse:

- **Caring Interventions Competency:** Collect data and incorporate an evolving critical thinking process in providing direct care, based on the nursing process for the individual patient and family within a structured setting and under the supervision of health professionals. (Clinical decision-making and data collection.)
- **Communication Competency:** Utilize effective basic and therapeutic communication skills with individual patients, families, and other health team members.
- **Teaching and Learning Competency:** Recognizes a patient's need for information and the assimilation of that information to change behavior and assists in formulation, implementation, evaluation, and modification of a teaching plan.
- **Managing Care Competency:** Organize aspects of care through the processes of planning, organizing and directing with the assistance of health team members for individual patients and families for whom one is accountable. (Collaboration)
- **Professional Behaviors Competency:** Demonstrates accountability for own practice under the direction of health professionals, within the legal, ethical and regulatory framework or nursing practice.

END OF PROGRAM OBJECTIVES/OUTCOMES

- Demonstrate critical thinking through synthesis of knowledge from the sciences in the application of the nursing process to the practice of professional nursing.
- Demonstrate effective data collection skills when working with individuals and significant others from diverse backgrounds across the lifespan.
- Utilize the nursing process to review collected data and evidence-based information to assist with planning, evaluating, and modifying plans of care to ensure safe, effective, individualized nursing care.
- Embrace and utilize technology both in the delivery of care to clients and in the educational setting.
- Utilize the teaching and learning process in collaboration with the client, significant support person(s), and other members of the health care team to promote and maintain health and reduce risk of morbidity or mortality.
- Identify and provide holistic nursing care integrating concepts of nursing, biological, physical, social and psychological sciences.
- Demonstrate effective communication skills and proficiency in information management, including standardized nursing languages and technology in delivering safe, effective, and cost- efficient professional nursing care based on current best practice.
- Apply ethically and legally grounded clinical judgments supported by evidence-based research in making decisions about the provision of professional nursing care.
- Demonstrate adherence to the professional nursing standards and acts when delivering nursing care across the life span to diverse client populations in a wide variety of settings.

Dorsey College Practical Nurse program will utilize the Michigan Licensed Practical Nurse Association's Standards of Practice and Code of Ethics to serve as a guide for the program and the students.

PRACTICAL NURSE PROGRAM OF STUDY

The Practical Nurse curriculum is delineated into four-quarter levels. Courses within the nursing program are sequenced in such a manner that knowledge and skills from previous coursework is incorporated in each successive quarter. Therefore, progression requires successful completion of courses within the specified module of each quarter. Each level includes both theory and clinical components. The program covers a period of twelve (12) months.

The content of the curriculum is primarily guided by the Michigan Board of Nursing: Criteria for the review and evaluation of schools of nursing. The content outline and curriculum is pending the approval of the Michigan Board of Nursing. Throughout the year, various teaching learning models are used. These include the classroom, the laboratory, and the clinical settings. Total hours for the program are: (1). Theory and Lab: 720 hours; and (2). Clinical: 384 hours, for a total of 1,104 hours.

Students enter as a class taking all courses together throughout the duration of the program. The program progresses from simple to complex and prepares the student for the NCLEX®-PN exam upon graduation.

Level 1 - Quarter 1
Quarter I concentrates on building basic knowledge and skills for general nursing care. Also incorporated into this level are a medical terminology foundation and basic anatomy & physiology to enhance student learning/knowledge. The fundamentals of nursing course focuses on health where emphasis will be given to the student developing critical thinking skills. These skills correlate with the application of assessment, data collection skills and the participation in planning care for the client, which is needed in current practice.

Level 2 – Quarter 2

Quarter 2 concentrates on medical–surgical nursing and pharmacology. This quarter focuses on medical-surgical nursing disorders of adults. Also included are basic intravenous therapy and basic phlebotomy concepts. These skills correlate with the application of medical–surgical nursing in current practice. Medical-Surgical Nursing II increases in complexity of the clients. Each student has the opportunity to obtain charge nurse experience to improve on leadership, assessment, planning and implementation skills. Also incorporated into this level is a medical math calculation course.

Level 3 - Quarter 3

Quarter 3 continues to build on nursing content and skills through Medical Surgical Nursing III, Advanced pharmacology, and includes mental health and geriatric nursing care. This experience will enhance/improve on the students' assessment, communication and leadership skills. After successful completion of pharmacology/medication delivery, all students complete an instructor-supervised experience in the administration of medications.

Level 4 - Quarter 4

This quarter focuses on the wellness, health and disorders of the maternal/newborn and pediatric clients and the application of skills learned from previous courses. These skills correlate with the application of knowledge in all areas of the nursing practice under the supervision of the registered nurse. Written clinical assignments focus on assessment, planning, implementation, and evaluation of ordered care through client health teaching and care maps in clinics and hospitals. Student are entered into the NCLEX preparation portion of their curriculum during this quarter.

