KELLOGG COMMUNITY COLLEGE

NURSING STUDENT HANDBOOK

WELCOME TO NURSING EDUCATION AT KCC

The nursing faculty and staff are pleased and proud that you have chosen to continue your education here at Kellogg Community College. We are looking forward to working with you as you prepare to enter the profession of nursing.

The Nursing Student Handbook is a companion to the KCC Student Handbook. The KCC Student Handbook provides information related to student services, college services, academic services, policies, and procedures. The Nursing Student Handbook provides information and guidelines specifically related to the Nursing Programs.

Again, we welcome you to the Nursing Programs and hope that you will enjoy the challenging learning experiences ahead of you.
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NURSING EDUCATION AT KCC

Mission
The nursing educational community shares in the mission of Kellogg Community College. By providing excellent educational experiences, we support scholarly endeavors for all individuals who have achieved admission to the various Nursing Programs. Our Nurse Educators serve as facilitators of the learning process, encouraging all students to achieve their potential. As members of the academic community, students are accountable partners in the learning process which incorporates evidence based practice, critical thinking, and lifelong learning. Students are prepared to practice as beginning nurse generalists to meet health care needs in a global society. We expect that every member of our academic community will adopt and enhance this mission.

Philosophy
The statement of philosophy expands on the mission of the nursing education community and further articulates beliefs that have been integrated throughout the curriculum. The philosophy of the Kellogg Community College Nursing Department evolves from beliefs regarding the student, nursing discipline, and nursing education to prepare the beginning nurse generalist to practice in a global and rapidly changing health care environment.

Each student brings diverse attitudes, knowledge, skills, life experiences, learning needs and styles that require varied approaches to the learning process.

Nursing is a dynamic discipline generated from a professional body of knowledge, skills, values, meanings and experiences. Through autonomous and collaborative decision making, the nurse applies the related core competencies of which include caring, communication, critical thinking, evidence based practice, and professionalism.

Nursing education is research based; reflective of health care trends, incorporating innovation, technology, and creative instructional methods. Nurse Educators design student-centered, individualized learning experiences for diverse student populations. The role of the Nurse Educator is one of guiding, facilitating, and mentoring the learner to promote the value of lifelong learning within the nursing profession.

Teaching Philosophy
Learning is a growth process facilitated by a caring and collaborative relationship between educator and student. The nursing faculty believes that teaching is a dynamic process that integrates principles of adult learning. The nursing faculty incorporates a variety of evidence-based teaching strategies to accommodate various learning styles.

The student should actively participate in the learning process, using experience and guidance offered by faculty; assuming responsibility for meeting learning outcomes, through the application of clinical reasoning into practice. The faculty create a sense of community within the classroom by providing a safe environment, role modeling, promoting effectual communication, professional behaviors, and by valuing the diversity and uniqueness of each individual.
Organizing Framework
The organizing framework has emerged from the core competencies identified in the philosophy statement.

Caring
Caring is the essence of nursing. It is a moral ideal of assisting, supporting, and enabling human beings to meet anticipated health needs and to promote personal development. A nurse purposefully initiates caring behaviors to build helping relationships and create a healing environment. The caring nurse provides hope, empathy, compassion and therapeutic interventions to help patients achieve desired outcomes in a collaborative environment. The caring approach to nursing practice affirms the dignity and worth of all persons.

Communication
Communication is an exchange of information, both verbal and nonverbal, between a sender and a receiver. Therapeutic communication is the cornerstone of the nurse/client relationship; planned and directed by the nurse to achieve mutually determined client outcomes. The nurse utilizes excellent communication skills in collaborating with all members of the health care team in order to advocate for clients, as well as to realize organizational goals. The nurse identifies themes, utilizes empathic listening skills, is genuine, and remains cognizant of what is said and what is left unsaid. Effective communication is facilitated in order to provide the best possible client care.

Critical Thinking
Critical thinking is a complex process involving creative, purposeful, informed, and outcome-focused thinking to actively process and evaluate data. Nursing education incorporates cognitive, affective, and psychomotor learning experiences within the nursing process to foster this essential component of professional accountability and quality nursing care.

Evidence Based Practice
Evidence based practice is a nursing research driven approach to clinical decision making. Nursing education utilizes a scientific problem solving methodology to cultivate an environment that stimulates inquiry and presents rationale for best practice clinical standards in the delivery of adaptive quality nursing care.

Professionalism
Professionalism is a set of attributes that demonstrates a nurse’s public responsibility and commitment to providing safe, effective and high quality care. The professional nurse’s actions are unrestricted by the client’s social, economic, personal attributes and health problems.
Nursing Program Full Time Faculty, Staff and Administrators

Kimberly Barnes-Kalkowski
Kathy Bess
Debra Buck
Elizabeth Fluty
Beth Krauskopf
Karen Kulhanek
Renee Mielke
Kathy Newton
Jennifer Rodriguez
Lynn Smolarkiewicz
Temple Stovall
Liia Thatcher
Georgina Thomas
Pamela Edwards-Foy
Tonie McMaster
Abigail Pero
Kim Hayes
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**Dean of Workforce Development**
Dr. Jan Karazim

**Vice President for Instruction**
Ms. Catherine Waugh

**Interim President of the College**
Mr. Mark O’Connell
POLICIES

Academic Integrity
The Kellogg Community College policy on academic integrity is spelled out in the Student Handbook. If it is suspected that you are cheating, fabricating, facilitating academic dishonesty, or plagiarizing, there may be serious consequences. The incident will be documented and may be reported to the College Administration for possible disciplinary actions up to and including course, program, or college expulsion.

Students who are members of Kellogg Community College’s Nursing program are expected to hold themselves accountable to the highest standard in regard to honesty, and academic integrity. While not all inclusive, the following behaviors listed below will be treated as academic dishonesty (aka “cheating”):

- Obtaining access to and/or use of any materials intended for instructor/faculty use only is strictly prohibited. Course book test banks are developed for faculty use only. Students may not obtain, gain access to, distribute or use these test banks. If a student is unsure if use of particular study materials is acceptable, they are responsible to check immediately with their lead faculty.
- Discussing exam questions/answers with students who have not yet taken the exam.
- Photographing or making a copy of any part of an exam or quiz.
- Sharing completed assignments with other students who have not yet completed the assignment (outside of a designated student group activity).
- Discussing simulated clinical experiences with other students. Sharing the learning experience with students who have not yet participated in the simulation impedes the learning experience intended for all.

Advanced Placement Admission
See KCC Academic Catalog regarding admission to the LPN-to-Associate Degree Nursing Program. Advanced Placement applicants may identify their preference for full-time or part-time level two nursing course work. Advanced Placement students are notified by the Director of Nursing Education if seats are available for the full-time or part-time options near the end of Transitional Nursing (NURS 136). Students may register for level two nursing courses following notification by the Director of Nursing Education.

Americans With Disabilities Act
Kellogg Community College does not discriminate in the admission or treatment of students on the basis of disability. KCC is committed to compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

Attendance
Classroom, clinical and lab attendance is necessary for successful completion of nursing courses. Attendance is required to meet course outcomes. Tardiness in a clinical or lab area is considered an unprofessional behavior and is not acceptable. A no call/no show to the clinical or scheduled laboratory setting is a serious occurrence and could result in a clinical failure. If a student has a no call/no show occurrence, it will be investigated and addressed on an individual basis. Pre-planned clinical or lab absences (i.e. vacation, appointment, etc.) will be considered an absence occurrence for each day or evening missed. Make-up assignments will still be required. A student’s documented illness/childbirth resulting in two subsequent clinical attendance occurrences could be considered one occurrence, depending on the situation. It will be assessed and addressed on an individual basis by the Lead Faculty, Clinical Instructor and the Director of Nursing Education.
For each **nursing clinical or scheduled lab experience**, an occurrence of tardiness; leaving the clinical or lab early; or absence will all be treated equally with the following guidelines:

1\(^{st}\) Occurrence – A learning contract will be initiated by the clinical or lead instructor, including a make-up assignment as determined by the instructor.

2\(^{nd}\) Occurrence – A second learning contract will be initiated by the clinical or lead instructor with a second make-up assignment as determined by the instructor. The second learning contract will identify in the “Outcomes/Consequences” area that another occurrence will result in a clinical failure of the course.

3\(^{rd}\) Occurrence – A clinical failure will be issued for the course. (See Readmissions Policy)

**Calling In**

If it is necessary to miss a scheduled or arranged clinical or lab day, the student is required to do all of the following before the start time on the day of the absence:

- Call the clinical instructor at least one hour before the clinical is scheduled to begin. Text and email call-ins are not acceptable.
- If the clinical instructor cannot be reached, call the clinical site and leave a detailed message for the clinical instructor.
- Notify the classroom instructor at the College via telephone. If he or she is not in the office, leave a voice mail message explaining the absence.

If the main campus cancels classes because of severe weather, classes and clinical experiences will be canceled.

**Child Care**

Children are not allowed to be brought into the classroom or clinical/lab portion of any course, during scheduled time. This also applies to the nursing computer lab located in the Roll Building, rooms 202 and 211.

**Clinical Dress Code**

**Basic Clinical Uniform**

A royal blue uniform and white lab coat are required for clinical/lab/specific class assignments. The uniform includes a V neck scrub top (several styles available), and pants (straight leg or knit ankle cuffs). The uniform brand must be White Swan and an approved style indicated below. Students may wear a bright white, short sleeve or fitted long sleeve, shirt under the royal blue uniform top. Students will be notified of specific required uniform styles before they will be needed for lab/clinical/class. White shoes with very minimal amount of color (leather or leather-like with a closed toe and heel) and white socks complete the uniform. Student uniforms are to be worn only for KCC scheduled or arranged clinical/lab/specified class times. Nursing Program uniforms and name badges may not be worn if the student is in any capacity other than a KCC nursing student.
<table>
<thead>
<tr>
<th>White Swan Style Only</th>
<th>Code Number</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacket – Ladies</td>
<td>15104</td>
<td>White</td>
</tr>
<tr>
<td>Jacket – Men</td>
<td>15103</td>
<td>White</td>
</tr>
<tr>
<td>Pant-Unisex</td>
<td>14020</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>(draw string, 1 cargo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pocket)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pant – Ladies</td>
<td>14490</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>(pull on, cuff)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pant-Ladies</td>
<td>14820</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>(pull on, seam hem)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V Neck – Unisex</td>
<td>14000</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>V Neck – Ladies</td>
<td>14100</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>(2 pockets)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V Neck – Men’s/Unisex</td>
<td>14369</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>(9 pockets)</td>
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**Clinical Agencies’ Dress Code**
Nursing students must adhere to the dress code policy of the clinical agency to which they are assigned. These policies vary considerably and students will be informed about the specific dress code of the clinical agency prior to their clinical experience.

**Out of Uniform Clinical Dress (Conservative-Business/Casual)**
There are instances where you will not be wearing the full uniform, but the activities are associated with clinical experiences, or are themselves clinical activities where uniforms are not required/permitted. Conservative business or casual attire includes the following:

- KCC nursing student picture identification.
- Appropriately fitting, dress trousers or slacks/khaki’s.
- No leggings with short tops/short dresses.
- Knee length or longer skirts.
- Opaque high-necked shirts or blouses.
- No cleavage, or bare midriff may be revealed.
- Clean, low-heeled, closed toe and heel shoes.
- No facial jewelry permitted (including tongue), with the exception of one single post or small hoop piercing per earlobe.
- If a head covering must be worn for religious or medical reasons, it must be a solid color material and not extend past the collar.

