HENRY FORD COLLEGE
FUTUREDRIVEN

Nursing Program

Student Handbook

Academic Year 2021-2022

School of Health and Human Services

WELCOME!

Dear Student:

Welcome to Henry Ford College's (HFC) Nursing Program. The faculty, staff, administration, and I are delighted you have chosen HFC. You are embarking on a wonderful journey that will lead you to a career in nursing, one of the nation's most respected professions. This journey is sure to give you joy and a great sense of accomplishment. You may face challenges along the way. If you do, rest assured that we are all here to assist you. Henry Ford College "transforms lives and builds better futures."

As you begin your journey, we want to ensure that you have the tools you need to be successful. This handbook will answer many questions you may have and provide guidance through difficult times. If you have additional questions, please do not hesitate to ask our team for assistance.

We look forward to getting to know you better and wish you much success on your journey.

Thank you for choosing Henry Ford College!

Sincerely,

Susan T. Shunkwiler, DNP, CNM, RN
Dean, School of Health and Human Services

The Nursing Student Handbook (NSH) provides students with information about Henry Ford College's (HFC) Nursing Program, it's curriculum, policies, procedures, expectations and other important information. This handbook contains information that will facilitate a student's successful completion of the program. It is critical that all nursing students read this handbook, refer to it throughout their courses and comply with the policies described herein. It provides information needed for proper student conduct and participation while in the Nursing Program.

Prior to beginning the program, students are required to participate in a mandatory orientation session, which includes a review of key information from the handbook. This handbook is revised annually for the start of the fall semester. Policy changes that are implemented between revision cycles are communicated to students via HawkMail. The current handbook is available to students on the K drive and on the Nursing Program website (nursing.hfcc.edu). All students are responsible for their complying with current college and program policies and procedures. As Nursing Student Handbook revisions are made, program students must comply with the new policies and procedures. This also applies when changes occur between handbook revision cycles. In addition, nursing students are held to all published policies and documents of Henry Ford College.

The college is committed to equal employment and educational opportunities regardless of a person's age, race, color, religion, marital status, pregnancy, sex/gender, sexual orientation, gender identity, gender expression, gender transitioning, height, weight, national origin, disability, perceived disability, political affiliation, familial status, veteran status, genetics or other characteristics protected by law in all college programs, services, activities, employment and advancement, including without limitation educational admissions practices, and access to, equitable treatment or employment compensation and benefits as required by state and federal laws.

In accordance with state and federal law and local ordinances, the college prohibits and will not tolerate any form of discrimination.

The college is committed to a continuous review of all aspects of the college's programs, activities, services and employment. This review includes but is not limited to, recruitment, selection, admissions, retention, compensation and promotion to identify and prevent potential discrimination on the basis of legally protected characteristics.

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I. GENERAL INFORMATION

Methods of Communication

Communicating effectively is one of the most important life skills one can possess. Though many of us claim to communicate effectively, miscommunication happens all the time. When we do not communicate effectively, we can create conflict, anger, and stress. In the healthcare setting, a breakdown in communication can jeopardize the safety of our patients. None of us want this to happen.

Some Helpful Hints:

DO's	DON'Ts
- When you are having a problem with another student, a staff member, or faculty, talk to them first. - Allow yourself time to cool down. - Ask to speak to this person in private. If it is your instructor, email or call him/her using the contact information in the course syllabus. - Use "I" words…I felt frustrated when…I was confused by… - Seek solutions. - Follow the chain of command if you do not get a satisfactory resolution.	- Do not…let the person you are having a problem with be the last to know. - Do not…become angry. - Do not…try to change the other person's behavior. The only behavior you can change is your own. - Do not…write a nasty email or post derogatory comments on social media.

"The single biggest problem in communication is the illusion that it has taken place"
George Bernard Shaw
Playwright and Political Activist

The following pages will explain different means of communication we use in the HFC Nursing Program.

Telephone Numbers & Email Addresses

The School of Nursing Office telephone number is 313-845-6304. The nursing computer/skills lab is 313-845-6306. Faculty and staff email addresses are available online at: **https://catalog.hfcc.edu/employee-directory**

Telephone/Cell Phone/Messages

Telephone messages of an urgent nature ONLY will be transmitted to students who are attending regularly scheduled nursing classes at the college or clinical agency. If you are expecting an emergency call, (i.e., critically ill family member), you may leave an hour-by-hour daily schedule with the Nursing Office. STUDENTS MAY NOT have CELL PHONES, IPODS/MP3s OR BEEPERS in any CLINICAL AGENCY or on their person during scheduled Practice Skills Lab (PSL) hours. During classroom lectures and open lab hours, cell phones, IPODs/MP3s, and any other electronic device will be on vibrate or off and put away. Texting during classroom is prohibited. During exams, cell phones are not allowed in the testing environment (see examination policy).

Cancellation of Learning Experiences / Emergency School Closings

1. The college may close unexpectedly due to an emergency situation, such as a snowstorm. With such emergency closures, clinical rotations are cancelled.
2. All students should listen to media announcements for school closure and sign up for emergency alerts at https://its.hfcc.edu/about/alerts where messages can be sent via text, email and voicemail. The media announcement of the school closure must be specifically for Henry Ford College and not Dearborn Public Schools.
3. Students are notified of cancellation of clinical experiences (illness of instructor, etc.) via HawkMail. Clinical instructors may also use a fan-out telephone procedure detailed in their agency orientation at the beginning of each semester.

Student Change of Name or Contact Information

Students are **required** to notify the **Nursing Office** in writing **of any change in name, address, phone number, or HawkMail** so that proper records and communication may be maintained. Students are also required to update their HFC information by logging into the HFC Student Portal account.

Student Notification

Program communications, updates and information are sent to students via HawkMail. All students are responsible for checking the K-drive and their HawkMail account frequently. Students can find information on how to access their HawkMail at https://my.hfcc.edu/its-help-desk. Some clinical-specific information will be sent out directly to student HawkMail from the Alliance for Clinical Experience Matching and Placement Program (ACEMAPP). With program admission, ACEMAPP information is provided. ACEMAPP website address is: https://acemapp.org.

K-Drive Access

Commonly used documents are posted on the K Drive. Follow these instructions to access the K Drive:

1. Go to myhfcc.edu, select "Student Portal", and Log In.
2. Select H: K: DRIVE along the top page border.

3. From the left navigation bar, click on the icon for "Net Folders".
4. Click on ACSKDRIVE.
5. Using the arrows, you must scroll across/down and click on "Nursing Course Materials". Course clinical paperwork and the electronic version of the current **Nursing Student Handbook** is on this site and available for reference.
6. The section titled "Forms for Students" contains general forms that students use while in the program.
7. Click on the "Nursing Course Materials" folder and select the course that pertains to you, i.e. NSG-117, NSG -119 for example (the file number is the course number).
8. Print copies of the necessary forms.

Student Meetings

All Nursing Program students are expected to attend mandatory meetings and meet all deadlines for submission of necessary materials. Non-attendance at meetings or late submission of material may result in penalty or student removal from the program.

Nursing Faculty

Direct dial phone numbers are easy and convenient to use. Voice mail allows you to leave a message. A courtesy phone and faculty directory are located by the Security Office on East Campus in the entryway atrium and can be used to contact faculty directly in his/her office. A listing of nursing full time Faculty phone numbers and contact information can also be found on the Nursing Program web page at: https://nursing.hfcc.edu/programs/faculty (Nursing Program / Faculty and Staff). All faculty and staff email addresses are available at: https://www.hfcc.edu/staff-directory.

Nursing Program Administrators

Students requesting information and/or a meeting with the Dean, or the Associate Dean of the School of Health and Human Services, Faculty Chair, or Program Coordinator of the Nursing Program should seek assistance in the Nursing Office (SN-120). In order to arrange appropriate referral, the Nursing Office will solicit information from the student so that they can be directed to the correct resource and/or have a meeting scheduled. The student will be asked to complete a form explaining their need for support, additional information will be gathered directly.

Full Time Faculty Communication and Support

The full-time theory instructors have available office hours, which are communicated to students by individual faculty. Students are encouraged to seek instructor assistance for academic support and/or concerns. Nursing faculty contact information can be found on the HFC website and on the course syllabus. At the East Campus security office window, a binder contains instructor contact information and office hours. A phone is located at that same site which students can use to call an instructor's office.

Chain of Command

In nursing, like many other professions, issues, concerns and conflicts are managed by movement along a "chain of command". The **chain of command** in its simplest definition is the line of authority and responsibility along which decisions are made. Nursing Program students are expected to resolve concerns/issues by following the chain of

command: immediate theory or clinical instructor, Nursing Program Coordinator or Faculty Chair, Associate Dean, then Dean of the School of Health and Human Services. Students should **never** attempt to resolve concerns/issues by contacting clinical agency personnel directly.

East Campus Building Hours

During the week, the nursing building opens to students between 6:30 and 6:45 a.m. The resource and study rooms are open until 8:00 p.m. for student use. Clinical experiences (simulation, lab or skill evaluations) and open lab hours may run until 9:30 p.m. for involved students. The building is open to students on Saturdays, usually from 6:45 a.m. until 2:00 p.m., if the simulation or open lab is in session. Typically, faculty will be opening the door at set times determined by their planned activity. On Saturdays the Nursing Building is not open for student study, rather only for scheduled lab (open and PSL) and simulation experiences. The nursing building is closed on Sundays. Related communication will be posted and/or emailed to students if there is a need to change building hours or study (or resource) room access.

II. PROGRAM OF STUDY

History of the Henry Ford College Nursing Program

Did you know…Henry Ford College was the **First Associate Degree Nursing Program** in the State of Michigan?

Our Nursing Program began in 1953 with 21 students as one of seven pilot nursing programs in the United States, and part of the cooperative Research Project in Junior and Community College Education for Nursing. The project, under the sponsorship of the Division of Nursing Education, Teacher's College, Columbia University, New York City, originated to develop and test a new concept in the preparation of men and women in nursing. Functions, which are commonly associated with the registered nurse, were expected to be successful through this new type of program, conducted in a Junior Community College setting. Eleanor Tourtillott pioneered the Henry Ford College program and continued as the Assistant Director from 1953-1974.

Henry Ford College has continued to be a pioneer in nursing education through federally funded projects. The development of "New Media Approaches to Education for Nursing" from June 1, 1966 to May 3, 1971, and the "Development and Implementation of Instructional Modules", February 1, 1975 to January 31, 1978 are two such projects. The Henry Ford College Program is known for its innovation in the area of instructional technology.

Instructional strategies to individualize learning are in place for students in the Nursing Program. All nursing courses are modularized, which increases learner flexibility. All learners have access to on-campus tutorial laboratories for assistance with reading, writing and math skills development. Nursing students use the practice skills laboratory primarily for learning, reviewing, remediating and evaluation of skills before clinical practice.

In 1981, after an in-depth curriculum review, nursing faculty developed the Curriculum Master Plan which was to be the blueprint for the new curriculum. This curriculum was implemented in September of 1983. It is based on Dorothea Orem's Self-Care Model of Nursing.

In 1983, the Nursing Program was selected as one of five colleges in the Midwest to participate in a three-year program called "Associate Degree Nursing – Facilitating Competency Development." The project, sponsored by the Midwest Alliance in Nursing, involved two Henry Ford College nursing instructors and two Harper-Grace nursing service administrators, working as a team in defining competencies of ADN graduates. The competencies became an integral part of educational curriculum and the nurse's job description, thus helping to reduce stress in new associate degree nursing graduates. Consequently, this benefits students, faculty, and most of all, clients. In 1984, the Nursing Program entered into a special agreement with Hutzel Hospital to assist their Licensed Practical Nurses to complete the HFC Associates Degree Nursing Program. Theory classes were held at Hutzel Hospital. These LPN students graduated in June 1987 and all passed their National Council Licensing RN Examination.

The Nursing Program was honored with the 1988 Michigan League for Nursing Achievement Award for excellence in nursing education. In the fall of 1988, an Advanced Placement program for Licensed Practical Nurses was reinstituted. Licensed Practical Nurses earn credit for prior learning and transition into the first semester. In addition to the campus Advanced Placement Program for LPNs, an on-site program at Henry Ford Hospital was also established in 1988.

The Nursing Program continues to advance the use of computers, updated mannequins and equipment, and other technologies for the improvement of instructions and efficiency of operations. A Computer Assisted Instructional (CAI) Program developed through State funding was initiated in the fall of 1988. In 1991 and again in 1994, the Nursing Program was awarded grants from the Helen Fuld Institute. The grants enable the Nursing Program to continue its multimedia efforts by implementing interactive video into the curriculum.

In May 1991, Henry Ford College and Madonna University developed a nursing articulation agreement that facilitated educational mobility for graduates of the HFC Nursing Program. Since changes in curricula occur over time, a new articulation agreement was completed in 1999. That same year, an articulation agreement was developed with Oakland University. In 2004, articulation occurred with Eastern Michigan University. Transfer of credit with Wayne State University, University of Detroit Mercy, and several other colleges/universities allows for the smooth transition of HFC graduates into BSN or MSN degree programs.

On March 26, 1992, at the 40th Anniversary of Associates Degree Nursing Education Banquet held in Lansing, Michigan, Henry Ford College received the Pioneers of Yesterday Award for forty years of excellence in nursing education. The program was again cited for the pioneer of ADN education at the 1999 NLN convention in a video depicting the history of such programs.

Community involvement was emphasized in 1999-2000 through a partnership with Oakwood Health System which encourages participation in community health projects. In October 2000, the Nursing Program was awarded accreditation with the NLNAC until the year 2008. Between 1994 and 2000, several supplemental and supportive courses were developed and implemented.

To address the nursing shortage, in 2000, an additional 60 students began entering the nursing program in the winter semester, expanding the first level entry to approximately 280 students a year.

On April 16, 2005, the 50th Graduating Class Anniversary was celebrated with a reception in the Health Careers Building Atrium. Eight members of the first graduating class of twenty-one members attended. Representatives of many other years of nursing graduates were also present, demonstrating the bond between the school, the graduates and the community. The May 2005 nursing graduating class numbered 230 students, the largest in the history of the program to date.

In fall 2005, a partnership between Henry Ford Nursing Program and the Henry Ford Hospital System (HFHS) was established to create a mechanism that would address the nursing shortage at this large hospital complex through the sharing of assets. Current hospital personnel applied and were admitted to the nursing program. They took their nursing courses at the main HFHS facility, completed their educational process, and then worked for the system that supported their education. HFC nursing faculty and HFHS staff taught in this partnership program. The program at the Extended Site mirrored the on-campus nursing program. The first class began over Spring/Summer 2006.

In 2006, the LPNs transition into the nursing program became less cumbersome. A bridge course, NSG 091, was developed to facilitate entrance into the 2nd semester of nursing. The advanced placement provides LPN candidates the opportunity to obtain their ADN in one calendar year.

In 2007, the first graduating class from the partnership between Henry Ford College Nursing Program and the Henry Ford Hospital System completed all requirements. The second class of the ongoing partnership began in Spring/Summer 2007.

In 2008, The HFHS/HFC Accelerated Nursing Program was selected by the League of Community Colleges as the winner of the "Innovation of the Year Award". The program demonstrated its sustainability by beginning a third cohort over Spring/Summer of that year.

In October 2008, two representatives from the NLNAC completed an assessment of the Nursing Program and recommended recertification for eight years. In February 2009, the Board of the NLNAC formally awarded an eight-year recertification to the Nursing Program.

In August 2009, the final class from the Henry Ford Hospital partnership graduated. A simulation lab within the Division of Nursing was created. Scenarios for simulation was developed and have since been expanded. In 2012 we added two additional high-fidelity mannequins to our lab equipment.

In August 2010, the Nursing Program moved from the HFC main campus to the HFC School of Nursing, located on the HFC East Campus. Dedicated on November 17, 2010, the new School of Nursing provided a modern and spacious learning environment dedicated to the education of future nursing professionals and included three simulation suites, expanded onsite computer access, practice skills labs, and areas necessary for student collaboration and study.

In November 2011, the NLNAC returned to evaluate and review our new School of Nursing building. The finished report supported our re-accreditation through 2016.

In May 2012, our first nursing student graduated from the HFC Early College student program.

In July 2013, the Nursing Division and the Health Careers Division combined to form the new Health Sciences Division.

In fall 2014, the Michigan Board of Nursing approved a concept-based curriculum which was implemented in winter 2015. Our first student cohort from the new curriculum graduated in December of 2016.

The Accreditation Commission for Education in Nursing (ACEN) completed a focus visit in winter 2015 semester and a full site visit for re-accreditation in October of 2016. The Nursing Program was granted continuing accreditation through fall 2024.

Associate in Applied Science Degree

The Nursing Program adheres to the philosophy of Henry Ford College by providing a two-year program which meets the requirements for the Associate in Applied Science Degree.

- Graduates of our program are able to function as ADN graduates and take the NCLEX-RN examination for licensure.
- Faculty continue to value ACEN accreditation as a means for greater articulation with NLN accredited BSN programs and for communicating that national standards are upheld in the HFC program. Issues within the HFC Nursing Program can be forwarded to ACEN (see contact information under "Accreditation" heading).
- This degree provides an entry level for students desiring future professional nursing practice or an exit point for those preferring a technical nursing practice.
- We recognize the value of guidance and counseling and refer students to internal and external resources as appropriate.
- Our nursing faculty and administrators are practitioners, speakers, writers and contributors to a variety of healthcare organizations.
- We recognize the diversity of our students, assess their learning styles and utilize creative-teaching methodologies.
- Our teaching methods and curriculum are based on current educational research and theory.

Accreditation

The Nursing Associate in Applied Science program, at Henry Ford College,

East Campus, located in Dearborn, Michigan is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326

Phone: (404) 975-5000

Website: www.acenursing.org

The most recent accreditation decision made by the ACEN Board of Commissioners for the Nursing Associate in Applied Science program is:

Continuing Accreditation

View the public information disclosed by the ACEN regarding this program at:

http://www.acenursing.us/accreditedprograms/programSearch.htm

Accreditation What does it mean? Why should I care?

There are many benefits to graduating from an accredited nursing program. These include facilitation of transfer credit, financial aid eligibility and employment opportunities. Additionally, accreditation standards ensure that faculty and administrators continually review the program to ensure that students receive a high-quality education.

Mission Statement

The Nursing Faculty of Henry Ford College supports and accepts the mission statement of the College. The nursing division is committed to student-centered learning, education, and socialization of entry-level Associate Degree nurses. We are preparing a diverse population of students to practice in an ever-changing health care environment, which embraces safety, competency, and ethical principles to promote the health and care of patients, families, and communities.

Nursing Philosophy

We believe that nursing is an art and science utilizing evidence-based practice to deliver safe, quality care to individuals, families, and communities. We recognize that the goal of nursing is to provide patient-centered, compassionate care that respects the patient's perspective and participation in health care. The HFC School of Nursing identifies the concepts of Nursing, Individual, Health, and Nursing Education as the organizational framework. The core curriculum concepts are: Caring, Clinical Decision Making, Communication, Culture, Diversity, Evidence-based Practice, Health/Wellness, Illness and Safety. The nursing faculty promotes the National League of Nursing's Core Values of Caring, Diversity, Excellence, Integrity, Ethics, Holism, Human Flourishing and Patient-Centeredness.

Nursing

Nursing is a caring art based on scientific principles; whose practitioners possess specialized abilities to promote and restore health, prevent illness, or facilitate a peaceful dignified death. Nurses intervene across the lifespan with patients, family members and members of the community. Nurses deliver patient-centered, holistic care with respect to diversity, age, culture, ethnicity, and lifestyle. The ethic of caring drives the decisions and actions of the nurse in delivery of care for the patient, family, community, and incorporates global health care concerns.

The nursing process, which includes technological, social, and interpersonal elements, provides the methodology for nursing practice. It includes assimilation of knowledge and evidence-based practice in the assessment, diagnosis, planning, implementation, and evaluation of care. By utilizing the nursing process, the student will develop the ability to use critical thinking and clinical reasoning which leads to clinical judgement. Communication with patients, families, and the health care team is essential to the role of the nurse as a care giver, advocate, and care manager. As an integral part of the interdisciplinary health care team, nurses collaborate to assist individuals, families, and communities to reach their optimal level of wellness. Nursing is a profession of differentiated, mutually-valued and collaborative practice.