PROGRAM PROGRESSION POLICY

The purpose of the student progression policy is to delineate the process for advancement through the Practical Nurse program. All enrolled students must:

1.   Follow the nursing course sequence as described in the Practical Nurse Program of Study and Program Progression outlined in this handbook (table 1).

2.   Meet and maintain a minimum overall GPA of 2.5 and meet all Standards of Satisfactory Academic Progress per Dorsey Schools' policy (see Dorsey College Catalog).

3.   Pass each individual course with a grade of "C" (75% or greater).

4.   Failure to achieve the above will result in dismissal from the program. Note that passing all classes with the minimum grade of "C" (2.0) will not equate to successful completion of the program, as a CGPA of 2.5 or higher is required to earn a Practical Nurse certificate of completion.

5.   Successfully reach a level 2 (see program progression) on the Medical Surgical proctored exam (table 2) after two attempts in the course it is given, or failure of the course will result.

6.   A course can only be attempted a maximum of three times. Failure to successfully pass any course within three attempts, will result in termination from the program.

Satisfactory Academic Progress

Practical Nurse students must meet Dorsey College Standards of Academic Progress (SAP) per the school catalog received upon admission. Failure to achieve this will result in dismissal from the program.

PRACTICAL NURSE CURRICULUM PROGRESSION (table 1)

1st Quarter	12 Weeks			
Module 1:			**Credits**	**Contact Hours**
BIO101:	Medical Terminology/Anatomy & Physiology I		2.5	50
NUR151:	Practical Nurse Fundamentals I		2.0	40
NUR152:	Practical Nurse Fundamentals I Clinical		1.5	48
		Total	**6.0**	**138**
Module 2:				
BIO102:	Medical Terminology/Anatomy & Physiology II		2.5	50
NUR105:	Practical Nurse Fundamentals II		2.0	40
NUR106:	Practical Nurse Fundamentals II Clinical		1.5	48
		Total	**6.0**	**138**
2nd Quarter	**12 Weeks**			
Module 3:				
MTH107:	Medical Math Calculations		2.5	50
NUR111:	Medical/Surgical Nursing I		2.0	40
NUR112:	Medical/Surgical Nursing I Clinical		1.5	48
		Total	**6.0**	**138**
Module 4:				
NUR108:	Pharmacology/Medication Delivery		2.5	50
NUR113:	Medical Surgical Nursing II		2.0	40
NUR114:	Medical Surgical Nursing II Clinical		1.5	48
		Total	**6.0**	**138**
3rd Quarter	**12 Weeks**			
Module 5:				
NUR155:	Advanced Pharmacology/Medication Delivery		2.5	50
NUR157:	Medical Surgical Nursing III		2.0	40
NUR156:	Medical Surgical Nursing III Clinical		1.5	48
		Total	**6.0**	**138**
Module 6:				
PSY102:	Mental Health Concepts		2.5	50
NUR109:	Geriatric Nursing		2.0	40
NUR110:	Geriatric Nursing Clinical		1.5	48
		Total	**6.0**	**138**
4th Quarter	**12 Weeks**			
Module 7:				
NUR159:	Transition to Practice		2.5	50
NUR115:	Maternal/Newborn Nursing		2.0	40
NUR116:	Maternal/Newborn Nursing Clinical		1.5	48
		Total	**6.0**	**138**
Module 8:				
NUR120:	Practical Nursing Capstone (Leadership)		2.5	50
NUR117:	Pediatric Nursing		2.0	40
NUR118:	Pediatric Nursing Clinical		1.5	48
		Total	**6.0**	**138**
Total Credits/Contact Hours for Program			**48.0**	**1104**

ASSESSMENT/EVALUATION OF LEARNING

Grading Policy

The following represents the Practical Nurse grading system and equivalency:

VALUE	Description	Points
A	93.00 – 100%	4.00
B	83.00 – 92.99%	3.00
C	75.00 – 82.99%	2.00
F	Below 75%	0.00
WP	Withdraw Passing	0.00
WF	Withdraw Failing	0.00
IN	Incomplete	0.00

NCLEX Preparation** [2]

Dorsey College Practical Nurse program uses multiple resources to adequately prepare students for the NCLEX-PN® exam. Assessment Technologies Institute (ATI) is a resource that is completely integrated throughout the curriculum as a comprehensive review for all core-nursing course content, as well as NCLEX-PN® preparation toward the end of the program. Dorsey College reserves the right to utilize additional NCLEX readiness resources, to include, but not limited to ATI, PassPoint, and other varied indicators to support our students throughout NCLEX preparation.

The comprehensive NCLEX review program offers the following to students:
- An assessment-driven comprehensive review program designed to enhance student NCLEX-PN® success.

- Multiple assessments and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These tools, in combination with the nursing program content, assist you to prepare effectively, helping to increase confidence and familiarity with nursing content.

