

# Baker College Of Jackson



## Nursing Program Handbook 2015

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# Nursing Student Handbook

This handbook contains information regarding the academic policies and procedures that govern the Baker College Nursing Program. Please read this handbook and keep it with your school records for easy reference. By signing the back page, you are acknowledging that you have read this book and that you understand the material presented. Please feel free to contact any of the nursing program staff members if you have any questions or concerns about this information or about the nursing program.

## **BAKER COLLEGE NURSING PROGRAM** **MISSION STATEMENTS**

### **Mission**

***The mission of the Nursing Program at Baker College is to prepare graduates who are life-long learners with the core knowledge and skills needed to provide competent, holistic nursing care in a diverse and ever-changing health care environment under the supervision of a registered professional nurse, physician, or dentist.***

The curriculum is designed to assist students to become critical thinkers with clinical reasoning skills who also understand the moral, ethical, cultural, and global dimensions of the issues they confront in an ever-evolving health care system. As an essential component of Baker College's academic health science programs, the nursing program has the following goals:

- To provide a comprehensive program of nursing that will prepare graduates for entry level positions in the field of nursing
- To provide an interdisciplinary health science academic environment that will stimulate a life-long commitment to learning and service
- To prepare students for nursing practice through implementation of a curriculum that is based on state, national, and nursing practice standards, initiatives, and competencies that promote high quality, safe, and patient-centered care within the scope of practice of the Practical Nurse
- To graduate nurses committed to professional and personal values and responsibilities
- To provide an academic foundation for further nursing education

### **Philosophy**

The Department of Nursing of Baker College embraces a commitment to *The Theory of Human Caring*, as described by Dr. Jean Watson, in the preparation of individuals for the practice of the art and science of nursing. The curriculum will foster a learning environment preparing caring nurses committed to providing safe, compassionate, quality care, while promoting positive health outcomes. The Baker College Practical Nursing Program will provide practical instruction and experiential learning in a complex, technologically-advanced, culturally-diverse health care environment. This program of study will provide an academic foundation for life-long learning and nursing practice in dynamic, contemporary healthcare systems.

This framework is congruent with the mission and vision of Baker College to provide quality higher education that enables graduates to be successful throughout challenging and rewarding careers. Nursing is a career that requires life-long learning in a dynamic health care system, and this program of study will provide an academic foundation for further nursing education. The curriculum will foster a learning environment preparing caring nurses committed to professional and personal values and responsibilities.

## **CURRICULUM OUTCOMES MODEL**

The contemporary health care environment highlights continuous quality improvement, patient safety initiatives, and evidence-based care as foundational to the practice of nursing. The Baker College Nursing Faculty continually examines evolving practice environments to ensure consistency with current healthcare standards. The Baker College Practical Nursing Program utilizes the Michigan Licensed Practical Nurses Association Standards of Nursing Practice, The Quality and Safety Education for Nurses (QSEN) competencies, the National League for Nursing (NLN) Educational Competencies for Graduates of Practical Nursing Program, and the Michigan Board of Nursing Administrative Rules to derive concepts central to the program curriculum. The nursing program identifies the following curriculum threads as the central concepts that best prepare graduates for entry into practice.

### **Program Learning Outcomes**

- Critical Thinking and Clinical Reasoning
- Therapeutic Interventions
- Informatics and Information Literacy
- Global and Cultural Awareness
- Communication
- Teamwork and Collaboration
- Professional Behaviors
- Patient Centered Care

[Detailed explanations of the Program Learning Outcomes are found on pages 4-7 of this handbook.]

### **Integrated Processes**

The following processes are embedded in the organizing framework and are essential elements of the nursing program curriculum.

- Nursing Process- a systematic approach to nursing care consisting of assessment of client needs, identification of specific needs, development and implementation of a plan of care, and evaluation of the plan based on attainment of client health goals and outcomes, all within the scope of practice of the Practical Nurse. Implicit is the recognition that the client and significant others are active participants in making health care decisions and are partners in the nursing process.

- Jean Watson's Theory of Human Caring- A model that defines and articulates the interpersonal interactions between the nurse and the patient fundamental to the nursing profession. Nurses understand the patient not only under the constructs of science and medicine, but also with consideration of the spiritual, emotional, and social dimensions of the patient as a unique individual. Valuing of these aspects translate into the practice of human caring as defined by Dr. Watson. There are 10 "Clinical Caritas" within this theory that are integral to the clinical experience.
- Quality and Safety- The development of knowledge, skills, and attitudes that minimize risk of harm to patients, continuously improve patient care outcomes, and promote a secure health care environment to meet the needs of patients.
- Evidence Based Practice- "Integration of best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal healthcare" (QSEN, 2010).

**BAKER COLLEGE PRACTICAL NURSING PROGRAM**  
**PROGRAM LEARNING OUTCOMES (PLO): CONCEPTS THAT PERMEATE THE NURSING PROGRAM AND CURRICULUM**

PLO	Definition	Key Concepts	Measured By
<i>1. Critical Thinking and Clinical Reasoning</i>	<p><b>A systematic process that incorporates the integration of best current evidence, the use of multiple methods to access information and the analysis and integration of this knowledge and information to formulate clinical judgments. This process leads to finding solutions, individualizing care, and assuring the delivery of accurate, safe, quality care that moves the patient and support persons towards positive outcomes.</b></p>	<ol style="list-style-type: none"> <li>1. Integration of current and valid evidence-based information to support clinical decision making</li> <li>2. Utilization of assessment and reassessment data to plan care</li> <li>3. Evaluation of the effectiveness of care provided in meeting patient outcomes</li> <li>4. Contribute to the modification of patient care plan based on evaluation methods</li> <li>5. Contribute to the incorporation of patient values, preferences, and culture into the individualized plan of care for patients</li> <li>6. Support clinical judgments within the scope of the practical nurse and management of patient-centered care decisions that reflect accurate and safe care guidelines</li> <li>7. Integration of Jean Watson Caritas Processes: #3, #6, #8, #9</li> </ol>	<p>Clinical Evaluations/ Observations Portfolio Submissions Classroom Tests/Exams Care Plans/Concept Maps Standardized Testing Student Learning Activities Post-conference Activities Simulation Activities</p>
<i>2. Therapeutic Interventions</i>	<p><b>Client-centered behaviors and actions that are based on science, research (evidence-based) and caring that assist patients in meeting their needs and achieving optimal outcomes.</b></p>	<ol style="list-style-type: none"> <li>1. Provision of a caring, healing environment that provides for the physical, psychosocial and diverse needs of all patients to achieve optimum function and comfort.</li> <li>2. Implementation of safe and accurate care that demonstrates principles of evidence based practice that is patient centered and collaborative.</li> <li>3. Provision of care with sensitivity and respect for diversity of values, cultures, and customs.</li> <li>4. Reinforce focused education for patients and significant support persons to meet their individual needs</li> <li>5. Demonstration of competence in assessment of patients at all stages of life.</li> <li>6. Prioritization of care based on individual patient needs</li> <li>7. Recognition of and prompt intervention related to changes in patient status.</li> <li>8. Evaluation of the effectiveness of care provided and contributing to modifications of care as needed</li> <li>9. Support of the patient and significant support persons during stressful events, adaptation to changes in health status, and end of life decisions.</li> <li>10. Integration of Jean Watson Caritas Processes #1-10</li> </ol>	<p>Clinical Evaluations/ Observations Laboratory skills evaluation Portfolio Submissions Classroom Tests/Exams Care Plans/Concept Maps Standardized Testing Student Learning Activities Post-conference Activities Simulation Activities</p>