Nursing Education

Nursing education is a dynamic, life-long process which promotes growth professionally and personally. Associate degree nursing education introduces the student to the practice of nursing. The focus is on the application of the sciences, humanities, and nursing science, utilization of evidence-based research, nursing theory and clinical practice in an environment conducive to learning.

Teaching and learning are interactive processes between educator and learner. Faculty believe that although students have particular learning preferences, no student learns in only one way. Students are exposed to different instructional methodologies to enhance learning. Instruction incorporates adult learning theory concepts

recognizing that adult students learn best when they can see relevance of the material, can engage in learning and can have opportunities to replicate actively the skills and knowledge they must master. Additionally, faculty believe that adult learning is facilitated by application of classroom skills in the real-world setting.

In an atmosphere of mutual respect, both educators and learners create an optimal environment for learning. The responsibility of the faculty is to present themselves as a professional role model who educates, socializes and prepares learners for entry-level nursing practice. The learner assumes accountability for active participation in the classroom, practice skills laboratory, simulation suite and clinical environment. Learners engage in purposeful learning, develop insight through reflection, self-analysis, and self-care. Active learning experiences foster clinical judgement when they involve discovery, critical thinking, and clinical reasoning.

Individual

The recipient of care, be it individual, family or community, is a complex, open system in continuous interaction with the internal and external environment. Recipients of care have the ability to care for themselves and others and to engage in health and wellness behaviors. They have the right to quality health care and to make informed choices regarding their care and treatment in order to attain their optimal level of wellness. All persons are recognized as having intrinsic value, inherent worth, and free will.

Health

Health is a dynamic, ever-changing state, influenced by biological, psychological, socio-cultural, spiritual, developmental, and environmental factors which exist on a continuum from optimal level of wellness to illness and ending in death. Each individual's health is based on his/her cultural perceptions and beliefs of health and illness and the ability to adapt to internal and external environmental forces.

III. CURRICULUM MASTER PLAN

1. Use evidence-based practice in the delivery of nursing care.

1st Semester	2nd Semester	3rd Semester	4th Semester
Explain evidence-based practice in the delivery of nursing care.	**Demonstrate evidence-based practice in the delivery of nursing care.**	**Analyze evidence-based practice in the delivery of nursing care.**	**Evaluate evidence-based practice in the delivery of nursing care.**
1. Describe evidence-based research to improve client outcomes.	1. Locate evidence-based research to improve client outcomes.	1. Apply evidence-based research to improve client outcomes.	1. Select evidence-based research to improve client outcomes.
2. Discuss ways to apply evidence in practice.	2. Explain how nursing research improves nursing practice.	2. Interpret evidence-based research to improve health and wellness outcomes for clients, families, and communities.	2. Evaluate evidence-based research to improve health/wellness and illness outcomes for clients, families and communities.
3. Discuss the benefits of evidence-based practice found in the literature.	3. Incorporate appropriate evidence-based nursing interventions for client care.	3. Evaluate the quality of health information.	3. Select evidence-based research to improve system outcomes within the health care environment.

Related Role Specific Competency for PLO #1	National League for Nursing (NLN) Outcomes and Competencies		Quality and Safety Education for Nurses (QSEN)
Concept(s): Evidence-based Practice (EBP)	Spirit of Inquiry: Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.		Evidence-Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

2. Communicate effectively with individuals, families, communities and the health care team using a variety of methods, including informatics.

1st Semester	2nd Semester	3rd Semester	4th Semester
Describe effective strategies for communicating with individuals, families, communities and the health care team using a variety of methods, including informatics.	**Demonstrate effective strategies for communicating with individuals, families, communities and the health care team using a variety of methods, including informatics.**	**Devise effective strategies for communicating with individuals, families, communities and the health care team using a variety of methods, including informatics.**	**Select effective strategies for communicating with individuals, families, communities and the health care team using a variety of methods, including informatics.**
1. Identify effective strategies to communicate with clients and other members of the health care team, including computer- based charting.	1. Select effective strategies, including computer-based charting, to communicate with clients and other members of the health care team.	1. Utilize effective strategies to communicate, including computer-based charting, with clients and other members of the health care team.	1. Compare and contrast effective strategies to communicate, including computer-based charting, with clients and other members of the health care team.
2. Document client data related to achievement of client outcomes on appropriate clinical agency documents.	2. Use principles of stress, learning, and caring theories to facilitate positive behavioral changes with self and clients.	2. Utilize effective strategies to communicate with clients and their families.	2. Design effective strategies to communicate with clients and their families as well as other members of the health care team.
3. Describe aspects of critical thinking that are important to the communication process.	3. Identify significant features and desired outcomes of nurse to nurse; and health care team relationships.	3. Discuss nursing care measures for clients with special communication needs.	3. Choose effective strategies in the use of technology and informatics in the delivery of safe and effective care.
4. Describe qualities, behaviors, and communication techniques that affect professional communication.			

Related Role Specific Competency for PLO #2	National League for Nursing (NLN) Outcomes and Competencies	Quality and Safety Education for Nurses (QSEN)
Concept(s): Communication, Informatics		Teamwork and Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

3. Utilize the nursing process and standards of care in promotion of health and wellness and in the prevention and management of illness for individuals across the lifespan.

1st Semester	2nd Semester	3rd Semester	4th Semester
Interpret the nursing process and standards of care in prevention and management of illness for individuals across the lifespan.	**Demonstrate the nursing process and standards of care in prevention and management of illness for individuals across the lifespan.**	**Explain the nursing process and standards of care in prevention and management of illness for individuals across the lifespan.**	**Evaluate the nursing process and standards of care in prevention and management of illness for individuals across the lifespan.**
1. Describe the nursing process.	1. Utilize the nursing process and standards of care to safely manage clients and to promote health and wellness.	1. Apply the nursing process and standards of care to safely manage clients and to promote health and wellness.	1. Manage the complex adult client to promote individualized client outcomes using the nursing process.
2. Discuss the relationship between critical thinking and the nursing process.	2. Develop a holistic plan of care using the nursing process.	2. Identify nursing standards of care to safely manage care for clients and their families.	2. Plan care to promote wellness and safety for the client throughout the lifespan.
3. Recognize the nursing process, evidence-based practice and National Patient Safety Standards to safely care for clients.			3. Analyze nursing standards of care as applied to the health care system.
4. Begin to apply the nursing process and standards of care in prevention and management of illness across the lifespan.			

Related Role Specific Competency for PLO #3	National League for Nursing (NLN) Outcomes and Competencies	Quality and Safety Education for Nurses (QSEN)
Concept(s): Nursing process, Diversity, Health & Wellness, Illness, Teaching & Learning	Nursing Judgement: Make judgements in practice, substantiates with evidence that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.	Evidence-Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

4. Respect the client's cultural diversity by incorporating professional nursing values of legal, ethical and caring behaviors through lifelong learning.

1st Semester	2nd Semester	3rd Semester	4th Semester
Explain respect for the client's cultural diversity by incorporating professional nursing values of legal, ethical and caring behaviors through lifelong learning.	**Demonstrate respect for the client's cultural diversity by incorporating professional nursing values of legal, ethical and caring behaviors through lifelong learning.**	**Illustrate respect for the client's cultural diversity by incorporating professional nursing values of legal, ethical and caring behaviors through lifelong learning.**	**Support the client's cultural diversity by incorporating professional nursing values of legal, ethical and caring behaviors through lifelong learning.**
1. Identify cultural diversity through the professional nursing values of legal, ethical and caring behaviors for the client.	1. Explain cultural diversity using the professional nursing values of legal, ethical and caring behaviors for the client.	1. Demonstrate respect for cultural diversity using the professional nursing values of legal, ethical and caring behaviors for the client.	1. Model an understanding of culturally competent care using the professional nursing values of legal, ethical and caring behaviors for the client.
2. Identify principles of ethical decision making.	2. Discuss the importance of understanding cultural diversity when planning and implementing care.	2. Describe legal and ethical implications in the care of culturally diverse clients.	2. Identify the client's unique needs related to their cultural diversity.
3. Describe how the health care provider's personal values influence client care.	3. Discuss the rights of clients in the health care system.		3. Demonstrate caring behaviors when adapting nursing care for the client and their family.
	4. Discuss appropriate steps to approaching ethical dilemmas.		4. Devise a lifelong learning plan to continually provide culturally competent care across the lifespan.

Related Role Specific Competency for PLO #4	National League for Nursing (NLN) Outcomes and Competencies	Quality and Safety Education for Nurses (QSEN)
Concept(s): Diversity, Legal, Ethical, Caring, Comfort, Professionalism	Professional Identify: Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diversity patients within a family and community context.	Patient-Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

5. Collaborate as a member of the interdisciplinary health care team to provide quality care and integrate safety that reduces harm to clients.

1st Semester	2nd Semester	3rd Semester	4th Semester
Describe effective strategies for collaboration as a member of the interdisciplinary health care team to provide quality care and integrate safety that reduces risk of harm to clients and providers.	**Identify effective strategies for collaboration as a member of the interdisciplinary health care team to provide quality care and integrate safety that reduces risk of harm to clients and providers.**	**Apply effective strategies for collaboration as a member of the interdisciplinary health care team to provide quality care and integrate safety that reduces risk of harm to clients and providers.**	**Integrate effective strategies for collaboration as a member of the interdisciplinary health care team to provide quality care and integrate safety that reduces risk of harm to clients and providers.**
1. Explain effective strategies to collaborate with other members of the health care team to provide quality of care.	1. Apply effective strategies to collaborate with other members of the health care team to provide quality care.	1. Implement effective strategies to collaborate with other members of the health care team to provide quality care.	1. Evaluate effective strategies to collaborate with other members of the health care team to provide quality care.
2. Describe the factors assessed in determining safety risks.	2. Collaborate with clients, significant others, and members of the health care team to promote safe care.	2. Discuss methods to reduce physical and environmental hazards in the health care setting with the health care team to promote client safety.	2. Generate strategies to reduce physical and environmental hazards in the health care setting to promote client safety.
3. Identify strategies used to maintain client safety.	3. Apply appropriate safety standards to the client with potential safety risks.		
4. Discuss current National Patient Safety Goals.			

Related Role Specific Competency for PLO #5	National League for Nursing (NLN) Outcomes and Competencies	Quality and Safety Education for Nurses (QSEN)
Concept(s): Collaboration, Safety, Professionalism	Nursing Judgement: Make judgements in practice, substantiates with evidence that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.	Teamwork and Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

6. Integrate critical thinking and clinical reasoning to make sound clinical judgements.

1st Semester	2nd Semester	3rd Semester	4th Semester
Identify examples of critical thinking and clinical reasoning to make sound clinical judgements.	**Use critical thinking and clinical reasoning to make sound clinical judgements.**	**Analyze critical thinking and clinical reasoning to make sound clinical judgements.**	**Evaluate critical thinking and clinical reasoning to make sound clinical judgements.**
1. Define critical thinking and clinical reasoning.	1. Utilize critical thinking and clinical reasoning to make sound clinical judgements.	1. Compare and contrast examples of critical thinking and clinical reasoning to make sound clinical judgements.	1. Demonstrate critical thinking and clinical reasoning to make sound clinical judgements in situations characterized by ambiguity and uncertainty.
2. Discuss the nurse's responsibility in making clinical decisions.	2. Give examples of critical thinking and clinical reasoning to make sound clinical judgements in the care of clients.	2. Demonstrate critical thinking and clinical reasoning to make sound clinical judgements.	2. Employ critical thinking and clinical reasoning to make sound clinical judgements when caring for the client and their family.
3. Discuss critical thinking skills used in nursing practice.		3. Explain the relationship between clinical experience and critical thinking.	3. Explain how professional standards influence a nurse's clinical decisions.

Related Role Specific Competency for PLO #6	National League for Nursing (NLN) Outcomes and Competencies	Quality and Safety Education for Nurses (QSEN)
Concept(s): Clinical Decision Making, Communication, Collaboration	Nursing Judgement: Make judgements in practice, substantiates with evidence that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.	

7. Advocate on behalf of the client, the family and the community, who are a source of control and full partners when producing compassionate care.

1st Semester	2nd Semester	3rd Semester	4th Semester
Describe advocating on behalf of the client, the family and the community, who are a source of control and full partners when producing compassionate care.	**Illustrate advocating on behalf of the client, the family and the community, who are a source of control and full partners when producing compassionate care.**	**Explain advocating on behalf of the client, the family and the community, who are a source of control and full partners when producing compassionate care.**	**Support advocating on behalf of the client, the family and the community, who are a source of control and full partners when producing compassionate care.**
1. Describe advocacy for the client to facilitate the client's autonomy and full partnership in their care.	1. Demonstrate advocacy for the client to facilitate the client's autonomy and full partnership in their care.	1. Practice advocacy for the client to facilitate the client's autonomy and full partnership in their care.	1. Demonstrate advocacy for the client with complex needs to facilitate the client's autonomy and full partnership in their care.
2. State role of the nurse as client advocate.	2. Describe nursing interventions which promote client advocacy.	2. Explain the importance of, and the method for, empowering the client and their family.	2. Explore the role of the advocate for the client within the health care system to facilitate the client's autonomy and full partnership in care.
		3. List strategies for advocating in different care settings.	3. Contrast the need for advocacy among members of vulnerable populations versus the general population.

Related Role Specific Competency for PLO #7	National League for Nursing (NLN) Outcomes and Competencies		Quality and Safety Education for Nurses (QSEN)
Concept(s): Advocacy	Human Flourishing		Patient-Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

IV. RN PROGRAM COURSE SEQUENCE

Pre-Requisites	Credits	Length of Course / Clinical
ENG 131: Introduction to College Writing	3	
PSY 131: Introductory Psychology	3	
BIO 233: Anatomy & Physiology I	4	
Math: 115, 131, 141, 175,165,180 (**One** required)	4	
HCS 131: Computers in Health Care **or** CIS 100	3	
Total	17	
Semester 1		
BIO 234: Anatomy & Physiology II	4	Co-Requisite *Must be taken before beginning 2nd semester (no exceptions)
NSG 101: Beginning Health & Physical Assessment	2	1st 8 weeks (Class 4 hr/week)
NSG 115: Pharmacology for Nursing Practice I	2	2nd 8 weeks (Class 4 hr/week)
NSG 117: Medical Surgical Nursing I	6	15 weeks (Class 4 hr/week) (Clinical 6 hr/week)
Total	14	
Semester 2		
NSG 118: Pharmacology for Nursing Practice II	1	15 weeks (Class 1 hr/week) On line
NSG 119: Medical Surgical Nursing II	6	15 weeks (Class 4 hr/week) (Clinical 6 hr/week)
NSG 121: Psychiatric Mental Health Nursing	4	15 weeks (Class 2 hr/week) (Clinical 6 hr/week)
Total	11	
Semester 3		
NSG 201: Pharmacology for Nursing Practice III	1	15 weeks (Class 1 hr/week) On line
NSG 202: Medical Surgical Nursing III	6	15 weeks (Class 4 hr/week) (Clinical 6 hr/week)
NSG 207: Pediatric Nursing	4	15 weeks (Class 2 hr/week) (Clinical 6 hr/week)
Total	11	
Semester 4		
NSG 206: Pharmacology for Nursing Practice IV	1	15 weeks (Class 1 hr/week) On line
NSG 208: Women's Health and Maternity Care	4	15 weeks (Class 2 hr/week) (Clinical 6 hr/week)
NSG 209: Medical Surgical Nursing IV	6	15 weeks (Class 4 hr/week) (Clinical 6 hr/week)
NSG 212: Professional Transitions	1	15 weeks (Class 1 hr/week) On line
Total	12	
Total Hours	**65**	
Nursing Hours	44	62%
Non-Nursing	21	33%

*Note: Clinical hours in the table are averaged per week. Clinical hours will be scheduled typically 6 to 8.5 hours per week and will run 12-15 weeks in a semester.

LPN Advanced Placement Course Sequence

The LPN Advanced Placement Course sequencing is the same as RN course plan noted above. However, students must earn Credit for Prior Learning for NSG 117, Medical Surgical Nursing I, (6 credits) in order to seat in this program.

V. COURSE DESCRIPTIONS

Course Title / Pre and Co Requisites / Description	Credit Hours
NSG 101: Beginning Health and Physical Assessment	**2.00**
Pre-requisites: BIO 233, ENG 131, HCS 131 or CIS 100, Math 115, 131, 141, 165, 175, or 180 and PSY 131 with a minimum grade of C.	
Co-requisites: NSG 115 and 117; BIO 234 (concurrently or taken previously with a minimum grade of C).	
Description: This course introduces how to obtain a patient history, and perform a health and physical examination on an adult patient. Emphasis will focus on interviewing patients, hands on physical assessment, documentation and developing appropriate nursing diagnoses. Final project requires the successful demonstration of a comprehensive head-to-toe physical assessment at the beginner level. Recommended for students entering the nursing program, re-admitting to the program, or supplementing beginning skills and knowledge of physical assessment. First eight weeks of the semester, theory and lab component that total four hours per week.	
NSG 115: Pharmacology for Nursing Practice I	**2.00**
Pre-requisites: BIO 233, ENG 131, HCS 131 or CIS 100, Math 115, 131, 141, 165, 175, or 180 and PSY 131 with a minimum grade of C.	
Co-requisites: NSG 101, 117; BIO 234 (concurrently or taken previously with a minimum grade of C).	
Description: Introduces basic pharmacology, dosage calculation, and legal and ethical nursing responsibilities with medication administration. Offers insight into clinical reasoning by utilizing the nursing process for safe medication administration. Studies drug classifications such as anti-infective, antibiotics, antiviral, anti-inflammatory, immune modulators, vaccines, drugs affecting gastrointestinal motility, and parenteral agents. Also provides information about the action of medications on the pathophysiology of disease, clinical indication for use, common adverse effects, and general nursing implications for different medications, significant drug interactions, and learning needs patients have related to their medications. Second eight weeks of the semester, four hours of theory per week.	
NSG 117: Medical-Surgical Nursing I	**6.00**
Pre-requisites: BIO 233, ENG 131, HCS 131 or CIS 100, Math 115, 131, 141, 165, 175, or 180 and PSY 131 with a minimum grade of C.	
Co-requisites: NSG 101, 115; BIO 234 (concurrently or taken previously with a minimum grade of C).	
Description: Introduces the first semester nursing student to the role of the professional nurse as the provider of care for adult clients and a member of the profession. Explains how to utilize critical thinking skills in a systematic, problem solving process as a framework for providing care. Provides a framework for best practices, to think critically, assess factors that influence safe and effective care delivery, and integrate theory with care of clients. This course includes supervised clinical agency/laboratory practicums. Four hours of theory and six hours of lab/clinical per week.	

NSG 118: Pharmacology for Nursing Practice II	1.00

Pre-requisites:
NSG 101, 115, 117 and BIO 234 with a minimum grade of C.

Co-requisites:
NSG 119, 121; or Nursing Department permission

Description:
Continues to explore the principles of safe medication administration, pharmacokinetics, and pharmacodynamics and basic pharmacology. Covers master dosage calculations for complex medication for adult clients. Drug classifications correlate with topics covered in NSG-119 and NSG-121.
One hour of theory lecture per week. On-line class.

NSG 119: Medical-Surgical Nursing II	6.00

Pre-requisites:
NSG 101, 115, 117 and BIO 234 with a minimum grade of C.

Co-requisites:
NSG 118, 121; or Nursing Department permission

Description:
Continues to explore how to utilize critical thinking skills in a systematic, problem solving process, as a framework for providing safe and effective care to restore and promote health in adult clients. Focuses on nursing care related to concepts of healthy adult clients as well as adult clients with common, acute, or chronic illness exemplars, and explains how to research best practices and integrate theory in the care of adult clients and families in a variety of clinical settings. This course includes supervised clinical agency/laboratory practicums.
Four hours of theory and six hours of lab/clinical per week.