- Orientation for all resources will be available to all students. It is highly recommended that you spend time navigating through provided orientation materials to achieve maximum use of any assigned platform.

- Upon completion of the program and prior to challenging the NCLEX-PN® examination, nursing students will be required to obtain the benchmark score set by Dorsey College on an NCLEX-PN® predictor examination which will determine each student's readiness to challenge the NCLEX-PN® examination.

Assessments

Practice and standardized proctored assessments are available for students and may be scheduled during any course. These assessments are designed to identify what you know as well as areas requiring remediation.

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[2] **Please note any student who is caught cheating on any NCLEX preparation assignment e.g., copying another student's work, working as a group, or allowing the assigned testing platform to run unattended to accumulate time will be dismissed from the PN program for academic dishonesty****

Remediation

Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on a proctored assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX-PN®. The student's individual assessment report will contain a listing of areas of deficiency.

The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students may be required to show documentation that work was completed and could be counted as a "ticket to ride" for entry into additional courses as required.

Remediation Policy

PN students must meet a minimum individual score benchmark at Level 2[3] or higher on the ATI proctored assessments. (Exceptions to this are the *ATI Critical Thinking* and the *ATI Comprehensive Predictor* assessments). If the benchmark is not met, the student will remediate in one or more of the following ways according to a plan made with the instructor:

1) Complete assigned modules to strengthen student critical thinking/ problem solving skills as they are identified individually.

2) Attend mandatory tutoring/workshops as directed by your campus.

3) Complete remediation templates based on missed topics on the proctored assessment.

4) Re-take the proctored assessment.

The remediation plan will be documented as part of the student's official file. Students must provide the instructor with proof of remediation completion from assigned modules and the remediation templates prior to retaking the proctored assessment.

Students could potentially fail the course (regardless of grade in course) when the following occurs:

1) The student does not complete remediation successfully or within the timeframe agreed upon in the documented plan.

2) The student does not complete the retake assessment within the timeframe agreed upon in the documented plan.

Students who do not achieve a Level 2 benchmark score on the Medical-Surgical re-take proctored assessment, failure of the course will result

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[3] LEVEL 1 - A student meeting the criterion for Proficiency Level 1 is expected to just meet NCLEX-PN® standards in this content area. LEVEL 2 - A student meeting the criterion for Proficiency Level 2 is expected to readily meet NCLEX-PN standards in this content area. LEVEL 3 – A student meeting the criterion for Proficiency Level 3 is expected to exceed NCLEX-PN standards in this content area.

Table 2

Module	Proctored Exam
Module 1	
NUR151 Practical Nurse Fundamentals I	Critical Thinking Assessment
Module 2	
NUR105 Practical Nurse Fundamentals II	PN Fundamentals Assessment
Module 5	
NUR155 Advanced Pharmacology/Medication Delivery	PN Pharmacology Assessment
NUR157 Medical/Surgical Nursing III	PN Adult Medical Surgical Assessment
Module 6	
PSY102 Mental Health Concepts	PN Mental Health Assessment
Module 7	
NUR159 Transition to Practice	PN Comprehensive Content Mastery Assessments, PN Management Assessment
NUR115 Maternal/Newborn Nursing	PN Maternal Newborn Assessment
Module 8	
NUR120 Practical Nursing Capstone	PN Comprehensive Predictor
NUR117 Pediatric Nursing	PN Nursing Care of Children Assessment

Testing Misconduct (anomalies)

Dorsey College, as well as any additional NCLEX platform used throughout the program, screens data from assessments for anomalous student responses. Your responses to assessment questions will be statistically analyzed for possible test misconduct. If a test misconduct is identified, you will be notified and appropriate disciplinary measures will be implemented up to and including failure of a course, not eligible to receive "green light" status (see Table 3), and/or termination from the program.

PROGRAM COMPLETION

Once "green light" status has been achieved and verified by the campus Director of Nursing (DON), the DON or his/her designee will send the student's Michigan Nursing School Certification to the Michigan Board of Nursing. Each student who has successfully completed the program, including obtaining ""green light" " status, will receive a certificate of completion.

NCLEX-PN Testing Fees

All students enrolled after 2018 are eligible to have all fees for NCLEX-PN® testing paid by Dorsey, contingent upon the graduate meeting Dorsey College exam preparation requirements:

1) Must be granted "green light" status within 3 months of graduation

2) Must agree to schedule NCLEX-PN® within 3 weeks of obtaining "green light" status

3) Must have attended all 3 days of live review NCLEX-PN® preparation

4) Cannot receive any anomaly reports from any NCLEX-PN® preparation resource

Table 3 "green light" status Requirements for NCLEX Testing

FIRST ATTEMPT PN COMPREHENSIVE PREDICTOR		
Achieve >92% (All Subcategories > 65%)	1. Be at 100% completion of VATI (Include Mental Health and Management) 2. Complete all remediation (including scores <65% in sub-categories, not including greenlight) 3. Pass all courses in Module 8 (NUR117, NUR118, NUR120) and attend the 3-Day Live Review 4. Meet attendance requirements for the entire module 8 per Dorsey calendar 5. Receive approval from Director of Nursing and PN Program Manager	Earn 100% for NUR120 Final Exam and "green light" status achieved