**Required Clinical Supplies**
- Bandage scissors, stethoscope, penlight, calculator, OSHA approved goggles, plain watch with a second hand or digital seconds display.
- KCC nursing student picture identification with badge clip provided by Nursing Department.
Specific Clinical Appearance Requirements

- Uniforms and lab coats must always be clean and unwrinkled and shoes must be clean.
- A black or royal blue fanny pack may be used if extra pocket space is needed for supplies.
- No cleavage, or bare midriff may be revealed.
- Hair must be secured back, off the collar, and away from the face.
- Hair color must be a natural color.
- If a head covering must be worn for religious or medical reasons, it must be a solid color material and not extend past the collar.
- A plain wedding band is the only type of ring that may be worn.
- One single post or small (earlobe hugging) hoop earring in each earlobe are the only type of earrings that may be worn. No other visible body rings are permitted in clinical agencies (including tongue piercings).
- Any visible tattoo should be covered.
- Perfume and scented hygiene products must not be used.
- Students are to be clean, well groomed and free of offensive body odors. Cigarette smoke odor is offensive and/or nauseating to many patients. Cigarette smoke odor is not acceptable on a student’s person or uniform, while in the clinical/lab setting.
- Fingernails must not extend past the finger tip, must be neatly trimmed and cleaned. Clear or light polish is acceptable. Acrylic/artificial nails are not permitted in any clinical setting.
- Mustaches and beards must be clean and neatly trimmed

Clinical Experiences

Clinical days may occur during any day of the week, including weekends. Clinical hours may take place during day, afternoon, evening, or night times depending upon clinical site/lab availability. Numerous clinical facilities are utilized to offer the student necessary clinical experiences. The clinical facilities may be some distance from the student’s home. It remains the responsibility of the student to ensure transportation to the various clinical facilities.

Kellogg Community College, the Clinical Instructor, and the Nursing Faculty are not responsible for the personal safety of any student or member of the public when students are traveling to or from clinical facilities.

Students must be registered for the course in order to attend any clinical hours due to Professional Liability Insurance requirements. (See Health Examinations, CPR Certification & Professional Liability Insurance Policy)

All acceptable clinical experiences/hours are those arranged by Kellogg Community College representatives solely. There are occasions that clinical orientation must occur at days and times other than those indicated in the schedule. Students are notified as far in advance as possible regarding mandatory orientations that fall outside of scheduled course dates or times. If a student does not attend a mandatory orientation, an administrative withdrawal may be necessary for that course. (See Readmission Policy)

In order to meet certain clinical facility requirements, it may be necessary to provide the last four digits of student’s social security numbers to designated employees of the clinical facilities. This information is only provided if required.
Clinical Evaluations

Students will be evaluated by the Clinical Instructor within each clinical nursing experience. Students are to obtain a copy of their final clinical evaluation at the time of the evaluation from the Clinical Instructor. Due to the number of Nursing Students, Nursing Department staff is unable to provide copies of the evaluation from academic files. Therefore, copies of the evaluations will not be provided to the student from their academic file.

Clinical Skills General Policies

* Students administering any medications must do so under the direct supervision of the KCC clinical instructor (see Medication Administration During Clinical Experiences Policy).
* It is the responsibility of the Clinical Instructor and the Nursing Student, to ensure that the student has received education in the academic environment for care provided in the clinical setting. The skill must have been previously learned and practiced by the student in the KCC learning environment before it may be performed on a patient.
* When the opportunity arises for a student to perform any invasive procedure (IV start, insertion of NGT, insertion of an indwelling catheter, ET suctioning, etc.) or a sterile procedure, an RN must supervise the student as they perform the procedure.
* If the student has been checked-off in the lab and the clinical instructor has witnessed the student’s competence with the skill, the client's primary RN may supervise the student, if they are willing to do this.
* The clinical instructor or the patient’s RN will be present for nursing procedures performed by the nursing student.
* Students may not perform invasive and more complex skills without the supervision of an RN.
* It is not appropriate for students to supervise each other in lieu of an RN's assistance.
* Even students who are nearing the end of the RN Program must continue to stay within the defined role of a student nurse.
* Blood Glucose Monitoring (accu-check) training is not provided to students in the KCC Nursing Lab. This skill is specific to each health care facility based on the individual equipment used. Beginning in NURS 150 and beyond, if the clinical facility provides training to students on glucose testing and facility policy allows students to perform this skill, it is at the discretion of the facility and clinical instructor if students will be permitted to perform glucose monitoring.

Clinical Placement Assignments

Clinical placement assignments are created using a randomized process. Based on clinical site orientation requirements and training availability, clinical placement may be decided based on previous clinical placement. This may result in non-randomized clinical placement assignments. Once clinical groups are created the information is sent to lead faculty, students and clinical sites in order to prepare for the upcoming clinical experience. Clinical site preference requests are not accepted and cannot be granted. Students may not switch clinical sites with other students. Clinical experiences occur within approximately 45 miles or less of the KCC Battle Creek Campus.

In order to provide clinical sites with the necessary notice that they need to create computer access, nursing registration deadlines are set in advance of the start of the course. Students are notified of the registration deadline via email. Any nursing student not registered or changing sections after that deadline will be required to return to the section they were registered in at the deadline. If students are not registered by the deadline, they will be placed into clinical groups and notified via email of which course section they must register. (This does not apply to new incoming NURS141 students. See admissions packet for deadlines.)
Clinical Skills by Course

**NURS 281/285**
Initiate IV therapy via peripheral access

**NURS 276**
Head to toe physical assessment level II

**NURS 272**
- Manage intravenous therapy (spike primary and secondary IVs including IVPAs, discontinue IV access)
- Administer IV push medications
- Manage central lines (including dressing changes)
- Insert NG/feeding tubes
- Head to toe physical assessment level II

**NURS 150/155**
- Maintain intravenous therapy (spike primary IV bag, change tubing, assess IV site, change IV dressings, calculate flow rate - NO Secondary IVs)
- Perform tracheostomy care and suctioning procedures (oral, nasal, pharyngeal, and tracheostomy)
- Administer medications via the parenteral routes (intradermal/subcutaneous/intramuscular)
- Administer medications via the enteral route (oral/tube/rectal)
- Administer medications via topical, transdermal, eye, ear, inhalation, and vaginal routes
- Apply computational skills in safe administration of medications

**NURS 141** (formerly NURS 145)
- Insert a foley catheter
- Perform healthy elimination procedures
- Manage oxygen therapy
- Provide wound care
- Use aseptic technique
- Measure vital signs
- Maintain enteral tubes (feeding/irrigation/suction)
- Obtain a health history
- Perform a general survey

- Basic assessment including integumentary, musculoskeletal, head/neck, abdominal, cardiovascular, respiratory, basic neurological, eye/ear
- Practice standard precautions and safety technique related to healthcare
## Clinical Skills: Do This, Not That

### KCC Nursing Program

### DO THIS

<table>
<thead>
<tr>
<th>Task</th>
<th>Reason</th>
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<tr>
<td>Use chlorhexidine solution if available or alcohol swabs for IV starts.</td>
<td>Alcohol swabs are permitted if chlorhexidine is not available.</td>
</tr>
<tr>
<td>Flush a running IV before and after pushing a medication. The access port holds 0.2mL or less and can cause an incompatibility problem.</td>
<td>Pushing medication without flushing the port before and after administration.</td>
</tr>
<tr>
<td>All IVPB should be back-primed, decreasing risk for infection by not disconnecting the secondary tubing.</td>
<td>Priming an IVPB by gravity disconnected from the primary IV.</td>
</tr>
<tr>
<td>Students should not utilize gloves when pushing medications unless there is exposure to bodily fluids or the client is in contact isolation.</td>
<td>Wearing gloves for each IV medication being administered.</td>
</tr>
<tr>
<td>Follow IVP guidelines per drug book reference.</td>
<td>Pushing all IVP medication at a rate of 1mL over 1min is an old practice without evidence. Administration times vary, depending on the drug.</td>
</tr>
<tr>
<td>Proper use of carpuject cartridge includes using the carpuject syringe holder as directed by the manufacturer. Use one carpuject holder per patient.</td>
<td>Do not draw medication out of carpuject cartridge with a needle and syringe. Do not share carpuject holders between clients.</td>
</tr>
<tr>
<td>Draw up proper dosage of medication before diluting, if diluting medication.</td>
<td>Do not draw the full dosage of medication and dilute and then only give half of the diluted medication, thinking you are giving half the medication. There could be improper mixing and dosing.</td>
</tr>
<tr>
<td>Use of gloves when coming into contact with blood or bodily fluids.</td>
<td>Do not use gloves for each and every contact with clients.</td>
</tr>
<tr>
<td>Scrubbing the IV hub with chlorhexidine or alcohol (chlorhexidine preferred) for 30 seconds before access.</td>
<td>Scrubbing the IV hub with chlorhexidine rubbing alcohol for 15 seconds.</td>
</tr>
<tr>
<td>If not using all of the medication out of a syringe or vial, discard in a sharps container or sink.</td>
<td>Do not place unused medication back in the drawer.</td>
</tr>
<tr>
<td>Draw up only the amount of medication you will be using for the IVP or IM medication.</td>
<td>Never give a portion of the medication, into a site IV or IM, leaving the rest of the medication in the syringe.</td>
</tr>
</tbody>
</table>
Communication to Students
Any student that has a change of last name, address, or phone number is to make the appropriate change with the College as soon as possible after the change occurs. This may be done at the College Registration area with appropriate photo identification. Please also notify the Nursing Department Secretary of any name changes.

Students should check the Nursing Office area (Roll Building, 2nd Floor, Office 209) weekly for mail in individual student mail-folders.

All KCC students are provided with e-mail accounts through the College server. You will be responsible for checking your KCC e-mail regularly and should be prepared to use KCC e-mail as part of student-College interaction. For e-mail and computer account information, check the Web at [http://www.kellogg.edu/is/helpdesk/index.html](http://www.kellogg.edu/is/helpdesk/index.html)

Depending on the nursing course(s) that you are enrolled in, there may be an on-line KCC Moodle component along with the course. Please see the specific course syllabus regarding the use of Moodle.

Criminal Background Checks (updated June, 2013)
Students assigned to clinical education facilities that require pre-placement criminal background checks will be required to follow the necessary process for a background check to be completed. Failure to follow through by the date indicated will result in the inability to participate in clinical education. The inability to participate in clinical education prohibits the student’s ability to successfully complete the requirements of the program.

To determine whether a student is eligible to participate in clinical education, all misdemeanor or felony convictions revealed through the background check are aligned with the guidelines of the State of Michigan Public Acts #26, 27, and 28. If a student’s criminal conviction deems the student ineligible, the student will not be allowed to participate in clinical education. The inability to participate in clinical education prohibits the student’s ability to successfully complete the requirements of the program.

Please note that a misdemeanor or felony conviction could prevent the student from obtaining certification, licensure, or employment upon graduation from the program. Students may contact the professional licensing or certification agency for more information.

Dosage Calculation Rules plus Standard Rounding Rules
In order for your answers to be correct the student must follow the following calculation rules.