<p><b>3. Informatics and Information Literacy</b></p>	<p><b>The use of information technology to accurately communicate, manage knowledge, and support decision making to provide high quality evidence-based care to patients in modern health care environments.</b></p>	<ol style="list-style-type: none"> <li>1. The ability to effectively locate, evaluate, and incorporate high quality information that supports clinical decision-making throughout the provision of patient care within the scope of the practical nurse..</li> <li>2. Utilization of informatics to communicate and collaborate within the health care system to better facilitate optimal patient outcomes. .</li> <li>3. Value the need for life-long learning related to information technology skills as a professional responsibility within nursing.</li> <li>4. The ability to use technology in a variety of health care environments for documentation of patient care.</li> <li>5. Incorporation of tools in technology to mitigate error and promote a safe care environment.</li> <li>6. Integration of Jean Watson Caritas Processes: #6, #9</li> </ol>	<p>Clinical Evaluations/ Observations Portfolio Submissions Care Plans/Concept Maps Student Learning Activities Post-conference Activities Written research papers</p>
<p><b>4. Global and Cultural Awareness</b></p>	<p><b>A perspective of health that transcends real and perceived geographic and cultural boundaries and considers nursing within the context of local, national, and world-wide communities. This includes the provision of care that is congruent to the client's cultural health beliefs, values, and norms with respect and acceptance of cultural differences and similarities.</b></p>	<ol style="list-style-type: none"> <li>1. Use of organizational and community resources to provide for diverse patient needs</li> <li>2. Recognition of global issues and events that impact personal and local health care.</li> <li>3. Examination of current health and social policy providing for health and wellness of diverse populations</li> <li>4. Provision and facilitation of care using a non-judgmental attitude that respects the values, beliefs, and practices of the patient and significant support person(s).</li> <li>5. Support integration of cultural beliefs, values, and practices into plans for nursing care in order to develop and sustain helping-trusting relationships with patients and significant support person(s).</li> <li>6. Evaluation of the impact of cultural beliefs and practices on patient health and wellness.</li> <li>7. Integration of Jean Watson Caritas Processes #1, 2, 3, 4, 5, 7, 8, 9</li> </ol>	<p>Clinical Evaluations/ Observations Portfolio Submissions Care Plans/Concept Maps Student Learning Activities Post-conference Activities Student Reflections</p>



<p style="text-align: center;"><b>5. Communication</b></p>	<p><b>An interactive process whereby an exchange of information occurs through a variety of modalities with the implicit purpose of meeting patient needs. This interactive process may involve the student, nursing faculty, the nurse, clients, client support persons, and other members of the health care team.</b></p>	<ol style="list-style-type: none"> <li>1. Utilization of therapeutic communication skills when interacting with clients and significant support persons in order to facilitate achievement of positive client outcomes</li> <li>2. The transfer of relevant, accurate, timely, and complete information in a concise and clear manner to appropriate members of the interdisciplinary health care team</li> <li>3. Protection of confidential information</li> <li>4. Establishment of a trusting, nurse-patient relationship that contributes to optimal patient outcomes.</li> <li>5. Utilization and application of informatics to support and communicate patient information.</li> <li>6. Reinforce teaching that includes the transmission of information, evaluation of the response to teaching, and adaptation of teaching based on communicated responses from the patient and support person(s).</li> <li>7. Minimize risks to patients through effective communication practices in the health care setting.</li> <li>8. Integration of Jean Watson Caritas Processes # 2, 4, 5, 7</li> </ol>	<p>Clinical Evaluations/ Observations Portfolio Submissions Care Plans/Concept Maps Student Learning Activities Post-conference Activities Student Reflections</p>
<p style="text-align: center;"><b>6. Teamwork and Collaboration</b></p>	<p>Interacting effectively, co-operatively and with mutual respect with peers, co-workers, patients and support persons, and other members of the interdisciplinary health care team to achieve optimal patient and organizational outcomes and goals.</p>	<ol style="list-style-type: none"> <li>1. Use of interdisciplinary collaboration and coordination of care in order to contribute to the planning, decision-making, and problem-solving for the purpose of achieving optimal patient outcomes.</li> <li>2. Minimization of risk to patients through effective communication and collaboration.</li> <li>3. Understanding of roles and legal scope of practice within the health care environment with respect for attributes and levels of accountability that members bring to a team.</li> <li>4. Solicitation of patient input and advocacy for patient preferences when contributing to planning, implementing, and evaluating care.</li> <li>5. Integration of Jean Watson Caritas Processes #1, #4, #5, #7, #9</li> </ol>	<p>Clinical Evaluations/ Observations Portfolio Submissions Collaborative Student Learning Activities Post-conference Activities Student Reflections Simulation Activities</p>

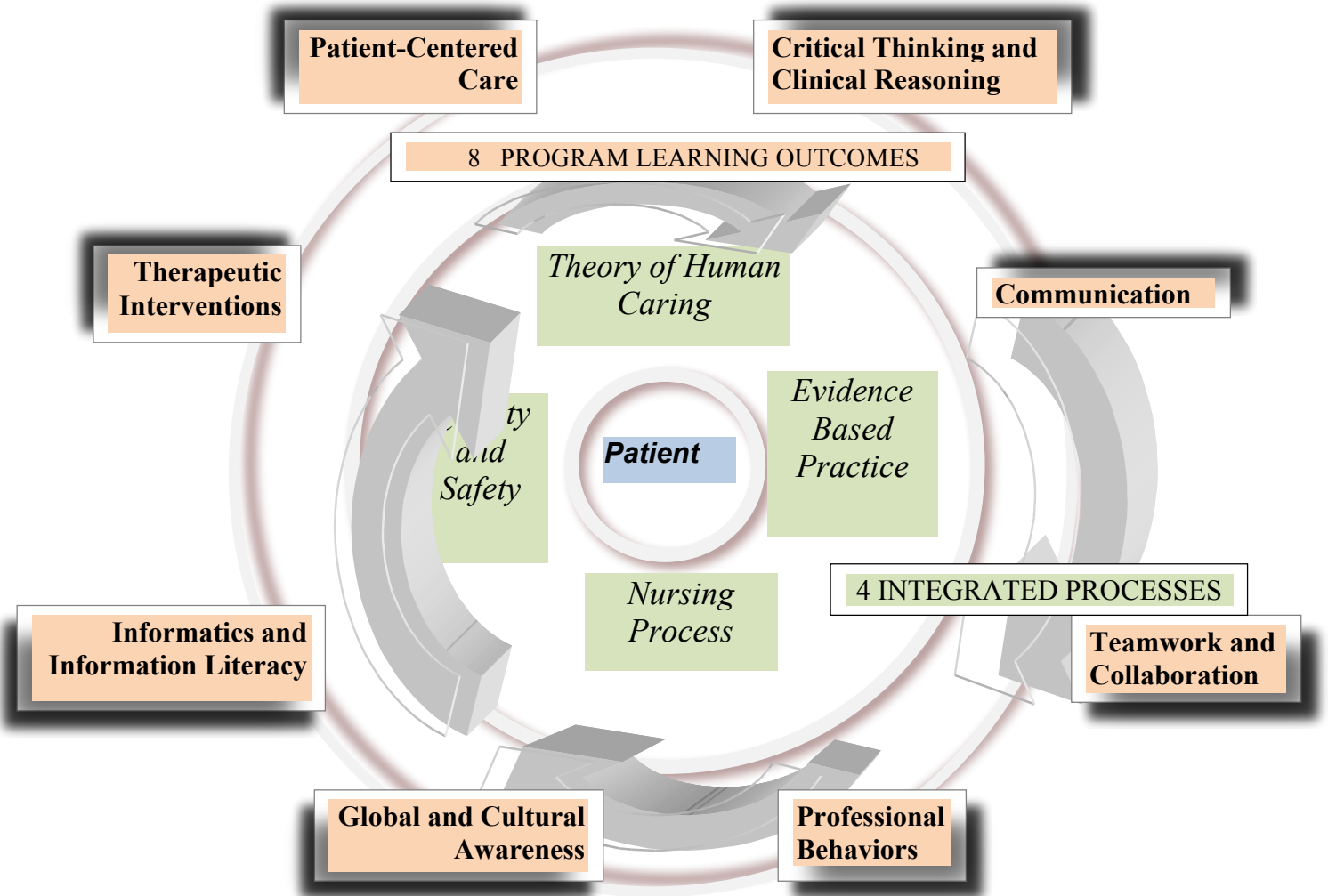
<b>7. Professional Behaviors</b>	<b>The demonstration and exhibition of a professional image of nursing, distinctive of integrity, clinical excellence, and a caring philosophy in the delivery of patient-centered care.</b>	<ol style="list-style-type: none"> <li>1. Compliance with MLPNA standards of nursing practice and Michigan Public Health Code, Public Act 368</li> <li>2. A commitment to ongoing nursing education through lifelong learning and scholarship</li> <li>3. Places patient safety as the cornerstone of nursing practice</li> <li>4. Accepts accountability for patient care within the scope of practice of the practical nurse</li> <li>5. Serves as a professional role model to current and future nurses and the community at large</li> <li>6. Models and safeguards the role of patient advocate</li> <li>7. Adherence to the standards of practice, legal guidelines and ethical values of the nursing profession</li> <li>8. Integration of Jean Watson Caritas Processes #3, #4, #5, #7</li> </ol>	<p>Clinical Evaluations/ Observations Portfolio Submissions Post-conference Activities Student Reflections Simulation Activities</p>
<b>8. Patient Centered Care</b>	<p><b>The delivery of excellence in nursing care to the patient in all health care environments, employing the concepts of customer service, quality improvement, and safety.</b></p> <p><b>“Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, values and needs”. (QSEN 2010)</b></p>	<ol style="list-style-type: none"> <li>1. Complements a customer service philosophy of putting the patient first</li> <li>2. Empowers patients or designee to assume an active role in decision making and plan of care</li> <li>3. Advocates for the prevention of physical and psychological injury and the promotion of patient comfort</li> <li>4. Quality indicators, professional standards, legal scope of practice, and evidenced- based practice guidelines drive nursing care</li> <li>5. Recognition of the individual as a whole in mind-body-spirit and within their individual culture and community</li> <li>6. The achievement of optimal patient outcomes are accomplished within a collaborative framework</li> <li>7. Integration of Jean Watson Caritas Processes #1-10</li> </ol>	<p>Clinical Evaluations/ Observations Portfolio Submissions Care Plans/Concept Maps Post-conference Activities Student Reflections</p>

