



**Dorsey
College**

**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 2007 National Convention, as the framework for its Practical Nurse program.

Dorsey College's Practical Nurse program emphasizes the importance of teaching and applying the principles of logical thought progression and the nursing process, which guide faculty in developing and delivering the curriculum.

As the nursing faculty develops the practical nurse program philosophy, it believes that education enhances affective, cognitive, and behavioral learning through the creative manipulation of situations and processes. Professional nursing education integrates knowledge from nursing, social, behavioral, and health sciences to prepare ethical nurses who can meet the healthcare needs of our rapidly changing society and help advance the discipline of nursing.

Learning is a lifelong, developmental process. Learners progress through this process at different rates, influenced by their sociocultural, educational, and experiential backgrounds, as well as their learning styles. Learning is most effective when a variety of experiential and didactic activities are combined. The professional nursing learning outcomes are guided by professional standards. The Practical Nurse program establishes the timeframe for sequential achievement based on specific objectives and measures, as well as the attainment of eight core competencies.

The core competencies for practicing as a 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 are responsible for designing and facilitating situations and processes that enhance student learning and help achieve all defined educational core competencies. These educational situations and processes serve as a microcosm of those students will encounter and use in their professional lives. The goal of nursing education is to develop competent nursing practice. Competency is assessed within the affective, cognitive, and behavioral domains. In nursing, competency refers to the habitual and judicious use of measurable outcomes that benefit individuals and populations. Faculty engage students in discussions about the current state of nursing science. They translate and integrate prior learning, aiming for increasingly complex concepts; structure is imposed by defining and limiting the variables considered, as well as the number and complexity of skills to be learned. As students progress in mastering competencies, they can manipulate more variables and recognize abstract patterns in unique situations, ultimately developing a habitual performance pattern that encompasses knowledge, attitudes, and skills.

The eight educational core competencies are defined as follows:

Professional Behaviors

Professional behaviors in nursing practice are defined by a commitment to the nursing profession. Graduates of our practical nurse program adhere to established standards of professional conduct, are accountable for their actions, and practice nursing within legal, ethical, and regulatory frameworks. These behaviors include showing respect for peers, staff, and faculty—both verbally and nonverbally—in all settings; caring for others with compassion; valuing the nursing profession; and engaging in ongoing professional development.

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

Communication

Communication in nursing is an interactive process that involves exchanging information through verbal, nonverbal, written, or technology-based channels. Participants in this process include the nurse, client, significant support persons, other healthcare team members, and community agencies. Effective communication demonstrates care, compassion, and cultural and spiritual awareness, and aims to promote positive outcomes and build a trusting relationship. Therapeutic communication is an interactive verbal and nonverbal process between the nurse and client that helps the client cope with change, develop satisfying relationships, and integrate new knowledge and skills.

Data Collection

Nurses at all levels gather data. Relevant data collection helps assess the client's health status and provides a comprehensive view of the client, covering physical, developmental, emotional, psychosocial, cultural, spiritual, and functional aspects. Data collection establishes a baseline for future comparisons and individualizes client care. Continuous data collection is essential to address the client's evolving needs. The practical nurse student will learn to develop care plans based on collected data for individual clients and families.

Clinical Decision Making

Clinical decision-making involves gathering precise data, using various methods to access information, and analyzing and integrating knowledge to form clinical judgments under the supervision of the registered nurse. Effective decision-making in clinical practice leads to solutions, customized care, and the delivery of accurate, safe care that helps the client and support person(s) achieve positive outcomes. Evidence-based practice and critical thinking form the foundation for sound clinical decision-making.

Caring Interventions

Caring interventions are nursing actions that help clients meet their needs. These interventions are grounded in knowledge of the natural and behavioral sciences, nursing theory, nursing research, and past experience. Caring involves both "being with" and "doing for" the client to help them achieve desired outcomes. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring fosters an environment of hope and trust in which clients' choices regarding cultural values, beliefs, and lifestyles are respected.