* Students must use a nursing department calculator when taking an exam in the classroom. If testing occurs in the Testing Center, etc., the proctor will provide a non-programmable calculator for student use.
* Students must show their work.
* All answers must be labeled appropriately.
* Do not round any calculation until the end of the problem.
* Instructions for rounding the answer will be given with each dosage calculation problem.
* An answer that contains a decimal point, and is less than 1, will be written with a zero to the left of the decimal point (Example 0.3).
* In an answer with a decimal point, there should not be extra zeros to the right of the decimal point at the end of the answer (Example 0.30 will be 0.3).
Standard Rounding Rules

- **Example for rounding to the tenth** - calculate to the hundredth place and round to the nearest tenth:
  0.14 rounded would be 0.1 (so, if 4 or less in the hundredth place, leave the tenth place the same).
  0.15 rounded would be 0.2 (so, if 5 or more in the hundredth place, round the tenth place up).

- **Examples for rounding to the whole number**:
  170.45 rounded would be 170.
  170.54 rounded would be 171.

**Drug Screen**

College policy prohibits the possession or use of alcohol, controlled substances, or illegal drugs while participating in College activities. Violation of this policy may lead to disciplinary action, including dismissal from the program. See the Kellogg Community College Student Handbook for a full explanation of the student code of conduct.

Clinical sites require a pre-placement drug screen. Students will be required to complete a drug screen according to the most comprehensive standards the clinical sites have defined.

Some clinical sites require a drug screen based on behavior exhibited by the student while at the site. When requested by officials at the site, students must provide a drug screen according to the specific standards the clinical site has defined. A student referred to a drug screen will be temporarily suspended from clinical work until the results of the drug screen are reported. The program director will advise the student where and when to have the drug screen completed to ensure compliance.

The cost of a drug screen is the responsibility of the student.

**Flip Camera Policy**

There are eight Flip digital video cameras available for nursing laboratory use. The Flip cameras are to be signed out and signed in using the designated Flip Camera User Log located inside the “Laptop User Log” binder in the locked equipment cupboard in Roll 208. Flip cameras may only be signed out by students when there is a Faculty member or Clinical Assistant present in the laboratory. When the Nursing Faculty sign out the individual Flip camera to a student, the faculty member must obtain the student’s driver’s license in exchange for the student to receive the camera. This will be documented on the Flip Camera User Log. Each driver’s license will be locked in the equipment cupboard while the student is utilizing the Flip camera within the nursing lab. After the student returns the Flip camera to the faculty, the student will receive his or her driver’s license back. Appropriate use of the Flip cameras is expected. Inappropriate use of the Flip cameras would be considered nursing student misconduct. Procedures for infractions of the nursing student code of conduct would apply.

**Food Statement**

Capped drinks and wrapped snacks, not complete meals, may be taken into nursing classrooms. Please show respect for your classmates when it is necessary to eat during class time. Please clean the desktop prior to leaving the class for the comfort of the next class. Your good stewardship is appreciated. No food or beverages are permitted in the nursing skills labs or the nursing computer lab, which are located in the Roll Building, Rooms 207, 208, and 211.
Grading
Refer to course syllabus for specific information regarding each nursing course.

The following percentages will be used to determine student grades in all nursing courses. (A student MUST receive a course grade of "C" or 78% at a minimum to advance to the next nursing course):

- A = 95% - 100%
- A- = 92% - 94%
- B+ = 90% - 91%
- B = 87% - 89%
- B- = 84% - 86%
- C+ = 81% - 83%
- C = 78% - 80%
- C- = 75% - 77%
- D+ = 72% - 74%
- D = 69% - 71%
- D- = 66% - 68%
- F = 65% or below

All course grades are not rounded and will be recorded to the hundredths place. For example, for a course with four exams where the exam grades are 80.60, 70.90, 78.75 and 79.81, the final course grade average would be 77.51 or a "C-". The final grade for the course is not rounded up to the next whole number.

Any final nursing course grade less than a "C" or 78% is considered a course failure. (See Readmission Policy)

In order to successfully complete a clinical nursing course, the student must meet both the classroom and clinical/laboratory criteria for passing.

Clinical/lab is evaluated on a pass/fail basis. Clinical failure will result in a grade of "F" regardless of academic performance in the theory portion of the course.

Late Assignments

No points will be awarded for late assignments, but all assignments must be submitted for course requirements.

Health Examinations, CPR Certification, Professional Liability Insurance & Pregnancy
(Updated July 2012)

Health Examinations
A complete health examination is required for each student at the beginning of his/her Nursing Program. Specific laboratory tests and immunizations are required on a yearly basis. Laboratory tests, such as TB skin tests, must extend throughout each semester. Students who have an alteration in physical mobility, vision, or hearing must assess the ability to meet both theory and clinical course outcomes in collaboration with her/his healthcare provider.

In order to meet course/clinical/lab learning requirements, to ensure patient safety, and to meet clinical site requirements students must be able to:
Visually recognize objects close and far away. Hear and visually observe patients’ needs. Possess tactile and hearing senses sufficient to perform patient assessments including vital signs, auscultate lung/heart/bowel sounds, etc.

Anyone returning to the laboratory or clinical area following a major illness, surgery, or childbirth (see Pregnancy Policy below) is responsible to bring a statement from their health care provider indicating that his or her presence in the laboratory/clinical area will not be harmful to the health of the student or patients. The student will be expected to meet the stated conditions and objectives that are required of all students which is necessary for theory and lab/clinical course outcomes to be met.

**CPR Certification**
Current Cardiopulmonary Resuscitation (CPR) certification is required and must extend throughout each semester. The following levels of CPR are acceptable: American Heart Association - Health Care Provider; or American Red Cross - Professional Rescuer. No other level of CPR is acceptable. On-line CPR courses are not acceptable.

Students may not practice in clinical agencies unless the completed health form, proof of current CPR certification, and negative TB status are completed and on file in the nursing office.

**Professional Liability Insurance**
Professional Liability Insurance is purchased in each nursing course, each semester, as an imbedded lab fee cost. The Professional Liability Insurance is provided only for students registered for NURS courses with a clinical component. A student who is not registered, will not be able to attend clinical, which would make the student unable to meet the clinical outcomes for the nursing course and program. It is the student’s responsibility to ensure that registration remains active throughout the entire course.

**Pregnancy Policy**
A written physician permission form is required by the nursing department for the student to begin or continue in the clinical portion of the nursing courses, upon pregnancy identification and again after pregnancy completion. This decision should be based on the understanding that in a health care environment the pregnant student may be exposed to health hazards that may be damaging to her or to her fetus. If the pregnant student has any alterations in her physical ability, she and her physician must assess the ability to meet both theory and clinical outcomes of the course. The pregnant student will be expected to meet the stated conditions and objectives that are required of all students.

Falsification of any medical information necessary for the Nursing Programs will result in Nursing Program(s) expulsion.

All medical information should be photo copied prior to delivery to the nursing department for the student’s own personal medical file.

**KAPLAN**
The nursing faculty at KCC have adopted the Kaplan Nursing system of coaching students for the greatest likelihood of success in the Nursing Program and on the licensure exam (NCLEX). The Kaplan Program offers students the opportunity to develop test-taking skills, good study habits, and computer-assisted review exams written in the format of an actual NCLEX question. The Kaplan Program includes written textbooks, and web-based resources to review nursing concepts and procedures. On-line exams are also used to evaluate the student’s ability to apply content to patient care situations, to use critical thinking and to assess the student’s priority setting skills.
**LATEX Environment Statement**

Due to the broad range of equipment, manikins, materials and supplies used in the College’s practice and simulation laboratories, and within a vast number of hospitals and other types of clinical facilities serving as sites for student clinical education, the certified nurse assistant (CENA), dental hygiene, magnetic resonance imaging (MRI), nursing, paramedic/EMS, physical therapist assistant (PTA), and radiography (RADI) programs are NOT latex free environments. Students with latex allergies considering any of these health programs should direct questions to their physician to ensure it is safe for them to participate prior to applying to the program.

**Learning Contract**

The classroom or clinical instructor may initiate a Learning Contract for a student if an area of improvement is identified. A learning contract provides the student, clinical instructor and lead nursing faculty with written documentation regarding a student’s action within the nursing course/program that could be detrimental to successful completion of the nursing course. An example of a blank learning contract is provided.
Sample Learning Contract

KELLOGG COMMUNITY COLLEGE
DEPARTMENT OF NURSING
LEARNING CONTRACT

Student: _______________ NURS ___ Date of Situation: ______ Date Contract Given: ______

☐ Course Outcome(s) Not Met

Assessment of learning needs / Student Learning Outcome (check all that apply)
☐ Attendance Occurrence # __ Absent __ Tardy (time) ___ Left Early (time)___ Late from Break (time)___
☐ Unprofessionalism
☐ Unprepared for Clinical
☐ Lack of Skills Proficiency (requires more than one redirection to safely perform skill)
☐ Medication Error
☐ Other

Description of Situation:

Goals / Conditions of Satisfactory Performance (with Completion Deadline):
Student will:

Learning Plan / Resources (Attendance or Other):
Attendance Learning Plan
☐ NURS 141: Late 1 minute to 60 minutes complete 60 minutes of skills practice in the open lab by_____.
☐ NURS 141: Late/absent beyond 60 minutes complete that number of minutes (or hours) assigned in open lab by _____.
☐ All other NURS Courses: Late 1 minute to 60 minutes complete assignment by_____.
☐ 60 minutes of skills practice in the open lab.
☐ 60 NCLEX questions, with at least 78% accuracy. _____________
☐ All other NURS Courses: Late/absent beyond 60 minutes complete assignment by_____.
☐ NCLEX questions, with at least 78% accuracy. _____________
☐ Virtual Clinical Excursion Assignment______________________________________________
☐ Case Study Assignment _________________________________________________________
☐ _____ hours _____ minutes of skills practice in the open lab.

KCC Nursing scrubs and supply kit required for all assigned open lab time.

All Other Learning Plans / Resources with Completion Deadline (not attendance related):

Outcome / Consequences:
☐ Failure to comply with this learning contract may result in clinical failure.
☐ Failure to comply with this learning contract will result in clinical failure.
☐ 2nd Attendance Occurrence – A third attendance occurrence will result in a clinical failure.
☐ 3rd Attendance Occurrence – A clinical failure will be issued for the course.
☐ Other:

Student Signature: ___________________________ Date: __________________
Faculty Signature: ___________________________ Date: __________________

Form Developed 2/7/2014 – Form Revised 6/29/2015

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Math Competency

Refer to course syllabus for math competency.

Medication Administration During Clinical Experiences

The KCC clinical instructor shall witness and co-sign each medication given by a KCC Nursing Student. This policy applies to all clinical facilities, within all courses and all levels of nursing students administering medications within a clinical experience. Administering medications without the presence of your clinical instructor could result in a clinical failure.

If a staff nurse offers you the opportunity to administer medications without the presence of your clinical instructor you may tell the staff nurse “thank you for the opportunity but I may only administer medications with my clinical instructor due to KCC Nursing policy.”