**Jean Watson Clinical Caritas Processes (Integrated within the program curriculum outcomes)**

1. Embrace altruistic values and Practice loving kindness with self and others.
2. Instill faith and hope and honor others.
3. Be sensitive to self and others by nurturing individual beliefs and practices.
4. Develop helping – trusting- caring relationships.
5. Promote and accept positive and negative feelings as you authentically listen to another’s story.
6. Use creative scientific problem-solving methods for caring decision making.
7. Share teaching and learning that addresses the individual needs and comprehension styles.
8. Create a healing environment for the physical and spiritual self which respects human dignity.
9. Assist with basic physical, emotional, and spiritual human needs.
10. Open to mystery and Allow miracles to enter.

**Caritas Processes refined  
From Inova Health  
Jean Watson 2007**

# BAKER COLLEGE PRACTICAL NURSING PROGRAM PROGRAM OUTCOMES MODEL



## 1. PROGRAM LEARNING OUTCOMES AND INTEGRATED PROCESSE

Baker College  
Practical Nursing Program  
Educational Portfolio

## **Introduction**

An educational portfolio is a structured collection of the student's work that demonstrates personal learning throughout the program of study. The portfolio reflects learning in both general education and nursing courses.

The creation of an educational portfolio involves collecting evidence, organizing the material, taking time for reflection on personal learning and identifying areas of future growth. The portfolio contains evidence that traces the student's development in relation to the academic goals specific to nursing as well as the academic goals of the college. In addition, the portfolio collection provides the opportunity for self-analysis with the identification of learning achievements and areas for future learning.

## **Portfolio Guidelines**

1. Binder and Order
  - a. The portfolio material is to be presented in a format that is attractive, persuasive, and professional.
  - b. A three-ring binder is to be used with the required sections separated by dividers.
  - c. The sequence of sections should be:
    - Title page
    - Table of Contents
    - Portfolio Overview
    - Program Outcomes – consider each outcome with exhibits as a section separated by dividers.
  - d. Title page – center the following on the page and double space between each:
    - Title (Practical Nursing Educational Portfolio)
    - Name of author (Your Name)
    - Baker College of (Campus)
  - e. Table of contents – identify the sections
  - f. Overview
    - The overview essay prepares the reader for what is to follow in the rest of the portfolio. It identifies the program outcomes in the order that they will be addressed and what will be found in each section. It also includes a summary of areas of most significant growth as a result of the learning experience at Baker College, including the contributions of general education and nursing education to the total preparation for a nursing career. The overview will conclude with statements regarding methods for future learning and growth.

g. Program Outcome Sections

- Cover page identifying this new section and outcome
- Exhibit – labeled sequentially and identifying the term it was entered (Example: Exhibit #1 – Winter 2010)
- Explanation page: the purpose of the explanation page is to provide the reader with an explanation of how the exhibit supports the student's degree of development in achieving the outcome.
- The program outcomes and for this program of nursing are:
  - Critical Thinking/Clinical Reasoning
  - Therapeutic Interventions
  - Information Literacy/Informatics
  - Communication
  - Teamwork and Collaboration
  - Cultural and Global Awareness
  - Professional Behaviors
  - Patient Centered
  - Patient Safety (Program Integrated Process)
  - Evidence-based Practice (Program Integrated Process)

h. References – a running reference page of all sources used throughout the portfolio in APA format.

2. Scholarly Pointers

a. Use APA style for the overview. This includes:

- Paragraph format
- Correct spelling, sentence structure and grammar
- Left justification only
- One inch margins
- Font size of 12
- Typefaces such as Times New Roman, Courier, or Arial
- Type that is dark but not bold or shadowed
- Double spacing
- Avoid the use of abbreviations and jargon.

3. Section Development

a. Program Outcomes (one section for each)

- Each outcome will include:
  - A title page
  - A definition page
  - 1-2 exhibits
  - Explanation of each exhibit
- Each outcome section will include a 1-2 page **definition** of that criterion from the student's perspective.
- **1-2 Exhibits** of the students work must be included that represent achievement or application of the program outcome. Some exhibits will be required class work, but many will be selected by the student throughout their course of study.

- Exhibits are selected assignments that illustrate learning related to the program outcome. Students are also expected to identify why each exhibit demonstrates learning in that area. One project could demonstrate more than one outcome. If using one project for more than one outcome, copies need to be placed in each of the relevant portfolio sections with the appropriate defense of the exhibit for that outcome. Throughout the program, you will have numerous papers, projects, and experiences so that duplication in several sections is not necessary and is not encouraged. Every assignment should be looked at as a possible exhibit and analyzed for which outcome it would best represent. Exhibits can include work from general education as well as nursing but each section must have exhibits that demonstrate learning in the nursing program.
  - **Explanation** of each exhibit. Students must discuss how the exhibit supports or displays evidence of learning within the program outcome. Your explanation will tell how you personally have experienced learning related to the outcome.
4. We encourage you to work with other students, faculty, and advisors to develop your portfolio. Seek advice on materials to include and methods for analyzing portfolio items. Be creative and thoughtful. As appropriate, your portfolio will be shared throughout the program.
5. Process
- a. For each program outcome, students will begin the development of the portfolio by:
    - Writing definitions of the outcome as class assignments
    - Submitting assigned portfolio exhibit
    - Defending the exhibit with an explanation as to why that particular work pertains to the outcome
  - b. In submitting a second exhibit of each outcome, students will:
    - Select additional exhibits related to a particular goal as more work becomes available.
    - Defend each exhibit as above with an accompanying explanation page.
  - c. Students will submit the completed portfolio for evaluation in Nursing Seminar during their final quarter. The final portfolio will be a component of the student's grade in PN 171A, and must also be completed to meet the objectives of the program.
    - During this quarter, the overview of the portfolio must be completed and included in the portfolio.
    - *Evidence of 6 hours of Service Learning must be included as a final section of the portfolio to meet the objectives of the program.*

## PROGRAM PORTFOLIO RUBRIC

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Organization &amp; Mechanics</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Attractive, Professional					
Title Page, Table of Contents, Typed Labeled Dividers					
Paragraph Format, One Inch Margins, Double-spacing, Proper Font Size and Type Face					
Spelling, Grammar, Sentence Structure					
Cited Material/APA Format					
Turned in on time					

TOTAL POINTS = \_\_\_\_\_/30 possible points = \_\_\_\_\_%

<b>CONTENT:</b>  <b>Program Learning Outcomes:</b> Definition, Exhibit and Explanation for first submission, Exhibit and Explanation only for second submission	<b>Score (1-5) See pg. 2 for criteria</b>		
	<b>1<sup>st</sup> submission: Definition, exhibit, explanation</b>	<b>If required, 2<sup>nd</sup> submission: Exhibit and explanation</b>	<b>Average of 1<sup>st</sup> &amp; 2<sup>nd</sup></b>
Critical Thinking/Clinical Reasoning			
Therapeutic Interventions			
Informatics/Information Literacy			
Global and Cultural Awareness			
Communication			
Teamwork/Collaboration			
Professional Behavior			
Patient-Centered Care			
*Evidence-Based Practice			
*Patient Safety			
<b>Service Learning:</b> 6 hours completed with documentation = 5 points Less than 6 hours completed = 0 points			
<b>*Additional Required Exhibits</b>	<b>Total</b>		