NSG 121: Psychiatric Mental Health Nursing	4.00

Pre-requisites:
NSG 101, 115, 117 and BIO 234 with a minimum grade of C.

Co-requisites:
NSG 118, 119; or Nursing Department permission

Description:
Introduces the second semester nursing student to the role of the nurse as a provider of care for clients with mental health disorders with emphasis on therapeutic communication techniques. Course presents the mental-health/mental-illness continuum as a framework for differentiating between healthy and unhealthy mental health behaviors. Discusses how to utilizes critical thinking skills, in a systematic, problem solving process, to provide safe and effective care to clients in the psychiatric mental health setting. This course includes supervised clinical agency/laboratory practicums.
Two hours of theory and six hours of lab/clinical per week.

NSG 201: Pharmacology for Nursing Practice III	1.00

Pre-requisites:
NSG 118, 119, 121 with a minimum grade of C.

Co-requisites:
NSG 202, 207; or Nursing Department permission

Description:
Continues to explore the principles of safe medication administration, pharmacokinetics and pharmacodynamics, and basic pharmacology. Emphasizes how to successfully calculate dosages for more complex medication

administration for the adult and pediatric client. Drug classifications covered this semester correlate with the topics covered in NSG-202 and NSG-207.

One hour of theory lecture per week. On-line class.

NSG 202: Medical-Surgical Nursing III	6.00
Pre-requisites:	
NSG 118, 119, 121 with a minimum grade of C.	
Co-requisites:	
NSG 201, 207; or Nursing Department permission	
Description:	
Focuses on nursing care and concepts related to the healthy adult client as well as the adult client with common, acute, or chronic illness exemplars. Emphasizes the use of critical thinking skills in a systematic, problem solving process, as a framework for providing safe and effective care to restore and promote health in adults. Discusses how to research best practices and integrate theory in the care of adult clients and their families in a variety of clinical settings. This course includes supervised clinical agency/laboratory practicums. Four hours of theory and six hours of lab/clinical per week.	

NSG 206: Pharmacology for Nursing Practice IV	1.00
Pre-requisites:	
NSG 201, 202, 207 with a minimum grade of C.	
Co-requisites:	
NSG 208, 209, 212; or Nursing Department permission	
Description:	
Continues to study principles of safe medication administration, pharmacokinetics, and pharmacodynamics of medications and basic pharmacology. Drug classifications studied this semester correlate with the topics covered in NSG-209 and NSG-208. One hour of theory lecture per week. On-line class.	

NSG 207: Pediatric Nursing	4.00
Pre-requisites:	
NSG 118, 119, 121 with a minimum grade of C.	
Co-requisites:	
NSG 201, 202; or Nursing Department permission	
Description:	
Introduces the role of the professional nurse as the provider of care for children (from infancy to adolescence) within the context of the family environment. Discusses how to utilize critical thinking skills in a systematic, problem solving process as a framework for providing safe and effective care to restore and promote health in children and to foster growth and development. Focuses on family-centered nursing care related to the concepts of healthy children as well as children with common, acute, or chronic illness exemplars. Also covers how to research best practices and integrate theory in the care of children and families in a variety of clinical settings. This course includes supervised clinical agency/laboratory practicums. Two hours of theory and six hours of lab/clinical per week.	

NSG 208: Women's Health and Maternity Care	4.00
Pre-requisites:	
NSG 201, 202, 207 with a minimum grade of C.	
Co-requisites:	
NSG 206, 209, 212; or Nursing Department permission	

Description:

Introduces the role of the professional nurse as the provider of care for women and their families throughout childbearing and beyond. Addresses health issues within the context of the family environment while recognizing female maturational milestones and discusses how to utilize critical thinking skills, in a systematic, problem solving process, as a framework for providing safe and effective care. Focuses on relationship-based, family-centered nursing that promotes health and manages illness when caring for the childbearing woman and her family. Coursework also discusses how to research best practices and integrate theory in the care of women from adolescence beyond menopause, with an emphasis on maternity care. This course includes supervised clinical agency/laboratory practicums.

Two hours of theory and six hours of lab/clinical per week.

NSG 209: Medical-Surgical Nursing IV	**6.00**

Pre-requisites:
NSG 201, 202, 207 with a minimum grade of C.

Co-requisites:
NSG 206, 208, 212; or Nursing Department permission

Description:

Continues to study the role of the professional nurse as the provider of care for adult clients with complex needs and as a member of the profession. Builds on previous knowledge using critical thinking skills in a systematic, problem solving process as a framework for providing safe and effective care to restore and promote health in adult clients. Focuses on nursing care and concepts related to the healthy adult client as well as, the adult client with common, acute, or chronic illness exemplars. Also explores how to demonstrate proficiency in performing increasing complex nursing skills, and how to research best practices and integrate theory into the care of adult clients and their families in a variety of clinical settings. This course includes supervised clinical agency/laboratory practicums.

Four hours of theory and six hours of lab/clinical per week.

NSG 212: Professional Transitions	**1.00**

Pre-requisites:
NSG 201, 202, 207 with a minimum grade of C.

Co-requisites:
NSG 206, 208, 209; or Nursing Department permission

Description:

Continues to examine the role of the professional nurse within today's health care environment. Presents how to use previously developed critical thinking skills, in a systematic, problem solving way, as a framework for providing safe and effective care within this environment. Focuses on how to effectively and efficiently transition into the role of entry-level Associate Degree Registered Nurse and the development of professional identity.

One hour of theory lecture per week. On-line class.

VI. STUDENT COSTS

There are many deadlines that you will need to meet. Please plan so that you can meet the Financial Aid deadlines, Payment deadlines, Acemapp deadlines and Graduation Application deadline.

Payment Deadlines

The College enforces tuition and registration deadlines in a firm and consistent manner, meaning all deadlines are strictly adhered to and are non-negotiable. A student dropped from a class by the Registrar due to non-payment, will not be permitted to re-enroll in that class if it is beyond the drop/add deadline. This may constitute a personal withdrawal (if the student is eligible for a personal withdrawal) from the Nursing Program. Information about deadlines is repeatedly communicated via HawkMail and the HFC website: http://www.hfcc.edu/tuition_and_payment/.

Acemapp

Acemapp is a secure, online, clinical rotation management system developed by the Michigan Health Council in response to scarce clinical rotation resources available for student instruction. It houses student clinical rotation information, on-boarding resources, rotation documentation requirements, education modules and other important information. Acemapp fees and assessments (education modules and exams) must be completed by program deadlines. **No student can be placed or remain in a clinical rotation** unless they are current in all Acemapp assessments and all other requirements. Assessments (exams) must be completed once per year and may have to be done up to three times during the program depending on a student's start date: https://acemapp.org.

Program Costs

For an estimated nursing program costs see correlating page of this handbook. Costs vary from semester to semester, depending on required books in the course. Students are expected to purchase all required books. Recommended textbooks may serve to supplement required learning materials. All materials are available at the HFC College Store. Some materials purchased for Semester I are used throughout the program. Information regarding books can be accessed directly at the HFC College Store, their website is: http://collegestore.hfcc.edu/.

Due to the rapid changes in health care, textbooks are frequently updated through new editions. The Nursing Program cannot guarantee "book buy back" at the College Store. We do encourage student nurses to keep their textbooks for reference.

There are additional program clothing and equipment requirements that involve student costs. These requirements include but are not limited to clinical uniform and shoes, clinical equipment, and a lab kit.

Students who withdraw from the program (due to a course failure, personal or medical reasons) will be assessed additional fees if readmitted to the program and will often incur additional costs due to changes in required course resources (i.e. textbook/resource).

Graduation

Estimated costs related to graduation is available on the HFC Nursing web page at and at the end of this handbook on page 83: https://nursing.hfcc.edu/programs/costs

Insurance

1. Hospitalization

Students must assume responsibility for all expenses incurred due to illness or injury during clinical experience. Students are not covered by Workmen's Compensation through the clinical agency. Free Emergency Room services are not provided.

During the student admission process into the Nursing Program, students must provide his/her copy of hospitalization insurance to the Nursing Office, in room SN-120, by the designated date. Subsequent changes must be submitted by the student to the Nursing Office as they occur. Students are not allowed in clinical areas without evidence of current health insurance coverage.

2. Professional and Personal Liability

The College assumes no responsibility for students' personal liability, even when guided by an instructor during clinical experiences. IT MUST BE REMEMBERED THAT NURSING STUDENTS ARE LEGALLY RESPONSIBLE FOR THEIR OWN ACTS AND HELD TO THE NURSING STANDARDS OF CARE AT THE LEVEL OF THE NURSING COURSES TAKEN. Any damage caused by a nursing student to the property of a client, the agency or any student (themselves or another), is the responsibility of the student who causes the damage.

Program students in good standing have malpractice insurance that covers them when in their clinical rotation(s) at scheduled instruction time. While students are in the Nursing Program, the cost of their malpractice insurance is covered by the College.

IMPORTANT – GRADUATING STUDENTS

Students' malpractice coverage terminates upon graduation. If interested, program graduates must purchase their own malpractice insurance following program completion.

VII. STUDENT SERVICES

Directory of Student Support Services

How Do I Get Help?

There may be times when you need extra assistance. The administration, faculty and staff are committed to your success and are here to help. The following information will provide you with resources that are available to you.   If you have any questions, please feel free to ask any member of our Team.

DO's	DON'Ts
➢ Seek help early. ➢ Get to know your Instructor. ➢ Visit your Instructor during their office hours.	➢ Be afraid to ask for assistance from a member of our Team. ➢ Feel like you're the only student who needs additional help.

A complete list of student resources can be found on the college website at: www.hfcc.edu additional information can be located under the "Student Services" tab found on the main website: https://www.hfcc.edu/student-services. If you are in need of support services while attending classes, please contact the following departments for assistance:

HFC Service	Phone	Description and Email
Assisted Learning Services	(313) 845-9617	Services for students eligible to receive specialized assistance.
Campus Safety	(313) 845-9630	Campus Safety and assistance.
Career Services	(313) 845-9618	This office assists students on how to create resumes, prepare for interviews, and provide employment leads.
College Store	(313) 845-9603	Purchase new/used books, supplies, software and other items.
Computer Services I.T. Help Desk	(313) 845-6345	HelpDesk / HFC computer-related and log in assistance. Email: helpdesk@hfcc.edu
Counseling	(313) 845-9611	Assistance in reaching personal, educational and careers goals.
Financial Aid Office	(313) 845-9616	Email: finaid@hfcc.edu
Learning Lab	(313) 845-9643	Provides resources for tutoring services, test preparation, and learning resources.
Library	(313) 845-9606	Offers services and resources for students to explore, research and create new information.
Media Center	(313) 845-6386	Offers computer lab and computers for use by current registered students.
Registration	(313) 845-6403	Transcripts / enrollment services.
Student Outreach and Support Office SOS	(313) 845-9629	Assists students in fulfilling their educational goals offering counseling and support groups.

Additional Student Support Information

Assisted Learning Services – Main Campus

Assisted Learning Services (ALS) is an office dedicated to providing an accessible education to students with disabilities, through the use of assistive technology and accessible textbooks. Resources are customized to meet individual needs, and students will meet with an Assisted Learning Services Counselor to verify eligibility. Students should contact this office to pursue support resources at (313) 845-9617 or via their website: https://www.hfcc.edu/campus-life/counseling/assisted-learning.

Career Services – Main Campus

The Career Services staff is available during daytime hours to provide nursing students with building a career. They help students and recent graduates reach their professional goals through varied preparation resources: https://careers.hfcc.edu/.

Counseling Services – Main Campus

Academic, career and personal counseling is available at the HFC Counseling Office: https://www.hfcc.edu/campus-life/counseling.

Financial Aid Office – Main Campus

For information on available financial aid as well as requirements and eligibility, contact the HFC Financial Aid Office at: www.hfcc.edu/financial-aid and the U.S. Department of Education's Federal Student Website at: FASFA Link

- **Loss of Eligibility After a Disbursement is Made**

If a student receives financial aid and is later determined to be ineligible for that aid, she/he will be billed for the amount of the over-award and will be required to repay the College. The student will not be allowed to return to the College until the balance is repaid in full or repayment arrangements have been made with the Business Office.

- **Satisfactory Academic Progress**

The Satisfactory Academic Progress (SAP) requirements are explained in detail in the College Catalog and on the Financial Aid webpage. Students who fail to meet the SAP requirements will lose financial aid eligibility. Students may refer to the following link for information: https://www.hfcc.edu/financial-aid/sap.

Learning Lab – Main Campus

Henry Ford College Learning Lab serves students, faculty and divisions by researching, developing and providing services offered outside the traditional classroom and design these services to improve student success in courses and programs. Services are delivered at our main campus location (A-200), through our website, and through sessions at other locations accessible to teachers and students. Student success is measured by the satisfaction of the students, faculty and divisions they serve. The Learning Lab phone number is: (313) 845-9643. Refer to the website: http://learnlab.hfcc.edu/ for information about hours and services.

- Tutoring Services: http://learnlab.hfcc.edu/tutor
- Test Prep/Learning Resources: https://learnlab.hfcc.edu/learning-resources

- Printing and Computer Use: http://learnlab.hfcc.edu/

Library (Eshleman) – Main Campus

Please visit the website at: https://library.hfcc.edu/

Nursing Scholarships

Please visit the HFC scholarship webpage link at: https://www.hfcc.edu/steps/payment/scholarships

Nursing Computer Labs (SN-133 and SN-141) – East Campus

Classes, course exams, and other tests are scheduled in these rooms.

PLEAST NOTE:

NO FOOD OR BEVERAGE is allowed in the Computer Labs, the Resource room, the PSL or in the Simulation Suites. Faculty and staff will dispose of any food or drinks found in this area. To avoid damage to personal property, no drinks may be placed on the coat racks.

NO GUESTS OR UNATTENDED CHILDREN ARE PERMITTED in the Computer Labs, the Resource Room, the PSL, or in the Simulation Suites, classrooms, or in the building waiting areas.

Nursing Practice Skills Laboratory (PSL), Simulation Suites & Computer Lab – East Campus

Practice Skills Labs (SN-145 & SN-147) open hours are emailed to students. Students sign up for use of the PSL during open hours are done via a QR scanning application that students access during their first on campus lab day in first semester. PSL rooms are used for both mandatory days/evening clinical experiences, for student open skill practice, and for student remediation. As part of the mandatory clinical experience, students will be assigned to attend laboratory or simulation experiences on specific days and times. Scheduled lab and simulation experiences are considered part of the "clinical experience". Therefore, all clinical policies apply (i.e., the clinical tardy/absence, uniform and other policies) to scheduled lab and/or simulation time.

Mandatory clinical experience dates may be scheduled prior to semester classroom start dates. Students will be notified of scheduled PSL dates by their clinical instructor, and/or by the Nursing Office. Program students must check their HawkMail regularly, even when classes are not in session to assure, they are aware of essential program information. All students are typically scheduled on campus the first days of the semester, either in class or in clinical. All students must be available for the PSL on the first days of the semester start even if they are not scheduled for classroom experiences. To maximize the learning opportunity for the entire clinical group, on scheduled PSL clinical dates, students will be expected to:

➢ Arrive to PSL on time. Students late to the assigned lab experience receive a clinical tardy or absence (See Clinical Attendance/Absence and Clinical Tardy Policy).
➢ Dress according to the HFC clinical uniform dress code, including the HFC ID badge
➢ Bring necessary supplies
➢ Be prepared for the assigned lab experience

Practice of clinical skills is critical to student learning. Any open PSL hours are for students to "drop in" for skill development/mastery. A nursing instructor will be in the lab to facilitate student practice. Open PSL hours are typically posted at the lab office. Each lab has a maximum student capacity that must be enforced. It is suggested that the students do not wait until the last day prior to their scheduled evaluation to practice necessary skill(s). Students are advised to plan adequate practice time well in advance of skill validation since at times, only one bed lab may be open for practice or the practice lab may be full (at student capacity). When labs are full, no additional students can enter to practice. In these instances, instructors may rotate students to allow access.

- **Nursing Simulation Suites (SN 151 - 154) – East Campus**

Simulation suites are mock-up care areas that mimic real patient care settings. These areas allow for guided learning in a "life-like" nursing care environment. Students utilize these areas only with a nursing instructor present.

Nursing Resource Room – East Campus

The Resource Room (SN-103) is open during posted building hours (unless committed for program use) and is a quiet zone available for individual study. Computers, a coin-operated copy machine and printer are available for student use.

Student Outreach and Support (SOS) – Main Campus

Student Outreach and Support is a comprehensive program designed to help students achieve their educational goals. It also offers support groups information, resources, referrals, personal and career counseling: https://www.hfcc.edu/student-services/counseling/sos.

Career Path Counseling	Stop Test Anxiety
Coping with Change	Stress/Anxiety Reduction
Interests, values, and skills assessment	

Counseling is free to HFC students. To pursue services, students can contact the Counseling Office at (313) 845-9611, or Email: counseling@hfcc.edu

STUDENT ACTIVITIES

How Can I Get Involved?

We know many of you have very busy lives; however, statistics show that being involved in activities outside of class and clinical positively impacts your education. We have many clubs at HFC. Additionally, the Nursing Program offers students the opportunities to participate in the Student Nurse Association or become a member of one of our program's nursing committees. Please consider joining a committees or clubs.

National Student Nurse Association (NSNA) – HFC Local Chapter

The National Student Nurses Association (NSNA) https://www.nsna.org/ is an organization whose purpose is to "aid in the development of the individual student and to urge students of nursing, as future health professionals, to be aware of and to contribute to the health care of all people." The association is an autonomous, student-financed and student-run organization. The Michigan Nurses Association website is: http://www.michignnsa.org/

The HFC chapter of the NSNA was established in January 1980. Monthly meetings, bulletin boards, social media, e-mails, newsletters and informal get-togethers are the vehicles of communication. Faculty members are available for consultation. Activities include, but are not limited to, fundraisers, blood pressure screening, hosting guest speakers and attending the state convention.

Committees

Students are encouraged to influence the Nursing Program through participation as members of the Nursing Program Committees listed below. At the beginning of the semester, students are solicited through course sections for interest in committee participation. Each semester student committee participation may be rotated among interested students to allow for greater overall participation and voice at the table.

Nursing Student – Faculty Committee

This committee was established in 1970 to provide a forum for communication, information sharing and problem solving between program students, faculty, and administration. The committee functions to:

1. Allow an open forum in which all nursing students may voice their concerns regarding all aspects of the program through their section representatives on the committee.
2. Guide student nurses in their academic, personal, and social adjustment to the program and profession.
3. Communicate information concerning student and faculty expectations, learning opportunities and program facets.
4. Assist students with securing answers to questions and developing a broader context for program policies and procedures.
5. Engage members in continuous quality improvement that promotes excellence in education and program processes.
6. Enrich students' personal program experience through opportunities inherent to the student representative role.
7. Promote professional development and student networking.
8. Provide teamwork opportunities that facilitate development of problem-solving skills.

Student representatives are elected from medical-surgical course sections of first-and-second year students. One representative and one alternate are solicited. Faculty committee members coordinate and facilitate the committee's monthly meetings.

Nursing Program Advisory Committee

Two program students, first-and/or second year, are selected by the Dean of the School of Health and Human Services for membership on the Nursing Program Advisory Committee. This committee provides advice on potential curriculum changes in response to community needs, quality of graduates, contemporary practice, national standards, best practice, agency equipment usage and regional changes in health care. In addition, this committee provides important information regarding contemporary care venues, and community relations. Committee feedback influences program planning and decisions across many budget areas. This committee meets once in the fall semester and once in the winter semester.

Curriculum Committee

The purpose of this committee is to review recommendations and requests on respective curriculum matters. These functions will include, but are not limited to, philosophy, conceptual framework, course objectives, course revisions, degree requirements, curriculum concepts, exemplars and program outcomes.