Nursing Skills Lab

The nursing skills laboratory was developed in an effort to provide students with the opportunity to practice nursing skills. The labs are located in the Roll Building, Rooms 206, 207, and 208. The open skills practice lab availability will be posted throughout the nursing department. During the posted hours a nursing instructor will be available to facilitate the students learning. The following policies relate to the use of the nursing skills lab:

- KCC nursing scrubs and supply kits are required for all assigned open lab time and clinical make up hours.
- Food and drinks are not permitted in the lab.
- All users are to leave the lab organized and clean. Please lower bed railings, dispose of trash into receptacles, and replace unused supplies into cabinets.
- Equipment may not be removed from the lab unless properly checked out with the lab staff.
- Students are welcome to use the lab for additional practice as long as lab availability permits. Please log in and out in the Lab Book.
- Additional lab hours may be arranged each semester in order to provide additional supervised practice time. Discuss any requests for additional lab time with the course instructor.
- All lab users are responsible for following all Standard Precautions. All sharps and needles are to be disposed of in appropriate “Sharps” containers provided in the lab. Sharps and syringes are available ONLY for nursing faculty supervised lab practice. Anyone sustaining a needle stick or any other type of injury must complete a KCC Incident Report and seek appropriate treatment if necessary.
- No invasive nursing practice skills are permitted on anyone in the lab. Students will not be performing IV insertion, phlebotomy, etc. on any other nursing students or instructors as a part of KCC’s nursing education.
- Sharps/needles may not be removed from the lab for practice in any other area.
- Students are to report any damage to equipment or operation problems to the lab staff.

Nursing Supply Kits Level I and Level II

Nursing Supply Kits are provided to students in NURS141. The supplies within the bag are to be used for skills that occur within level I nursing courses. Students are required to bring their supply kit to any lab experience (including assigned lab time and open lab time). Supplies will only be provided to students during simulation scenarios and skills validations.

At the beginning of level II, students will be provided with a level II supply set to restock their supply kit. Students are required to bring their supply kit to any lab experience (including
assigned lab time and open lab time). Supplies will only be provided to students during simulation scenarios and skills validations.

Sharps/needles will be provided to students during lab experiences. Sharps/needles may not leave the lab and cannot go home with students.

If a student runs out of supplies or misplaces their supply kit, the student is responsible to contact the supply company and personally reorder any replacement supplies at the student’s expense. Students being readmitted to a course who have previously used the necessary supplies are responsible to obtain the necessary supplies via the supply company at the student’s expense.

**Nursing Student Code of Conduct**

The rights of each person in a college environment carry with them a related responsibility – the responsibility to allow others to exercise their rights. A student’s fundamental right is the right to learn, and the College has a responsibility to provide those protections, opportunities, and environments which promote learning. The student, in turn, has responsibilities to other members of the KCC community to refrain from interfering with the rights of others to learn and teach. The College expects that students will conduct themselves as responsible, caring citizens to all individuals that they interact with. Students are expected to attend class prepared and with an open, professional attitude that fosters learning.

A student may receive a failing grade in the theory, lab or clinical portion of a nursing course related to a single incident of a serious violation of the Nurse Practice Act; actual or potential unsafe practice; unprofessional behavior including violent, aggressive, disruptive, or grossly inappropriate behavior. Examples include but are not limited to inappropriate or disrespectful remarks to patients, clinical site staff, KCC faculty/staff/administration; angry outbursts in any course location; dishonesty in word, deed or documentation; use of threats or intimidating behavior; being under the influence of alcohol, illegal drugs or controlled substances while in the class, lab or clinical site; carrying a weapon while on KCC property or any clinical site; sexual harassment.

If a student failed a course related to a single critical incident, he/she may or may not be considered for readmission to the Nursing Programs, depending on the severity of the incident. (See Readmission Policy)

**Code of Clinical Conduct**

Should a student have a personal illness or emergency that requires him/her to leave the clinical site, the student must first inform the Clinical Instructor and clinical site staff so that the care of the assigned client may continue.

Nursing students at KCC are accountable for adhering to the Code of Clinical Conduct. Behavior that violates the Code of Clinical Conduct includes, but is not limited to the following:

- Lack of responsibility and accountability to the client as demonstrated by --
  - Failure to prepare for clinical experience.
  - Falsification of client records.
  - Failure to report omission or error.
  - Dishonesty or purposeful misrepresentation.
  - Fabrication related to client experiences.
  - Failure to communicate client data.
  - Sleeping at the clinical facility.
  - Failure to report potential client abuse or neglect to the clinical instructor immediately.
  (See Organizational Chart for Nursing Students Policy)

Providing nursing care in an unsafe or harmful manner as demonstrated by --
- Intentional causation of physical and/or mental harm to a client.
- Exhibition of careless or negligent behavior.
- Inability to assume the assigned and necessary care of a client, and failure to find alternative measures for that care to be delivered.
- Attending clinical un-rested, therefore jeopardizing safe client care.
  - Nurse fatigue causes errors and puts patients and staff at risk of harm. Students are expected to work no more than 12 hours in a 24-hour period including their nursing program clinical experience. If the faculty determines that the student has exceeded this limit and is too fatigued to critically think and provide safe patient care, the faculty will send the student home. This will be considered an attendance occurrence and jeopardizes the student’s ability to meet clinical objectives.

Failing to maintain client confidentiality as demonstrated by --
- Discussion of confidential information in inappropriate areas or with inappropriate individuals.
- Use of full name or position of client in written assignments.
- Reproduction of the client’s records.

Failing to demonstrate professional/ethical behavior and attitude as demonstrated by –
- Cheating.
- Plagiarism.
- Lying.
- Stealing.
- Use of profane language.
- Failure to notify the clinical site of anticipated tardiness or absence.
- Failure to contact instructor for make-up assignment(s) when absent from clinical assignment.
- Failure to follow rules and policies of the Nursing Program, college, and each healthcare facility.
- Disrespectful behavior toward facility personnel, clients, faculty, or peers.
Procedure for Infractions of the Nursing Student Code of Conduct

The instructor will prepare a written description of the infraction and share this written description with the student as soon as possible. The student will have the opportunity to respond in writing. Depending on the severity of the infraction, the results may include a learning contract, clinical course failure, or dismissal from the program.

Personal Injury in the Clinical Area

A student who experiences a personal injury must seek appropriate medical attention of his/her choice. In a non-emergency situation, the student is not obligated to accept service from the clinical facility in which the incident occurred. The student will be responsible for any costs associated with her/his decision. The clinical facility has no specific liability for injury to a student which might occur during the hours of scheduled clinical assignments as it relates to workmen’s compensation laws.
An injured student must fill out an incident report at the clinical agency at the time of the incident. The clinical agency forms are available through your clinical instructor. In addition, the injured student must fill out an incident report at KCC within 24 hours of the incident. The KCC forms are available from the security officer at the College. Incident reports relating to major disabling injuries should be made on the student’s behalf by the instructor and/or witness to the event.

Students are encouraged to subscribe to the student health/hospitalization insurance policy available through the KCC Student Services Office if they are not covered by another policy (i.e., employment, spouse’s, parents).

If there is an incident at a clinical facility involving a patient (client), after all appropriate patient care has occurred, the student/instructor must complete the clinical facility incident report per facility policy. The student/instructor must also complete the KCC Nursing Education Incident Report and return the form within 24 hours of the incident to the KCC security office. The KCC Nursing Education Incident Report form is available from the instructor or the KCC nursing office.

**Program Changes (from full-time to part-time, part-time to full-time)**

Students may only participate in or apply for one program at a time.

Students wanting to change to a different Nursing Program option once enrolled must submit this request in writing to the Director of Nursing Education. Acceptance to the requested program is dependent on several different factors, including available space.

**Program Progression**

All Nursing Program admission requirements must be met and formal entry into the program must be obtained, before a student will be allowed to enter into a nursing course. Students must complete general education courses either prior to or in the semesters indicated in the course sequence to progress in the subsequent nursing course work. All nursing course work and general education courses must be completed with grades of “C” (2.0) or better to progress in the subsequent nursing courses and to meet graduation requirements. Students earning less than a “C” (2.0) in any nursing course will be required to repeat both the theory and clinical portions of that course.

There are semesters in the Nursing Program when students will register for more than one nursing course. If a student does not achieve a “C” (2.0) or better in a clinical nursing course, they may not take any other clinical nursing course scheduled in the same semester. NURS 160 (Nursing Pharmacology) does not have a clinical component, therefore students are allowed to complete NURS 160 even if they are not successful in another nursing course in the same semester. It is the student’s responsibility to withdraw or drop any other scheduled clinical nursing courses. If a student withdraws from NURS 160 during the time they are also enrolled in a clinical nursing course, they are not allowed to remain in the clinical nursing course.

It is the responsibility of the student to meet with a KCC Academic Advisor during the program if there are any questions regarding College and Nursing Program graduation requirements.
### Program Sequence

**Nursing Full-Time Ladder Curriculum Option**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title and Code</th>
<th>Cr. Hr.</th>
<th>Min. Grade</th>
<th>Lec. Hr.</th>
<th>Lab Hr.</th>
<th>Clinical Hr.</th>
<th>Total Hr.</th>
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<tr>
<td>Pre-Requisites</td>
<td>CHEM 100</td>
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<td>2.67</td>
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<tr>
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<td>32</td>
<td>80</td>
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**Eligible to Begin Nursing Program**

**Level I - Calendar Year 1**

| 1st Semester (Fall) | NURS 141 - The Fundamentals of Nursing | 6 | 2.0 | 64 | 96 | 160 |
| | ENGL 151 or 152 | 3 | 2.0 | 48 | 48 |
| 2nd Semester (Spring) | NURS 150 - Chronic Physiologic Integrity | 6 | 2.0 | 64 | 96 | 160 |
| | NURS 155 - Family Processes | 6 | 2.0 | 64 | 96 | 160 |
| | NURS 160 - Pharmacology Application in Nursing | 3 | 2.0 | 48 | 48 |
| | PSYC 201 | 3 | 2.0 | 48 | 48 |
| | Creativity Elective | 2-3 | 2.0 | 32-48 | 32-48 |

**Eligible for PN-NCLEX**

**Level II - Calendar Year 2**

| 3rd Semester (Fall) | NURS 272 – Complex Physiologic Integrity I | 5 | 2.0 | 48 | 96 | 144 |
| | NURS 276 - Psychosocial Integrity | 5 | 2.0 | 48 | 96 | 144 |
| | PSYC 220 | 3 | 2.0 | 48 | 48 |
| | Global Awareness Elective | 3 | 2.0 | 48 | 48 |
| 4th Semester (Spring) | NURS 281 – Complex Physiologic Integrity II | 6 | 2.0 | 48 | 144 | 192 |
| | NURS 285 - Management/Leadership in nursing | 6 | 2.0 | 48 | 144 | 192 |
| | COMM 101 or 111 or 207 | 3 | 2.0 | 48 | 48 |

**Eligible for RN-NCLEX**
### Nursing Part-Time Ladder Curriculum Option

<table>
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<tr>
<th>Semester</th>
<th>Course Title and Code</th>
<th>Cr. Hr.</th>
<th>Min. Grade</th>
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<th>Lab Hr.</th>
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<td>MATH 102</td>
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<td>48</td>
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#### Eligible to Begin Nursing Program