TOTAL POINTS \_\_\_\_\_/55 possible points = \_\_\_\_\_

## FINAL GRADE CALCULATION

 **Organization & Mechanics Total%:** \_\_\_\_\_ % X 0.25 =

\_\_\_\_\_

 **Content Total%:** \_\_\_\_\_ % X 0.75 =

\_\_\_\_\_

 **Final Grade: Total Student Received (A + B):** \_\_\_\_\_

Grading Scale for Academic Goals: (Note: Scores in between may be assigned, i.e. 4.5)

- (5) = Definition: Demonstrates a comprehensive understanding of the academic goal; relates to the nursing profession; minimum of one typed page  
Exhibit: Relates to a personal first-hand nursing experience; clearly represented and complete; exceptional example of clinical or course work that relates to the academic goal  
Explanation: Clearly identifies application and analysis of the exhibit as it relates to the specific academic goal (not just a description of the exhibit)
- (4) = Definition: Demonstrates understanding of the academic goal as it relates to the nursing profession minimum of one typed page  
Exhibit: Brief written description of a personal nursing event related to the academic goal; good quality example of clinical or course work that relates to the academic goal; neatly presented.  
Explanation: Identifies key elements of the academic goal related to the exhibit; demonstrates application of goal concepts to the encounter/assignment.
- (3) = Definition: Includes partial understanding of the academic goal as it relates to nursing; some key Elements not thoroughly identified; less than one page  
Exhibit: Addresses the academic goal but not directly related to a personal nursing experience; periodical article from a professional source related to the academic goal; presentation of exhibit has errors with overall presentation/appearance  
Explanation: Generally addresses the academic goal in relationship to the exhibit; demonstrates Identification of relationship between academic goal and the exhibit.
- (2) = Definition: Marginal definition with missing elements; does not address the academic goal as it relates to the nursing profession; less than one page  
Exhibit: Unclear application of the exhibit to the academic goal; lacks personal experience with the goal; presentation of the exhibit is unorganized; contains multiple errors.  
Explanation: Merely describes the exhibit without tying it to the academic goal; lacks application or relevance to the academic goal; does not demonstrate understanding of the academic goal
- (1) = Definition: Inadequate; ½ page or less; lacks relevance to the nursing profession; missing key components  
Exhibit: Difficult to determine relevance to the academic goal; poor quality work  
Explanation: Does not describe how the exhibit depicts achievement of the academic goal; little effort demonstrated



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: NUR \_\_\_\_\_

Program Learning Outcome: \_\_\_\_\_

**Rubric for 1<sup>st</sup> Portfolio Assignments**

<b>Definition</b>	<b>Possible Points</b>	<b>Points Earned</b>	<b>Comments</b>
Demonstrates a comprehensive understanding of the learning outcome; relates to the nursing profession; minimum of one typed page	5		
Demonstrates understanding of the learning outcome as it relates to the nursing profession; minimum of one typed page	4		
Includes partial understanding of the learning outcome as it relates to the nursing profession; minimum of one typed page	3		
Marginal definition with missing elements; does not address the learning outcome as it relates to the nursing profession; less than one page	2		
Inadequate; ½ page or less; lacks relevance to the nursing profession; missing key components	1		
Total			

<b>Exhibit</b>	<b>Possible Points</b>	<b>Points Earned</b>	<b>Comments</b>
Relates to a personal first-hand nursing experience; clearly represented and complete; exceptional example of clinical or course work that relates to the learning outcome.	5		
Brief written description of a personal nursing event related to the learning outcome; good quality example of clinical or course work that relates to the learning outcome; neatly presented	4		
Addresses the learning outcome but not directly related to a personal nursing experience; periodical article from a professional source related to the learning outcome; presentation of exhibit has errors with overall presentation/ appearance	3		
Unclear application of the exhibit to the learning outcome; lacks personal experience with the outcome; presentation of the exhibit is unorganized; contains multiple errors	2		
Difficult to determine relevance to the learning outcome; poor quality of work	1		
Total			

<b>Explanation Page</b>	<b>Possible Points</b>	<b>Points Earned</b>	<b>Comments</b>
Clearly identifies application and analysis of the exhibit as it relates to the specific learning outcome (not just a description of the exhibit)	5		
Identifies key elements of the learning outcome related to the exhibit; demonstrates application of goal concepts to the encounter/assignment	4		
Generally addresses the learning outcome in relationship to the exhibit; demonstrates identification of relationship between learning outcome and the exhibit	3		
Merely describes the exhibit without tying it to the learning outcome; lacks application or relevance to the learning outcome; does not demonstrate understanding of the learning outcome	2		
Does not describe how the exhibit depicts achievement of the learning outcome; little effort demonstrated	1		
Total	5		

**Average of above grades = final grade: \_\_\_\_\_**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course: NUR \_\_\_\_\_ Program Learning Outcome \_\_\_\_\_

**Rubric for 2nd Portfolio Assignments, *if required***

<b>Exhibit</b>	<b>Possible Points</b>	<b>Points Earned</b>	<b>Comments</b>
Relates to a personal first-hand nursing experience; clearly represented and complete; exceptional example of clinical or course work that relates to the academic goal	5		
Brief written description of a personal nursing event related to the academic goal; good quality example of clinical or course work that relates to the academic goal; neatly presented	4		
Addresses the academic goal but not directly related to a personal nursing experience; periodical article from a professional source related to the academic goal; presentation of exhibit has errors with overall presentation/appearance	3		
Unclear application of the exhibit to the academic goal; lacks personal experience with the goal; presentation of the exhibit is unorganized; contains multiple errors	2		
Difficult to determine relevance to the academic goal; poor quality of work	1		
Total	5		

<b>Explanation Page</b>	<b>Possible Points</b>	<b>Points Earned</b>	<b>Comments</b>
Clearly identifies application and analysis of the exhibit as it relates to the specific academic goals (not just a description of the exhibit)	5		
Identifies key elements of the academic goal related to the exhibit; demonstrates application of goal concepts to the encounter/assignment	4		
Generally addresses the academic goal in relationship to the exhibit; demonstrates identification of relationship between academic goal and the exhibit	3		
Merely describes the exhibit without tying it to the academic goal; lacks application or relevance to the academic goal; does not demonstrate understanding of the academic goal	2		
Does not describe how the exhibit depicts achievement of the academic goal; little effort demonstrated	1		
Total	5		

**Average of above grades = final grade:** \_\_\_\_\_

## Program Outcome Progression

The course sequence progresses from basic knowledge and skills, wellness care, and less complicated care situations to care of patients with special needs and complex health situations.

The learning of students in this program will progress:

- From uncomplicated care situations to complex and multi-system care scenarios
- From basic skills to complex technical skills.
- From application of basic assessment of the adult patient to assessment of patients in a wide range of specialty environments and complex acute and chronic medical-surgical conditions.
- From health promotion through the lifespan to health care that promotes an optimal state of wellness
- From needing assistance with problem-solving and clinical reasoning skills to an independent ability to solve patient care health situations within the interdisciplinary healthcare system within the interdisciplinary healthcare system.
- From instructor-directed learning to collaborative student self-directed learning.

**Following is a brief description of the progression of nursing course work across levels and across the 3 quarters of the nursing program.**

**Pages 19-20 contain a table of program/educational outcomes demonstrating student progression through the nursing program.**

**Level 1 – 1st Quarter:** The first quarter presents fundamental concepts and skills for nursing practice and formation of health assessment skills and techniques. The student at this level is introduced to the nursing process and there is a focus on guiding the student into the professional nursing role. Clinical experiences may be provided in a variety of settings including long term care and/or acute care settings. Patient safety and infection control measures are emphasized along with the concept of evidence-based practice and methods to promote information literacy. The student is introduced to the eight curricular threads and integrated processes as they relate to caring for the adult patient. Jean Watson's theory of Human Caring is introduced and students begin to integrate this theory into patient care situations.

**Level 2 – 2nd Quarter:** In the second quarter, students continue to develop critical thinking and clinical reasoning skills in an acute care medical-surgical environment with emphasis on the aging patient. Students are also introduced to health promotion concepts and developmental stages across the lifespan. Medication administration and more complex nursing skills are introduced. The eight program threads and integrated processes are further explored and integrated with expectations for application and movement toward competency. Demonstration of professional behavior and further socialization into the nursing role is emphasized and expected. Growth in the areas of communication and collaboration with other health care disciplines is also evaluated.