Accreditation Commission for Education in Nursing (ACEN) Committee

The purpose of this committee is to monitor, measure and report program compliance with ACEN accreditation standards and criterion. The committee utilizes and maintains a systematic evaluation plan for program performance regarding ACEN standards that house its criterion benchmarks, assessment tools, data and action plan. In order to track and improve program performance, this committee collects evidence, completes reports, and maintains public communication (via the program website) regarding program outcome achievement. The committee's work involves important monitoring, employing processes similar to that utilized in agencies to meet The Joint Commission's requirements.

Participation in SNA and Program Committees

Points are awarded for participation in SNA and program committees. See the section titled "Grading in Nursing Courses" for details.

VIII. HFC GENERAL STUDENT POLICIES

Why So Many Policies?

Policies help us to communicate our expectations to you and comply with hospital regulations such as health requirements and dress codes.

If you have any questions about our policies, please ask any member of our Team for assistance.

During the course study at Henry Ford College, students may encounter problems requiring review by academic and administrative personnel. These issues may include academic performance, final course grades, classroom assignments, and violations of the student code of conduct or academic dishonesty that are addressed on the HFC Student Policies, Rights, and Responsibilities page: https://www.hfcc.edu/about/student-policies. Students are expected to follow the Student Complaint Policy listed at: https://policies.hfcc.edu/policy/student-0.

Never Attended

The Nursing Program faculty adhere to the HFC Never Attended (NA) policy as outlined in the HFC Student Handbook: https://my.hfcc.edu/faculty-and-staff/faculty-organization/academic-policies/student-attendance-policy. Students who have not attended nor adequately participated in their class/clinical by the identified Never Attended deadline will be assigned a "NA" designation. This "NA" designation is intended to notify the Financial Aid Office of non-attendance by a student who is receiving federal funding, non-attendance can impact a student's financial aid https://www.hfcc.edu/financial-aid/return-title-iv

Smoking Policy

On January 1, 2012, HFC became smoke-free at all campus locations. Providing a smoke-free campus promotes a healthy environment in which students, faculty, administrators, and staff can learn and work.

Academic Integrity and Professionalism

How Can I Represent Myself and HFC in the Best Way Possible?

What Does It Mean to be a Professional?

Professionalism is a broad term.

For some, it may mean simply adhering to the dress code outlined in the student handbook. But professionalism is so much more …

- It is treating your clients, families, classmates, faculty and staff with dignity and respect.
- It is having the ability to work in teams and collaborate and communicate effectively.
- It is holding yourself to the highest moral and ethical standards.
- It is being accountable, honest and admitting when you make a mistake and asking for help when you are unsure.

What Can I Expect From My Faculty?

- Our nursing Faculty are experienced clinicians who will provide you with the best nursing education possible. They are invested in you as a person and committed to helping you achieve your educational and career goals.
- They want you to be successful.
- They will treat you respectfully and give you the feedback you need so that you can provide safe, quality care to your clients.

What Do They Expect of Me?

- Our nursing Faculty expect you to partner with them so that you can achieve your educational goals.
- Come prepared for class, keep an open mind, an open heart, ask questions, be open to feedback, and learn as much as you can.
- Provide safe, quality care to your clients.

Academic Dishonesty can seriously lower the standard of professional nursing practice, harm the integrity of the academic nursing community, and impair the quality of the health care system. The nursing student who cheats during academic exercises and who manages to obtain passing grades, graduate, pass state boards, and become licensed, may not be capable of practicing competently. This scenario presents potential risks to patients and to the reputation of the profession. Dishonest practices may take the form of falsely documenting medications, procedures, and observations. Insufficient knowledge about basic nursing principle and theory could also jeopardize safe practice. Negligent and/or dangerous clinical practices place patient safety at risk. This could lead to legal action against the nurse or the institution, increase the cost of care, and adversely affect nursing's professional and public image.

Policy on Academic Dishonesty (Cheating)

Henry Ford College considers academic dishonesty to be a serious offense. Refer to the policy on Academic Dishonesty at: https://policies.hfcc.edu/policy/8500). It is a professional obligation of the faculty to enforce academic integrity in their courses.

Academic dishonesty refers to plagiarism and other forms of cheating which results in students giving or receiving unauthorized assistance in an academic exercise. This also includes all forms of work submitted for course requirements and receiving credit for work, which is not one's own. Plagiarism is the deliberate appropriate or imitation of the language, ideas, thoughts, of another author, and representation of them as one's original work. Plagiarism on any written work is concerned cheating.

Academic dishonesty is an activity intended to improve a student's grade fraudulently and includes **but is not limited to**, the following:

1. Unauthorized acquisition of tests or alteration of grades
2. Student misrepresentation to obtain restricted or faculty materials
3. Cheating during an examination:
   a. Looking on another student's answer sheet / computer screen
   b. Unauthorized use of notes, books, or other prohibited materials during an examination
   c. Exchanging information with another while either is taking the exam
   d. Divulging any question or content on examinations to any individual
   e. Possession, reproduction, or disclosure of any examination materials before, during, or after an examination
4. Permitting another person to take a test in the student's place or receiving unauthorized assistance with any work for which academic credit is received
5. Submitting the same work in more than one course, or repeated courses, without permission from the involved instructor
6. Revision of graded work in an attempt to receive additional credit fraudulently
7. Plagiarism or using another person's work without acknowledgment
8. Any other conduct intended to obtain academic credit fraudulently or dishonestly
9. Electronic device(s) on one's person during an exam
10. Accessing online resources during an exam
11. Photocopying or reproducing any part of an exam or quiz
12. Using social media to solicit quiz/exam answers
13. Sharing completed assignments with students who have not yet participated in learning activities

It is the policy of the College that in instances of academic dishonesty, an appropriate action shall be taken. The individual instructor will determine penalty up to and including course failure. In instances of academic dishonesty, nursing students may subsequently be denied re-admission into the nursing program. HFC College policy on Academic Integrity will be followed and can be found on the HFC Student Policies, Rights, and Responsibilities page at: https://www.hfcc.edu/about/student-policies. **If an instructor fails a student in a course for academic dishonesty, the instructor will immediately notify, in writing, the Associate Dean, the student, and the Registrar of the infraction, and retain copies of all notifications.** The Registrar will maintain a record of all such violations. See the HFC policy on Academic Integrity. If a student believes that the accusation of academic dishonesty is false, he/she should refer to information provided on the HFC Student Policies, Rights and Responsibilities page at: https://policies.hfcc.edu/policy/student-conduct-due-process.

Professionalism

All nursing students must adhere to the conduct expectations outlined in the Michigan Public Health Code, the American Nurse Association Code for Nurses, and the behaviors outlined in the Nursing Student Handbook. It is the intent of these policies to ensure client safety and professional conduct by appropriate ethical-legal behavior on the part of all nursing students. All nursing students are expected to be responsible for their actions and exhibit professional behavior in the classroom, the clinical agency, the campus and the community. Students represent the Nursing Program, the College, and the Nursing profession.

As student nurses who are learning to care for clients and families; professional behavior is an expectation. Violations of professional conduct will not be tolerated. If an instructor believes that a student's behavior is inappropriate and/or unprofessional, the student will be asked to leave the clinical or lecture area. In addition, disciplinary action may be instituted (see student Unprofessional Behavior Report).

Student Professional Behavior and Social Media

Students in the nursing program are expected to show courtesy and respect for all people. Additionally, students must maintain professional boundaries in the use of electronic media and are required to uphold all privacy requirements associated with class/lab/clinical sessions. Therefore, students may not record, text, post, or discuss any class/lab/clinical experience information regarding students, the College, the clinical agency, faculty and staff, or clients on any social media site. Students should review the National Council of State Boards of Nursing (NCSBN) website regarding "A Nurse's Guide to Professional Boundaries" at: https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf and "A Nurse's Guide to Use of Social Media" at: https://www.ncsbn.org/NCSBN_SocialMedia.pdf. The National Council of State Boards of Nursing (NCSBN) has published guidelines in professional behavior and social media use. A resource guide entitled, "White Paper: A Nurse's Guide to the Use of Social Media" is available on the NCSBN website at: https://www.ncsbn.org/11_NCSBN_Nurses_Guide_Social_Media.pdf NCSBN also provides a related video: https://www.ncsbn.org/347.htm

Due to the severity of potential consequences for unprofessional behaviors, inappropriate social media usage, and HIPAA violations, each HFC nursing student must read and abide by the guidelines established in these publications. Violations may result in discipline up to and including dismissal from the program.

Privacy: The student cannot photograph, transmit or post online any individually identifiable information about a student, faculty, clinical agency, or client. Students must adhere to the policies and responsibilities of protecting client and agency information. Henry Ford College Nursing students are held accountable to the rules and regulations of HIPAA,

other laws and the clinical agencies policies and procedures. Violations of the rules and regulations may result in criminal and/or civil liability and academic disciplinary actions. Academic disciplinary actions are taken for unprofessional behavior such as, but not limited to:

1. Vulgar language
2. Display or use of disrespectful language.
3. Taking inappropriate photographs.
4. Violation of electronic device regulations (i.e. use of a phone or improper use of an agency computer)
5. Posting potentially inflammatory or unflattering material to social media or online groups
6. Fraudulently presenting oneself as college faculty or a representative of the college

Students should evaluate online or group application postings with the understanding that they could potentially be viewed by a client, educational institution, or an employer.

The use of cell phones during classroom, clinical laboratory and clinical instruction is **not** allowed. Students are expected to adhere to the college policy on social media and cell phone use at: https://policies.hfcc.edu/policy/social-media.

Client Confidentiality

The Nursing Faculty at Henry Ford College adheres to the American Nurses Association Standards of Nursing Practice, Code of Ethics, and the current Health Insurance Portability and Accountability Act of 1996 (HIPAA) law. Faculty uses the following guidelines in the interpretation of confidentiality to determine safe, ethical nursing practice that ensures patient information is safeguarded:

A breach of confidentiality includes the following but is not limited to:

1. Revealing information about a client to another person who is not involved with the direct provision of care to the identified client
2. Revealing events or partial information about a client or clinical experience to another person (such as a relative or friend)
3. Revealing information about a client or clinical situation to other persons involved in the client's care in an area where the discussion may be overheard by others (such as other health care workers, visitors or client's family members)
4. Photocopying of any part of a client's record, medication forms or chart data
5. Identification of a client by name, hospital number, or social security number on any written notes or forms which leave the clinical area setting
6. Revealing information about a client or clinical situation via any form of social media
7. Photographing a client, any client body part, or tissue

Faculty and/or program administrators will review each situation. Grounds for dismissal from the Nursing Program are possible if evidence demonstrates lack of confidentiality regarding patient information in any form.

Student Unprofessional Behavior Report

Unprofessional behavior may include, **but is not limited to**, the following:

1. Repeatedly coming late to the clinical or lecture area (refer to Clinical Attendance and Absence policy and Clinical Tardy Policy)
2. Loud voice or other excessive noises (i.e., cell phones) in the classroom / PSL / hallways / clinical areas
3. Interrupting classroom presentations by having loud side conversation with peers or refusing to engage in learning activities
4. Making improper or inappropriate statements or asking inappropriate questions
5. Demeaning or inappropriate language, jokes or gestures or conversation to fellow students, faculty, staff, and administration that is perceived as embarrassing (this may also be considered harassment)
6. Disregarding the chain of command. Students are expected to resolve concerns/issues by following the chain of command: immediate theory or clinical instructor, Nursing Program Coordinator or Faculty Chair, Associate Dean then Dean of the School of Health and Human Services. Students should **never** attempt to resolve concerns/issues by contacting clinical agency personnel directly
7. Disregard for fellow students, faculty, staff, and administration, guest speakers or patients

When unprofessional behavior occurs, the student may be requested to immediately leave class, lab or clinical. Behavior considered unprofessional (does not meet professional and college standards) will result in a Student Unprofessional Behavior Report. College staff, faculty or administrators can generate a student Unprofessional Behavior Report. The involved student will be notified that an Unprofessional Behavior Report was generated and that they must schedule a meeting with the Dean of the School of Health and Human Services (or designee) to discuss the content of the report and any disciplinary action deemed appropriate. Depending on the circumstances, potential actions include probation, course failure, withdrawal/removal from a course(s) or the Nursing Program. Depending on the situation and findings, the student may be ineligible for readmission into the program.

A second unprofessional Behavior Report during program duration will result in student removal from the program.

Criminal Background Check and Drug Testing

Consistent with Section 333.20173a of the Michigan Public Health Code and the requirements of clinical rotation partners, students must consent to, and pass, a criminal background check (CBC) and drug screen prior to program admission. Failure to complete a CBC or drug screen will result in either denial of admission, suspension or dismissal from the Nursing Program. Program applicant/student is required to take a drug screen per college policies/procedures at an approved facility. It may be necessary to repeat either requirement during program progression. Program students cannot opt out or refuse to repeat the background check or a drug screen. The student/applicant is responsible for costs associated with criminal background check and drug screening.

Individuals who do not pass the criminal background check and/or who do not pass their drug screen (or who refuse either) will not be allowed admission into the Nursing Program. A student who is subsequently (following program admission) arrested for, or convicted of, a criminal offence(s) covered by Michigan Public Health Code Section 20173 is expected to self-report to the Nursing Program office. The student will immediately be withdrawn from the Nursing Program. In this case, the student will be denied progression and readmission to the Nursing Program. If a student does not self-report a violation of the Michigan Public Health Code Section 20173 that occurs subsequent to program admission and the MSBON deems them ineligible to sit for the NCLEX, HFC has no liability.

If, subsequent to passing an initial background check with program admission, a student is subsequently arrested for or convicted of any of the criminal offenses covered by Section 333.20173a of the Michigan Public Health code excerpt, Act 368 or 1978, he/she is required to immediately inform the Dean of the School of Health and Human Services. Students can access the code excerpt at:
http://www.legislature.mi.gov/(S(gvkh1dquq5adphrwvfzmlm2h))/mileg.aspx?page=GetObject&objectname=mcl-333-20173a.

Some clinical agency partners may require fingerprinting and/or an expanded background check. Students assigned to these agencies must comply and meet agency requirements to continue in the clinical and course. The program will not re-assign students to other clinical rotations based on student screening results. Students are responsible for fingerprinting and expanded background screening costs.

Students should be aware that in the state of Michigan, to become licensed as a Registered Nurse, a background check is also required. As supported by the Michigan Board of Nursing Administrative Rules in determining eligibility for the NCLEX, an applicant must submit an application and fee online at: www.michigan.gov/miplus for review. After the application has been reviewed and the school has submitted documentation of the successful completion of the educational program, an applicant may be made eligible to test. Although a completed criminal background check is required for licensure, it is not required in order to make an applicant eligible to test. Passing the NCLEX does not guarantee that a license will be issued. A license will only be issued if all requirements for licensure have been met.

Henry Ford College's nursing program prepares you to take the NCLEX exam in the state of Michigan. Graduates who want to practice in other states should review those requirements via that Board of Nursing.   For additional information, please contact the National Council of State Boards of Nursing.
https://www.ncsbn.org/licensure.htm

Licensure | NCSBN

Licensure is the process by which boards of nursing grant permission to an individual to engage in nursing practice after determining that the applicant has attained the competency necessary to perform a unique scope of practice. Licensure is necessary when the regulated activities are complex and require specialized knowledge and skill and …

www.ncsbn.org

American Nurses Association Code for Nurses (ANA)

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote healthy diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy (American Nurses Association, 2015).

Bill of Rights and Responsibilities for Students of Nursing

The National Student Nurses Association (NSNA) Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, TX (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, MD (2006). Further amendments were adopted by the House of Delegates at the NSNA Annual Convention on April 7, 2017 in Dallas, TX.

1. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes, or economic status.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom and quality education: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures, which provide for and safeguard the students' freedom to learn.
4. Students should be encouraged to develop the capacity for critical judgement and engage in an autonomous, sustained, and independent search for the truth.
5. Students should be free to take reasoned exception in an informed, professional manner to the data or views offered in any course of study. However, students are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
6. Students should have protection, through orderly approved standard procedures, against prejudiced or capricious academic evaluation. However, students are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, political ideation, legal status, United States citizenship status, sexual orientation or other personal information which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as an element of evaluation.

8. The student should have the right to advocate for themselves and other students in the construction, delivery and evaluation of the curriculum.

9. Institutions should have a clearly written published policy as to the disclosure of private and confidential information which should be part of a student's permanent academic record in compliance with state and federal laws.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions in an informed, professional manner, both publicly and privately.

11. Students should be allowed to invite and to hear any person of their own choosing within the institution's guidelines, thereby advocating for and encouraging the advancement of their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, thereby encouraging leadership, e.g., through a faculty-student council, student membership or representation on relevant faculty committees.

13. The institution has an obligation to clarify those standards of conduct which it considers essential to its educational mission, its community life, and its objectives and philosophy. These may include, but are not limited to, policies on academic dishonesty, plagiarism, punctuality, attendance, and absenteeism.

14. Disciplinary proceedings should be instituted only for violations of standards of conduct. Standards of conduct should be formulated with student participation, clearly written and published in advance through an available set of institutional regulations. It is the responsibility of the student to know these regulations.

15. The nursing program should have readily available a set of clear, defined grievance procedures.

16. As citizens and members of an academic community, students are exposed to many opportunities and they should be mindful of their corresponding obligations.

17. Students have the right to belong or refuse membership in any organization.

18. Students have the right to personal privacy in their individual/personal space to the extent that the wellbeing and property are respected.

19. Adequate safety precautions should be provided by nursing programs, for example, adequate street and building lighting, locks, patrols, emergency notifications, and other security measures deemed necessary to ensure a safe and protected environment.

20. Dress code, if present in school, should be established with student input in conjunction with the school administration and faculty. This policy ensures that the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.

21. Grading systems should be carefully reviewed initially and periodically with students and faculty for clarification and better student-faculty understanding.

22. Students should have a clear mechanism for input into the evaluation of their nursing education and nursing faculty.

23. The nursing program should track their graduates' success in finding entry-level employment as registered nurses and make this information available to all who apply and enroll.

24. The nursing program should provide comprehensive, clear and concise information related to student loans, scholarships and any other student financial aid.

Legal Professional Standards

The practice of nursing requires specialized knowledge, skill and independent decision making. Thus, when nursing students (and nurses) provide client care, their preparation and abilities are important. All provision of care poses inherent risk of harm. Because of this risk to the public, state legislatures delegate activities and oversight for nursing education and the profession to their respective state Board of Nursing. This board provides administrative and enforcement activities to regulate the practice of nursing within the state.

HFC Nursing Program staff, faculty and administrators take seriously any nursing student behavior that would be considered unacceptable or unsafe by standards of practice or professional performance. This includes (but is not limited to) threats and/or assaults; significant clinical performance deficits, clinical behavior that jeopardizes a client, inappropriate use of social media, violation of confidentiality laws, being under the influence of alcohol or a substance (see Health Alterations section). Any personal behavior that leads to or could lead to legal action can jeopardize a student's standing in the program and/or their licensure eligibility. Immediate dismissal from the Nursing Program may result from any of these situations and the student would be ineligible for program readmission. Following successful completion of the HFC Nursing Program and all requirements for the HFC Associate in Applied Science degree, a graduate must pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in order to secure licensure in any state. Passing the NCLEX-RN does not guarantee that a license will be issued. The Michigan State Board of Nursing sets requirements and regulates licensing and can deny RN licensure for a number of reasons; for example, conviction of a misdemeanor or a felony. It is the student's responsibility to assure that they are in fact, eligible to be licensed as a Registered Nurse. Prior to beginning the Nursing Program, students are advised to visit the Michigan website: http://www.legislature.mi.gov/(S(d2tw5udooracymkcslat3v0i))/mileg.aspx?page=GetObject&objectname=mcl-333-20173a or call the Michigan Board of Nursing for questions regarding eligibility for licensing.

Nursing Student Policies

Grading System for Nursing Courses

Nursing courses are graded according to the following scale:

Points	Grade
97-100	A+
94-96	A
92-93	A-
88-91	B+
85-87	B
83-84	B-
81-82	C+
80	C
77-79	C-
74-76	D+
72-73	D
70-71	D-
69 and below	E

Note: A grade of "C - ", "D" or "E" is issued to students who receive an unsatisfactory/failure in the clinical component of a course or who fail a skill evaluation in a course. The grade of "C - ", "D", or "E" is issued although a grade of "A", "B", or "C" may be the student's current level of achievement in the theory component of the course at the time of the unsatisfactory clinical assessment or skill failure occurs.