**Level I - Calendar Year 1**

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<tr>
<th>1st Semester (Spring)</th>
<th>NURS 141 - The Fundamentals of Nursing</th>
<th>6</th>
<th>2.0</th>
<th>64</th>
<th>96</th>
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<tbody>
<tr>
<td></td>
<td>ENGL 151 or 152</td>
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<td>2.0</td>
<td>48</td>
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</table>

| 2nd Semester (Summer) | NURS 150 - Chronic Physiologic Integrity | 6 | 2.0 | 64 | 96 | 160 |
|                       | NURS 160 - Pharmacology Application in Nursing | 3 | 2.0 | 48 | 48 | 48  |
|                       | Creativity Elective                    | 2-3| 2.0 | 32-48 | 32-48 |

| 3rd Semester (Fall)   | NURS 155 - Family Processes            | 6 | 2.0 | 64 | 96 | 160 |
|                       | PSYC 201                               | 3 | 2.0 | 48 | 48 | 48  |

#### Eligible for PN-NCLEX

**Level II - Calendar Year 2**

<table>
<thead>
<tr>
<th>4th Semester (Spring)</th>
<th>NURS 272 – Complex Physiologic Integrity I</th>
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<th>2.0</th>
<th>48</th>
<th>96</th>
<th>144</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>PSYC 220</td>
<td>3</td>
<td>2.0</td>
<td>48</td>
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<table>
<thead>
<tr>
<th>5th Semester (Summer)</th>
<th>NURS 276 - Psychosocial Integrity</th>
<th>5</th>
<th>2.0</th>
<th>48</th>
<th>96</th>
<th>144</th>
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</thead>
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<tr>
<td></td>
<td>COMM 101 or 111 or 207</td>
<td>3</td>
<td>2.0</td>
<td>48</td>
<td></td>
<td>48</td>
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</tbody>
</table>

| 6th Semester (Fall)   | NURS 281 – Complex Physiologic Integrity II | 6 | 2.0 | 48 | 144 | 192 |
|                       | Global Awareness Elective                  | 3 | 2.0 | 48 |    | 48  |

#### Level II - Calendar Year 3

| 7th Semester (Spring) | NURS 285 - Management/Leadership in nursing | 6 | 2.0 | 48 | 144 | 192 |

#### Eligible for RN-NCLEX
### Nursing Advanced Placement Curriculum Option

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title and Code</th>
<th>Cr. Hr.</th>
<th>Min. Grade</th>
<th>Lec. Hr.</th>
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<td>MATH 102</td>
<td>4</td>
<td>2.67</td>
<td>64</td>
<td></td>
<td>64</td>
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</tr>
<tr>
<td></td>
<td>BIOL 201</td>
<td>4</td>
<td>2.67</td>
<td>48</td>
<td>32</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIOL 202</td>
<td>4</td>
<td>2.67</td>
<td>48</td>
<td>32</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

Eligible to Begin Nursing Program

### (ADVANCED PLACEMENT - FULL TIME OPTION)

<table>
<thead>
<tr>
<th>1st Semester (Summer)</th>
<th>NURS 136 - The Transition</th>
<th>2</th>
<th>2.0</th>
<th>24</th>
<th>24</th>
<th>48</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Semester (Fall)</td>
<td>NURS 272 - Complex Physiologic Integrity I</td>
<td>5</td>
<td>2.0</td>
<td>48</td>
<td>96</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>NURS 276 - Psychosocial Integrity</td>
<td>5</td>
<td>2.0</td>
<td>48</td>
<td>96</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Creativity Elective</td>
<td>2-3</td>
<td>2.0</td>
<td>32-48</td>
<td>32-48</td>
<td></td>
</tr>
<tr>
<td>3rd Semester (Spring)</td>
<td>NURS 281 - Complex Physiologic Integrity II</td>
<td>6</td>
<td>2.0</td>
<td>48</td>
<td>144</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>NURS 285 - Management/Leadership in Nursing</td>
<td>6</td>
<td>2.0</td>
<td>48</td>
<td>144</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Global Awareness Elective</td>
<td>3</td>
<td>2.0</td>
<td>48</td>
<td>48</td>
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</tr>
</tbody>
</table>

Eligible for RN-NCLEX

### (ADVANCED PLACEMENT - PART TIME OPTION)

<table>
<thead>
<tr>
<th>1st Semester (Summer)</th>
<th>NURS 136 - The Transition</th>
<th>2</th>
<th>2.0</th>
<th>24</th>
<th>24</th>
<th>48</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Semester (Spring)</td>
<td>NURS 272 - Complex Physiologic Integrity I</td>
<td>5</td>
<td>2.0</td>
<td>48</td>
<td>96</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Creativity Elective</td>
<td>2-3</td>
<td>2.0</td>
<td>32-48</td>
<td>32-48</td>
<td></td>
</tr>
<tr>
<td>3rd Semester (Summer)</td>
<td>NURS 276 - Psychosocial Integrity</td>
<td>5</td>
<td>2.0</td>
<td>48</td>
<td>96</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Global Awareness Elective</td>
<td>3</td>
<td>2.0</td>
<td>48</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>4th Semester (Fall)</td>
<td>NURS 281 - Complex Physiologic Integrity II</td>
<td>6</td>
<td>2.0</td>
<td>48</td>
<td>144</td>
<td>192</td>
</tr>
<tr>
<td>5th Semester (Spring)</td>
<td>NURS 285 - Management/Leadership in Nursing</td>
<td>6</td>
<td>2.0</td>
<td>48</td>
<td>144</td>
<td>192</td>
</tr>
</tbody>
</table>

Eligible for RN-NCLEX
Readmission Policy

Students who leave a Nursing Program for any reason and wish to re-enter the program must inform the Director of Nursing Education in a letter. Before beginning courses, students who are readmitted are expected to demonstrate knowledge of content and skills gained in previous nursing courses which were completed successfully. Criteria for readmission will be determined individually, and acceptance will be on a space available basis. A student not receiving a passing grade related to a failure or withdrawal may repeat a nursing course only once. **This allows for one program readmission only.** Re-admitted students will be notified by the Director of Nursing Education when they may register and which section is available. All first-time students will be given priority for admission prior to returning students and Advanced Placement students.

This readmission process is allowed for students up to 2 years from the original course withdraw/failure. Beyond 2 years the student will have to start from the beginning of the program via the standard application process. The profession of nursing is a rapidly changing environment and having current course experience is essential for providing safe patient care.

If the student has used two admission attempts and has a course withdrawal or failure in a level two course, the student will be allowed one additional readmission via the Advance Placement Admission process (see Advanced Placement Admission Policy).

If a student failed a course related to a single critical incident, he/she may or may not be considered for readmission to the Nursing Programs, depending on the severity of the incident (See Nursing Student Code of Conduct Policy).

Skills Validation

Level 1 Validations

- Students have 3 attempts to correctly complete validation
  - 1st Failure
    - Complete 2 hours open lab practice pertinent to the skill not successfully performed.
    - Submit completed Learning Contract verified and signed by Open Lab Faculty.
  - 2nd Failure
    - Complete 2 hours open lab practice pertinent to the skill not successfully performed.
    - Submit completed Learning Contract verified and signed by Open Lab Faculty.
  - 3rd Failure
    - Clinical / Course Failure

Level 2 Validation (Physical Assessment occurring in NURS 272/276)

- Students have 2 attempts to correctly complete validation
  - 1st Failure
    - 2 hours open lab with video and 1 page critique of what they did incorrectly
    - Completion of learning contract
  - 2nd Failure
    - Clinical / Course Failure

Learning contracts will be completed by validators and sent to Lead Instructors for Second Level students. Course faculty are responsible to follow through with expectations and consequences.
Skills Validation (Physical Assessment) Validation level I and II

Students may use the Guideline document below during the actual validation. No notes may be added to or accompany the guideline when completing validation. Students may use Guideline document during the actual validation but they may not use their own help sheets instead of the Guideline document.

Level II - Demonstration of BP and apical pulse may occur at any point during the validation. Student must be within 6 mmHg to account for an accurate/acceptable BP within 3 allowable attempts. Student must be within 2 counts of an apical pulse and an accurate description of rhythm to account for an accurate/acceptable apical heart rate and rhythm. This will be verified via the validator auscultating in conjunction with the student.

<table>
<thead>
<tr>
<th>Guidelines for Physical Assessment Data Collection</th>
<th>Met/Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended to complete in head to toe sequence, but no penalty if return to a previously omitted item.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Client is Sitting up in Bed</strong></td>
<td></td>
</tr>
<tr>
<td><strong>General Survey/Physical Appearance:</strong></td>
<td></td>
</tr>
<tr>
<td>1) <strong>Physical Appearance</strong></td>
<td></td>
</tr>
<tr>
<td>a) Skin color</td>
<td></td>
</tr>
<tr>
<td>b) Level of Consciousness (LOC)</td>
<td></td>
</tr>
<tr>
<td>c) Posture</td>
<td></td>
</tr>
<tr>
<td>d) Body hygiene &amp; grooming</td>
<td></td>
</tr>
<tr>
<td>e) Obvious signs of illness</td>
<td></td>
</tr>
<tr>
<td>2) <strong>Mobility</strong></td>
<td></td>
</tr>
<tr>
<td>a) Observed gait OR Bed Mobility</td>
<td></td>
</tr>
<tr>
<td>b) Observed range of motion (ROM meaning able to move all extremities not actual ROM)</td>
<td></td>
</tr>
<tr>
<td>3) <strong>Behavior</strong></td>
<td></td>
</tr>
<tr>
<td>a) Speech</td>
<td></td>
</tr>
<tr>
<td>b) Facial expression</td>
<td></td>
</tr>
<tr>
<td>c) Mood &amp; affect</td>
<td></td>
</tr>
<tr>
<td>d) Eye contact</td>
<td></td>
</tr>
<tr>
<td><strong>Vital Signs – verbalizes would measure (does not actually measure):</strong></td>
<td></td>
</tr>
<tr>
<td>1) Temperature (T) &amp; route</td>
<td></td>
</tr>
<tr>
<td>2) Pulse (P) rate, rhythm, &amp; amplitude</td>
<td></td>
</tr>
<tr>
<td>3) Respirations (R) rate, rhythm, &amp; depth (labored or not)</td>
<td></td>
</tr>
<tr>
<td>4) Blood Pressure (BP) in both arms <em>[DEMO MANUAL B/P in Level II]</em></td>
<td></td>
</tr>
<tr>
<td>5) Pulse oxygen saturations level</td>
<td></td>
</tr>
<tr>
<td><strong>Skin (may examine with corresponding region of body):</strong></td>
<td></td>
</tr>
<tr>
<td>1) Color and pigmentation</td>
<td></td>
</tr>
<tr>
<td>2) Temperature</td>
<td></td>
</tr>
<tr>
<td>3) Moisture</td>
<td></td>
</tr>
<tr>
<td>4) Texture</td>
<td></td>
</tr>
<tr>
<td>5) Turgor (check forehead OR sternum)</td>
<td></td>
</tr>
<tr>
<td>6) Describes any scars, tattoos, or lesions</td>
<td></td>
</tr>
<tr>
<td><strong>Face, EENT, &amp; Neck:</strong></td>
<td></td>
</tr>
<tr>
<td>1) Uses tongue blade and penlight when appropriate</td>
<td></td>
</tr>
<tr>
<td>2) Facial structure symmetry</td>
<td></td>
</tr>
</tbody>
</table>
3) PERRL (pupil size, shape, and pupillary light reflex—direct and consensual)
4) Color of conjunctivae, sclera, and iris
5) Hearing adequate for communication during exam
6) Nostrils patent, septum midline
7) Lips and buccal mucosa
8) Teeth (in good repair) and gums
9) Hard and soft palate color
10) Tonsils are present or absent
11) Uvula rises with gag
12) Tongue (include under tongue)
13) Trachea is midline
14) Neck vein distention present or absent (Level II)