**Level 3 – 3rd Quarter:** In the third quarter, students further develop their nursing knowledge and skills by learning to correlate key concepts and curricular threads to specialty populations including obstetrical and pediatric patients in a variety of health care settings. Students are expected to more consistently demonstrate understanding and competency in all areas of the curricular threads and integrated processes. Caring principles, evidence-based care, quality and safety and the application of the nursing process are further integrated to provide patients with comprehensive, holistic, and patient-centered care. Consistent demonstration of professional behavior is expected. Concepts of legal and ethical principles are more thoroughly explored at this level. Preparation for entry into practice as a Practical Nurse is emphasized.

### **Terminal Program Outcomes for the Practical Nurse Graduate**

Upon successful completion of the Baker College Practical Nursing Program:

- 1. Practical Certificate Nurse:** The graduate will *exhibit critical thinking and clinical reasoning* behavior through formulation, provision, and prioritization of patient-centered care in promoting optimal patient outcomes across the continuum of care within the scope of practice of the Practical Nurse.
- 2. Practical Certificate Nurse:** The graduate will initiate and prioritize basic *therapeutic interventions* within the scope of practice of a Practical Nurse that are safe, evidence-based, holistic, and that are reflective of a transpersonal caring philosophy.
- 3. Practical Certificate Nurse:** The graduate will consistently access and evaluate *information* and utilize this information to communicate and deliver safe, effective, and collaborative patient care.
- 4. Practical Certificate Nurse:** The graduate will compare and contrast the needs of various *cultural* groups with an *awareness* of and respect for the values and beliefs of patients and their families; and will recognize *global* issues and events that impact personal and local health care.
- 5. Practical Certificate Nurse:** The graduate will model effective interpersonal, written, and therapeutic *communication* principles in patient and interdisciplinary collaborative interactions.
- 6. Practical Certificate Nurse:** The graduate will *collaborate* and communicate as a member of an interdisciplinary health care team to provide patient-centered care in promoting optimal patient outcomes.
- 7. Practical Certificate Nurse:** The graduate will emulate and model *professional nursing behaviors* and consistently provide safe and effective patient care based upon standards of practice established by Michigan Licensed Practical Nurses Association for the Practical Nurse.
- 8. Practical Certificate Nurse:** The graduate will integrate the principles *of patient-centered care* that include customer service, quality and safety, collaboration, and holistic principles.

**BAKER COLLEGE – PRACTICAL NURSING PROGRAM  
PROGRAM LEARNING OUTCOMES (Leveled)**

	<b><u>LEVEL I – Term 1</u></b>	<b><u>LEVEL II – Term 2</u></b>	<b><u>LEVEL III – Term 3</u></b>
<b>CRITICAL THINKING/CLINICAL REASONING</b>	<i>The student will examine and begin to apply the nursing process as a systematic method for critical thinking and clinical reasoning while providing safe and effective care to adult patients within the scope of the practical nurse.</i>	<i>The student will demonstrate and apply the nursing process with increasing competence, as a systematic method for critical thinking, clinical reasoning and problem-solving, while providing safe and effective individualized care for adult patients within the scope of the practical nurse.</i>	<i>The student will consistently apply and utilize the nursing process as a systematic method for critical thinking, clinical reasoning, and problem-solving and correlate this process to a variety of health care patients, including obstetrical, pediatric, and geriatric patient populations within the scope of the practical nurse</i>
<b>THERAPEUTIC INTERVENTIONS</b>	The student will begin to identify and safely implement basic therapeutic interventions that are evidence-based, that consider the holistic needs of adult patients, and that reflects a caring philosophy within the scope of the practical nurse.	The student will safely implement more complex therapeutic interventions that are individualized, evidence-based, holistic, and that reflect a caring philosophy within the scope of the practical nurse .	The student will analyze patient data to determine care strategies that are safe, evidence-based, and meet the holistic needs of a variety of specialty patient populations (including obstetrical, pediatric, and geriatric) and that reflects a caring philosophy within the scope of the practical nurse.
<b>INFORMATION LITERACY/INFORMATICS</b>	The student will define information literacy and identify information that is current, professional, and evidence-based	The student will employ information seeking techniques and communication methods that will provide reliable information needed to provide safe, effective, and collaborative patient care.	The student will investigate a variety of information sources and will utilize appropriate technology with increasing proficiency to support safe, effective, and collaborative patient care for a variety of specialty patient population (including obstetrical, pediatric, and geriatric)
<b>Global and Cultural Awareness</b>	The student will define cultural diversity and begin to recognize the importance of cultural considerations in planning care for the individual patient.	The student will assess and incorporate patient preferences and cultural considerations in the planning and provision of individualized care. The student will discuss the concept of global awareness as it relates to health care.	The student will actively participate in collaboration with interdisciplinary health care team members to meet patient and educational needs with specific patient care populations (maternal/child, pediatric, geriatric)

	<b>LEVEL I – Term 1</b>	<b>LEVEL II – Term 2</b>	<b>LEVEL III – Term 3 &amp; 4</b>
<b>COMMUNICATION</b>	<i>The student will identify and begin to demonstrate effective interpersonal, written, and therapeutic communication principles necessary in patient and interdisciplinary interactions.</i>	<i>The student will employ effective therapeutic communication principles with increasing proficiency necessary to promote desired patient outcomes, and will demonstrate effective interdisciplinary interactions.</i>	<i>The student will practice effective therapeutic communication strategies with specific patient care populations (maternal/child, pediatric, and geriatric) and will initiate effective interdisciplinary communication principles with increasing proficiency.</i>
<b>TEAMWORK AND COLLABORATION</b>	<i>The student will describe and examine the role of the nurse as a member of an interdisciplinary team, working with others in a health care environment to meet the needs of individual patients.</i>	<i>The student will observe and interact with faculty, peers, and members of the interdisciplinary health care team and demonstrate effective communication while providing safe and effective care to medical-surgical patients.</i>	<i>The student will actively participate in collaboration with interdisciplinary health care team members to meet patient and educational needs with specific patient care populations (maternal/child, pediatric, geriatric)</i>
<b>PROFESSIONAL BEHAVIORS</b>	<i>The student will examine and begin to exhibit characteristics of professional behavior and identify standards of professional nursing practice.</i>	<i>The student will apply nursing standards of practice (MLPNA) to the nursing process and will continue to develop characteristics of the professional nurse.</i>	<i>The student will correlate standards of nursing practice to a variety of patient care population (maternal/child, pediatric, mental health, geriatric) through the implementation of the nursing process and will further develop characteristics of a professional nurse in the healthcare environment.</i>
<b>PATIENT-CENTERED CARE</b>	<i>The student will begin to identify the need for creating an environment of customer service, quality and safety, and collaboration in providing patients with holistic and patient-centered care</i>	<i>The student will demonstrate and provide patient-centered care reflective of customer service, quality and safety, collaboration, and holistic principles.</i>	<i>The student will correlate principles of patient-centered care to a variety of specialty patient populations (maternal/child, pediatric, mental health, geriatric) and demonstrate behaviors that reflect customer service, quality and safety, collaboration, and holistic principles within these specialty environments.</i>

## **Program Details/ Recommendations**

**The professional portion of the PN nursing program at Baker College is demanding and requires the student to be focused and committed. It is essential for students in the program to be in class up to 5 days a week. Students are expected to attend all theory, lab, and clinical courses and will need to spend many hours in self-directed study and preparation each week.**

### **Student Rights and Responsibilities**

The nursing program has additional requirements that involve increased costs for students. The tuition rate for nursing classes will be higher than for regular Baker College classes due to the need for smaller class sizes, increased contact hours and more faculty hours. The actual per credit tuition rate will be published in advance of the start of nursing courses. Students may need to purchase equipment and uniforms that will be used throughout the nursing program. Additionally, students will be required to purchase course support testing programs that are utilized throughout the nursing program. (Testing programs will vary from campus to campus). Some of these items may be sold through the Baker College bookstore and financial aid funds may be available to assist with payment.

For other student rights and responsibilities, please refer to the Baker College Student Handbook.

### **Health Requirements**

Prior to beginning the nursing practicum courses the following information must be submitted:

Baker College Health Information Form which includes emergency contact information and affirmation that the student's immunizations are complete.

Tuberculosis Testing: T.B. skin test or chest x-ray. Results must be submitted on an annual basis. Students must not have active or communicable tuberculosis.