FIRST ATTEMPT PN COMPREHENSIVE PREDICTOR		
Achieve <92%	1. Complete remediation on the PN Comprehensive Predictor using 3 Points Remediation method; turned in on day of retake	Eligible to retake PN Comprehensive Predictor
	1. Incomplete remediation	Earn 0% for NUR120 Final exam and subsequent failure of NUR120 and Required to retake NUR120 (Starting at Nurse Logic) contingent on Financial Aid, Admissions department, and DON approval

RETAKE PN COMPREHENSIVE PREDICTOR		
Achieve >92% (All Subcategories > 65%)	1. Be at 100% completion of VATI (Include Mental Health and Management) 2. Complete all remediation (including scores <65% in sub-categories, not including greenlight) 3. Pass all courses in Module 8 (NUR117, NUR118, NUR120) and attend the 3-Day Live Review 4. Meet attendance requirements for the entire module 8 per Dorsey	Earn 100% for NUR120 Final Exam and "green light" status achieved
Achieve <92%	1. Obtaining a passing grade on the final Predictor exam 2. Complete all requirements of NUR120 3. Pass all courses in Module 8 (NUR117, NUR118, NUR120) and attend the 3-Day Live Review 4. Meet attendance requirements for the entire module 8 per Dorsey calendar	Continue to work with VATI coach until 100% ATI completion Work with Campus faculty to determine readiness for NCLEX up to and including re- purchase of NCLEX prep resources. "green light" status determined by the campus for NLCEX testing

Achieve <92%	1. Does not obtaining a passing grade on the final Predictor 2. Course requirements are not complete	Failure of NUR120 and Required to retake NUR120 (Starting at Nurse Logic) contingent on Financial Aid, Admissions department, and DON approval

PROGRAM GUIDELINES

**Children are NOT permitted to attend class or be on campus during your class time. **

Classroom Lecture/Lab Courses

Dorsey College is dedicated to preparing individuals for promising career opportunities and reinforcing the development of self-esteem, self-reliance, discipline, and confidence in all graduates. We have found that good attendance is clearly linked to successful completion of all course work and preparation for a successful career, therefore it is expected that students attend a minimum of 90% of their scheduled course contact hours to earn a passing grade. Lecture/lab classroom absences more than 10% could potentially result in failure of the course(s)[4].

CLASSROOM/LAB MISSED HOURS in 40-HOUR COURSE:

Missed	Result
5 hours	Written warning Extra Assignment
6 hours	Meeting with Director of Nursing
7 hours	Course Failure (possible termination from Program) pending mitigating circumstances[5]

CLASSROOM/LAB MISSED HOURS in 50-HOUR COURSE:

Missed	Result
6 hours	Written warning Extra Assignment
7 hours	Meeting with Director of Nursing
8 hours	Course Failure (possible termination from Program) pending mitigating circumstances

Completion of Clinical Hours

Students are required to complete ALL clinical practical hours as scheduled. Missed clinical hours are only made up for approved mitigating circumstances. Make-up hours must be completed under the supervision of nursing faculty and are scheduled based on the availability of the clinical site and nursing faculty. These may be scheduled during weekends, scheduled school breaks, and/or second or third shifts. There is never a guarantee that make-up hours will be available. If all clinical hours are not met, then failure of the course will result.

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[4] Students absent from all classes for 14 consecutive calendar days including weekends and excluding breaks between mods or terms of 5 consecutive days or more, will be dismissed from school. Scheduled breaks less than 5 consecutive days must be counted in consecutive days absent.

[5] Mitigating circumstance are any personal/family related events that cause a student to miss clinical/class that is accompanied by documentation that will justify the absence. This does not excuse the absence, but the Instructor/DCO/DON can take the event into consideration as long as proper documentation can justify the need for the absence, to determine if make up will be allowed. Make up is never guaranteed, as absence is never excused.

Clinical Assignment of Students

Nursing students are placed in a variety of clinical settings as part of the PN academic program which provides students with the opportunity to gain a range of experiences with diverse populations, organizations and agencies. Cooperating agencies are located in both urban and suburban settings throughout Metropolitan Detroit and Southeastern Michigan. The clinical settings provide real life situations where there are opportunities to apply classroom theory to practice, in working with individuals and families. Students are expected to be flexible and adapt to each assignment.

Compliance with Clinical Agency Policy

Compliance with clinical agency rules and regulations including the use of the agency resources and materials is required. Failure to return materials to an agency may result in a "hold" being placed on student's eligibility to transition to the next module.

Transportation to Clinical Sites

Dorsey College does not provide transportation to and from Clinical sites. Students are responsible for providing their own transportation to and from their assigned clinical location.