Teaching and Learning

Teaching and learning processes promote and maintain health, reduce risks, and are conducted in collaboration with the client, significant support persons, and other members of the healthcare team. Teaching involves providing health education to encourage and support informed decision-making, achieve positive outcomes, and facilitate self-care. Key components of the teaching process include sharing information, assessing students' responses to instruction, and adjusting instruction based on those responses. Learning involves absorbing information to expand knowledge and change behavior. The practical nurse is trained to teach clients across the lifespan and is prepared to reinforce previously presented instruction for the client or family.

Collaboration

Collaboration involves joint planning, decision-making, problem-solving, goal-setting, and sharing responsibilities among those working together, supported by open, professional communication.

Collaboration involves working with the client, key support persons, peers, other healthcare team members, and community agencies. The nurse uses a team-based approach to provide holistic, client-centered care across various healthcare settings. The nurse serves as an advocate, liaison, coordinator, and colleague as team members collaborate to meet the client's needs and achieve positive outcomes. Collaboration requires considering the client's needs, priorities, and preferences, available resources and services, shared responsibility, and mutual respect.

Managing Care

Managing care involves the efficient and effective use of human, physical, financial, and technological resources to meet client needs and support organizational goals. Successful management is achieved through planning, organizing, directing, and controlling. The nurse, working with the healthcare team, uses these processes to help clients achieve positive outcomes in a cost-efficient manner, transition within and across healthcare settings, and access necessary resources.

The policies of the Practical Nurse program align with Dorsey College. These policies support the achievement of the mission, objectives, and expected student outcomes. Nursing faculty are involved in developing, reviewing, and revising the academic program policies. The outlined policies are fair, equitable, and published, and are reviewed and revised as needed to promote program improvement. The faculty and students of the Practical Nurse program can participate in governing the nursing program. Nursing faculty will serve on the Practical Nurse 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 available in the Dorsey College Catalog and the Student Handbook. These policies cover, but are not limited to, admission, promotion, grading/evaluation, and graduation.

CONCEPTUAL FRAMEWORK

Maslow's theory forms the basis of the Practical Nurse program. According to Maslow, all individuals have similar needs arranged in a hierarchy, with higher needs emerging once basic physiological needs are met. People are unique biological, psychosocial, and spiritual beings who seek to fulfill holistic needs. Each person has the right to make informed health decisions in a society that is constantly changing due to technology. Society, a complex system that shapes culture, values, and beliefs, guides and gives meaning to a person's experiences throughout life. This framework highlights the interaction between humans and their environment, the attributes of health and wellness, and the nature of nursing practice.

1. Environment: The environment is the external plane of existence that surrounds a person and encompasses all conditions that affect their life and development, either positively or negatively. The environment influences the health and well-being of individuals, communities, and populations through tangible and intangible factors. The environmental plane encompasses natural, biological, psychological, economic, legal, ethical, organizational, spiritual, social, and cultural aspects that shape a person throughout their life cycle.

2. Person: A person is that unique individual, holistic in nature, with actual or potential health problems. Every unique, holistic human being has dignity and worth. Humans interact with a constantly changing environment that shapes each person's view of health, based on how satisfied they are with their well-being. The individual is defined by the integration of physiological, psychological, social, and spiritual aspects of life. A person is always growing and changing from birth to death. Each person has the ability and right to make decisions that affect their health or wellness and to accept or refuse healthcare within the bounds of safety and society. The individual can learn and take actions to support health, well-being, and survival. Factors that may influence this ability include, but are not limited to, age, culture, mental capacity, social conditions, the environment, and the person's developmental stage.

3. Health: Health is a dynamic concept that describes a positive state of well-being, indicating that the system is both structurally and functionally whole and sound. People have varying perceptions of, or acceptances of, levels of health or well-being throughout their lives. A statement of health, or the acceptance of such a statement, depends on the data received and analyzed in the context of the moment. Just as people have different understandings of what constitutes "health," nursing offers various levels of health care support for individuals, enabling the PN to participate in and reinforce health education initiated by others.

4. Nursing: The profession of nursing is both an art and a science, focused on promoting and maintaining health and well-being for individuals, as well as providing preventive, supportive, and restorative care for those who are ill, injured, or infirm. The art of nursing involves caring for the person as a unique individual in a holistic way. The science of nursing applies evidence-based concepts from disciplines such as biology, psychology, physiology, and mathematics. Nursing practice includes effective communication, critical thinking, therapeutic interventions, and disease management to foster health and wellness.