Upper Extremities:
1) Skin characteristics and temperature
2) Muscle development (size and symmetry)
3) Coordination and unusual movements
4) Assesses bilateral hand grips for strength and symmetry
5) Compares bilateral radial pulses (present or absent, thready or bounding, regular or irregular, equal bilaterally or not)
6) Assesses bilateral fingernail capillary refill (less than or greater than 3 seconds)

Anterior, Posterior, and Lateral Chest and Lungs:
1) Observes skin characteristics
2) Observes for symmetric chest expansion
3) Uses clean diaphragm of stethoscope to compare bilateral symmetry of lung sounds
4) Instructs client to breathe slowly and deeply in/out through mouth
5) Instructs client to report lightheadedness
6) Listens for full inspiratory/expiratory period at each location
7) Auscultates anterior & posterior intercostal spaces (adequate number for client
   build and health state) 4 anterior, 4 posterior bilaterally (total of 8 places on front
   and 8 places on back)
8) Auscultates at 2 lateral intercostal spaces bilaterally
9) Describes lung sounds and location (type of adventitious sounds if heard,
   clear and equal, diminished or absent)

Heart:
1) Instructs client to breathe normally
2) Auscultates heart sounds over 4 areas (aortic, pulmonic, tricuspid, and mitral)
3) Auscultates heart for 1 minute over 5th intercostal space at “point of (apical)
   maximum impulse” (PMI) and reports rate and rhythm (verification
   with instructor for Level II only)
4) Identifies normal S1 and S2 and reports if extra or abnormal heart sounds
   are heard and location of murmur (over apex or base, for Level II only)

Abdomen:
1) Inquires about any tenderness
2) Assesses skin characteristics
3) Assesses contour & symmetry checked from 2 positions (round, flat,
4) Determines if umbilicus present or absent
5) Auscultates bowel sounds in all 4 quadrants, starts RLQ (listens over tender areas last) and describes bowel sounds as hypoactive, hyperactive, active, or absent.
6) Asks client to flex at the knees (to relax abdominal muscles) then lightly palpates in all 4 quadrants—palpating tender areas last

**Lower Extremities:**
1) Assesses skin characteristics and temperature
2) Hair distribution of lower extremities
3) Legs and feet (size and symmetry)
4) Muscle strength (leg lifts, foot presses and pulls)
5) Palpates for pretibial and pedal edema and assesses using edema scale
6) Palpates posterior tibial and dorsalis pedis pulses (present or absent, thready or bounding, regular or irregular, equal bilaterally or not)
7) Assesses bilateral toenail capillary refill (less than or greater than 3 seconds)

**PHYSICAL ASSESSMENT RUBRIC**

<table>
<thead>
<tr>
<th>PHYSICAL ASSESSMENT RUBRIC</th>
<th>MET/NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prepares for Examination:</strong></td>
<td></td>
</tr>
<tr>
<td>Gathers and cleans equipment</td>
<td></td>
</tr>
<tr>
<td>Performs hand hygiene</td>
<td></td>
</tr>
<tr>
<td>Verbalizes would check health record for client information and allergies prior to beginning exam</td>
<td></td>
</tr>
<tr>
<td>Provides for privacy</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

| **Establishes Interpersonal Communication:** |             |
| Introduces self and identifies client |             |
| Adequately explains what is being done, while limiting small talk |             |
| Inquires about comfort, immediate personal needs, reminds to void |             |
| Demonstrates appropriate facial expression, establishes eye contact |             |
| Gives client opportunity to ask questions before beginning |             |
| Demonstrates confidence, empathy, and gentle manner |             |

**COMMENTS:**

| **Demonstrates Correct Examination Technique:** |             |
| Completes exam within 20 minutes |             |
| Uses equipment correctly |             |
| Maintains privacy and warmth by using appropriate draping |             |
| Maintains client safety |             |
| Practices infection control |             |
| Identifies correctly anatomical landmarks throughout the exam |             |
| Performs physical assessment in a head to toe sequence (may go back and check an area that was previously omitted) |             |
| Explains any deviation to sequence of exam with logical rationale |             |
Student Complaint Procedures
Refer to Student Complaint Procedures in KCC Student Handbook.

Technology and Social Networking

Classroom - Cell Phones
The use of cell phones in class is very distracting to other students and to your instructor. Keep all non-class related electronic devices off and put away during class. If you are experiencing a family emergency, or there is threat of severe weather, and you must keep a cell phone on vibrate mode, obtain instructor permission prior to class. We appreciate your cooperation in providing an environment conducive to learning for all students.

Classroom and KCC Nursing Lab – Recording Devices
Audio and video recording in the classroom is prohibited. Critical to the learning process is the ability to connect nursing theory presented in the classroom with the clinical experiences of both faculty and students. Classroom recording has the potential to stifle the rich discussions that result from sharing clinical experiences and creates a risk for HIPAA violations. Recording in the KCC Nursing Skills Lab will be limited to assignments where recording is part of the learning activity and indicated by the lead/clinical instructor.

Clinical Setting and KCC Nursing Labs – Cell Phones
No personal cell phone may be taken onto any clinical unit or KCC Nursing Lab at any time during clinical experiences. Cell phones must be left in student vehicles or not brought to clinical at all. The only exception to this policy is as follows: Cell phones may only be used for clinically-related reasons in designated community settings as approved by the clinical instructor and community facility.

Students are encouraged to always provide their family/emergency contact with the location and phone number of the clinical unit in the event of a true emergency.

Personal Electronic Devices
No use of personal electronic devices such as computers, smart phones, BlackBerrys, iPhones, iPads, PDAs, tablets, cameras, recording devices, etc. are allowed in the clinical setting.
Clinical Setting Internet Use
Use of the internet on clinical site computers is restricted to patient care purposes only if internet access is allowed by the clinical agency.

Social Networking
As members of the nursing profession, student nurses not only represent the college but the profession of nursing and are subject to public scrutiny. While social networking on websites is a great way to communicate, express yourself and connect with others, student nurses must understand that the information and pictures they post, or others post about them, may adversely impact their personal safety, impugn personal or institutional character, could violate patient confidentiality (HIPAA) and student confidentiality (FERPA), nursing program or college policies and undermine their career after college.

Student nurses will be held responsible for any social networking conduct that compromises patient confidentiality, the reputation or integrity of the nursing program and clinical sites.

Before posting anything on a social networking website, understand that anything posted online is available to anyone in the world and that college staff may monitor the website. Nothing about patients and clinical experiences may be posted on any social network.

Consequences of Violating Technology and Social Networking Policy

There are several implications related to the role of the professional nurse on social networking websites. See https://www.ncsbn.org/Social_Media.pdf for more information on appropriate and inappropriate uses of social networking.

Violation of patient privacy and confidentiality will be subject to HIPAA procedures, guidelines and consequences.

Students who share confidential or unprofessional information do so at the risk of disciplinary action, including failure in a course and/or program dismissal.

Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if postings include confidential or copyrighted information such as texts, music, videos, images, etc.
Testing Policy (Classroom Exams)

Kellogg Community College
Nursing Department
Classroom Exam Policy

Date Adopted: November 2011
Date to be reviewed: May 2016
Implementation Date: Spring 2012
Revised: June, 2013; May 2014, May 2015

Course Grading Policy

Course grades reflect a student’s achievement of course content and instructional objectives using a variety of assessment methods. Course grades will reflect the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Percentage of Course Grade from Exams</th>
<th>Percentage of Grade from Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>N 285</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>N 136</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>N 141 &amp; N 160</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>N 150, N 155, N 272, N 276, N 281</td>
<td>96%</td>
<td>4%</td>
</tr>
</tbody>
</table>

General Planning

1. Determine the number of exams per course.
2. Determine the number of items on each exam. Each exam will be at least 50 questions (less than 50 items will be considered a quiz) When determining the number of items on an exam, plan that students will be given 1.5 minutes in which to answer each item.
3. Each course will have a final comprehensive exam, with the exception of N 285. No items should be replicated from previous exams.
4. Exam blueprints will be developed for each exam using one standard format.
5. Determine which objectives will be addressed and the degree of weight associated with each objective. Exam questions should evaluate important concepts, not trivial details. Determine the concepts on which mastery items will be developed. No more than 10% of an exam should be made up of mastery test items.

One way to evaluate the value of an exam item is to ask,” How important is it?” This requires evaluating the importance of the exam item in terms of nursing practice. Another way of thinking is, will this exam item assist students to become better nurses? (Morrison, 2010).

6. All exam questions will be written at the applying level or higher. All multiple choice questions must assess clinical reasoning.
7. All exam questions must address the Client Need Categories of the NCLEX as it applies in each course. NCLEX does not refer to NANDA nursing diagnoses. QSEN does not support using nursing diagnoses as it is not collaborative in nature.

8. All exams will be on-campus proctored exams.

9. Exam booklets will be kept until the end of each course.

10. Exam results/grade will be posted to students no later than one week from the date of the exam being scanned.

11. The scantron is the official record for determining student scores. Exam booklets are not used as documentation of student’s answers.

12. Individual faculty may decide to allow or decline students an immediate review of the exam key at the end of the testing session (following collaborative if used). This should not take the place of offering an actual exam review.

13. Students will write answers to Alternative Items on the back of their individual scantron sheets. Instructors will fill in each student’s scantron sheet for “correct” or “incorrect” for these types of questions.

Test Construction and Item Writing

1. A standard Exam blueprint will be used for all theory exams. The blueprint will be completed while developing the exam.

2. All theory course exams will be comprised of a combination of multiple choice questions with 4 distracters and “alternative” questions (see below).

3. **Alternate-type questions on exams**

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Dosage Calculation Questions</th>
<th>Number of Other Alternate-Type Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>N 141</td>
<td>Zero</td>
<td>At least 5</td>
</tr>
<tr>
<td>All other courses</td>
<td>5</td>
<td>At least 5</td>
</tr>
</tbody>
</table>

**Alternate-Type Items**

**FILL IN THE BLANK**- All answers should be given in numbers as in a calculation item. (Five dosage calculation items will be on each exam. Students must do calculation of each problem and show their work.)

**SELECT ALL THAT APPLY**- Items should have 5 answers at the least 2 should be correct. All answers should never be correct.

GRAPHIC- that asks for an answer regarding it. **HOT SPOTS**- highlighted on pictures or graphics that should be identified to determine clinical reasoning **PRIORITY ORDER** – that asks for rank order of the options. **CHART EXHIBIT**- that presents information on the chart needed to answer the item. **MULTIPLE CHOICE** items may utilize graphics, charts, or tables. (Rayfield)

4. Students must choose all correct answers in order to receive credit when Alternative Type Items are used. No partial credit will be given.
5. The following criteria will be used when writing application level/ or higher items for a critical thinking test (Morrison, Smith, Britt 1996):
   • Include rationales/course available resource for each exam item
   • Require multilogical thinking to answers questions
   • Require a high level of discrimination to choose from among plausible alternatives.
   • If the question can be answered without the scenario, it is not an upper level Item. (Iggy 2012)
   • What do students need to know and act on to keep the client and themselves safe? (Iggy 2011)
   • Can I be a safe nurse and not know this? If the answer is “yes”, then get rid of it.

6. Write rationale for all exam items as to why the choice is correct and why distracters are incorrect. Use a narrative format with the explanation for the correct answer appearing first.