Student Responsibilities

Students are responsible to the clinical instructor and the clinical nursing staff for:
- Reporting to the clinical site on time, properly attired, and fully prepared with stethoscope, blood pressure cuff and any other equipment identified by the clinical instructor as mandatory
- Care provided to the clients
- Reporting urgent needs of each client promptly, including abnormal assessment findings
- Reporting on the condition of the clients before leaving the clinical area, and leaving the unit (for lunch, break, etc.) only according to procedures identified by the faculty
- Attending pre- and post-clinical conferences scheduled to discuss the care of selected clients, to determine the adequacy of your planning, and to share experiences.
- Compliance with evaluation tool benchmarks developed for each course which will be used to evaluate your clinical performance and a grade assigned based upon the performance behaviors outlined in the evaluation tool; (Students will receive a copy of the evaluation tool at the beginning of each clinical course.)

ETHICAL CODE OF BEHAVIOR:

Students in the Dorsey College Practical Nurse program are expected to adhere to the same ethical code of behavior that governs the actions of nurses, regardless of time or circumstance. Among the attributes identified in this code, are honesty and accountability. Dorsey College believes that cheating, in any form, is a serious violation of our professional code of ethics and it will not be tolerated. Consequences include failure of the course enrolled and possible termination. Cheating can take many forms, including but not limited to plagiarism, obtaining or giving away either questions or answers from an exam and copying the work of another or allowing another to copy one's written work, obtaining answers to quizzes/test from any unauthorized website. **Please note any student who is caught cheating on any NCLEX preparation assignment e.g., copying another student's work, working as a group, or allowing the assigned testing platform to run unattended to accumulate time will be dismissed from the PN program for academic dishonesty.** Drugs and/or alcohol will not be permitted, and suspicious behavior will be investigated by a Dorsey College staff member. Immediate expulsion from the nursing program will occur if a student is under the influence of drugs and/or alcohol while on premises.

The following list is illustrative and not meant to be an exhaustive enumeration of inappropriate behavior:
1. Obstruction or disruption of teaching on Dorsey College property.
2. Physical abuse, assault or battery or unauthorized detention of any person on Dorsey College property or at affiliation sites, and/or conduct or expression, verbal or written which threatens or endangers the health or safety of any such persons.
3. Theft of or damage to property.
4. Unauthorized entry or use of Dorsey College facilities.
5. Falsification of any official records.
6. Interference with the proper educational functions and the appropriate educational climate of Dorsey College by obscene actions or language or disorderly conduct, including aiding or abetting another to breach the climate of Dorsey Schools.
7. Illegal use, possession or distribution of alcoholic beverages, narcotics, or controlled or illicit substances, or public intoxication.
8. Illegal or unauthorized possession or use of firearms, explosives, other weapons, dangerous chemicals, or improper use of fire extinguishers on Dorsey Schools' property.
9. Theft or other abuse of computer time, including but not limited to:
    a. Unauthorized entry into a file, to use, read or change the contents, or for any other purpose
    b. Unauthorized transfer of a file
    c. Unauthorized use of another individual's identification or password
    d. Use of computer facilities that interfere with the work of another student, faculty member or staff member
10. Discrimination, harassment and offensive conduct against any person, student, or staff member based on race, creed, color, sex, age, socioeconomic status, marital status, handicap, disability and/or national origin

11. Bullying
    a. Written, verbal, physical conduct or any electronic communication that is intended to place one or more students or other persons in fear of harm or cause substantial emotional distress by directly or indirectly doing the following:
    b. Substantially interfering with educational opportunities.
    c. Adversely affecting the ability of a student(s) to participate in or benefit from school programs.
    d. Having an actual and substantial detrimental effect on a student's physical or mental health.
    e. Causing substantial disruption of the orderly operation of the college.
12. Cyber Bullying
    a. The use of any electronic communication (i.e. internet, personal digital assistant (PDA), smart phone, or wireless handheld device), network or technology, including social media (e.g. Facebook, Twitter, Tumblr, Instagram, etc.), to bully is cyber-bullying. Bullying and cyber- bullying are prohibited against all students, educators, employees, contractors, agents, or volunteers.
13. Sexual Harassment
    a. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature which:
    b. Substantially interferes with the student's educational opportunities; or
    c. Creates an intimidating, hostile or offensive educational environment; or
    d. Otherwise adversely affects a student's educational opportunities.