5. Education: Learning is a lifelong process. Nurses engage in ongoing education as part of their professional art and science. They also support individuals and groups through educational systems that help improve their understanding of health-related information. Additionally, nurses provide preventive information to help maintain and improve the health of individuals and groups.

After completing the program, the practical nurse graduate enters the workforce as a novice in the art and science of nursing and is expected to demonstrate competence in the end-of-program student learning outcomes listed below.

END OF PROGRAM STUDENT LEARNING OUTCOMES

1. Apply principles of patient-centered care in caring for diverse populations across the lifespan.
2. Employ evidence-based principles as the foundation for nursing practice.
3. Demonstrate effective interprofessional collaboration skills while caring for patients within the standards of nursing practice.
4. Use clinical reasoning in planning and delivering safe patient care.
5. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
6. Exhibit professional and ethical behaviors consistent with the standards of practice and regulatory frameworks of the practical nurse.

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

PRACTICAL NURSE PROGRAM OF STUDY

The Practical Nurse curriculum is divided into four quarter levels. Courses are structured so that knowledge and skills from earlier coursework are integrated into each new quarter. Therefore, students must successfully complete all courses within each module of each quarter to progress. Each level includes both classroom instruction and clinical practice. The program lasts twelve months.

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 are pending approval by the Michigan Board of Nursing. Throughout the year, teaching and learning occur in classroom, laboratory, and clinical settings. Total program hours are: (1) Theory and Lab: 720 hours; and (2) Clinical: 384 hours, for a total of 1,104 hours. Students enter as a cohort taking all courses together throughout the program. The program advances from

basic to more complex topics and prepares students for the NCLEX®-PN exam upon graduation.

Level 1 - Quarter 1

Quarter I focuses on building foundational knowledge and skills for general nursing care. This level also provides a foundation in medical terminology and basic anatomy and physiology to enhance student learning. The Fundamentals of Nursing course emphasizes health and aims to develop students' critical thinking skills. These skills are applied to assessment, data collection, and planning patient care, which are essential in current practice.

Level 2 – Quarter 2

Quarter 2 focuses on medical–surgical nursing and pharmacology. This quarter emphasizes medical-surgical nursing disorders affecting adults. It also covers basic intravenous therapy and phlebotomy concepts. These skills are essential for applying medical–surgical nursing in current practice. Medical-Surgical Nursing II involves working with more complex clients. Each student has the opportunity to gain charge nurse experience to enhance leadership, assessment, planning, and implementation skills. Additionally, this level includes a medical math calculation course.

Level 3 - Quarter 3

Quarter 3 continues to build on nursing content and skills through Medical-Surgical Nursing III and Advanced Pharmacology, and it includes mental health and geriatric nursing care. This experience will enhance students' assessment, communication, and leadership skills. After successfully completing pharmacology and medication administration, all students participate in an instructor-supervised medication administration experience.

Level 4 - Quarter 4

This quarter emphasizes the health and disorders of maternal, newborn, and pediatric clients, as well as the application of skills learned in previous courses. These skills involve the practical application of knowledge across all areas of nursing practice under the supervision of a registered nurse. Written clinical assignments focus on the assessment, planning, implementation, and evaluation of ordered care, using client health teaching and care maps in clinics and hospitals. Students also begin 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 outlined in the Practical Nurse Program of Study and Program Progression in this handbook (Table 1).
2. Meet and maintain a minimum overall GPA of 2.5 and meet all Standards of Satisfactory Academic Progress as outlined in Dorsey College's policy (see the Dorsey College Catalog).
3. Pass each course with a grade of "C" (75% or higher).
4. Failure to meet the above will result in dismissal from the program. Note that passing all classes with a minimum grade of "C" (2.0) will not constitute successful completion of the program, as a CGPA of 2.5 or higher is required to earn a Practical Nurse certificate of completion.
5. To pass the following courses (NUR113, NUR155, NUR157, and NUR109), students must score 75% on the final exam OR achieve an average of 75% on all weekly tests AND obtain an overall grade of 75% in the course *
6. Math Progression Policy: Please see the Clinical Math Competency Exam on page 19.
7. A course may be attempted no more than three times. If a course is not successfully passed within three attempts, the student will be terminated from the program. Mandatory remediation is REQUIRED after the second attempt.