7. Each exam will have a cover sheet with clear exam directions.

**Guidelines for Item Writing**
   • Keep stems to 2 - 3 sentences.
   • Each stem should end with a question.
   • Each option will begin with a capitalized word and end with a period.
   • All SELECT ALL THAT APPLY items will have 5 distracters. When writing this type of item, follow the stem with bolded Select all that apply, followed by the 5 options.
   • All FILL IN THE BLANK items will be answered with a number.
   • Use the term client in the stem, do not include age gender, race or sex unless necessary to answer the item.
   • Do not use the words except or least, nor underline, italicize or bold words in the stem.
   • Limit the following type item to 2-3/exam:
     Which statement made by the client, indicates the need for further teaching? The wrong answer will be correct. This is an evaluation level question.
   • Each question has to involve a nurse and/or a client/family member.
   • The nurse never diagnoses or prescribes medication.
   • Do not use abbreviations unless the word is also written out: example EKG (electrocardiogram)
   • All pharmacology items should include both trade and generic names. The generic name goes in parenthesis.
   • Refer to clients as “older adults” not “the elderly”.
   • Use a client “reports” instead of “complains”.
- Number each item 1-50…. Label each distracter A. B. C. D.

<table>
<thead>
<tr>
<th>DELETE THESE WORDS FROM THE STEM TO INCREASE DIFFICULTY LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO CLINICAL REASONING</td>
</tr>
<tr>
<td>Describe</td>
</tr>
<tr>
<td>Type</td>
</tr>
<tr>
<td>Purpose</td>
</tr>
<tr>
<td>Cause/Because</td>
</tr>
<tr>
<td>Rationale</td>
</tr>
<tr>
<td>Called</td>
</tr>
<tr>
<td>Stage</td>
</tr>
<tr>
<td>Listed in your text</td>
</tr>
<tr>
<td>True/False</td>
</tr>
</tbody>
</table>

<p>| OTHER COMMONLY USED WORDS THAT BE DELETED INCLUDE THE WORD |</p>
<table>
<thead>
<tr>
<th>EXCEPT OR VARIATIONS OF IT SUCH AS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would not be</td>
</tr>
<tr>
<td>Which is false</td>
</tr>
<tr>
<td>All of the following except</td>
</tr>
</tbody>
</table>

**Distracter Construction Information**
- Use attractive/plausible distracters that could be correct given a different situation than the one in your item. They should not be tricky.
- They should be in the same family. (Do not ask about medications and have some of the distracters name diseases.)
- Ensure that none of the distracters overlap. (Information in one answer should not be contained in another answer)
- Present the choices in a logical manner.
- Do not use “All of the above” or “None of the above”.

**Maintaining Security**
1. Secure all electronic or printed forms of exams. Do not allow students access to secure instructor web resources.
2. Store paper-and-pencil exams and exam-keys in a locked area between duplication delivery and exam day.

**Administering an Exam**
- All student possessions (backpacks, cell-phones, hats, etc.) must be left at the front/edge of the room. The student may have nothing but a pencil and highlighter and the college-provided calculator during the testing period (which
also includes collaborative testing). **Note cards and course materials/resources are not to be used during any exam (including collaborative testing).**

- Students may not eat or drink during exams.
- Students may not leave the room during the exam.
- Have a general dictionary (Webster) available for students during the exam.
- The procedure for classroom exams will be as follows:

  Each student will take the exam and submit an individual scoring sheet. Once the scoring sheet is submitted to the faculty and the student exits the room, nothing can be changed on it and it will graded accordingly.

Collaborative testing may be part of (a/any) nursing course. The professor determines whether collaborative testing will be conducted. When all students have completed their individual exams, they will be placed in groups and re-take the exam as a group. Each group will be assigned one scantron sheet per group for scoring. Students must have a minimum score of 78% on their individual exam in order to be eligible for collaborative percentage points. Students scoring an A or A- on their group exam will earn 2 percentage points added to the student’s individual final exam percentage grade; students scoring a B+, B, or B- will earn 1 percentage point added to the student’s individual final exam percentage grade; student’s scoring below a B- will earn no additional percentage points to their individual final exam percentage grade.

- Collaborative testing will include all alternate-type questions, including dosage calculations.

**Example: Scoring for courses using a percentage system**

Exam 60 questions  
Earned 49 questions correct  
= 81.66% final individual exam percentage grade  
Student earns any A on collaborative exam = 83.66% Final percentage exam grade (2 percentage points added to the student’s individual final exam percentage grade)  
Student earns any B on collaborative exam = 82.66% Final percentage exam grade (1 percentage point added to the student’s individual final exam percentage grade)

**Example: Scoring for courses using a points system**

Courses using a points system will need to covert the percentages to points  
Exam 60 questions  
Each question is worth 0.60 points (1 percentage point)  
Earned 49 questions correct  
= 49 points final individual exam points total  
Student earns any A on collaborative exam = 49 + 1.2 = 50.2 points  
Student earns any B on collaborative exam = 49 + 0.60 = 49.6 points
If a Student is Late or Absent on an Exam Day
If the professor allows a student to take an exam in the testing center at a later date, the student forfeits the right to achieve collaborative points, the right to protest and may also receive a 5% penalty on the exam.

- Students arriving more than 10 minutes late to the classroom on the day of an exam may be required to take the exam in the Testing & Assessment Center on that same day. Students are required to notify instructors prior to the exam of their absence. No exam may be taken before the scheduled date and time.
- Make-up of a scheduled exam which was missed is not the right of the student. Only one make-up exam can be taken with instructor’s approval. If granted, the make-up exam date will be scheduled within the 3 calendar days following the scheduled date. The make-up exam will be scheduled and monitored in the Testing and Assessment Center. Requests to make up examinations made after the scheduled examination date will be determined based on the individual circumstances of the request. Documentation to substantiate the circumstances may be required.

- The student may be given a different exam than the one administered to the class.

Analyzing Exam Results
- The faculty who administers the exam is responsible for analyzing exam results.
- At the end of each course, the faculty will upload each Test Analysis data to a designated, secure test server folder on the Z drive.
- The following will be considered during the exam analysis:

<table>
<thead>
<tr>
<th>General Standards Accepted in Nursing Program Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item Difficulty</td>
</tr>
<tr>
<td>Item Discrimination Ratio</td>
</tr>
<tr>
<td>PBCC</td>
</tr>
<tr>
<td>KR 20</td>
</tr>
</tbody>
</table>

(Sportsman, 2013)
Item analysis

- Difficulty level

Review the exam’s measures of central tendency: the mean, median and the mode.

The goal for Mean Level of difficulty should be 80-85%. < 80% indicates the exam is too hard, while >85% indicates it is too easy. (Schroeder, 2012)

The item difficulty index (p value) of an item is the percentage of examinees who answered the item correctly. The mean p value identifies the average p value of the items on a test and tells you how difficult the total test is. (McDonald, 2013)

An acceptable item difficulty index (p value) ranges from 0.30 – 0.90. Most schools require that test items selected for an exam have a cumulative difficulty level of no less than 0.45. Test items > 0.90 are deemed too easy unless the item was designated as a mastery item prior to testing. If this is the case, 100% achievement is desired result.

Sometimes the content of a question may be judged to be so important that it is included in the exam for the purpose of reinforcing the concept. Such items are often referred to as mastery items, and they should be identified before the test is administered. Simply because 100% of the students answered an item correctly does not mean it is a mastery item; it may just be too easy. Also, identifying mastery items prior to administering an exam allows students’ knowledge of essential content to be evaluated. If only a few of the students answer a mastery item correctly, then the class as a whole does not understand the content, and it should be re-taught.


- Item Discrimination

Point Biserial Correlation Coefficient (PBCC)

The point biserial correlation coefficient (PBCC) is a calculation that measures the ability of a test item to distinguish between those who know the content and those who do not know the content. The point biserial correlation coefficient calculation is the preferred measure of discrimination as it includes the variance of the entire group, not just the high and low-scoring students. The PBCC ranges from -1 to +1. The closer the PBCC is to +1, the better the item is at discriminating between those students who know and those who do not. A negative discriminator indicates that the lower-scoring students answered the item correctly more often than higher-scoring students. An acceptable PBCC described in the literature is 0.20 (Haladyna, 1997). Because a group of nursing students is often more homogenous because they have the same prerequisites to enter a particular nursing program, less variance exist among the group members. Therefore, a lower PBCC of 0.15 is acceptable in schools of nursing. Based on this knowledge, PBCC levels or 0.15 and higher are acceptable (Morrison et all., 1996).
**Range for PBCC**

- Range from -1 to +1
- 0.30 - & above – Excellent Item
- 0.20 – 0.29 – Good
- 0.15 – 0.19 – Acceptable
- 0.10 – 0.14 Poor & Revise
  
  (Sportsman, 2013)

**Actions for Poor Test Items**

The following information is recommended for use in determining what action to take for poor test items:

1. PBCC unacceptable & p value < 0.30 = give credit for more than one answer, work on question to improve.
2. PBCC acceptable & p value > 0.30 = do nothing, the question is OK
3. PBCC unacceptable & p value > 0.30 = do not give points back, work on the question to improve.
4. PBCC acceptable & p value < 0.30 = do not nullify or give points, revisit the concept in class as students did not grasp the concept.
  
  (Sportsman, 2013)

- Determine what action will be taken if the stats are unacceptable:
  1. Give credit for more than one choice (this is preferred action). Using this action means the total number of items remains the same, many students’ exam scores are likely to increase.
  2. Nullify the test item by giving credit for all choices. This action means the total number of items remains the same; scores of students who answered it incorrectly will increase and students who answered it correctly will stay the same.
  3. It is not recommended to delete test items. Deleting a test item from the exam decreases the number of test items on the exam. Therefore, students who answered the item incorrectly will have higher scores, but those who answered it correctly will have lower scores.
  4. If a professor gives points back on any exam questions, the rationale will be documented on the Exam Analysis Data Form.

- If the professor gives points back on any questions (protested questions included), all qualifying students will receive them. No points will be returned to any student who had already received points for the correct answer.
**Exam Reliability**
Reliability refers to consistency of scores.

- **Kuder-Richardson Formula 20 (KR 20)**

  The KR20 is the preferred statistical formula for quantifying test reliability (McDonald, 2007). To improve an exam’s reliability, exam item discrimination must improve (as measured by their PBCCs). Work on test items to make them more discriminating, and the exam’s reliability will improve. The KR 20 ranges from -1 to +1. If a negative KR20 is reported, that means that many of the test items are being answered correctly by the low-scoring students rather than the high-scoring students. The usual acceptable KR20 is 0.70, however, because nursing student groups are considered to be more homogenous, a KR20 of 0.60 is acceptable (Morrison et al., 2006).


**Student Test Item Protest**

- If a student disputes the keyed answer on an exam, they must individually complete a Student Test Item Protest Form to explain their rationale for their chosen answer. These forms must be submitted to the nursing faculty within the guidelines provided in the specific course.

- All student protest forms must be submitted to the professor by 1200 the day following the exam.
- Students may not protest items on previous exams after this time period has elapsed.
- Students may protest a maximum of two items on each exam.