DRESS CODE POLICY

A well-groomed appearance significantly contributes to an individual's self-esteem and general performance; therefore, Dorsey College requires all students to maintain a healthy, clean, and well-groomed appearance. **The following is the required dress code for the PN student and must always be maintained in the classroom, lab, and clinical setting unless otherwise stated below.**

- Students are required to be in a scrub uniform. Scrubs must be appropriate, based on designated color and presentable (correct fit, no wrinkles, tears, lint, etc.).
- **Campus setting:** (lecture and lab classes): solid, navy blue scrubs are to be worn. A solid burgundy lab coat (provided by your campus) may be worn over the scrub top. Male students should wear a t-shirt under the scrub top at all times.
- **Clinical setting**: solid, Pacific blue scrubs are to be worn. Lab coats are to be worn over the scrub uniform whenever a student is off the patient care unit. The clinical uniform may change for maternal child and clinical rotations according to clinical agency policies and/or preference. One set of clinical scrubs and one lab coat will be provided to you by your campus.
- Shoes appropriate for a medical professional must be worn. Shoes must be **clean and cover the entire foot.** Open toed, backless, mule style, and shoes with holes are not permitted. Shoes must be made of a material that will not allow liquids to seep through or needles to penetrate.
- A Dorsey name badge is to be worn on the uniform at all times.

- Hats and headdresses (including head bands) of any type are not allowed except for that which is required for religious or health reasons and as approved by Dorsey Schools.
- Hair must be a **professional natural color at the discretion of the campus.** Hair that is shoulder length or longer must be tied back. A clean-shaven face is preferred. If a beard is worn, the length must be kept close to the face.
- Nails must be clean, trimmed, and must not be visible beyond the fingertip. To promote infection control, nail polish, artificial nails, acrylics, gels, tips, wraps, etc. are not permissible.
- Jewelry such as earrings, necklaces, bracelets, and rings are to be kept minimal so as not to cause injury to the client, student, or others. Ornate jewelry, including hoop earrings, bars, chains, etc., are not to be worn.
- All facial piercings such as nose, tongue, eyebrow, cheek, tragus, and lip must be removed. Earrings are limited to one earring per ear.
- All visible tattoos must be covered.

As stated above, the dress code must be followed in all settings. No exceptions will be made. Students found to be in violation of the dress code may be sent home from class or clinical as determined by the instructor. Absence/tardy policy will apply.

Tips for Successful Completion of each Clinical Experience

1. Maintain car in good condition.
2. Review directions on map prior to leaving for first visits in new areas.
3. When arriving or leaving a clinical site, be alert and aware of your surroundings.
4. Allow extra travel time on the first scheduled clinical day, during bad weather and in rush hour traffic.
5. Keep car doors locked at all times.
6. Personal valuables should be kept in a safe location identified by the clinical instructor and should not be carried with the student during clinical rotations. Valuables and personal belongings are your responsibility.
7. Report any concerns about safety, security, or client assignment to the clinical instructor.
8. Do not at any time transport clients and/or family members.
9. Obtain and retain contact information of clinical instructor and clinical agency.
10. Dorsey recommends that each student obtain and retain a cellular phone (for communication with instructor before and after clinical). NOTE: Use of wireless communication (i.e. cell phones, blackberry, palm, MP3, Bluetooth, etc. is **not** permitted therefore, such devices must be turned OFF during clinical time.
11. Report any absence and/or anticipated tardiness to the clinical faculty personally in a timely manner.
12. Be familiar with clinical agency safety policies.

Exams/Tests/Quizzes

Students will be asked to spread out (possibly placed in alphabetical order) and to remove everything from the desk and surrounding area. You may even be asked to take your test in another classroom. If this is the case, take all your belongings with you to that location. There will be no breaks taken during an exam or quiz; please use the facilities prior. If you must leave during an exam, you will turn in your test/quiz as completed to the instructor and receive further direction. Cell phones are to be turned off and placed with student belongings. If your cell phone rings or vibrates during an examination or quiz, your test or quiz will be removed, and you may obtain a grade of 0 for that exam or quiz. Calculators are to be used instead of cell phones for questions requiring calculations. There is absolutely no talking during a quiz or exam. If you have completed your exam/quiz, please refrain from talking and remain in the assigned classroom.

Students should not be late for class. If a student arrives after the test/quiz has been handed out, the student will not be permitted to enter the classroom until all students have completed their test/quiz. This is to minimize disruptions in the classroom that prevent students from performing to their highest potential during a test/quiz. The student who is late or absent must contact the Director of Nursing to see if a make-up test/quiz will be permitted. The make-up test/quiz, if permitted, may not be in the same format as the original test/quiz. This make-up examination, if permitted, may be subject to the late assignment policy of a grade penalty of 20% (for example, if you obtain a score of 100% on the examination, you will only receive a grade of 80%). Students are responsible for contacting the instructor about missed exams or quizzes before class begins on the day of the exam/quiz. If the instructor is not contacted, there will be NO possibility of a makeup, and the student will receive a "zero". A student must notify the instructor before a scheduled exam/quiz if they will be absent.

Clinical Math Test

Students will be given a math quiz within the first week of courses starting in the second quarter of the program as indicated on the course syllabus. It will be expected that the student will achieve a score of at least 90% on the first attempt. Students who do not pass the first math quiz may attend clinical during the first week but may not pass medications. Students who score less than 90% will complete remediation and must retest. Failure to pass the math quiz on the third try with a score of at least 90% will result in failure of the clinical course.