- *Note: Withdrawal Pass (WP) and Withdrawal Fail (WF) count as an attempt*

Satisfactory Academic Progress

Practical Nurse students must meet Dorsey College Standards of Academic Progress (SAP) as outlined in the school catalog, which is provided upon admission and available on the Dorsey College website at <https://www.dorsey.edu/catalog/>. Failure to maintain satisfactory academic progress 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		<u>6.0</u>	<u>138</u>
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		<u>6.0</u>	<u>138</u>
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		<u>6.0</u>	<u>138</u>
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		<u>6.0</u>	<u>138</u>
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		<u>6.0</u>	<u>138</u>
Module 6:			
PSY102:	Mental Health Concepts	2.5	50
NUR109:	Geriatric Nursing	2.0	40
NUR110:	Geriatric Nursing Clinical	1.5	48
Total		<u>6.0</u>	<u>138</u>
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		<u>6.0</u>	<u>138</u>
Module 8:			
NUR120:	Practical Nursing Capstone (Leadership)	2.5	50
NUR117:	Pediatric Nursing	2.0	40
NUR118:	Pediatric Nursing Clinical	1.5	48
Total		<u>6.0</u>	<u>138</u>
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:

<u>VALUE</u>	<u>Description</u>	<u>Points</u>
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's Practical Nurse program uses a range of resources to prepare students for the NCLEX-PN® exam. Assessment Technologies Institute (ATI) is fully integrated into the curriculum and provides a comprehensive review of core nursing course content and NCLEX-PN® preparation as the program concludes. Dorsey College reserves the right to use additional NCLEX readiness resources, including but not limited to ATI, PassPoint, FA Davis, UCentral, and other tools, to support students throughout their program and enhance NCLEX preparation.

The comprehensive NCLEX review program offers the following to students:

- An assessment-driven, comprehensive review program designed to enhance students' NCLEX-PN® success.
- Multiple assessments and remediation activities are available. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and cover major content areas in nursing. These tools, in combination with the nursing program content, help you prepare effectively and increase your confidence and familiarity with nursing content.
- Orientation materials for all resources will be available to all students. It is highly recommended that you take time to navigate the provided orientation materials to make the most of any assigned platform.
- After completing the program, graduates are encouraged to stay in contact with the Director of Nursing, the PN Program Manager, or a designee. The campus is available to assist all graduates with NCLEX preparation. Graduates who have not met the ATI-recommended benchmarks are encouraged to continue working with the campus designee to improve their readiness for the NCLEX-PN.

Assessments

Practice and standardized, proctored assessments are scheduled throughout the curriculum. These assessments are designed to identify strengths and areas needing remediation.

² Please note any student who is caught cheating on any NCLEX preparation assignment, e.g., the unauthorized use of AI, ChatGPT, Meta Glasses, (remote) proxy-test-taker, etc., copying another student's work, working as a group, or allowing the assigned testing platform to run unattended to accumulate time, or using an unauthorized platform, will be dismissed from the PN program for academic dishonesty**

Remediation

Remediation involves reviewing content in areas that were not learned or not fully understood, as identified by proctored assessments, weekly content or test reviews, math competency exams, skills labs, simulations, or clinical evaluations. These tools help students revisit key information needed for success in courses and on the NCLEX-PN®. The student's individual assessment report will list their areas of deficiency.

The instructor has online access to detailed information on the timing and duration of students' time spent on assessments, focused reviews, and tutorials. Students may need to provide documentation that they completed the work, which could serve as a "ticket to ride" for entry into additional courses as required.