#### **Varicella-Zoster Testing**

Provide documentation to verify immune status via serologic testing or verification of history of disease (follow requirement of individual nursing campus).



## Measles, Mumps and Rubella Immunizations

Students born after December 3, 1956 must submit a valid immunization record documenting administration of this required immunization (MMR) and/or verification of immune status for measles and rubella via serologic testing.

## Tetanus and Diphtheria Immunizations

Student must submit a valid immunization record documenting a primary series and booster dose within the previous ten (10) years.

## Hepatitis B Immunization.

Student must submit documentation of having received or in the process of receiving the Hepatitis B vaccine. Although this is an optional immunization, Baker College feels strongly that all students should be protected prior to clinical exposure. If student chooses not to receive Hepatitis B immunizations, a waiver form must be signed by student.

**\*Students will receive information on their specific campus requirements for immunization documentation that may vary from above in the campus specific section at the end of this document.**

## Influenza Vaccine

Many hospitals now require nursing students and staff to obtain an annual flu vaccine. This requirement will be enforced to enable nursing students at Baker College to be placed for clinical rotations. Failure to meet this requirement may result in loss of clinical placement and failure to meet course objectives.

**Students are encouraged to notify the Director of Nursing of any medical or health condition that may compromise their ability to safely provide patient care. This may include, but is not limited to: seizures, diabetes, communicable disease, and immune-compromised syndromes.**

## **Immunization Exemption**

If certain immunizations conflict with the student's religious beliefs or are medically contraindicated, the student should submit a statement of the same to the director of the nursing program and Dean of Health Sciences. The student should also submit a valid immunization record of other administered immunizations. Clinical agencies may refuse students who do not have all current immunizations.

Some clinical agencies may have additional health requirements for students other than those listed in this handbook. Students will be notified of those facilities requiring additional immunization/vaccines prior to the practicum start date.

### **Health Insurance**

It may be required that nursing students have health insurance coverage during the time in which they are in any clinical experiences. Students will be in clinical sites each quarter during the professional track and it is possible that the sites may not allow students in their facility that does not have health insurance. This may affect clinical assignments and could result in inability to complete the program. If necessary, verification of health insurance coverage will be required each quarter prior to clinical.

### **Professional Liability**

Nursing students are held to the same legal standards as Licensed Practical Nurses. Professional liability insurance that covers students and faculty during the Baker College academic -related clinical experiences will be provided by the college. This does not prevent students from obtaining their own professional liability insurance if they choose to do so.

### **Blood Borne Pathogens (BBP)**

BBP Training will be given to each student prior to clinical assignments. Reinforcement of the BBP training will be incorporated into lab and other selected courses. (See campus specific information for procedure for completing this requirement).

### **Purposes**

- To provide expert and safe patient care
- To protect the personal rights of HIV-infected and HBV-infected nursing program patients, students, faculty and staff, including confidentiality and freedom from discrimination
- To promote the personal and professional well-being of nursing program patients, students, faculty and staff
- To provide a safe work and learning environment for all nursing students, faculty, and staff
- To provide for the implementation of laws and regulations pertaining to public health and health care services.

As a protection against HIV/HBV infection and transmission, nursing students, faculty, and staff practice standard precautions, which are regularly up-dated and revised by the Center

for Disease Control (CDC). All nursing students, faculty and staff have the responsibility to maintain and share a current knowledge base regarding these guidelines.

### **Latex Allergies**

The goal of Baker College is to provide a latex safe environment for workers and students. However, because latex can be found in a variety of products (erasers, wallpaper, paint, computer terminals, etc.), it is almost impossible to ensure a latex free environment. Therefore, the following information is being presented to inform students of the potential risks associated with exposure to latex.

You have a higher risk of developing latex allergies if:

- You have a history of allergies of any kind.
- You have had numerous exposures to latex containing products.

Methods of exposure:

- Physical contact with latex.
- Exposure of mucous membranes (respiratory, eyes) to air-borne latex.

Symptoms:

- Symptoms can be local (affecting only the exposed tissues) or systemic (affecting the body in general).
  - ❑ Local symptoms include sneezing, coughing, itching, asthma, rash, and shortness of breath.
  - ❑ Systemic reactions include hives, swelling, edema, coughing, asthma, shock, laryngeal edema, cardiovascular changes, and gastrointestinal changes.
- Individuals who have mild reactions may, upon future exposure, develop more serious reactions.

Please note that the symptoms described above can be caused by many conditions other than latex allergies. The only way to be certain that a latex allergy exists is to be tested. If you think you may have latex allergy, Baker College recommends that you contact your physician.

**Because latex exposure may be unavoidable in certain occupations, students developing serious reactions to latex may not be able to complete their chosen program at Baker College. Baker College will make all reasonable accommodations to provide latex free products for students who request them.**

Students with a history of latex allergies or students with a history of allergic reactions should notify their instructors in laboratory courses where latex exposure may occur. If a student suspects that they are experiencing a latex allergy while attending Baker College, they should notify the class instructor as well as their program director.

Students with latex allergies should consult with their personal health care provider regarding the impact of this allergy on health careers and treatment options.

### **Non-discrimination Against HIV-infected Individuals Policy**

No nursing student, faculty or staff member shall be discriminated against solely on the basis of HIV infection with regard to admission, hiring, conditions of employment, education or use of college facilities. Individuals with HIV/AIDS who are otherwise qualified are considered “disabled” under federal and state law and shall be assured all benefits under Equal Employment and Educational Opportunities and the provision of any and all public services administered in compliance with the law. As long as an individual who is HIV-infected is able to perform his/her job or educational activities without posing a risk to others, s/he shall be afforded the same treatment and privileges as all other college students, faculty and staff. Every reasonable effort shall be made to assist HIV-infected individuals who wish to continue their current educational or career objectives.

Reasonable accommodation for HIV-infected students shall be provided except where such accommodations impose undue hardship on the conduct of business, taking into consideration both business necessity and financial cost and expenses and/or except where such accommodations are a threat to the health and safety of others.

### **Basic Life Support (BLS) Certification Requirements**

Nursing students are required to obtain and maintain Basic Life Support (BLS) for Healthcare Providers certification from the American Heart Association.

Nursing students are responsible for submitting written documentation of current Healthcare Provider BLS certification to be maintained in their academic file. Nursing students may be required to provide their clinical facility with a current BLS certificate when requested. Nursing students will not be allowed to attend their clinical practicum courses without current BLS certification.

### **HIPAA: (Health Insurance Portability and Accountability Act)**

HIPAA training will be provided to all students. Individual clinical agencies may also require students to participate and complete HIPAA training as it relates to that facility. Violation of HIPAA policies may result in dismissal from the program and/or civil or legal actions against the student. ***Nursing students must adhere to the Baker College social networking policy as stated in the Baker College student handbook.***

## **Ethical Care Responsibilities**

Nursing students and faculty are expected to provide quality and dignified health care to every patient regardless of his or her social status, race, ethnic background, or diagnosis. Students and faculty are expected to apply legal and ethical principles to the caring practice of nursing in a culturally diverse society. Client confidentiality is an essential element of ethical care.

## **Confidentiality**

The principle of confidentiality is one of the central, ethical responsibilities of all health professionals and will apply in all circumstances. Confidentiality regarding HIV/HBV status of nursing students, faculty and staff shall be strictly maintained pursuant to federal and state laws. Confidentiality regarding patient care and information must be strictly upheld. Individual clinical sites may require students and faculty to sign confidentiality statements. Breach of confidentiality policies may result in student dismissal and failure of the clinical course. Additional breaches may result in dismissal from the nursing program.