Course grades are completed as designated per the course syllabus. No rounding is used, the resulting percentage will then be converted into a letter grade based on the grading system for that particular nursing course.

Grading in Nursing Courses

1. In all nursing courses, students must achieve a minimum average of 80% on course exams (unit, HESI if applicable, and final) to pass.
2. After a student has achieved at least 80% of the total course exam (or quiz points as noted in the syllabus), they will be eligible to receive the non-exam points (application activities, quizzes) for the course. These points will be added to their total exam points for final course grade determination. This combined total must be equivalent to 80% of the total number of possible course points. For example, if a student earns exactly 80% on exams, they must achieve 80% or more on the non-exam points to pass the course. If the student earns greater than 80% on exam points, less non-exam points would be needed to achieve the required 80% of total course possible points. If a student does not achieve 80% or more on exam points, no non-exam points are included in their grade calculation.
3. In addition to earning a "C" or above (80% minimum), a student must complete any additional specific course requirements, for example a portfolio. This means that if an assignment is "required", a student who mathematically does not need the assignment points to pass the course, cannot forego submitting the assignment. All unit or

course requirements must be completed as assigned. A failing course grade would be assigned in the case of a missing assignment(s). If the student fails to submit required assignments, an incomplete grade for a course may be assigned. Students assigned an incomplete grade are not eligible for progression, thus the student's program status could be in jeopardy. The college policy and the instructor determine if a student is eligible to be assigned an incomplete. When assigned an incomplete; referencing the college policy, a deadline date for the student to complete course requirements will be set by the instructor. To earn a passing letter grade, the student must meet the deadline set by the instructor. The student will fail the course if the course requirements are not met by the identified date or if the assignment submitted is deemed inadequate.

4. The clinical component of a nursing course is evaluated as satisfactory/pass or unsatisfactory/failure. A "satisfactory" summative evaluation in a clinical course must be achieved. Skill evaluation components are considered part of the clinical evaluation.

5. Skill evaluations must be satisfactorily completed within two attempts.

6. Points for participation in a program committee or SNA are not added to the student's total points earned unless the student has passed the course successfully. Points are added only to the student's medical surgical course points. After semester meetings end, the committee chair informs appropriate faculty of points for committee members. SNA defines requirements for points earned. To earn points for membership on a program committee, students must attend and participate as required in all scheduled meetings. If a program commitment interferes with attendance, the committee chair determines points earned. Points attainable for membership, attendance and participation are as follows:

    a. SNA officers 6 points
    b. SNA members 4 points
    c. Program committee (ACEN, Curriculum, Student – Faculty, Advisory Board) 2 points

Performance Improvement Plans (PIP)

Performance Improvement Plans (PIPs) are created to address identified areas requiring improvement. Areas may involve student academic achievement, clinical or skill performance, or behavior. Program faculty utilize this tool to document their collaboration with students and to offer support options with the goal of assisting students to clearly define steps for improvement. The intent is to assist the student in analyzing their situation and their resources so that corrections can be made in a timely manner to improve the likelihood of course success. When a student's performance or behavior is less than satisfactory in class, lab, and/or clinical, faculty/instructors often will meet with the student and create a Performance Improvement Plan. This is routinely done in theory courses near mid-semester for students who are near or below 80% on examinations. PIPs can be completed at any point during the semester as needed. Plans for remediation are commonly part of the plan. Students are expected to independently take the initiative to design and complete necessary remediation to improve performance at any point when weaknesses are identified.

Progression and Graduation

1. Nursing Program students' progress in course work in a strict sequence. The course sequence of progression is outlined in a previous handbook section titled "RN Program Couse Sequence".

2. Once admitted, students may not allow requirements to lapse. To participate in courses (clinical and theory), and to progress in sequence, all program students must maintain current BLS certification (online courses are not allowed), influenza vaccination (seasonal), Tdap, TB, (PPD or negative chest X-ray), maintain current health insurance and all other clinical agency or program requirements (i.e. boot camp). Students must submit proof of requirements to the HFC Nursing Office according to submission directions (i.e., acemapp upload, hard copy

submission) based on timeline given for each semester. Failure to provide adequate current documentation may result in removal from the related course(s) and therefore, the program.

3. To be eligible to progress, students must maintain a cumulative GPA of 2.0 or higher.

4. To be eligible to progress, program students must adhere to program requirements and expectations as outlined in the Nursing Student Handbook.

5. To be eligible to progress, the minimum passing grade, a "C" (80%) or above, must be achieved in all nursing courses.

6. If a student unsuccessfully completes or withdraws from a course for medical, personal, or academic reasons, progression halts and readmission is required (see related policy). Students must meet pre-requisite requirements and adhere to the course sequence outlined in this handbook. When a student fails or withdraws from a course, **no progression occurs while repeating a course.**

    a. A "C - " or lower in any required non-nursing course is considered a failure and the student must retake the course. Progression in nursing courses cannot occur until the required non-nursing course is completed. Note: Two failures in the non-nursing co-requisite course (Bio 234) will result in the student being dismissed from the program. If this occurs, the involved student is expected to inform the Nursing Program office. Nursing staff and administration also track student completion of the allowed co-requisite course. Whenever the situation is found to exist, the rule will be enforced.

    b. Any theory grade below a "C", any unsatisfactory in clinical or skill evaluation, any breach of client confidentiality or any critical clinical incident, constitutes a course failure (see academic failure policy) and the student will be withdrawn from the program and **is not eligible to progress.** If eligible and the student desires, he/she will be considered for readmission. If readmitted, **the entire course must be retaken. For courses with a clinical component, both theory and clinical must be repeated regardless of the reason for the student failure.**

    c. Students assigned an incomplete course grade are not eligible for progression.

7. Students are advised not to withdraw online from a nursing or required non-nursing pre-requisite course until after having an informational meeting with the Program Coordinator (or their designee). They can request a meeting by calling the program office (313-845-6304).

8. In any semester, if a student withdraws from or fails a course, they cannot progress or readmit until they have had an exit meeting with the Program Coordinator (or designee). Permission is needed for the student to continue in co-requisite classes (i.e. a student withdraws from NSG 119 will need permission to continue in NSG 118 & NSG 121). Students should continue in all course work until after their exit meeting occurs.

    a. If a student fails or withdraws from NSG 101, they must withdraw from NSG 117 (a co-requisite course) immediately. Students may sit in NSG 117 class for the remainder of the semester if they choose to, but cannot participate in quizzes, tests or graded activities; nor can they attend lab or clinical. The student will not be allowed to progress onto NSG 115 during the semester in which they exit NSG 101 & NSG 117.

9. Students are allowed two exits that disrupt progression. Exits can include either a personal or medical withdrawal and a single course failure OR two separate nursing course failures without a personal medical withdrawal. Course failures are counted whether in the same or different nursing courses (i.e., two course failures in NSG 202, or a course failure in NSG 115 and a failure in NSG 117).

10. The faculty reserves the right to interrupt student progression and terminate a student from the program at any time for failure to meet program or college requirements.

11. Completion of all general HFC requirements is necessary for **graduation**. Prior to the beginning of the fourth semester, it is the student's responsibility to review their college transcript to ensure that all transfer credits (if

applicable) have been accepted and meet the HFC college degree requirements. Nursing Program requirements are met when all courses identified on the Curricular Master Plan are successfully completed. Transfer courses from other colleges or universities must be equivalent to those required for the Nursing Program. If all the Nursing Program requirements are not met by the end of the fourth semester, Certification of Nursing Program Completion will not be forwarded to the Michigan Board of Nursing in Lansing and the student will be ineligible to take the national licensure exam.

Program Duration Limits

Consistent with Higher Learning Commission expectations, all nursing courses taken at HFC must be successfully completed within a total of three (3) consecutive years.

Withdrawal

A student may withdraw, if eligible, a maximum of one time only from a nursing course(s), and therefore, the Nursing Program. Students who have had two exits (two academic failures or a previous withdraw and an academic failure) are not eligible to take a withdrawal. When eligible, a withdrawal may be solicited for either a medical condition, or for personal reasons. Any student who intends to pursue a personal or medical withdraw, should contact their theory instructor and the Nursing Office promptly. The Nursing Office will arrange a meeting for the student with the Nursing Program Coordinator (or designee). A meeting with the Nursing Program Coordinator (or designee) is required to verify that the student is eligible for the withdrawal and that student documentation (for medical withdrawals) is acceptable and satisfactory. Documentation is required in every medical withdrawal case to substantiate eligibility for the medical withdraw.

It is expected that a student will meet with their theory instructor and the Nursing Program Coordinator (or designee) before he/she stops attending either class or clinical, and prior to withdrawing themselves from the course in the HFC Student Portal. Students should be aware that dropping a nursing or required course in the HFC Student Portal is considered withdrawing from the Nursing Program. In this instance, a personal withdrawal would be applied **if the occurrence is within the policy timeline and the student is eligible**.

A student who sits for their final course exam (or in courses with no final exam, the last unit exam) is ineligible for a medical or personal withdrawal and will receive the grade earned.

A student who is interested in pursuing a withdrawal should contact the HFC Financial Aid office for information related to this issue prior to pursuing a withdrawal. A student withdraw may influence student financial aid https://www.hfcc.edu/financial-aid/return-title-iv Nursing program personnel take no responsibility in this regard and cannot advise a student on how a withdrawal will affect their financial aid. If it is important for the student to process a withdrawal prior to the 60% point of the semester, it is advised they allow adequate time to contact their theory instructor(s) and schedule a meeting with the Nursing Program Coordinator (or designee) to meet this deadline. Typically, a 48-hour window (M - F) is sufficient to schedule the required meeting with the Nursing Program Coordinator (or designee). When students finalize a withdrawal prior to or early in a semester, all semester nursing courses must be included in the withdrawal. Late semester withdrawal can involve one, two, three or all nursing courses depending on the student situation. If a student is deemed eligible for a withdrawal, in some cases, the student will be able to take a withdrawal from one or more of their semester nursing courses. In other cases, this is not allowed. The Nursing Program Coordinator will address this issue during the required meeting.

The college determines cut off dates for students to self-withdrawal. Typically, if the withdrawal occurs prior to the 60% point of the course, the student must withdraw themselves from the related course in the HFC Student Portal. When a student withdrawal themselves from a course, a "W" grade will post. Typically, if the withdraw occurs after the 60% point, the student cannot withdraw from the course in the HFC Student Portal. In these cases, if the student meets criteria for a personal or medical withdrawal, provides related documentation (medical withdrawal) and meets with the Nursing Program Coordinator; the course instructor will assign the student a "drop" (DR) at the end of the semester as the final course grade.

Each semester, eligible students in 15 week courses can secure a **personal withdrawal** up until 4pm on the Monday **of the 14th (fourteenth) week of the semester**. Students in courses shorter than 15 weeks should consult the Nursing Program Office for the deadline related to personal withdrawal. Students who decide to pursue a personal withdrawal must meet with the Nursing Program Coordinator (or designee) by this deadline. **Medical withdrawals** are processed as the situation presents, but prior to completing course requirements or the final exam. Any student who completes all course requirements is not eligible for a medical or personal withdrawal.

When meeting with the Nursing Program Coordinator (or designee), the student will need to provide withdrawal documentation (for medical withdrawals) and return their clinical agency identification badge. In addition, the student will complete a program withdrawal form and be counseled regarding their status in the Nursing Program. In some cases, students are not allowed to continue in co-requisite classes. **All withdrawals result in the student being withdrawn from the program. The readmission policy applies.** The meeting with the Nursing Program Coordinator (or designee) and noted requirements must be complete for the student to be considered for readmission if readmission is possible and desired.

Following the meeting, a student who is granted, and accepts, a withdrawal, must drop their own current nursing courses online via the HFC student portal if college timeline allows. Additionally, they should drop any subsequent semester nursing courses for which they have already registered. Failure to do so, will affect student college charges and registration rules.

Personal Leave for Pregnancy or Pregnancy Related Issues

Title IX prohibits discrimination on the basis of sex, including pregnancy and pregnancy related conditions, in education programs and activities that are eligible for federal funding. A student who is pregnant, has pregnancy related issues or birth of a child, may request a personal leave from the Nursing Program. They must notify the Nursing Program Coordinator to request a personal leave. In order for the College to accommodate your needs, all students requesting a leave for pregnancy or related condition, must provide a written note from their physician as to the approximate length of leave so that the College may better accommodate your academic status and advise you of your options for completing your program in accordance with the requirements of the program. Due to the structure of the College's academic programs, the timing and/or length of a student's leave may result in the student being required to re-take or finish course(s) in a future term.

NOTE: **The choice to disclose a pregnancy is entirely voluntary**. You are not required to disclose this information to the College. It is the student's responsibility to request any accommodation(s) required due to pregnancy or related condition. **These rules supersede any classroom or College attendance policy/practices regarding allowable number of absences**.

Academic Failure

To pass a nursing course, students must successfully complete all course requirements. This includes classroom or theory components (i.e., projects, written work, assignments, exams, HESI requirements); skills evaluations and clinical portions of the course. <u>Failing theory, clinical, or skills evaluation, constitutes a nursing course failure</u>.

In the case of a clinical or skill evaluation failure, at the time of the failure, the student is immediately removed from clinical (and clinical lab experiences) but may continue to attend lecture if they so choose but they may not test. If the student is unsuccessful on their initial skill evaluation, they are allowed **one additional opportunity** to demonstrate competence. Students are not allowed to take course exams following a clinical or skill evaluation failure. Students who fail clinical or skill evaluations earn a failing grade ("C - ", "D" or "E") for the course (even if they are passing the course theory portion at the time of the clinical or skill failure).

The student must **immediately** schedule a withdrawal meeting with the Nursing Program Coordinator (or designee). In the withdrawal meeting, the student will complete a program withdrawal form and be counseled regarding their status in the Nursing Program. In some cases, students are not allowed to continue in co-requisite classes. **All course failures result in the student being withdrawn from the program. The readmission policy will apply.** The withdrawal meeting is required in order for the student to be considered for readmission, if readmission is possible and desired.

Readmission Policy

1. In order to return to the Nursing Program, students who fail a course and students who are granted a personal or medical withdrawal must meet readmission policy requirements.
2. To be considered for readmission, a student is required to attend a withdrawal meeting with the Nursing Program Coordinator (or designee). This applies whether the student exits the program for medical, personal, or academic reasons.
3. To be eligible for readmission to the Nursing Program, any student who withdrew for documented health reasons must provide written medical clearance prior to the scheduled readmission process.
4. A cumulative GPA of 2.0 is required at the time of readmission. For readmission to the Nursing Program, if less than 12 credit hours have been completed at HFC, then the student transfer GPA of core admission courses will be used in conjunction with earned HFC grades. Once 12 credit hours have been achieved at HFC, the HFC cumulative GPA will be used for all readmission considerations.
5. Students are allowed two exits which can include either a personal or medical withdrawal and a course failure or two nursing course failures without a medical or personal withdrawal, whether in the same or different nursing courses (within the same or different semesters).
6. Students are not allowed a third readmission. A student who has experienced three exits will be terminated from the Nursing Program and is eligible to apply for program admission after one (1) year (i.e., if they exit in fall, they could apply to admit in fall the following year). In such an instance, the student must apply for admission and would be required to meet all admission requirements in place at the time of application. If admitted, they would begin the program course sequencing from the beginning.
7. Final approval for student readmission is granted by the Dean of the School of Health and Human Services. Permission must be granted before a student may readmit to the Nursing Program. In considering a student's request for readmission, the Dean reviews the student's overall academic performance, GPA, attendance, clinical lab and clinical performance. Poor clinical performance or patterns of irresponsible or unprofessional behavior will be taken into consideration.

8. Students deemed eligible for readmission into second, third and fourth semesters are required to complete a readmission experience prior to being seated. Requirements and details for this process will be emailed by the Nursing Program Office to students deemed eligible for readmission. Nursing Students cannot opt out or refuse this requirement. A student who does not successfully complete all aspects of this process in its entirety, is not eligible for readmission.

9. The student who readmits into the Nursing Program will incur additional costs (i.e., Acemapp, HESI fees, possible additional book costs, etc.) due to requiring additional program time.

10. The students who successfully complete the readmission experience will be randomly placed into a class section and clinical rotation by the Dean of the School of Health and Human Services or his/her designee based on a "space available format".

11. Students are not guaranteed a seat in the subsequent semester. Students must readmit when offered a seat; they cannot defer or delay readmission.

On-Line Registration for Nursing Courses

1. All students register online for nursing classes based on their eligibility for progression. In order to be eligible for progression, Nursing students are required to provide current documentation of TB testing, BLS cards, flu vaccine (if applicable) and Tdap vaccine to the Nursing Office by published deadlines via document upload into Acemapp. Students must also successfully complete the required Acemapp assessments when they expire. **Note: BLS courses taken <u>online</u> are not accepted.**

2. Registration dates for second, third and fourth semester students typically follow the college registration dates. Occasionally, the Nursing Program registration dates may not be the same as general college registration dates. When they differ, they typically are significantly shorter in duration. If program registration does not follow the college registration dates, students will be notified of program registration dates and times.

3. Section changes are not permitted after registration is closed.

4. Students are placed in clinical site rotations by the Nursing Program Coordinator.

5. **Students who fail to submit the appropriate documentation as outlined above by deadline dates are not eligible for clinical assignment** and therefore, program continuation. Students are not eligible to register unless all requirements are met. Once requirements are met **and** if late registration is allowed, the student will be randomly placed into remaining open course section and clinical seats by the Dean of the School of Health and Human Services or his/her designee.

Examination Policies / Procedures

1. Tests in individual courses will be given on the days and times specified by theory instructor(s).

2. The Nursing Program uses ExamSoft, an online testing software for unit and final exams. In some instances, students are able to test using their own laptop computer. The computer requirements are outlined at https://examsoft.com/resources/examplify-minimum-system-requirements?utm_medium=email&_hsmi=131129730&_hsenc=p2ANqtz-9fRJlnaR5ueFNGYoQHjlBbaIvaJmtZIahXTBok9gn8EwCMfXd9JmidO8cgzjruCFygPkJnGwEADksv4kpKeqlSQqppQw&utm_content=131129730&utm_source=hs_email

3. For remote testing, students will need a computer with a webcam and microphone, and a cellphone for proctoring.

4. Students are required to be present at all scheduled semester course, standardized tests and final examinations. The final examination period in nursing includes clinical evaluations and written final examinations. Students should keep this in mind when making personal plans. Students are expected to be available the entire final exam week

period for course and program requirements. Nursing final exam dates and times do not follow the college schedule; they are set by the program.

5. If an emergency occurs near or at an exam time, the student must immediately contact the theory instructor(s) to request consideration regarding a delayed exam time. **Communication to the instructor requesting a delayed examination time must be done on or before the exam day and occur at least one hour prior to the scheduled exam start time. Only your theory instructor can approve delayed testing.** If a student is denied delayed testing (or does not confirm approval directly with the instructor), they are expected to test as scheduled. If they do not do so, they may be assigned a zero for the exam. Documentation verifying the emergency may be requested. The instructor will set the time and date for all re-scheduled exams. If allowed delayed testing, the student's earned grade is subject to penalty (i.e., no item analysis points, 5-point deduction).

6. Once a student begins a course exam, the score earned will be counted.

7. There will be NO retakes of classroom examinations (unit, HESI or final).

8. The Assisted Learning Services (ALS) office on the main campus provides eligible students testing accommodations (i.e., extended time testing, and a different testing location). East Campus does not have a separate proctored testing area for students who are eligible for extended testing time in a separate exam area. Students should inform their classroom instructors in the beginning of the semester that they are ALS students (or as soon as deemed accommodation eligible). Students testing on main campus in the ALS office follow that office's guidelines for scheduling exams. Exams are to be scheduled at or prior (as close as possible) to the class's scheduled testing time. Students are advised to contact the ALS office to schedule exams **well in advance** of the testing date.