**General Scantron Testing Information**

- All course sections will send student scantron scoring sheets to be analyzed as one group.
- The Pearson Assessment & Scantron is the testing system currently used at Kellogg Community College.
- The following reports will automatically be run by staff in the Testing Center for the Nursing Department:
  1. 101- Student Statistics Report- student i.d., grade, total points and percent
  2. 103- Class Frequency Distribution Report- mean score, overall grade (A,B,C,D), percent score, raw score, and frequency
  3. 104- Central Tendencies (mean, median, mode), Kuder-Richardson 20, and Cronbach’s alpha.
  4. 203- Item Analysis Report- what percent of students picked response A, B, C…
5. 207- Test Item Statistics Report- each question, number of tests graded, number of correct, incorrect & no responses to each question, point biserial and P-value for each question
6. 301- Student Grade Report- each students’ answer sheet, what response they chose, what the correct response was, total score and percentage score
- This system does not provide the following:
  1. IDR (Item Discrimination Ratio)
  2. Ability to develop test banks
  3. Ability to score alternative type items with the exception of “Select All That Apply”

Conducting an Effective Exam Review with Students
(Morrison and Free, 2001)

Space availability and room reservation requests should be considered.

The following are guidelines for paper and pencil administered tests:
1. It is encouraged to offer students a scheduled exam review following each exam.
2. Individual appointments to review exams will be at the discretion of the faculty.
3. Students will be allowed to review exams one time. (When additional review is recommended by the faculty, it is at the discretion and availability of the faculty.)
4. Faculty will maintain a sign-in sheet which indicates: date and exam reviewed.
5. Faculty will monitor each exam review.
6. Under no circumstance will students be provided their exam book/answer key without being under the direct visual supervision of the faculty.
7. Each individual professor will secure their exam keys or booklets with rationale within the room (example secured to desk, secured to wall, signed out by folder to remain in room).
8. Allow a limited number of students at a time to view test items and rationales.
9. To maintain security, the exam review must be done by a faculty member, conducted in silence with no other items (books, paper, writing utensils, highlighters, cell phones, cameras, voice recorders, etc.) permitted in the room where the review is being conducted.
10. Students may be provided with either a copy of their original electronic answer sheet or a printout of their answers.
**Exam Blueprint Format for Faculty**

The following blueprint format or test analysis form is **required** of all faculty to use when developing an exam.

<table>
<thead>
<tr>
<th>Question</th>
<th>Course Objective</th>
<th>Step in the Nursing Process</th>
<th>NCLEX Category</th>
<th>Cognitive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment</td>
<td>1</td>
<td>1</td>
<td>Applying</td>
</tr>
<tr>
<td>2</td>
<td>Diagnosis</td>
<td>3</td>
<td>3</td>
<td>Analyzing</td>
</tr>
<tr>
<td>3</td>
<td>Intervention</td>
<td>4</td>
<td>4</td>
<td>Applying</td>
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<tr>
<td>4</td>
<td>Plan</td>
<td>8</td>
<td>8</td>
<td>Analyzing</td>
</tr>
<tr>
<td>5</td>
<td>Plan</td>
<td>2</td>
<td>2</td>
<td>Applying</td>
</tr>
<tr>
<td>6</td>
<td>Assessment</td>
<td>1</td>
<td>1</td>
<td>Analyzing</td>
</tr>
<tr>
<td>7</td>
<td>Evaluation</td>
<td>5</td>
<td>5</td>
<td>Applying</td>
</tr>
<tr>
<td>8</td>
<td>Intervention</td>
<td>6</td>
<td>6</td>
<td>Analyzing</td>
</tr>
<tr>
<td>9</td>
<td>Assessment</td>
<td>2</td>
<td>2</td>
<td>Applying</td>
</tr>
<tr>
<td>10</td>
<td>Evaluation</td>
<td>4</td>
<td>4</td>
<td>Applying</td>
</tr>
<tr>
<td>11</td>
<td>Plan</td>
<td>8</td>
<td>8</td>
<td>Analyzing</td>
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<tr>
<td>12</td>
<td>Intervention</td>
<td>7</td>
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<td>13</td>
<td>Intervention</td>
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<td>Intervention</td>
<td>3</td>
<td>3</td>
<td>Applying</td>
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<tr>
<td>15</td>
<td>Evaluation</td>
<td>3</td>
<td>3</td>
<td>Applying</td>
</tr>
<tr>
<td>16</td>
<td>Assessment</td>
<td>4</td>
<td>4</td>
<td>Applying</td>
</tr>
<tr>
<td>17</td>
<td>Assessment</td>
<td>8</td>
<td>8</td>
<td>Analyzing</td>
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<tr>
<td>18</td>
<td>Plan</td>
<td>8</td>
<td>8</td>
<td>Analyzing</td>
</tr>
<tr>
<td>19</td>
<td>Intervention</td>
<td>6</td>
<td>6</td>
<td>Applying</td>
</tr>
<tr>
<td>20</td>
<td>Evaluation</td>
<td>6</td>
<td>6</td>
<td>Analyzing</td>
</tr>
</tbody>
</table>

NCLEX Category Key:
1. Management of Care
2. Safety and Infection Control
3. Health Promotion & Maintenance
4. Psychosocial Integrity
5. Basic Care & Comfort
6. Pharmacological & Parenteral Therapies
7. Reduction of Risk Potential
8. Physiological Adaptation

(Test Blueprint Form developed by Linda Caputi 2008)

(Revised June 2013)
**Exam Blueprint Format for Students**
The following **required** faculty-generated test blueprint is for STUDENT use.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Applying or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Total Number of Questions**
Student Test Item Protest Form

Name:

Class:

I am protesting the test item:

Rationale (Explain why you believe the test item is incorrect)

Reference Source (Using APA, cite up to three published classroom resources to validate your protest.)
1.

2.

3.

APA formatting required (example):

Form developed by Morrison et al. 2006
References for Testing Policy
Bristol, T. (2013). The 3 C’s of Test Items that work. Video
Weather

Each year there is the possibility of confusion resulting from inclement weather conditions. When inclement weather appears likely, the College administration will closely monitor weather forecasts and conditions. College operations will continue as long as local conditions are favorable. Major considerations include the condition of the College parking lots and local roadways.

The College President will decide if conditions necessitate the curtailment of College activities. The curtailment can be either of the following: CLASSES ARE CANCELLED or THE COLLEGE IS CLOSED.

The message will be DAY CLASSES ARE CANCELLED up until 5:00 pm, changing to EVENING CLASSES ARE CANCELLED for any class that meets from 5:00 pm through the evening.

The decision to curtail College activities will be carried on local radio and television stations as early as possible for morning classes, and by 3:00 pm for evening classes. The local stations carrying the message include:

Radio – AM Stations
WBCK-AM (AM 1220) Hastings
WKZO-AM (AM 590) Kalamazoo/Battle Creek
WTVB-AM (AM1590) Coldwater

Radio – FM Stations
WBCK-FM (95.3) Battle Creek
WBXX-FM (104.9) Battle Creek; WNWN-FM (98.5) Coldwater/Kalamazoo/Battle Creek
WBCH-FM (100.1) Hastings; WRKR-FM (107.7) Kalamazoo/Battle Creek
WKFR-FM (103.3) Kalamazoo/Battle Creek; Q-106.5-FM (106.5) Jackson/Albion/Battle Creek

Television Stations
WOTV-TV (Ch 41) Battle Creek; WOOD-TV (Ch 8) Total Area; WWMT-TV (Ch 3) Total Area; FOX 47

If the Broadcast message is CLASSES ARE CANCELLED, teaching personnel are not required to report, but all other staff (Administrative, Support, and Maintenance) shall report as scheduled.

If the Broadcast message is THE COLLEGE IS CLOSED, no personnel except those identified for emergency services shall be required to report to work. It is extremely rare that this message will be broadcasted.

The College switchboard will have a weather emergency message during times of scheduled curtailments. Each College employee should dial the normal College number, (269) 965-3931, to verify the status of the activities for a given day. The message will be carried each morning at approximately 6:30 am. Weather emergency messages can also be viewed on the College website at www.kellogg.edu (http://www.kellogg.edu/).
Approvals: Nursing Faculty
          Dean, Workforce Development
          Vice President, Instruction
          Academic Cabinet
          Date: July 2015

Reviewed: Director, Nursing Education
          Date: July 2015
FORMS

These forms should be completed yearly and maintained in the student’s academic file. Full time students will complete this each fall. Part time students will complete this with spring admission (NURS 141) and then each subsequent fall semester.
Agreement To Comply with KCC Nursing Student Handbook

I have received, read, and agree to comply with the KCC Nursing Student Handbook while I am a KCC nursing student.

Student Name (PRINT) ____________________________________________

Student Signature: ___________________________ Date: __________
College Relations Release Form

As part of the educational experiences at Kellogg Community College, students may be asked to photo or video tape one another for the purpose of demonstrating or critiquing nursing assessment, skills, etc. The College may also request your permission to use your photos or videos for promotional purposes. This form should only be completed one time per nursing program and maintained in the student’s academic file.

I hereby consent and grant permission to Kellogg Community College to use photos of myself, my artwork, or written materials that relate to me for printed and web based publications. I understand that the materials will be used at KCC’s sole discretion and for promotional purposes only.

I understand that I have/will not receive(d) any money or gifts, and acknowledge that no promises, inducements, or representations concerning the use and/or publication of the materials other than those contained herein, have been made to me in permitting Kellogg Community College to use and publish the materials.

I attest that I am at least eighteen years of age. I have read the foregoing and fully understand its contents.

Name (Please Print)

Hometown City and State

Current residence City and State

Signature ___________________________ Date ___________________________
Nursing Education Confidentiality Agreement

KELLOGG COMMUNITY COLLEGE
NURSING EDUCATION
Confidentiality & Student Agreement

I understand that clinical skills validations and client simulations are conducted in an environment that is similar to a classroom examination. Therefore, the Kellogg Community College statement of Student Rights and Responsibilities and the Student Code of Conduct apply to all nursing skill validations and nursing simulations. I agree to promote an environment that is equally conducive to learning for all nursing students. This includes maintaining the level of professionalism expected in the clinical setting.

Clinical Skills Validations
I agree to hold in confidence my knowledge about all skills validation scenarios. I will not discuss the simulated “client’s” background information, the validation assignment, my performance, or the instructor’s feedback with anyone except a nursing instructor. I will not ask another student to share their validation experience with me.

Nursing Simulation Activities
I agree to hold in confidence my knowledge about all nursing simulations. I will not discuss background information about the simulation “client,” my performance, the performance of other students, and the debriefing experience with anyone except a nursing instructor. I understand that my responsible communication is essential to creating a safe environment for all students to experience real life clinical decision making. I will not ask another student to share their nursing simulation experience with me.

The failure to maintain confidentiality about nursing validations and simulations will be interpreted as academic dishonesty. Students who commit academic dishonesty are subject to disciplinary action.

Videotaping of Simulation Activities
I agree to allow the simulated experiences that I participate in to be video recorded for educational purposes within the Kellogg Community College Nursing Program.

Printed Student Name ________________________________________________________

Student Signature (in ink) __________________________________ Date __________
9/2/08 updated 7/2012
Student Release of Information Consent Form

In accordance to the Family Educational Rights and Privacy Act (FERPA), this consent form is a written request by the student. By signing this document, the student is authorizing the release of student academic progress and information; either written, telephonic or orally, to a third party.

_______________________________________________
Signature

_______________________________________________
Printed Name

_______________________________________________
Date

This form should only be completed one time per nursing program and maintained in the student’s academic file.