Examination Review

Examinations may be reviewed upon request. Exams may not be taken from the room and notes may not be made during the review. Contact the faculty to request to review an exam.

PRACTICE LAB

Students will be asked to perform return demonstrations of the skills they have learned in a practice lab environment under the direct supervision of a faculty member and in a laboratory setting.

MAKE-UP WORK

Late assignments may be subject to a 20% grade penalty per each day assignment is late. Make-ups for missed exams will only be approved by the Director of Nursing for mitigating circumstances. It is the student's responsibility to schedule a meeting with the Director of Nursing within 48 hours of the original exam to request approval to make-up a missed exam. Make-up exams/tests/quizzes may not be in the same form as the original exam/test/quiz. These cannot be made up during class times and may be subject to the late assignment policy of a 20% grade deduction.

STUDENT RESOURCES

Nursing Faculty

Nursing faculty can be reached during scheduled posted office hours or by appointment to assist with questions/concerns relating to nursing courses, clinical requirements, grades, professional nursing issues or future goals.

Practice Laboratory

The practice laboratory will provide students with the opportunity to practice psychomotor, communication (verbal and non-verbal), clinical interventions, and interpersonal skills in a simulated clinical setting. The lab also provides audio-visual learning aids, patient simulators, computer-assisted instruction, and access to the internet, interactive videos, and opportunities to study special nursing topics. Integral to the philosophy of the laboratory is an emphasis on self-paced learning and presentation of materials that reinforce classroom instruction.

Resource Center

Dorsey Schools' library maintains key nursing publications and references in the Resource Center.

Personal and Family Problem Referral Information

Information to assist students with personal and family problems such as referrals to mental health clinics, family counseling, homeless shelters, legal aid, etc. is available via Well Connect. Note that community services may also be available and vary per campus location.

Health

In the event an injury occurs on campus or at sanctioned school events, Dorsey College has an affiliation with Concentra Medical Centers and First Choice Medical Centers.

STUDENT REPRESENTATION/ORGANIZATION

Practical nursing students will have an opportunity to represent their class as class representatives serving on the PN Student Council. All class participants are eligible. Students are recommended or nominated by instructors and administration, then elected by the student body. Class representatives' function as a line of communication between the student practical nurses and the Director of Nursing.

ADDITIONAL RESOURCES

The Dorsey College catalog contains information including, but not limited to student policies. All students enrolled in the Dorsey College Practical Nurse program are expected to abide by all policies as outlined in the catalog. Examples of policies that are in the catalog are listed below:

- Alcohol and Substance Abuse
- Attendance
- Campus Safety Plan
- Campus Security
- Copyright Infringement
- Electronic Communication Devices
- Food and Drinks
- Non-Discrimination And Non-Harassement

- School Closure
- Smoking
- Standards Of Professional
- Student Grievance
- Student Code of Conduct
- Tutoring And Clinical Workshops
- Weapons

ACKNOWLEDGEMENT OF RECEIPT
OF DORSEY COLLEGE
NURSING STUDENT HANDBOOK

Please read this handbook carefully, then sign below and return this page to the Director of Nursing on the first day of class. Keep this handbook in a place where you will be able to use it as a reference throughout the program. If you have any questions, please contact the Director of Nursing.

I have read the student handbook and agree to comply with all rules, regulations, policies, restrictions, and requirements contained therein and in any future amendments or modifications to this handbook provided to me in writing. I understand this handbook applies to all course work in this Nursing Program. I further understand that graduating the Practical Nurse program does not permit me to practice nursing and that I must pass the NCLEX®-PN State Board Examination to practice nursing.

I,_____certify that I have read, understand, and will abide
             (Print Name)   by the content of this Student Nursing Handbook.

Signature:_____Date: _____

ADDENDUM FOR THE VIRTUAL ENVIRONMENT

Online Attendance Policy

Students must attend a minimum of 90% of scheduled course contact hours to earn a passing grade. Absences in excess of 10% could potentially result in failure of the course.

Attendance for online classes is based on the submission of a Discussion Board post. The discussion post is due on Wednesday by 11:59 pm and Friday by 11:59 pm. Each missed discussion post is counted as one full class day of absence.

Didactic Lecture/Lab Courses

CLASSROOM/LAB MISSED HOURS in 40 HOUR COURSE:

Missed Hours[6]	Result
2nd Day missed	Written warning Extra Assignment
3rd Day missed	Meeting with the Director of Nursing
4th Day missed	Course Failure (and possible termination from the program) pending mitigating circumstances[7]

CLASSROOM/LAB MISSED HOURS in 50 HOUR COURSE:

Missed Hours	Result
2nd Day missed	Written warning Extra Assignment
3rd Day missed	Meeting with the Director of Nursing
4th Day missed	Course Failure (and possible termination from the program) pending mitigating circumstances

Videoconferencing Etiquette

As you prepare for your Zoom/ Microsoft Teams/ Google Classroom/ Skype meeting, there are a few important things we want you all to keep in mind.