Remediation Policy

PN students must remediate the content areas identified in the individualized reports from the ATI-proctored assessments (except for the ATI Critical Thinking and the ATI Comprehensive Predictor assessment retake). The student will remediate in one or more of the following ways, according to the ATI-recommended remediation and/or the plan determined by the campus designee:

- 1) Complete assigned modules to strengthen students' critical-thinking and problem-solving skills as they are identified individually.
- 2) Attend mandatory tutoring sessions or workshops as directed by your campus.
- 3) Complete ATI Focused remediation based on missed topics from the practice and proctored assessments.
- 4) Retake the proctored assessment, if applicable.

The remediation plan will be documented in the student's official file. Students must provide the instructor with proof of completion of assigned modules and remediation templates before retaking the proctored assessment, if applicable, and before proceeding to the next module.

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

- 1) The student does not successfully complete remediation within the timeframe agreed upon in the documented plan.
- 2) The student does not complete the retake assessment within the timeframe specified in the documented plan.
- 3) In the courses (NUR113, NUR155, NUR157, and NUR109), the following criteria must be met to successfully pass the course:
 - achieve a score of 75% or higher on the final exam AND/OR an average of 75% or higher on weekly tests
 - AND obtain an overall grade of 75% in the course

Failure to meet the above requirements will result in course failure.

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.

Proctored Assessments

Table 2

	PN Proctored Exams
Quarter One	Critical Thinking Assessment Anatomy and Physiology Practice A Anatomy and Physiology Practice B Anatomy and Physiology Proctored Assessment PN Fundamentals Practice Assessment A PN Fundamentals Practice Assessment B PN Fundamentals Proctored Exam
Quarter Two	PN Medical Surgical Nursing Practice A PN Medical Surgical Nursing Practice B PN Pharmacology Practice A
Quarter Three	PN Medical Surgical Nursing Proctored Exam PN Pharmacology Assessment B PN Pharmacology Proctored Exam Mental Health Practice Assessment A Mental Health Practice Assessment B Mental Health Proctored Exam
Quarter Four	Maternal Newborn Practice A Maternal Newborn Practice B Maternal Newborn Proctored Exam Pediatric Practice Assessment A Pediatric Practice Assessment B Pediatric Proctored Exam Management Practice A Management Practice B Management Proctored Exam PN ATI Capstone Proctored Pre-Assessment PN Comprehensive Online Practice A 2026 PN Comprehensive Online Practice B 2026 PN ATI Capstone Proctored Post-Assessment PN Comprehensive Predictor 2026 PN Comprehensive Predictor 2026

Testing Misconduct (anomalies)

Dorsey College and any other NCLEX platforms used during the program will review assessment data for unusual student responses. Your answers to assessment questions will be analyzed statistically for potential test misconduct. If misconduct is found, you will be notified, and appropriate disciplinary action may be taken, including failing the course or being dismissed from the program.

PROGRAM COMPLETION

Once program completion has been achieved and verified by the campus Director of Nursing (DON), the DON's designee will send the student's Michigan Nursing School Certification to the Michigan Board of Nursing. Each student who has successfully completed the program will receive a certificate of completion.

NCLEX-PN Testing Fees

Dorsey College will pay the LARA registration fee one time for graduates of this program to challenge the NCLEX-PN (National Council Licensure Examination), contingent upon the graduate meeting Dorsey College's exam preparation requirements as outlined in the most recent Practical Nurse Student Handbook. Graduates are responsible for Pearson Vue and fingerprinting fees. Upon passing the NCLEX-PN on the first attempt, a one-time fee of \$250 will be awarded. Awards will be disbursed twice a year.

- 1) Must complete all practical nurse program requirements.
- 2) Must achieve greater than 92% on the PN Comprehensive Predictor (First or Second Attempt)
- 3) All subcategories must be 65% or greater
- 4) Complete all remediation (including scores <65% in subcategories)
- 5) Be at 100% completion of all VATI modules except NCLEX Readiness.
- 6) Pass all courses in Module 8 (NUR117, NUR118, NUR120) and attend the 3-Day Live Review
- 7) Meet attendance requirements for the entire module 8 per the Dorsey calendar
- 8) Cannot receive any anomaly reports from any NCLEX-PN preparation resource.