## **Professional Conduct**

A code of professional conduct is a statement about a group's expectations; a standard of behavior that reflects a profession's acceptance of the responsibility and trust which has been invested in it by society. Baker College nursing students will conduct themselves in a professional manner while they are in the classroom, clinical or community settings. Professional conduct standards are outlined in the Baker College Student Handbook and include, but are not limited to:

- Mission of the college
- Cultural diversity
- Respecting the rights and property of others
- Promoting a positive learning environment
- Possession, sale or use of illegal substances such as alcohol, drugs or chemicals which alter mood or behavior
- Student activities which may inflict endangerment or harm to others
- Use of offensive language or body gestures
- Appropriate dress and personal cleanliness
- Misuse of college or clinical owned equipment
- Misuse of social networking policy
- Adherence to specific facility policies and procedures
- Insubordinate, inappropriate or offensive comments made toward a faculty or staff member of the college and/or clinical or community facility

Baker College nursing students are also held accountable to a code of professional behavior consistent with the following prescribed by the *National Student Nurses' Association's Code of Ethics: Part I Code of Professional Conduct and Part II Code of Academic and Clinical Conduct*. Key components of these standards and behavior will be presented and discussed in Nursing Fundamentals and throughout the nursing program. In addition, the nursing profession adheres to **the Michigan Licensed Practical Nurses Association Code of Ethics** as follows:

The Licensed Practical/Vocational Nurse shall:

1. *Consider as a basic obligation the conservation of life and the prevention of disease.*
2. *Promote and protect the physical, mental, emotional, and spiritual health of the patient and his family.*
3. *Fulfill all duties faithfully and efficiently.*
4. *Function within established legal guidelines.*
5. *Accept personal responsibility (for his acts) and seek to merit the respect and confidence of all members of the health team.*
6. *Hold in confidence all matters coming to his knowledge in the practice of his profession and in no way and at no time violate this confidence.*
7. *Give conscientious service and charge just remuneration.*
8. *Learn and respect the religious and cultural beliefs of his patient and of all people.*
9. *Meet his obligation to the patient by keeping .abreast of current trends in health care through reading and continuing education.*
10. *As a citizen of the United States of America, uphold the laws of the land and seek to promote legislation which shall meet the health needs of its people.*

### **Outside Employment**

***Nursing courses are very demanding of students' time and energy. It is recommended that Baker College nursing students limit outside employment while enrolled in nursing courses.***

Conflicts with outside employment work schedules *are not* considered sufficient reason for changes in nursing course schedules, academic or clinical assignments. Outside employment commitments *do not* excuse nursing students' failure to:

- attend nursing courses (academic, laboratory, or clinical)
- submit academic assignments in a timely manner
- meet program and student learning outcomes

### **Academic Advisement**

Nursing faculty advise and assist students in most academic matters. Nursing students receive proper guidance in fulfilling the Baker College Nursing Program requirements, formulating professional career objectives and coping with the usual challenges encountered in the academic environment.

In non-academic matters, faculty may refer students to other sources of information and/or assistance. Academic advisement related to a specific Baker College nursing course rests with the individual course faculty and students should contact that instructor for guidance related to specific course issues and/or concerns.

### **Advisement Procedure**

1. Faculty advisors provide developmental advisement in program planning, course selection, nursing policy interpretation, and assistance with any difficulty in academic progression.
2. Student advising will be done by appointment.
3. Students are permitted to register for nursing courses only after formal application and acceptance into the professional track. Once enrolled into the nursing program registration will be done by the nursing director and/or nursing faculty or advisor.

### **Class Schedules**

Baker College, the Dean of the School of Nursing, the Dean of Health Sciences, along with the Director of Nursing reserve the right to change nursing course schedules and/or cancel nursing courses at any time. Should it be necessary to change schedules, students will be notified via Baker preferred e-mail, mail or telephone. **Students are expected to check their Baker preferred e-mail on a daily basis for important communications, updates, and course changes.** Students should check the Baker College student handbook on policies about inclement weather. Additionally, students should check with their Program Director regarding their campus policy regarding clinical courses during inclement weather. Class, clinical, and lab schedules will be available as soon as possible.

## **Attendance**

Students are expected to attend all regularly scheduled nursing classes, laboratory, clinical practicum experiences, and examinations. Students are completely responsible for all content presented in nursing classes, laboratory and clinical practicum experiences regardless of their attendance.

Students are to directly inform faculty *in advance*, whenever possible, of their absence in nursing classes, laboratory, clinical practicum experiences, and examinations resulting from illness, or other special circumstances. At least one hour notice should be provided. This is especially important for clinical courses so that patient assignments can be adjusted. Students may be asked to provide course faculty with reasonable documentation of reasons for their absences (i.e., physician's note, obituary notice, etc.). Students who are absent from regularly scheduled Baker College nursing classes, learning laboratory and clinical practicum experiences or examinations may be permitted/required to make up such absences with the approval of the course faculty and Director of Nursing.

*Students who are absent from one (1) or more regularly scheduled classes, clinical practicum experiences, and/or learning laboratory experiences in a single nursing course may receive a course grade of "W" (Withdrawal) or "F" (Failure) if no arrangement has been made with faculty.*

Students are expected to be on time for all nursing classes, lab, and clinical experiences. Tardiness demonstrates a lack of professional conduct and *may result in a failure* for the assigned class, lab or clinical experience.

## **Clinical Practicum Experiences**

Clinical practicum experiences may occur on day shift, afternoon shift and/or weekends. Reliable transportation is absolutely essential and it is a necessity to assure prompt arrival at all clinical assignments.

Students are expected to be at all clinical experiences except for *extreme emergency* situations. In case of an emergency absence, the clinical instructor must be notified of the absence in a timely manner. The missed clinical time will be made-up. This is accomplished with the approval of the course faculty and Director of Nursing for make-up requirements, and includes assigned experiences (clinical or other) that enable students to gain insight, knowledge and/or psychomotor skills for which the original clinical practicum experience was designed.

Because of limited clinical practicum time, attendance is expected. Students who are absent from regularly scheduled clinical practicum experiences in a single nursing course may not be able to complete the course outcomes and will receive "F" (Failure) if they did not meet the course outcomes. Clinical hours are regulated by the Michigan Board of nursing and must be met.



## **Nursing Faculty Absence**

Students are required to wait at least thirty (30) minutes for course faculty who are late or absent from regularly scheduled nursing classes, learning laboratory, clinical practicum experiences, or examinations. Students should contact the Program Director or Academic office if an instructor does not show up for an on campus class or off campus clinical course.

## **Audio/Video Recording and/or Photographic or Electronic Devices**

In keeping with the Baker College social networking policy, nursing students must obtain permission from individual faculty for the use of audio/video recording and/or photographic devices in the classroom and/or learning laboratory settings. Such devices must not disrupt classroom lectures/discussion or interfere in any way with others' learning opportunities. Students are required to turn off and put away these devices if requested to do so by the faculty. Students with identified learning needs and letters of accommodation to utilize recording devices in the classroom must present these letters to each course faculty on a quarterly basis. ***The use of such devices is prohibited in the clinical setting.***

## **Letters of Recommendation**

Nursing students who are in need of letters of recommendation for job opportunities, scholarships and awards must make their request to a faculty member with specific instructions in writing regarding the focus and timelines for the recommendation. Faculty members, advisors and the director of the program have the right to accept or decline this request. In addition, faculty and staff must abide by the Baker College's policy regarding letters of recommendation which limits the amount and type of information that can be released regarding the student and their academic history. Students should allow a minimum of one week for preparation and processing of these recommendations.

## **Evaluation and Examinations**

Evaluation and examinations are inherent in the teaching-learning process. Nursing students are tested and otherwise evaluated in a variety of settings including the classroom, learning laboratory and during clinical practicum experiences. The College nursing course syllabi clearly indicate:

- The number and types of examination
- Any other evaluation methods
- Specific grading criteria used in each course.

A variety of national nursing achievement examinations are administered in certain nursing courses. Additionally, upon completion of the Baker College Nursing Program, students will be required to take a comprehensive national nursing assessment examination and online specialty examinations. The inclusion of these examinations is intended to:

- Give additional feedback to students regarding specific essential nursing content
- Be used as diagnostic tools to assist students in preparing for national licensure/certification examination
- Serve as evaluation tools for the nursing program.

Baker College nursing students will be clearly informed as to when national achievement examinations are included as course requirements. These examinations may be included as a part of the grade within a given course. Baker College nursing students may be responsible for the cost of these examinations when required and are given specific price and registration information at the time of scheduling. Preparation for the NCLEX-PN certification examination will be included throughout the program. Specific reviews for this examination will be included within the curriculum offered in the last term of the program. An additional NCLEX-PN review seminar may be offered to students at the completion of their program to assist with final preparation for this statewide licensing examination.

During the final term of the program, students will be required to pass an exit examination as a course requirement of PN171, based on designated scoring criteria.

### **Scholastic Standing**

Students applying to or enrolled in the nursing program should refer to the Baker College catalog and/or student handbook for those policies applicable to general education courses. The scholastic standing policy described herein applies only to nursing courses, applicable to all nursing students.

Baker College Nursing Students. Baker College Nursing Students. A Baker College nursing student is defined as any individual currently enrolled in any NUR or PN course (except NUR105) of the Baker College Nursing Program. Individuals who have officially or unofficially withdrawn or have graduated or have been dismissed from the nursing program are not considered nursing students.