Etiquette Rules for the Online Classroom

You've had years to learn how to be professional in a face-to-face classroom, but what about an online classroom? Here are easy-to-follow rules to ensure you are making the best virtual impression.

Sit up, as you would in a physical classroom, no lying-in bed.

- **Make sure you are using your legal name as your screen name.**

- **Camera should be on unless you've received permission from your instructor to turn it off.**

- **Clothing is NOT optional.**
  Remember that, even though you may be alone at home, your professor and classmates can see you; make sure that you are presenting yourself in the best possible light, at least from the waist up.

- **Be aware of your surroundings.**
  Your instructor and classmates can also see behind you. Make sure that there is nothing in the background (traffic, other people, a pile of laundry) that may distract from the class. While it is not necessarily the best choice to attend class from your bedroom, it may be the only place you can find peace and quiet away from roommates or family members. If that is the case, you can employ a [Virtual](#) [Background (Links to an external site.)](#) [(Links to an external site.)](#) to hide what you don't want seen.

- **Mute is your friend.**
  Once you log in to the virtual classroom, be sure to mute your microphone; this will help to eliminate background noise that could distract others.

- **Raise your hand and wait to be called upon.**
  If you wish to speak, either physically raise your hand or use the "Raise Hand" button (usually located at the center of the bottom of your screen, depending on which platform is being used). Once the teacher calls on you, unmute yourself and begin speaking. When you have finished speaking, indicate you are done by saying something like "That's all" or "Thank you" and then mute your microphone again.

- **If you don't have anything nice to say...**
  Most videoconferencing platforms have a chat feature where you can make comments and ask questions without interrupting the speaker. Note, your comments may be public and would be included in the recording of the session.

Finally, be patient, be courteous, anticipate unexpected outcomes such as physical or technical interruptions, and remember that we are all in this together!

Clinical Attendance Expectations

To pass your clinical course

1. You must be visually and verbally present with participation in all scheduled web base conferences
2. You must complete all assignments by scheduled due dates and obtain at least an average grade of a C or greater

Clinical Attendance

The expectations for all students and instructors are to be available for the entire 8 hours of

clinical time. During this clinical time frame, students and instructors will:

- Interactively participate in videoconferencing for a **minimum of 4 hours** which will include but not limited to:

1. Student completion of clinical assignments, discussion posts and skills
2. Instructor assisting students in developing therapeutic communication and critical thinking skills to successfully fulfill assignment requirements
3. Instructor and student dialogue on course content as it relates to the implementation of the nursing process
4. Instructor demonstrates and explain skills, tasks, and assignments
5. Direction and guidance on clinical related concepts and skills
6. Participates in group discussions to incorporate the physiologic and psychosocial aspects of nursing care

- Remainder of the clinical time frame students are to:

1. Complete course requirements (Ex. Assignments, post, videos and/or discussions)
2. Communicate with instructors for understanding of expectations

To be counted as present on your assigned clinical day, you must participate for a **minimum of 4 hours** with your instructor via videoconferencing. **Video** and **audio** are required for being marked present. At the discretion of your instructor, a conference could include, but is not limited to, interactive via online, face-to- face via web base conference, or verbal. Your instructor will notify you of your assigned meeting times.

A clinical scrub top is MANDATORY for dress code during video conferencing.

Clinical Assignments

Students are responsible for all assignments, postings, and/or videos that are required to pass this clinical course. Clinical assignments equate to your clinical time that is required by the Board of Nursing. Assignments are due by midnight, the following day after your assigned clinical day. For example, if your assigned clinical day is Wednesday, your assignment(s) will be due no later than midnight on Thursday. **Except for the Thursday clinical day in week 6, this week's assignments are due by midnight the same day due to the closing of gradebooks the next day.** Extenuating circumstances must be discussed, communicated promptly, and approved by your clinical instructor. Failure to meet the above expectations of this clinical course may result in failure of the clinical course.

Office Hours

See your course syllabus for instructor office hours. Refrain from contacting your clinical instructor outside of their office hours except to report unexpected events that may cause a clinical absence.

Clinical Absence

Students are required to complete ALL clinical practical hours as scheduled. Missed clinical hours are only made up for approved mitigating circumstances. Make-up may be scheduled during weekends, scheduled school breaks, and/or second or third shifts. There is never a guarantee that make-up hours will be available. If all clinical hours are not met, then failure of the course will result.

Students absent from all classes for 14 consecutive calendar days including weekends and excluding breaks between mods or terms of 5 consecutive days or more, will be dismissed from school. Scheduled breaks less than 5 consecutive days must be counted in consecutive days absent.