Failure to complete the following may result in the student earning 0 points for VATI assignments:

- a. Not at the 100% stage by the end of Week 5
- b. VATI account not established
- c. Questionnaire not completed or not submitted
- d. No communication or engagement with the ATI Coach
- e. Incomplete assessment, assignments, and/or remediation
- f. Moving ahead in review without the coach/instructor's directive
- g. Students' failure to resolve known computer/netbook/laptop or other technical problems
- h. Student reports the inability to complete NUR120 assignment due to competing school/class/homework, etc.,
- i. Anomalies via the ATI report.
- j. No engagement

PROGRAM GUIDELINES

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

Classroom Lecture /Lab Courses

Dorsey College is committed to preparing individuals for promising career opportunities and to fostering self-esteem, self-reliance, discipline, and confidence among all graduates. We have found that good attendance is closely linked to successfully completing all coursework and preparing for a successful career. Therefore, students are expected to attend at least 90% of their scheduled contact hours to earn a passing grade. Missing more than 10% of lecture or lab class time may result in a failing grade in the course(s). Mitigating circumstances or documentation do not supersede the attendance policy. If any student is found in violation of the attendance policy below, the policy will be enforced regardless of mitigating circumstances.

CLASSROOM/LAB MISSED HOURS in 40-HOUR COURSE:

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

CLASSROOM/LAB MISSED HOURS in 50-HOUR COURSE:

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

Completion of Clinical Hours

Students must complete all scheduled clinical practical hours. Missed hours may be made up only for approved mitigating circumstances. Make-up hours must be completed under the supervision of nursing faculty and scheduled based on the availability of the clinical site and faculty. These can be scheduled on weekends, during school breaks, or during second or third shifts. The decision regarding the type of clinical make-up rests with the Director of Clinical Operations or the clinical team designee, based on factors such as clinical site or instructor availability, required make-up hours, and whether the missed clinical occurs within the module. There is no guarantee that make-up hours will always be available. If all clinical hours are not completed, the course will be considered a failure. **If classes are canceled at a Dorsey College campus, students in clinical courses should still report to the site if it is open.** Clinical students may wish to call their assigned clinical instructor in advance to ask whether they should report to their site.

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 of less than 5 consecutive days must be counted as consecutive days absent.

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

Clinical Assignment of Students

Nursing students participate in various clinical settings as part of the PN academic program, providing opportunities to work with diverse populations, organizations, and agencies. These cooperating agencies are located in both urban and suburban areas throughout Metropolitan Detroit and Southeastern Michigan. These settings offer real-world experiences where students can apply classroom theories in practice while working with individuals and families. Students are encouraged to be flexible and adaptable to each assignment.

Compliance with Clinical Agency Policy

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

Transportation to Clinical Sites

Dorsey College does not provide transportation to or from clinical sites. Students are responsible for getting to and from their assigned clinical locations. The lack of transportation cannot be considered when making clinical site placement decisions, nor will it be treated as a mitigating circumstance for missed clinicals.

Student Responsibilities

- Reporting to the clinical site, returning from lunch/scheduled breaks 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, end of shift, 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 the evaluation tool benchmarks developed for each course will be used to assess your clinical performance, and a grade will be assigned based on the performance behaviors outlined in the evaluation tool.

*(Students will receive a copy of the evaluation tool at the beginning of each clinical course.) *

ACEMAPP Requirements

- Not completing ACEMAPP requirements by the assigned deadline may result in not being assigned to a clinical rotation, which will result in clinical failure.

ETHICAL CODE OF BEHAVIOR

Students in the Dorsey College Practical Nurse program are expected to uphold the same ethical standards that guide nurses' actions, regardless of the situation or timing. This code emphasizes qualities such as honesty and accountability. Dorsey College considers cheating in any form a serious breach of our professional ethics and will not tolerate it. Penalties include failing the course and possible dismissal. Cheating can take many forms, including but not limited to the **unauthorized use of AI, ChatGPT, Meta Glasses, a (remote) proxy test-taker, plagiarism, sharing or obtaining exam questions or answers, copying someone else's work, allowing others to copy yours, working in groups, letting the testing platform run unattended to increase time, or using unauthorized websites to find quiz or test answers.** Any student caught cheating, including on NCLEX preparation assignments/assessments, will be expelled from the PN program for academic dishonesty. Drugs and alcohol are prohibited, and any suspicious behavior will be investigated by a Dorsey College staff member. Students under the influence of drugs or alcohol while on campus will be immediately expelled from the nursing program.