9. Faculty has the right to disavow any exam (unit, HESI or final). This would typically occur in cases of a testing irregularity or if academic dishonesty is suspected.

During Test Taking

1. The HFC ID badge must be worn by students above their waist and be clearly visible in order for the student to be seated for any program exam.

2. No hats, jackets, hoodie sweatshirts, smart watches or sunglasses may be worn during testing.

3. No personal belongings (jackets/coats, hoodies, sunglasses, purses, hats/caps, book bags, cell phones or other electronic devices) are allowed in the testing area.

4. Ear plugs are allowed. Headphones are not allowed.

5. Students may not have food or drink (water or otherwise) with them during testing.

6. Pencils, highlighters, and a simple calculator (if needed) will be made available during testing.

7. Proctors cannot answer student questions during an exam.

8. There will be no discussion of test items between faculty and students on the day of the exam.

9. During testing, accessing any online site will be considered academic dishonesty.

10. It is unethical and considered cheating to discuss test content (during or after an exam) with any student. (See Academic Dishonesty policy).

11. Any student caught cheating will have their exam discontinued/closed and will receive a zero for the test. The student will be directed to leave the room immediately if testing in person. If remote testing, they will be directed to stop testing.

12. Students will have one (1) minute per question plus an additional 20 minutes for each unit and final exam. During testing, students are responsible for monitoring their own testing time and adjusting their efforts appropriately.

13. Proctors **may or may not** announce when testing time is about to elapse.

14. When the end of testing time is announced, students must stop answering questions and submit their exam.
15. If testing in person, after finishing an exam, students must leave the building. The student should not return to the building until the next scheduled in person class or lab time.
16. Students will comply with required proctoring (i.e. use of ZOOM for proctoring) during remote testing. Proctoring expectations will be provided by course faculty (i.e. expectations for visual field).

After Testing

1. After all grading is completed by faculty for all students in their course, test review **for unit exams** may be offered. Only at this time, can discussion of test questions be done with the instructor(s). If test review is offered, the following rules apply:
   A. Instructors set/arrange review times for the most recent test.
   B. **Once the subsequent course test is administered, students are not able to review a prior test.**
   C. Students may not have cell phones, tape recorders, smart watches, writing tablet/pen or pencils with them during review.
   D. Note taking is not allowed.
   E. Student belongings must be secured away during review.
   F. Penalty for cheating applies during test review.
   G. **HESI exams and course final exams are not reviewed** with students.
2. The time required for faculty to post exam grades varies. Individual faculty determines when students receive their grades for tests. Exam grades will be posted no later than one week from the time the exam was administered.
3. Students who receive a grade below an 80% on a unit exam are expected to schedule a meeting with the instructor for test review if review is allowed. Minimally, the student should utilize instructor office hours to identify the focus of needed remediation. Theory faculty may require students who earn less than an 80% on a unit exam to meet with them and/or review their exam.

HESI Standardized Testing

Standardized tests are administered across the curriculum in specific nursing courses. The standardized tests utilized are the product of Health Education Systems Inc. (HESI). The nursing faculty considers this testing to be a valuable experience and a method to evaluate student learning. This testing also provides content and testing experience on a standardized exam. These exams mimic NCLEX format and give students remediation feedback. Success on the HESI RN Exit Exam has statistically proven to be an indicator of success on the NCLEX. HESI tests are online exams. These exams are mandatory and contribute to course grades. The course syllabi will identify whether or not a course grading includes a HESI exam.

Standardized testing is used to:

1. Measure clinical judgement.
2. Measure the level of student achievement as compared to classmates and national norms.
3. Help students identify areas of strengths and weaknesses.
4. Acquaint students with a comprehensive nursing exam that tests students' overall knowledge in common key areas of the nursing content.
5. Provide the student a testing experience similar to the National Council of Licensing Examination for the Registered Nurse (NCLEX-RN).
6. Provide additional experience with computerized test taking.

Guidelines:

1. Standardized examinations (HESI) must be taken by all active students.
2. **Mandatory HESI testing may require time in addition to the regularly scheduled class times.**
3. Course faculty will inform students of HESI testing date(s), time(s) and location(s). Students must complete testing when scheduled. Tests may be scheduled on-campus or remotely.
4. HESI exams are timed tests. They will be administered according to the time frames determined by HESI Elsevier.
5. The computer on-screen calculator is to be used for all HESI exams.
6. All students are advised to bring earbuds for on-campus HESI exams to adequately access audio question content.
7. If a student does not complete the HESI exam as scheduled in a specific course, a zero grade for the exam will be assigned.
8. If a student does not complete course HESI requirements (remediation, repeat testing), no points for the HESI exam will be assigned.
9. **Students are expected to review their HESI exam results within a course and across the program to identify the areas in which they require remediation. All students are advised to independently remediate areas identified in their personal assessment report regardless of their score earned. Written & Course Work**

These general guidelines are to be followed by students for submitting written assignments. Students should also refer to individual course material for additional directions and requirements.

1. Cited work utilizes the American Psychological Association (APA) format.
2. Typed work is preferred, some assignments may only be accepted if typewritten. All hand-written work must be legible using black ink.
3. All written work must use correct grammar, punctuation and spelling. All work should be carefully proofread and paginated.
4. Written work is to be stapled or clipped together when submitted. Do not use papers ripped from spiral binders. Sloppy, wrinkled, or stained papers are not accepted.
5. The instructor will provide specific directions when written work must be redone.
6. If required to revise and resubmit any assignment/paperwork, the original should be kept and resubmitted with the revised work.
7. Submit written work according to the instructor's directions.
8. All written work is due at the time established by the instructor.
9. Instructors may decline to accept late work, assigning the student a score of zero. In order to provide a student feedback on an assignment, the instructor may accept and review late work still assigning the student a score of zero. Late work that is accepted for grading may be subject to a grade penalty. In these cases, the instructor may decide to generate and discuss a Performance Improvement Plan with the involved student.
10. Instructors may require that an assignment(s) be graded as satisfactory for course completion and final course grade assignment.
11. The Nursing Program does not condone dishonesty in written work submitted by students. **An "E" or "unsatisfactory grade" may be assigned to a student who commits plagiarism or academic dishonesty on a written assignment. The student may be subject to further actions as outlined in the Nursing Program or HFC Academic Dishonesty policy.**

12. **Students are required to keep their corrected written clinical paperwork and standardized testing results in a portfolio during the entire time the student is in the program.** The portfolio shall be available, upon request, for review by any faculty member and/or program administrator. This portfolio demonstrates student strengths, weaknesses, progress across time and provides verification that students are meeting the required clinical paperwork expectations.

13. Students that fail to maintain their clinical paperwork portfolio or complete required clinical paperwork may be subject to disciplinary action; specifically, a written Performance Improvement Plan, probation, and/or may be assigned an incomplete or failing grade in a course.

Employment

1. The Nursing Program recognizes the need for some students to be employed. If students are to complete the program within the appropriate time span, priorities must be determined. Students who need information regarding time management and priority setting, may want to solicit their instructor's input regarding course expectations.

2. Nursing students who are employed as technicians, externs, or patient care assistants may not wear the Henry Ford College identification badge or the program/college insignia while at work.

3. It is suggested that students limit their work hours. Class schedules cannot be structured to accommodate student work schedules. Classroom times are typically scheduled Monday through Friday, usually between 8:00 a.m. and 5:00 p.m. **Clinical rotations are also scheduled Sunday through Saturday on either day (6:45 a.m. start time often) or afternoon (12:45 – 2:45 p.m. start time often) shift. Clinical rotations typically run 6 ½ - 12 ½ hours for each shift.** Work schedules must be flexible. Clinical rotation assignments cannot be arranged around work schedules.

4. It is unacceptable to miss class or clinical due to work commitments.

Health Requirements & Technical Standards

Prior to entering the Nursing Program, students are required to have:

1. A physical exam (required annually while in the program)
2. A current Tuberculin skin test (chest x-ray if Tuberculin skin test is positive)
3. Evidence of Rubeola, Rubella, and Mumps immunity (titers) or vaccination if born after 1957
4. Proof of Tdap immunization
5. Varicella immunity (+ titer), or proof of vaccination, or proof of disease
6. Flu vaccine (during 'flu season')
7. Hepatitis immunity (+ titer) or proof of the completed or initiated (first dose) immunization series
8. Meet delineated abilities outlined in the section below

* This list may be modified due to agency partner needs and can be modified at any time as the college deems necessary.

The following abilities are required for admission, participation and progression in the Nursing Program. This list outlines the technical standards minimally required to perform tasks included in program study and clinical care. This list is not all inclusive and can be modified as the college deems necessary at any time.

1. Sufficient communication skills (speech, reading, writing) to interact with clients and communicate their health status and needs promptly and effectively.
2. Sufficient intellectual capability to learn technical, nursing, medical and pathological information to plan and implement care for clients.

3. Ability to sustain long periods of concentration to make decisions regarding correct techniques, use of equipment, and proper care of clients.
4. Sufficient emotional capability to plan and implement care for clients.
5. Sufficient psychological stability to effectively, efficiently and safely perform as required in all areas of instruction: classroom, lab, simulation and clinical.
6. Sufficient visual acuity necessary for accurate assessment and safe nursing care to clients, such as, physical assessment, provision of nursing interventions, preparation and administration of medications and direct observation of clients.
7. Sufficient auditory perception to receive verbal communication from clients and members of the health team and to assess client health status while using equipment and interpreting other noise stimuli (i.e. cardiac monitors, stethoscopes, intravenous infusion pumps, dopplers, fire alarms, call lights and cries for help).
8. Sufficient gross/fine motor coordination to respond promptly and implement skills required to meet the health care needs of clients, including manipulation of equipment and supplies.
9. Tactile sense sufficient to complete physical appraisal of clients.
10. Sufficient physical abilities to move around a client's room, work in treatment areas and administer direct care (i.e. client transfer, cardiopulmonary procedures). Adequate strength to perform sufficiently effective and safe physical client care activities.
11. Sufficient physical stamina to walk and stand for long periods of time.

Health requirements and technical standards must be met for a student to be eligible to begin and continue in the program. Admission will be denied, and progression delayed in the Nursing Program, if the above documentation is not current and uploaded into acemapp and approved by the published deadline date(s). Students are not permitted in any clinical area without proof of the above. Students are responsible to maintain currency in all requirements. If not current, students are not to attend clinical. Missed clinical experiences due to delinquent requirements will be recorded as clinical absences and result in disciplinary action. Current BLS-C certification (online courses not allowed) is also required to attend clinical rotations and must be valid through the end of the winter semester for each academic year. Students must renew TB and BLS-C by June 30th of each year to be eligible for a rotation assignment in the subsequent fall and winter semesters. Students are advised to keep copies of all documentation submitted to the Nursing Office and uploaded into acemapp.

Students are not permitted in the clinical area with any infectious disease including influenza and the common cold. Students should not attend clinical when experiencing symptoms of a contagious health alteration (i.e., vomiting, diarrhea, nasal drainage, productive cough, elevated temperature). A student who reports to clinical and is deemed to be ill, will be sent home by the clinical instructor. A clinical absence will be recorded.

Students are not permitted in the clinical area with expired acemapp assessments (HIPAA, OSHA, and Bloodborne pathogen exams). These are annual requirements.

Students in the Nursing Program must understand that they will be involved in the direct care of all genders of clients and must not judge nor expect to choose which clients they will be assigned in clinical rotations. Refusal to care for an assigned client (based on gender, illness, or any other reason) will be grounds for program dismissal.

Program applicants considering a nursing career and admitted students must understand that they may be exposed to infectious diseases during their course of study and in subsequent employment in the field and will likely work in situations where exposure to infectious disease is possible. This is an occupational health risk for all health care workers. No one should pursue a health care career unless they recognize and accept this risk. Proper education and strict adherence to well established infection control guidelines can reduce this risk to a minimum but cannot eliminate it completely.

To assure patient safety, students are expected to self-report to their instructor and the Nursing Office any time that they no longer meet the health requirements, noted criterion or technical standards. Students must also self-report any instance when they feel unable or unsafe to care for clients. Students with obvious or reported medical conditions, which impact their ability to meet the requirements to care for clients, are not allowed to participate in clinical experiences in the PSL, in simulation or at any clinical agency. Students who no longer meet the health requirements are expected to immediately contact the Nursing Office to arrange a meeting with the Nursing Program Coordinator (or designee) to discuss their situation and options.

If eligible, the student may decide to take a medical withdrawal (see Withdrawal Policy). If the situation is short-term and the student is quickly medically released and can meet requirements, they will be advised to provide documentation from their health care provider. **In all cases, the student must meet with the Nursing Program Coordinator as soon as the situation presents.** The Nursing Program Coordinator will clarify for the student the documentation requirements. Documentation must state that the student does meet the above noted specific health requirements necessary for client care in order to return to their clinical rotation. Requirements should be listed in the documentation or a statement of "no restrictions".

Health Alterations/Technical Standards Alterations/Performance Safety Concern

Professional requirements stipulate nurses will refrain from abusive use of substances both legal and illegal. The capability to sustain long periods of concentration to make decisions such as selecting correct techniques, equipment, and safety measures to assure maximum care and safety for clients is critical. A person under the influence of alcohol or consciousness-altering drugs could not meet the above health requirement criterion. Drugs, intoxicants, and mind-altering substances impair performance and decision-making. They can alter a student nurse's judgement, behavior and function potentially endangering clients, staff, faculty, and peers. Understandably, any such situation would threaten our agency-partner relationships. Further, there are professional standards which must be followed when abuse is suspected.

Nursing students are expected to abstain from the use of any illegal or legal mind-altering substance (prescription or non-prescription) before or during any contact with faculty, staff, or clients. If a student is suspected of impairment while on the HFC campus, college policy will be followed https://policies.hfcc.edu/policy/henry-ford-college-1.

A student who arouses the suspicion of the instructor or agency personnel as being unfit to provide care, will be promptly removed from client care. When impairment is suspected or if requested by officials at the clinical site, students must undergo drug/ETOH testing according to the standards as defined by the agency. The agency may require the student to follow agency policy outlined for employees.

If testing is requested by the instructor, the student may be directed to the agency's Emergency Department for testing (afternoon shift) or, during day shift, the HFC Campus Security may provide the student transportation to a Concentra Site for testing. The student suspected to be impaired, will not be allowed to drive. Unless HFC Campus Safety transports, the student will be required to secure safe transportation (at their own cost) from the clinical site directly and immediately to the testing facility (Concentra) and then home. The testing facility will be determined by the HFC instructor and/or program administrator(s). A student referred for a drug/ETOH screen will be suspended from clinical participation until the results of the screen are reported to and reviewed by the Dean of the School of Health and Human Services (or designee). Declining to follow this procedure will result in the student's dismissal from the program. Testing costs are the responsibility of the student. There is zero tolerance for breaches of this policy.

Students with disabilities necessitating special consideration for the classroom must contact the HFC Office of Assisted Learning Services to discuss their individual situation. Typically, this is done prior to, or at the beginning of the course. However, students should pursue this avenue at any time during the semester as they deem appropriate. The Office of Assisted Learning Services website address is: https://www.hfcc.edu/student-services/counseling/assisted-learning.

IX. CLASSROOM EXPECTATIONS OF NURSING STUDENTS

Online Course Support/Access – Student Participation

HFC Online (Moodle) is the online course management system used at Henry Ford College. It is used to deliver course content and host online learning activities. Typically, 2-3 weeks prior to the semester start, course material will be accessible to students on Moodle. At that time, every course in which a student is registered, should appear once they access "HFC Online" from the HFC webpage in the student portal. Program online courses use this management system as do many classroom-based nursing courses. It is imperative that all nursing students are familiar with accessing Moodle. If this is the first time a student is using HFC Online, and they have questions on the various functions, they should visit the Online Learning page of the HFC website at: https://www.hfcc.edu/online-learning. There is an orientation module that can be accessed from this page. Many nursing instructors use HFC Online to post course announcements and materials. Course syllabi, modules, handouts, support videos, lecture clips, and clinical paperwork are examples of materials that may be made available via the HFC Online (Moodle) course page.

In the Nursing building, students have access to computers in the Resource Room. It is the responsibility of all students to check their HFC Online course(s) online pages frequently for updates, announcements and assignments. Students are responsible for the information posted on their course(s) online page. The HFC Online course(s) page is a key mode of communication used throughout the Nursing Program. Consequently, it is necessary and expected that students monitor their course(s) HFC Online page as well as their Hawkmail on a regular basis to stay current on course information.

Attendance

Program faculty advise consistent student preparation, attendance and engagement to promote student success in course and program completion.

Student Expectations

1. Attendance is expected in all scheduled periods: classroom, laboratory sessions, simulation and clinical. Individual instructors determine penalties for non-attendance.
2. Class participation is required.
3. Program faculty follow the College Never Attended (NA) Policy. See NA section in this handbook.
4. Lack of attendance may affect the student's final grade.
5. Absences in connection with participation in authorized College activities will be considered when reviewing an absence record in totality. Permission for absences in connection with participation in authorized College activities is based on course performance at the time of the request/event.
6. Students should contact their instructor directly to notify him/her regarding a class absence.
7. If allowed, it is the responsibility of the student to make up work missed due to an absence.

8. Students are required to be present at all scheduled course exams (unit, HESI, and final). Students may be required to provide documentation related to an absence (See Examination Policy/Procedures).

Classroom Courtesy and Expectations

Students will follow the guidelines below:

1. Adults who have reactive airway conditions may respond to odors in the environment. Therefore, it is expected that students do not wear perfumes, cologne, or fragrances on campus.
2. Taping a class session(s) requires prior permission of each instructor in every course.
3. Avoid conversations with classmates during class and lab sessions, as this is disturbing and discourteous to others. Students who engage in such activity may be asked to leave.
4. **Eating is not permitted in the classroom**. Non-alcoholic beverages are permitted **in the non-computer classrooms** provided they are in a covered container. Notify faculty or staff immediately of any spillage.
5. In congruence with the campus policy, children are not permitted to be with a student during a class/lab/simulation/study experiences, nor can they be left unattended in any areas of the Henry Ford College School of Nursing at any time.

Electronic Device Policy

Use of electronic devices is prohibited in the classroom. The use of a notebook or laptop computer during lectures is acceptable and beneficial since it allows for student access to program E-book resources and the course HFC Online page. If you are expecting an emergency call during class hours, inform your instructor so that accommodations can be considered. Students can leave the main office phone number (313) 845-6304 with family members when urgent concerns exist that may warrant a student's immediate attention. The Nursing Office will locate you in such situations.

X. CLINICAL AND LAB EXPECTATIONS OF NURSING STUDENTS

Today's clients are informed consumers who expect quality care from professional health care providers. Professional behavior demonstrates the quality of that care.

Rights of Clients

1. **Clients have the right to considerate, respectful, and safe care.** Client(s) are not subjected to initial "practicing" while in the care of student nurses. The following expectations are explicit in all clinical rotations:
   A. Students are expected to come to the clinical area prepared at a level consistent with the skill and knowledge associated with their present course and all previous course work. Students should be able to exhibit:
      1) Judgement regarding their own learning needs
      2) Sufficient independent ability to identify and achieve required learning in both lab and clinical settings
      3) Sufficient study, practice and demonstration of mastery of selected skills in the PSL prior to use in the clinical area
      4) Appropriate preparation for PSL/simulation sessions and clinical assignment
   B. Program students are expected to independently and safely perform skills appropriate to their level when providing client care. The PSL offers students the opportunity to refine skills that may initially be evaluated as satisfactory but subsequently not utilized often in clinical rotations. Students are expected to self-identify skill deficits and to utilize the PSL to refine and master their skill(s) to assure safety with direct client care.
   C. The student is expected to demonstrate the ability to apply theory content to clinical practice. Students must exhibit:
      1) sufficient knowledge and skill to assess clients, identify nursing diagnoses, set goals and outcomes, appropriately plan, implement, and evaluate "holistic" client care
      2) the ability to utilize available resources as client needs arise

2. **Clients have a right to continuity of care.**
   A. The client(s) is/are entitled to attentive, ongoing care.
   B. The client(s) is/are not expected to have daily care and other activities disrupted in order to provide "experience" for students.