The following list is illustrative and not intended to be an exhaustive enumeration of **inappropriate behavior and/or code of conduct violations:**

- Obstruction or disruption of teaching in any form on Dorsey College property.
- Physical abuse, assault, battery, or unauthorized detention of any person on the Dorsey College property or at affiliated sites, and/or conduct or expression, verbal or written, that threatens or endangers the health or safety of any such persons.
- Theft of or damage to property.
- Unauthorized entry or use of Dorsey College facilities.
- Falsification of any official records.
- 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 College.
- Illegal use, possession, or distribution of alcoholic beverages, narcotics, controlled or illicit substances, or public intoxication.
- Illegal or unauthorized possession or use of firearms, explosives, other weapons, dangerous chemicals, or improper use of fire extinguishers on Dorsey College property.

Theft or other abuse of computer time, including but not limited to:

- Unauthorized entry into a file to use, read, or change the contents, or for any other purpose
- Unauthorized transfer of a file
- Unauthorized use of another individual's identification or password
- Use of computer facilities that interfere with the work of another student, faculty member, or staff member

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.

1. 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.
2. 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.
3. 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.

TITLE IX INFORMATION

Dorsey strives to ensure equal access to educational programs and activities in compliance with Title IX, which prohibits sex discrimination, including accommodations for pregnancy and pregnancy-related conditions. Dorsey College does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity it operates, as required by Title IX and its regulations, including in admissions and employment. Inquiries about Title IX may be directed to Dorsey College's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Dorsey College's Title IX Coordinator is Ann Victoria Thomas, 31799 John R Road, Madison Heights, MI 48071, athomas@Dorsey.edu, Ph: 248.585.9200, ext. 11228. Dorsey College's nondiscrimination policy and grievance procedures can be found at <https://www.dorsey.edu/policies-and-plans/>. To report conduct that may constitute sex discrimination or to file a complaint of sex discrimination under Title IX, please also refer to <https://www.dorsey.edu/policies-and-plans/> and select "Report an Incident" under the Title IX heading.

DRESS CODE POLICY

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

Students are required to be in a scrub uniform. Scrubs must be the designated color and presentable (with a correct fit, no wrinkles, tears, lint, etc.).

- **Campus setting** (lecture and lab classes): Solid, navy-blue scrubs (top and bottom) are required. A solid burgundy lab coat (provided by your campus) may be worn over the scrub top.

Chest hair must be covered by wearing a T-shirt under the scrub top at all times

- **Clinical setting**: solid, gray scrubs (top and bottom) 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 (top and bottom) 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 (non-permeable) to seep through or needles to penetrate. **Shoes must be black, blue, or white and kept clean at all times.** Winter boots may not be worn in class. Students must change their boots to an acceptable shoe as mentioned above. Shoes may be stored under the desk during class.
- A Dorsey badge is to be worn on the pocket of the uniform at all times.
- Hats and headdresses (including headbands) of any type are not allowed except for those that are required for religious or health reasons and as approved by Dorsey College.
- Hair must be a **professional natural color at the discretion of the campus.** Hair that is shoulder length or **longer must be tied back and pulled away from the shoulders.** 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 prohibited.
- Jewelry such as earrings, necklaces, bracelets, and rings is to be kept minimal so as not to cause injury to the client, student, or others. Ornate jewelry, including hoop earrings, bars, chains, etc., is not to be worn. Only stud earrings are acceptable, and only one earring per ear.
- All facial piercings, such as nose, tongue, eyebrow, cheek, tragus, and lip, **must be removed.**
 - **Clear nose and facial rings are prohibited.**
- Artificial eyelashes are prohibited.
- 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 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 CLINICAL EXPERIENCE

1. Maintain car in good condition.
2. Review directions on the map prior to leaving for first visits in new areas.
 - Getting lost is not considered a mitigating circumstance.
3. When arriving or leaving a clinical site, be alert and aware of your surroundings.
4. Allow extra travel time on each scheduled clinical day, during inclement weather conditions, and in anticipation of rush hour, construction, rideshare issues, train delays, etc.
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 (e.g., cell phones, Palm, MP3, Bluetooth) is not permitted; therefore, such devices must be turned OFF during clinical time.
11. Ensure cell phone is fully charged.
 - Uncharged/dead cell phones are not considered a mitigating circumstance.
12. Report any absence and/or anticipated tardiness to the clinical faculty personally in a timely manner.
13. Be familiar with clinical agency safety policies.

EXAMS/TESTS/QUIZZES

Students will be asked to spread out (possibly 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 so, take all your belongings with you to that location. There will be no breaks during an exam or quiz; please use the facilities beforehand. If you must leave during an exam, turn in your test/quiz as completed to the instructor and receive further directions. Cell phones must be turned off and placed with your belongings. If your cell phone rings or vibrates during an exam or quiz, your test or quiz will be removed, and you may receive a grade of 0 for that exam or quiz. Calculators must 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 policy minimizes disruptions 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 determine whether a make-up test/quiz will be permitted. If permitted, the make-up test/quiz may not be in the same format as the original test/quiz. If permitted, the make-up examination may be subject to the late assignment policy, which includes a 20% grade penalty (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 make-up, 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 Competency Exam

Students will take a math quiz in each module, starting in module four, to determine eligibility for clinicals in modules five through eight, as outlined in the course syllabus. Students are expected to score at least 90% on their first attempt. Those who score below 90% must attend remediation and retake the quiz. If a student fails to score at least 90% on the math quiz after three attempts, they will be ineligible to attend the next clinical course. Students who do not pass the math competency must successfully complete math remediation, as determined by the Director of Nursing or campus designee, before enrolling in clinical courses. *This process may be repeated for each module, depending on successful completion of the math competency quizzes*.

***Note: Students who do not pass the math competency quiz can continue in their didactic courses that do not contain a clinical component; however, they will not be permitted to advance to the next module until they successfully complete the math competency and clinical course. ***

Examination Review

Examinations may be reviewed upon request. Exams may not be removed from the room, and no notes may be taken during the review. Contact the faculty to request an exam review.

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. Successful program completion will require additional study and/or lab time beyond the program hours outlined in the COLLEGE catalog.

MAKE-UP WORK

Late assignments may incur a 20% grade penalty for each day they are late. Make-ups for missed exams will be approved only 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 for 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 time and may be subject to the late assignment policy, which carries a 20% grade deduction.

STUDENT RESOURCES

Nursing Faculty

Nursing faculty can be reached during posted office hours or by appointment to assist with tutoring, workshops, and questions or concerns about nursing courses, clinical requirements, grades, remediation, professional nursing issues, or future goals.

Practice Laboratory

The practice laboratory will provide students with opportunities to practice psychomotor skills, communication (verbal and nonverbal), clinical interventions, and interpersonal skills in a simulated clinical setting. The lab also provides audiovisual learning aids, patient simulators, computer-assisted instruction, internet access, interactive videos, and opportunities to study specialized nursing topics. An emphasis on self-paced learning and materials that reinforce classroom instruction is integral to the laboratory's philosophy.

Resource Center

Dorsey College's library resources can be accessed at the following website:

<https://www.mel.org/welcome>

Personal and Family Problem Referral Information

Information to assist students with personal and family problems, including referrals to mental health clinics, family counseling, homeless shelters, and legal aid, is available through Well Connect. Community services may also be available and vary by campus.

Health

In the event of an injury on campus or at sanctioned school events, Dorsey College is affiliated with Concentra Medical Centers and First Choice Medical Centers.

STUDENT REPRESENTATION/ORGANIZATION

Practical nursing students will have the opportunity to represent their class as class representatives on the PN Student Council. All class participants are eligible. Students are recommended or nominated by instructors and administration and then elected by the student body. Class representatives serve as a line of communication between practical nursing students 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 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-Harassment
- 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

(Issue Date: September 2026)

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 can refer to it 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 that are provided to me in writing. I understand that this handbook applies to all coursework in this Nursing Program. I further understand that graduating from 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: _____



**Dorsey
College**