3. **Clients have a right to refuse care by a student.** Client(s) has/have the right to:
   A. refuse a student being assigned to his/her care without giving a reason.
   B. have their own needs and care take priority over learner's needs.

Rights of Clinical Agency Partners

1. **Program agency partners define student requirements for clinical rotation placement**
   A. Agencies define dress, performance and behavior standard minimums.
   B. Agencies set age requirements for participation in client care and therefore, clinical rotation placement.
   C. Agencies reserve the right to deny a student rotation placement.
   D. Agencies reserve the right to remove a student from a rotation placement.

*If a student is dismissed by an agency from a rotation, the Nursing Program will not be able to reassign the student to another rotation. This will jeopardize their course completion, program progression and status.

2. **Right to Safeguard Client Care**
    A. Agencies define student rotation preparation requirements (i.e., online orientation modules, EPIC training, paperwork, background checks, fingerprinting).
    B. Agencies define student health requirements (i.e. flu vaccination).
    C. Agencies expect engaged, knowledgeable and skilled students.
    D. Agencies expect students to adhere to agency policies.

Dress Code / Uniform Policies

Integral to the student nurse's professional behavior is his/her appearance. Appearance that is professional conveys competence and helps the client to feel confident in the abilities of the nurse (and student nurse). Expectations for dress and behavior relate to all areas of clinical instruction: PSL, simulation, clinical learning experiences (i.e., offsite trauma drills, health fairs, flu clinics, Hospice experience, Probate Court experience) and clinical agency locations. Having a neat, clean, and appropriate appearance in the clinical area is of utmost importance for presenting a professional image and providing optimal care for clients.

General Requirements

1. All nursing students must comply with the HFC Nursing Program's professional standard dress code.
2. Instructors are responsible for enforcing the dress code.
3. Students not appropriately dressed will be issued a Performance Improvement Plan, will be sent home, and a clinical absence will be recorded. In some instances, the instructor may choose to direct the student to self-correct immediately (i.e., remove earrings) and issue a Performance Improvement Plan. Any subsequent violation would result in the student being sent home and a clinical absence would be recorded. A second infraction will result in an Unprofessional Behavior Report, dismissal from the clinical area, and will require the student to meet with the Dean (or designee) prior to returning to the clinical area. This will be considered a clinical absence.
4. Students are to purchase at least two (2) HFC uniforms at the vendor identified by the program office staff. All uniforms must be purchased, and students **may not** make their own uniform items. All uniforms must be kept clean, pressed, and in good repair.
5. All students will wear the HFC uniform, which consists of navy-blue scrub slacks and a matching scrub shirt that has the HFC nursing logo embroidered on the left chest area, and either black or white duty shoes (refer to photos provided).
6. For **Beaumont Farmington Hills** clinical rotations, students' uniform will be a white top rather than navy and no blue jacket is allowed to be worn.
7. Students may choose to order a long sleeve jacket (cannot be worn at Beaumont Farmington Hills clinical rotations), available in navy blue.
8. Knee-length skirts can be purchased from the uniform vendor. These are to be worn over uniform slacks.
9. Uniforms must be sufficiently sized to allow ease of movement without straining seams/buttons when standing or sitting.
10. Students will be required to wear the approved HFC uniform and be in dress code for all clinical, PSL, simulation and other experiences dictated by program faculty (i.e., field trips).

11. Students are required to wear an HFC-issued Student Identification (ID) Badge while on campus at all times, this includes the PSL. In the clinical area, students are to wear their agency and/or HFC ID badge as directed by their clinical faculty.
12. No other uniform may be worn for clinical experiences.

XI. HFC NURSING PROGRAM DRESS CODE

The college bound by rules and regulations by clinical sites. Dress code details may change according to the agency. Agency orientations and/or clinical instructors will inform student about additional site regulations. Below are the program's general dress code guidelines.

	Acceptable / Required	NOT Acceptable
UNIFORM	• HFC uniform and dress code guidelines must be followed for all clinical, PSL, simulation or other experiences dictated by program faculty (i.e., field trips) • Navy blue scrub slacks and matching scrub shirt from list provided by the program office and from program designated vendor • Scrubs must be bought at the designated store so embroidery can be done • HFC nursing logo embroidered on the left chest area • Must be appropriately sized to allow ease of movement without straining seams/buttons when standing or sitting • Must be neat, clean and in good repair. • May order a long sleeve jacket in navy blue to be worn with scrubs • Knee length skirts if worn over uniform slacks must be no longer than to the knee and must be purchased from the uniform store • Appropriate undergarments must be worn and cannot be visible • Undershirts, if worn, must be white or navy; long or short sleeved; turtleneck is acceptable • **Beaumont Farmington Hills students must wear white scrub tops, navy scrub pants, and NO navy jacket**	• Faded, wrinkled, worn, stained or tight or ill-fitting scrubs. • Wearing a sweatshirts, hoodie, or SNA jackets in any clinical area, PSL, or SIMS experience. • Visible undergarments • Uniform alterations beyond hemming of pants • Beaumont Farmington Hills students cannot wear patterned/colored undergarments visible through light colored uniform top
HOSIERY	• White/Black/Navy socks are acceptable • Compression socks are acceptable • Ankles must be covered	• Hosiery color other than White/Black/Navy • Absence of socks • Footies
SHOES	• Black or White duty shoes that are closed toe with a back; they may tied or slip on (see pictures) • Shoes and laces should be in good repair. • Must be leather or leather like material. Must be impermeable material	• Sandals, clogs without heals heels, moccasins, canvas tennis shoes, high heels, crocs with holes, high top gym shoes, open toe shoes • Cloth shoes • Neon soled shoes • Shoes not black or white in color

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HAIR	• Clean, well-groomed, in a controlled style and neat. Off shoulders or collar line
	    o If at collar line or below, hair must be secured to stay behind the head
	    o Long bangs must be pulled back off the face and secured
	• Hair color must be natural in color
	• Beards, mustaches, and sideburns must be clean, short (approx. ½ inch) and neatly trimmed
		• Extreme hairstyles
		• Hair ornaments
		• No extreme hair color that cannot be grown naturally (i.e., pink, purple, orange, etc.)
		• Facial hair that prohibits personal protective equipment and is longer than ½ inch or breaches agency policy

FINGERNAILS	• Short and not more than 1/8 inch beyond end of fingertip, smooth and clean • Color and style must be consistent with a professional environment • Direct care providers can wear nail polish, but it must be intact, no chips, decals, or jewelry	• Nails that extend more than 1/8 inch beyond the tip of the finger • Artificial/added nails or tips • Nails that distract or interfere with work performance • Anything on top of nails other than polish. Artificial fingernails, wraps, extenders, gels, acrylics or similar coating or nail appliques
MAKE-UP	• Natural looking make-up consistent with business work environment • Make up should complement natural features	• Excessive or extreme make-up
HEADWEAR	• Head band without decoration. • Navy or White in color without embellishments • Full hair coverings must be a sleeve or two pieces that tuck into the scrub shirt top and not lie on top	• Scrub caps, bun covers, hats, headscarves or inappropriate headgear, (i.e., ball caps, headphones, etc.) • No extreme hair adornments
JEWELRY & TATOOS	• Wedding bands, engagement rings or one simple flat ring may be worn • Daith piercings are allowed with a medical provider's documentation on file (See picture) • Tattoos must be concealed by applying make-up designed for this purpose or by wearing a regulation scrub jacket or undershirt • One necklace allowed no longer than 16-inch chain and must be a small chain. Should be safe and appropriate for the work area and not interfere with work duty or function and must not dangle • One necklace allowed no longer than 16-inch chain and must be a small chain. Should be safe and appropriate for the work area and not interfere with work duty or function and must not dangle • Up to 2 ear piercings in each ear accepted and must be small stud only (See pictures to see allowable sites)	• Rings or jewelry (i.e., nose rings, necklaces, bracelets) not noted in the acceptable column • Earrings, gauges, clips, or other ear jewelry not included in acceptable section • Offensive tattoo that is not coverable (i.e., tattoo on finger; swear words, nudity or violence) • Visible body jewelry in pierced areas anywhere (i.e., tongue, eyebrow, etc.) • More than one necklace • Nose rings, eyebrow piercing, lip or tongue piercings • More than 2 piercings in ears • Ear piercings placed anywhere other than allowable sites (See picture) • Cloth or leather jewelry • Bracelets, ear cuffs, smart watches

	• Nose piercings allowed but cannot be bigger than 1.5-2mm in size (See picture) • Watch that can read seconds	
HYGIENE	• Students must bathe/perform hygiene and use non-scented deodorant and hair products to assure they are well groomed and odor free	• Fragrance odor → body, breath, deodorant, hair spray, cologne, after-shave, or perfumes • Tobacco smoke or other odor on student's body, hair or clothing • Pet hair or other debris on clothing
PHONES	• Only hospital acquired devices are allowed to be utilized in the work area	• Personal devices must not be visible and must be adjusted to silent/vibrate • Personal devise must not interfere with job performance
BADGE	• Will be worn while on campus including PSL and the clinical area per agency guidelines • Students may be required to obtain/wear an ID badge issued by the clinical facility in addition to the HFC student ID badge	
MISC		• No gum or candy.

Additional Items Required: Students are required to have the following supplies with them to PSL, simulation and clinical experiences:

A. Watch that shows seconds (no smart watches)
B. Black ink pen, and pocket-size notebook
C. Bandage scissors
D. Stethoscope
E. Penlight
F. HFC Student ID badge

Nose Piercing

Nothing larger and no nose rings.
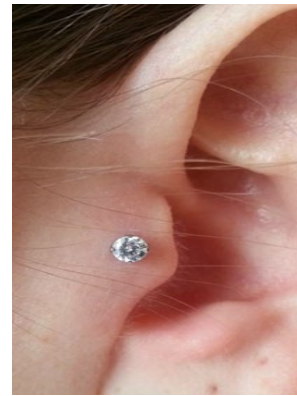
Ear Piercing:
Only allowable size styles and allowable placement
No hoops in lobes – only studs
Remember: Must be no more than 2 total piercings in each ear.

Example:
1 daith and 1 standard lobe stud or 2 standard lobe studs or 1 daith and 1 tragus stud or 1 tragus and 1 standard lobe stud.

None of the rest of these are acceptable except where indicated.
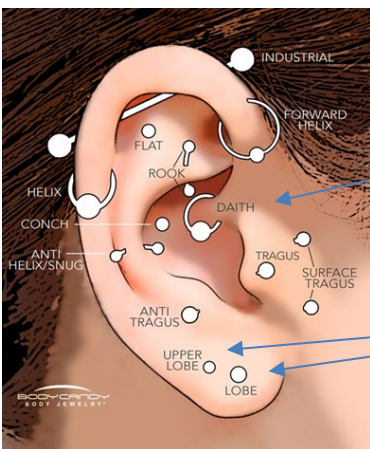
Daith is ok if it is one of two piercings

Upper lobe/lobe are ok if they are one of two piercings

SKETCHER WORK SHOE

CROCS NEIRA

DANSKO

XII. CLINICAL ROTATIONS

Clinical rotations are planned to provide a quality learning experience for each student. HFC uses most of the major clinical agencies in Southeast Michigan that are within a 60-minute drive from HFC main campus. Clinical placement for each student is based on many factors such as suburban versus metropolitan settings, needs of the particular course, number of students per group, faculty availability, agency rotation availability, shift exposure, previous clinical placement experiences, etc. The process is involved and very time consuming. In both program information sessions and new student orientation, students are informed that there is not student input into clinical site placement. Each semester, the program office typically assigns over 400 students into over 800 clinical seats. Although we recognize that each student has their own unique situation (employment, travel, and childcare needs); since it is impossible to accommodate requests from all program students regarding clinical placement, we do not accept student preferences for any clinical placement. Student flexibility is required in this regard. Faculty believe that a well-rounded clinical experience is in the best interest of students and can create opportunities for employment and exploration that would not be available should clinical placements be determined in a different format.

1. Students are expected to be available for a clinical assignment between the hours of 6:00 a.m. and 12:00 midnight, Sunday through Saturday during every semester. Rotations may be on a day or evening shift.
2. At times, students will have an evening clinical scheduled which is followed by an early morning class or they may have a day class followed by an afternoon clinical.
3. The majority of clinical rotations are scheduled on weekdays, however there are rotations on week-end days/evenings.
4. Students are responsible for securing clinical paperwork forms required by each nursing course. The forms are available for the student to download and print from the "K" drive and/or on the HFC Online Course (Moodle) pages.

Documentation of Clinical Requirements

Students are required to maintain copies of clinical requirements. These include but are not limited to:

- Verification of Influenza vaccination
- Other vaccination(s) / immunity
- TB testing results
- BLS-C current certification
- Acemapp completion of assessments

Students are expected to have this documentation with them and available during every clinical experience if directed to do so by their clinical instructor. Failure to have this information available in the clinical area upon request may result in disciplinary action including dismissal from the clinical area.

All acemapp assessments and health requirements must be met in order for a student to be assigned or participate in a clinical rotation and to continue in a rotation.

Transportation

Students assume all responsibility for their own transportation to and from campus and clinical agencies (lab, simulation and clinical experiences). Clinical assignments are not made according to carpools or students' home location or situation. Faculty cannot transport students to or from campus or the clinical site.

Clinical Attendance and Absences

As students' progress through the nursing curriculum, their laboratory (PSL, simulation) and clinical experiences assist them to apply the knowledge and skills they have learned to their nursing role proving client care. A minimum number of clinical hours are required to achieve course objectives, meet Michigan State Board of Nursing (MSBN) guidelines, and comply with ACEN standards and criteria.

Students are expected to attend and participate in all scheduled experiences: laboratory, simulation, observational, and clinical. To understand the client's perception of care, during the lab instruction and activities, it is expected that students will participate in both the nurse and client roles.

The Henry Ford College Nursing Program acknowledges the clinical experience as essential in the education of our students. Recognizing that there may be extenuating circumstances or an illness which could prevent a student from attending clinical: **two clinical absences are permitted throughout the nursing program**. When a clinical absence occurs, the student is advised to provide written documentation to the Nursing Office for inclusion in their student file, this is optional. If submitted, the documentation should explain/support the reason for the absence**. More than two clinical absences may result in a student being withdrawn from their current nursing course(s) and the program.**

If a student exceeds two clinical absences because of extenuating circumstances, their status in the program will be determined by a three-person panel of nursing personnel convened by the Dean of the School of Health and Human Services (or designee). This panel will determine if the student will be allowed to remain in the program or be dismissed. During their review, the panel will consider all documentation related to the clinical absences. A student will be afforded this consideration/process once during the program.

In the event of a lab, simulation, observation or clinical absence, the student must complete the following procedure:

1. Call the Nursing Office at (313) 845-6304, at least 1 hour before the assigned laboratory, simulation, observation or clinical start time to report your absence. Leave a detailed message (your name, course, clinical instructor) if no one answers the phone.
2. Call the clinical instructor (according to their direction) at least one hour prior to assigned laboratory, simulation, observation or clinical start time.
    *Note: **A student who is absent for or does not show up for a clinical skill evaluation as scheduled and has not given notification of their absence as noted above, fails the evaluation, it cannot be made up. If the evaluation is the second evaluation for a skill, it would result in a second skill failure and therefore, course failure.**

Clinical Tardy

Students are expected to be at the assigned clinical area at least **10 minutes before the scheduled time** unless otherwise directed by your clinical instructor. Tardiness and absences impact time available for a student to meet clinical objectives. For some students the time lost will cause them to fail the course due to being unable to meet the course's clinical objectives.

A tardy occurs when a student is not present at the assigned area ten (10) minutes (or at the time set by the clinical instructor) prior to the start of their scheduled laboratory, simulation, observation or clinical experience. In laboratory, observation and simulation experiences, instructors may choose to define a tardy as a student not being signed in and seated at the start of the session.

A second tardy in a clinical rotation is considered and recorded as a clinical absence.

A student who is not at laboratory, simulation, observation or clinical <u>thirty (30) minutes after the expected start time</u> is considered absent, not tardy, and will be sent home. If the tardy of 30 minutes or more occurs on the day and shift when rotation orientation is being provided, the instructor may choose to have the student stay on site and complete the orientation since such arrangements cannot be re-created. However, an absence will still be recorded.

A student who is tardy to laboratory, simulation, observation, hospice seminar or clinical, must complete the following procedure:

1. Call the Nursing Office at (313) 845-6304, as early as possible to report that you will be tardy for your laboratory, simulation, or observation, seminar, or clinical experience. Leave a detailed message (your name, course, clinical instructor) if no one answers the phone.
2. Contact the clinical instructor as they have directed (number or email, etc. provided by faculty) as early as possible to inform him/her of your expected tardiness.
3. Repetitive tardiness is considered "at risk" behavior and will jeopardize the student achieving a satisfactory clinical evaluation (See Evaluation of Clinical Practice section).

Evaluation of Clinical Practice

The Clinical Evaluation Tool is used to document and communicate clinical performance by both student and instructor. At mid-point in the clinical experience, a "Formative Evaluation" is done. At the end of the clinical experience, (typically the last two weeks of clinical rotation), a "Summative Evaluation" of clinical performance is completed. The summative evaluation determines whether the student has passed the clinical portion of the course. The grading is denoted as either "satisfactory" (pass) or "unsatisfactory" (fail).

The following scale is used on the tool to evaluate each criterion statement:
           4 = Outstanding Performance
           3 = Good Performance
           2 = Minimal Performance
           1 = Unsatisfactory Performance
           0 = Unsafe

To be evaluated as "satisfactory" (pass), a student must achieve ≥ 2 in each subcategory.

Satisfactory (pass) performance demonstrates knowledge and skills that meet criteria outlined in clinical objectives. Additionally, care demonstrated did not jeopardize the client's physical and/or psychological well-being.

Unsatisfactory (fail) performance does not meet the criteria outlined in clinical objectives and/or included behavior that jeopardized client's physical and/or psychological well-being. A student with unsatisfactory performance (clinical failure) will have a failing grade assigned. A grade of "C - ", "D" or "E" is issued for the associated nursing course **even if a student is achieving a grade of "C" or better in the theory course** at the time of the clinical failure. There are rare instances when prior to the end of the clinical rotation, an unsafe incident occurs, or an instructor identifies that the time remaining in the rotation is not sufficient for a student to achieve clinical objectives. In such cases where the student is deemed grossly unsafe and/or below performance standards, a student's clinical failure is documented and processed prior to the end of the clinical rotation. A student can fail clinical at any point in the semester.

A student who is not adequately prepared for client care, is not permitted to care for their assigned client(s). The student will be asked to leave the clinical area and a clinical absence will be recorded. The student may be assigned lab remediation and/or given a Performance Improvement Plan. Repeated incidents of unpreparedness for clinical experiences jeopardizes client care and the student's position in the program.

Examples of "At Risk" behaviors include but are not limited to:

1. Errors in skill performance when providing client care. Students are held accountable for any real or potential threat to the client on every skill taught. Even if the instructor prevents the student from an error, it is still considered a student mistake. The instructor may choose to allow the student to continue with a procedure up to the last step to validate that the student was truly intending to complete a procedure incorrectly
2. Providing care outside of the student role or level of preparation
3. Consistently poor quality written clinical paperwork that does not meet expectations
4. Insufficient clinical reasoning for student level
5. A behavior or consistent behaviors that result in a threat to the client's physical and/or psychological well-being (unsafe transfer, failure to identify and/or report abnormal data, dosage calculation errors, inadequate monitoring).
6. Violation of principles learned in prior semesters (i.e., a breach in aseptic technique or client safety)
7. Inappropriate verbal or non-verbal behavior in the clinical setting (arguing with an instructor or agency personnel)
8. Inadequate preparation for a clinical assignment (unable to accurately assess vital signs, inability to explain medication details, cannot identify laboratory normal values or other content appropriate to student level)
9. Inability to accurately and safely complete prior learned skills (i.e. vital signs, client positioning, systematic IV assessment, wound care, risk assessment, comprehensive physical assessment).
10. Arriving at clinical without equipment identified with the HFC Nursing Program Dress Code
11. Failure to maintain a safe environment (i.e., side rails down on non-ambulatory client, bed left in a high position, child left inappropriately unattended)
12. No provision for means of communication with a client
13. Inability to prioritize care at expected level
14. Inability to properly administer medications according to medication administration "rights"
15. Improper, incomplete, inaccurate documentation of care/client data
16. Lack of progress and/or independence in the clinical area
17. Inability to apply theory content or the Nursing Process to client care

18. Inability to independently and safely complete client care in a timely manner.
19. Need for extensive instructor direction or oversight.
20. Criticizing a client, non-therapeutic communication, communicating negative value judgements to a client
21. Violation of HIPAA
22. Lack of effort or engagement
23. No provision for patient privacy and confidentiality
24. Clinical absences and/or tardiness
25. Failure to follow procedures for reporting laboratory/simulation/observation/clinical absence and/or tardiness.

Three "at risk" incidents during the semester are grounds for immediate termination from the nursing course in which the student is currently enrolled. In some instances, a single "at risk" incident may result in immediate termination from the Nursing Program.

Critical Incident

Examples of critical incidents include action on the part of the student that presents a serious and immediate threat to client safety, insubordination, breach of ethics, gross lack of progress, inadequate timely progression to allow for completion of all clinical objectives or patient abandonment. In the event of a critical incident, the clinical instructor or, upon consult, the Dean of the School of Health and Human Services, may require the student to leave the clinical area immediately. A review of the incident will occur by program administration and in some cases, agency representatives may be involved. Some incidents will be cause for immediate clinical failure (and therefore, course failure) or student removal from an agency or the program. If a student is not allowed back into the clinical agency, the program has no ability to find a substitute experience for the student. Minimally, progression will be impacted, as noted above, program status may be as well.

Formative/Summative Clinical Evaluation

The **Formative Evaluation period** within a clinical rotation varies from course to course. The formative period will be identified for students by the clinical instructor. The focus of this evaluation is skill formation and critical thinking development.

The student will be expected to:

- Complete all required agency orientations (EMR and other as directed). Those requirements that precede the student's first day of onsite agency clinical, must be completed on time or the student may be removed from the rotation
- Follow the Nursing Program and agency policies
- Orient to the clinical area
- Activity participate in pre and post conferences and client report
- Ask appropriate leveled questions about assignment and client plan of care
- Consult with their clinical instructor
- Demonstrate application of theory content to client care with increasing independence
- As needed, review skills and complete self-directed remediation in the open lab
- Provide direct client care per instructor directions (i.e., I&O, assessments, medication administration, dressing changes, SBAR, documentation, rounding, etc.)

- Perform skills based on preparation and assignment (i.e., medication administration, cephalocaudal exam, urinary catheter insertion/care, systematic IV assessment, dressing changes)
- Chart factually and accurately per agency guidelines meeting instructor dictated time frames
- Submit clinical paperwork portfolio (compiled clinical paperwork from previous rotations) if requested by the clinical instructor
- As directed, complete and submit on time, all required clinical paperwork
- Demonstrate progression in clinical paperwork detail and depth over time addressing more complex and varied client conditions/status
- If video submission of a skill validation or other requirement is included in course assignments, the student must follow all directions and complete all aspects of the assignment; the quality of the videotaping must clearly show all skills being evaluated (academic dishonesty policy applies)
- Demonstrate competency in all required clinical objectives
- Complete appropriate sections of the Formative/Summative Evaluation Tool weekly, at midpoint and for summative evaluation

During formative evaluation, assessments are made to determine the extent to which students are achieving clinical objectives. Instructor feedback and corrective actions are utilized to support student learning.

Feedback to students plays a key role in this type of evaluation. Feedback may consist of:
- Questioning a student to determine if they can provide rationale for care delivery, prioritization, therapies, assessments, medication administration, testing, etc.
- Using various clinical paperwork to determine if students can apply the learned content to the client situation. This also identifies for the student areas of weakness
- Observing students to determine their expertise in performing procedures, interacting with clients and peers (receiving report, SBAR, rounding, client teaching, prioritization, delegation, etc.)
- Providing constructive input regarding how a student can improve skill set and performance
- Providing feedback on clinical performance and written assignments that directs students in areas where they need to develop additional knowledge and ability

Feedback may be given in person, on the evaluation tool and/or in written Performance Improvement Plan (PIP).

Although unsatisfactory clinical performance will typically involve the creation of a Performance Improvement Plan (PIP), a PIP is not required to be provided in all cases. PIP's are intended to clearly document counseling and a plan related to an area(s) that require(s) student performance improvement. The PIP also allows for student self-reflection, identification of resources and instructor support/direction/counseling. Often, remediation will be required. **Remediation** requires the student to return to the lab for skill development. It may also require additional review of material and/or time with a theory instructor to work on content review or care planning. A Lab Remediation Form may be generated. This form requires verification from lab faculty that the student did complete the lab component(s) of directed remediation. Students must complete all remediation assigned and have verification documented by the date identified. The instructor assigns completion dates. Failure to comply typically means the student will not be able to attend clinical (thus a clinical absence would be recorded). This will jeopardize a student's status in the course. In cases where remediation is assigned following a skill check off failure, timelines are strict and align with the scheduled re-evaluation attempt. Students must meet these deadlines. If a student has questions, they can seek clarification from the instructor generating the remediation form or from lab office staff.

Significant deficits, or failure to improve after feedback is given, place the student at risk for earning a failing grade in the clinical and therefore, the course.

A satisfactory rating during formative evaluation DOES NOT guarantee the student will receive a satisfactory rating during the summative evaluation.

Summative evaluation is evaluation to determine the extent to which a student has achieved the clinical course objectives. The **Summative Evaluation period** occurs at the end of the clinical rotation.   If the student earns an "Unsatisfactory" grading for the Summative Evaluation period within a clinical rotation, a failing course grade will result. In this case, the student fails the course and is assigned a failing grade; either a "C - ", "D" or "E" is recorded for the associated nursing course regardless of the student's current theory grade (See Academic Failure policy) at the time.

All PIPs and Formative/Summative Evaluation Tools are written and shared with students. Students are expected to read and sign them. A student's signature signifies that they have read the report/evaluation. On PIP forms, students may add comments of agreement, disagreement, explanation and/or plans for improvement.

Students are required to participate in all phases of their Formative/Summative Evaluation: weekly completion of the "student" refection section; formative scoring; and participation in a Summative Evaluation conference with clinical faculty.

All students are required to bring their own completed summative clinical evaluation to their Summative Evaluation conference with their clinical instructor. Failure to do so constitutes an incomplete clinical requirement for the student. Students who have not completed the clinical and therefore, course requirements are at risk of receiving an incomplete (I) course grade. Regardless of the grade assigned, students are ineligible for progression or for graduation paperwork to be finalized if their clinical evaluation tool is not completed and submitted for filing in the program office.

XIII. STANDARD OF CLINICAL CONDUCT

All nursing students must adhere to the conduct expectations outlined in the Michigan Nurse Practice Act, the American Nurses Association Code of Nurses, and the behaviors outlined in the Nursing Student Handbook. It is the intent of these policies to ensure client safety and professional conduct by appropriate ethical-legal behavior on the part of all nursing students. All nursing students are responsible for their actions. A student's failure to abide by the outlined expectations at all times will require a faculty evaluation of the student's ability in order to continue in the clinical rotation and therefore, the Nursing Program.

Clinical Conduct Expectations

1. Students must demonstrate sound emotional well-being conducive to providing safe client care. An emotional response that inhibits learning and/or functioning in the client care area will be cause for removal from the clinical area, and potentially, dismissal from the Nursing Program.
2. While in the clinical area, students are held to the standards of care of the Registered Nurse.
3. Students are responsible to seek the assistance of the instructor in the clinical area. Students may give nursing care/medications in the presence of an instructor or with an assigned agent of the instructor only when so directed by the instructor.
4. Students will give nursing care only when an instructor is present in the assigned agency.
5. Students must be prepared in the clinical area to give responsible, safe nursing care or will be asked to leave the clinical area. This can jeopardize the student's ability to successfully complete the program. Performance hazardous to client safety and/or endangering clients may be cause for dismissal from the Nursing Program.
6. A student who is in the clinical agency and believed to be under the influence of a substance jeopardizes client safety and will be dismissed from client care and follow the guidelines noted in the section entitled "Health Alterations".
7. Students must behave in a professional manner toward faculty, staff, and clients. This behavior includes courtesy, honesty, ethical actions and responsible communication. Behavior that interferes with clinical agency/staff/faculty relationships may be cause for dismissal from the Nursing Program.
8. Students must act to protect confidentiality in all situations. Breaches of confidentiality or HIPAA laws concerning fellow students or clients may result in dismissal from the Nursing Program.
9. Students must document accurately and factually without omissions. Incomplete documentation or falsification of clients' data/status/care may result in dismissal from the Nursing Program.
10. Personal beliefs, values and bias are not to affect the quality of nursing care given. Repetitive or a significant single episode of non-compliance with ethical-legal behavior will be cause for dismissal from the Nursing Program.
11. Students must immediately report unsafe practice or conditions to their instructor.
12. Students are not allowed to remove any agency documents or client chart forms, original or copies (i.e., lab results, medication summaries, etc.) from the clinical area under any circumstances. Violation of this policy will result in dismissal from the Nursing Program.
13. Students must not chew gum, eat food/candy, or drink beverages while in the lab, simulation suites or agency. Students may do so at agencies only in designated areas (cafeteria).
14. Students are not allowed to use their personal cell phones in the clinical areas. Instructors will provide directions and emergency numbers.
15. Students must fully engage in clinical care and learning opportunities. Clinical is a required course component and a key learning experience. Shadow experiences do not allow students to demonstrate clinical objectives and

therefore are not common. Students are expected to actively provide intimate client care both to female and male clients (i.e., bathing, toileting) and various therapeutic interventions while at clinical. Failure to do so as needed, in a respectful manner as directed, does not meet clinical expectations.

16. Students are expected to increase independence and improve efficiency over time within a clinical rotation.
17. Students are responsible financially if they cause damage to agency or client personal belongings (i.e., iPads, phones, hearing aids, dentures, etc.).

Management of Student Exposure to Blood and/or Body Fluids

1. A Body Substance Exposure (BSE) is defined as any eye, mouth, other mucous membrane, non-intact skin or parenteral contact with blood or other potentially infectious materials that results from the performance of the student's duties.
2. The student will report an exposure immediately to the clinical instructor.
3. All agency required paperwork and follow-up will be completed by the student as directed by the clinical instructor.
4. As advised, the student will leave the clinical area and client care to seek emergency/urgent care immediately.
5. The clinical instructor will notify the college and send documentation of the incident to the HFC Security Office. The HFC Security officer will follow up with the student.
6. The student is responsible for continuing with follow-up and treatment as recommended.
7. Students will be responsible for any expense incurred as a result of the exposure.

XIV. EMPLOYERS EXPECTATIONS OF NURSING GRADUATES

There are areas of behavior and abilities, which health-care employers typically consider when seeking references for nursing graduates. Students should be aware of these behaviors and abilities early in the program to maximize their own professional development. This list should not be considered all-inclusive. Areas of interest to employers include:

Reliability	Meets commitments, punctual, responsible for own actions, regular attendance.
Engagement	Demonstrates in class and clinical a curiosity, interest and desire to learn what is being taught which is reflected in motivation and participation
LifeLong Learner	Ongoing voluntary pursuit of knowledge for professional and personal growth
Resource Literate	Able to identify and access appropriate resources
Professional Appearance	Wears proper attire, is clean and well-groomed.
Flexibility	Adapts to changing situations, openness, lack of rigidity.
Ability to Utilize Supervision	Recognizes and seeks assistance as needed and utilizes it, accepts constructive criticism.
Independence	Demonstrates self-confidence, recognizes own limitations, self-motivated.
Responsibility for Personal Growth	Seeks additional learning experiences by additional research, demonstrates willingness to go beyond minimum requirements.
Judgement	Makes sound decisions using appropriate data, utilizes problem-solving skills, demonstrates common sense.
Quality of Care	Assesses physical, social, emotional, environmental, cultural needs of clients and families. Develops and implements appropriate plan for care and demonstrates correct technical skills. Utilizes available resources.
Organizational Ability	Organizes time, effort, energies, demonstrates ability to set priorities with flexibility.
Teaching Ability	Determines learner readiness and develops learner outcomes and appropriate plan; determines proper methods and depth; uses appropriate resources; provides for continuity of teaching; and evaluates learner outcomes.
Interpersonal Relationships	Interacts appropriately with peers, co-workers, other healthcare disciplines, clients and families.
Communication Skills	Uses appropriate written, oral, and non-verbal skills.
Leadership Potential	Contributes to class discussion, assumes extra responsibility for class, participates in unit team conferences, nursing and other organizations.

PLEASE NOTE: Clinical absences may be a predictor of employment practices; therefore, faculty and administration may decline to write a letter of reference or may include in the letter the number of clinical days completed in relation to the number of absences.

XV. GRADUATION AND LICENSURE

Graduation

To earn an Associate Degree in Applied Science, students must successfully complete all College requirements. Students must apply for graduation. The Graduation Commencement Ceremony, held annually in early May, symbolizes the completion of a very rigorous program of study. This is a time when students and significant others come together to rejoice and celebrate this achievement. Students receive a leather binder at this time, while their actual diploma is mailed at a later date. Nursing graduates may participate in the Nursing Pinning Ceremony which is held in mid-December (fall semester) and early May (winter semester). Participation in pinning and graduation is voluntary. The nursing pin is optional. Interested students can choose to order a pin and incur the cost. Directions for ordering are given to fourth semester students.

NCLEX-RN Live Review

Nursing graduates are mandated to attend a scheduled three-day live review course provided by Health Education Systems, Inc. (HESI). This content review assists students to prepare for the NCLEX-RN examination. The course is typically scheduled in or near final exam week. It may be scheduled after the program's fourth semester. Fourth semester students will be informed early in their last semester of the review dates and times. Students who verify registration in a like review course can seek exclusion from this requirement by contacting the Program Dean. Non-compliance will affect the student's graduation certification notice to the Board of Nursing.

Licensure

In order to practice as a Registered Nurse, a student must graduate from an accredited nursing program, apply for a state license and successfully complete the National Council Licensure Examination for Registered Nurses (NCLEX-RN Exam). To verify graduation, the HFC Nursing Office will send student graduation certifications to the Michigan State Board of Nursing. Once received, the state will send each Nursing graduate an "authorization to test" (ATT) which allows them to sit for the NCLEX exam. Students seeking licensure in other states should inform the Nursing Office prior to graduation. There will be delays in sending documentation should a student not successfully complete all Nursing Program and HFC degree requirements. **Henry Ford College's nursing program prepares a student to take the NCLEX exam in the state of Michigan. Graduates who want to practice in other states should review those requirements via that Board of Nursing.   For additional information, please contact the National Council of State Boards of Nursing.** **https://www.ncsbn.org/licensure.htm**

Licensure | NCSBN

Licensure is the process by which boards of nursing grant permission to an individual to engage in nursing practice after determining that the applicant has attained the competency necessary to perform a unique scope of practice. Licensure is necessary when the regulated activities are complex and require specialized knowledge and skill and ...

www.ncsbn.org

The NCLEX-RN is administered by computer testing; successful NCLEX-RN examination is required for RN licensure. No temporary licenses are issued in Michigan. The purpose of the exam is to determine minimally safe and competent nursing care. Information about how to apply for a license to practice is given to all students in their last semester of the Nursing Program. Information is also available at the National Council of State Boards of Nursing (NCSBN) and at the Department of Licensing and Regulatory Affairs (LARA).

Denial of Licensure

The Michigan Board of Nursing may deny an RN License to an applicant. Students are advised to contact the Michigan Board of Nursing (LARA) prior to beginning the program or at any point that a question arises to their eligibility for licensure. Students should be aware that in the State of Michigan, to become licensed as a Registered Nurse, a background check is also required. As supported by the Michigan Board of Nursing Administrative Rules in determining eligibility for the NCLEX, an applicant must submit an application and fee online at http://www.michigan.gov/miplus for review. After the application has been reviewed and the school has submitted documentation of the successful completion of the educational program, an applicant may be made eligible to test. Although a completed criminal background check is required for licensure, it is not required in order to make an applicant eligible to test. Passing the NCLEX does not guarantee that the Michigan Board of Nursing will issue the applicant a license.

Estimated Nursing Program Cost

COURSE	CREDITS	TUITION				COURSE FEES	ESTIMATED BOOKS AND LAB KITS	EXCESS CONTACT HOURS FEES		SERVICE FEE	TECH INVEST FEE	REG FEES	INFRA FEES	MISC FEES	STUDENT ACTIVITY FEE
		IN-DISTRICT $101.50 per credit hour	OUT OF DISTRICT $177 per credit hour	OUT OF STATE $257 per credit hour	INTL $257 per credit hour			IN-DISTRICT	OUT-OF DISTRICT	$17 per credit hour	$4 per credit hour				$2 per credit hour
FIRST SEMESTER															
NSG101	2	203	354	514	514	100		0	0	34	8				4
NSG115	2	203	354	514	514	160		0	0	34	8				4
NSG117	6	609	1062	1542	1542	515		508	885	102	24				12
TOTALS	**10**	**1015**	**1770**	**2570**	**2570**	**775**	**700**	**508**	**885**	**170**	**40**	**50**	**60**	**900***	**20**
SECOND SEMESTER															
NSG118	1	101.5	177	257	257	356		0	0	17	4				2
NSG119	6	609	1062	1542	1542	423		508	885	102	24				12
NSG121	4	406	708	1028	1028	356		508	885	68	16				8
TOTALS	**11**	**1116.5**	**1947**	**2627**	**2627**	**1135**	**360**	**1016**	**1770**	**187**	**44**	**50**	**60**	**0**	**22**
THIRD SEMESTER															
NSG201	1	101.5	177	257	257	100		0	0	17	4				2
NSG202	6	609	1062	1542	1542	356		508	885	102	24				12
NSG207	4	406	708	1028	1028	356		508	885	68	16				8
TOTALS	**11**	**1116.5**	**1947**	**2827**	**2827**	**812**	**300**	**1016**	**1770**	**187**	**44**	**50**	**60**	**50****	**22**
FOURTH SEMESTER															
NSG206	1	101.5	177	257	257	100		0	0	17	4				2
NSG208	4	406	708	1028	1028	356		508	885	68	16				8
NSG209	6	609	1062	1542	1542	356		508	885	102	24				12
NSG212	1	101.5	177	257	257	0		0	0	17	4				2
TOTALS	**12**	**1218**	**2124**	**3084**	**3084**	**812**	**350**	**1016**	**1770**	**204**	**48**	**50**	**60**	**625*****	**24**

*FIRST SEMESTER MISC FEES		**THIRD SEMESTER MISC FEES		***FOURTH SEMESTER MISC FEES	
Uniform/shoes	@150	ACEMAPP	50	NCLEX fees, prints	265
ACEMAPP	50	**Approx total**	50	Michigan license fee	210
Misc supplies[1]	600			Graduation costs	50
BLS certification	@100			Photos, pins	100
Approx total	900			**Approx total**	625

[1]Misc supplies to include: laptop with camera and microphone, stethoscope, penlight, notebook, and pen

ESTIMATED TOTAL COST OF PROGRAM				
IN DISTRICT			**OUT OF DISTRICT**	
FIRST SEMESTER		4238	FIRST SEMESTER	5370
SECOND SEMESTER		3991	SECOND SEMESTER	5575
THIRD SEMESTER		3658	THIRD SEMESTER	5242
FOURTH SEMESTER		4407	FOURTH SEMESTER	6067
TOTAL		16,294	**TOTAL**	22,254

Disclaimer: This is an estimate done for WI 2021 semester. Fees listed are believed to be accurate at time of printing and are subject to change without notice. A complete list of HFC tuition costs and fees may be found online at: https://www.hfcc.edu/tuition-and-payment