Full-time Student Status. Full-time status of nursing students is determined by enrollment for twelve (12) or more undergraduate credits in any regular 10-week quarter, or enrollment for six (6) or more credits in any summer session.

Nursing Program Academic Standing. Good academic standing is based upon academic and clinical performance and progress. Students are notified by the Director of Nursing or advisor if they are no longer in good academic standing.

Students performing below satisfactory levels of proficiency as outlined by the program will receive a written warning notice (Notice of Concern). This notice of academic warning will be given to the student at mid-term/midpoint of the course offering or otherwise as designated in the course syllabus. The written warning notice states the problem(s), outlines measures needed for improvement and sets a deadline for compliance as well as encouragement for the student to seek academic counseling or other assistance.

### **Grading System**

Nursing students must demonstrate satisfactory knowledge and skill in their academic work and clinical performance in order to complete a program of study.

A letter grade is used to report the final evaluation of a student's performance in a Baker College nursing course. In determining a grade, each faculty member utilizes criteria established and discussed with students at the first meeting of each course. Only the faculty member has the authority to submit grades for students enrolled in their course.

Courses that include a theory, lab and/or clinical component require the students to pass all components of the course. Theory grade must be 84% or above, clinical and lab where applicable, must attain a PASS based on meeting ALL course outcomes.

Students not passing one or more of the components (theory, lab, or clinical) will receive a grade of 80% (C) or their theory grade whichever is lower. Students not passing this course will not be allowed to progress to the next quarter. Any student not meeting these criteria MUST repeat ALL components of the course regardless of prior performance.

***Example: Student passes clinical, but fails theory and/or lab, will be required to repeat all course components. No credit for prior work will be applied to the repeated course.***

Students' grades are subject to change only in the event of a clerical or calculation error or to change an incomplete to a letter grade. A nursing faculty member wishing to change a grade must submit the recommended change to the Director of Nursing. A change of grade occurs only under extraordinary circumstances and the reason must be stated on the change of grade form.

### **Academic Appeal Process**

Baker College has established appeal procedures for students who have concerns regarding grades and the consistent application of both class requirements and policies, as it pertains to grades. Refer to the Baker College undergraduate catalog and/or Baker College student handbook for the procedure to follow.

## **Grade Point Average (GPA)**

Students cannot progress to the next nursing quarter if less than a B- was received in any class of the previous nursing quarter; student must apply for re-entry. (Refer to re-entry policy for details). Students must have a B- or better in all NUR courses to graduate with a Certificate in Practical Nursing from Baker College. If a student repeats a class resulting in an improved grade, the improved grade will replace the former grade in computing the student's grade point average. However, both grades will remain on the student's official transcript.

## **Academic Status- Probation, Withdrawal, Dismissal, Re-entry**

### **Nursing Program Warning/Notice of Concern**

Program Warning/Notice of Concern is given to a nursing student who is obtaining less than a B- grade by week five or beyond in any nursing course. Students will receive a Notice of Concern from their instructor. Students are encouraged to meet with their advisor or instructor to identify a plan for improvement to allow students the opportunity to achieve the minimum grade of B- by the completion of the course.

### **Nursing Program Probation**

Students are placed on probation when they are not successful in completing a nursing program quarter. If students are re-entered after course failure, they will remain on probation until graduation. Reasons for probation may include, but are not limited to; earning a failing grade (below B-) in one (1) or more nursing courses during a quarter or they were granted a leave of absence up to one year. Nursing students who are placed on probation should see their Nursing Director as soon as possible following notification of their probation status.

Nursing students who are on probation other than for voluntary leave of absence must seek approval from the Director of Nursing to represent the College in any student organization or committee or hold office in any student organization.

### **Nursing Program Dismissal**

Nursing students may be dismissed from and not allowed re-entry into the nursing program due to, but not limited to any of the following issues:

- Recurrent unsatisfactory academic progression (i.e. failure of 2<sup>nd</sup> NUR course after being placed on academic probation)
- Unsafe clinical practice as evaluated by nursing faculty.
- Breach of HIPAA compliance

- Improper professional behavior
- Absenteeism/tardiness
- Substance abuse during class, clinical, or lab time
- Program or course withdrawal if already on academic probation (student has already re-entered the program once)
- Violation of social networking policy

### **Re-entry to the Nursing Program**

A student wishing to be re-enter the nursing program for reasons other than those listed above, must notify the Director of Nursing in writing, no later than thirty (30) days prior to the start of the term that the student is requesting re-entry.

Applications for re-entry are considered individually. The student will need to meet with the Nursing Director and must satisfy the program requirements for admission at the time of their most recent application. Re-entry is also dependent on availability of clinical sites and clinical faculty.

**Students are only allowed to re-enter the program one time and may have to take a proficiency exam in the last courses successfully completed.** Students must re-enter the program at the same point where they withdrew and must do so within one year of withdrawal or course failure. Courses must be taken in a specific sequence as outlined on the program rotation schedule.

### **Official or Unofficial Withdrawal from the Nursing Program**

A student wishing to officially or unofficially withdraw from the nursing program must notify the Director of Nursing in writing as well as follow the Baker College policy pertaining to course withdrawal.

Withdrawal from the nursing program, whether official or unofficial, is limited to one (1) withdrawal per program. Students may, however, re-enter a Baker College Nursing Program according to the re-entry policy. Only one re-entry is allowed for course failures or withdrawals. Request for re-entry must occur within a 12 month time frame from last course attended.

### **Completion of the Nursing Program**

Nursing students are required to complete their academic nursing program within two (2) years of beginning enrollment in their first nursing course. Students seeking an extension must apply to the Director of Nursing in writing.

## **Requirements for Graduation**

The Baker College Nursing Program determines the course requirements for graduates from its program. Upon the recommendation of the Baker College nursing faculty and subject to the approval of the Baker College Board of Regents, academic degrees are awarded to students successfully completing all requirements for graduation specified by their program of study.

## **Nursing Licensure**

After successful completion of an approved program of study for nursing, an individual must take the licensing exam (NCLEX-PN) and pass it in order to receive a license to practice nursing in Michigan. The exams are scheduled at various times and locations throughout the state. The Director of Nursing will obtain the forms that need to be filled out and submitted in order for graduates to be allowed to schedule the exam. These forms will be completed at a meeting with the Director in the last quarter of the program.

The Michigan Board of Nursing *can deny* a license to an applicant if any of the following are true:

1. The applicant has been convicted of a criminal offense in a court of competent jurisdiction.
2. The applicant is habitually intemperate in the use of alcoholic beverages.
3. The applicant is addicted to, or has improperly obtained, possessed, used or distributed habit-forming drugs or narcotics.
4. The applicant is guilty of dishonesty or unethical conduct.
5. The applicant has violated or aided or abetted others in violation of any provision of this act.

If you have any questions about your situation, please call the Board of Nursing at (517) 335-0918.

## **Opportunities for Future Nursing Education:**

The pursuit of higher nursing education is strongly encouraged. Below are listed various options with probable requirements for acceptance.

### **LPN to RN Completion Degree**

Baker College of Auburn Hills (on-ground only)

LPN to RN (ADN) Ladder program

Other opportunities may be available in your local community.

Many RN completion programs will require the following to apply:

- 1 – valid & current Michigan LPN license

- 2 – additional pre-requisite courses for associate-level degree (for Baker-Auburn Hills, A&P I & II, Patho and Nutrition need to have been taken within 60 months of application quarter)
- 3 – entrance examination (ie. Kaplan) tailored for those with an LPN education
- 4 – possible - verification of LPN clinical skills (through competency demonstrations)

Please see Director of Nursing for more information.

The following is information regarding BSN opportunities at Baker College.

**Baker College  
Program Information  
Nursing  
Baccalaureate of Science**

**Campus:** Online/Ground

***Program Description***

The goal of the Baker College baccalaureate nursing program is to provide an opportunity for licensed registered nurses to continue their professional growth by the acquisition of knowledge, and skills needed to function in healthcare settings that are responsive to individual and community needs as professional nurses. These individuals will develop into leaders of research, practice, education and administration within the health care environment

***Accreditation Status***

The baccalaureate program at Baker College is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036; phone (202) 887-6791, fax (202) 887-8476; Web address: [www.aacn.nche.edu](http://www.aacn.nche.edu).

***Credentials***

To enter the program, an unencumbered license as a Registered Nurse (RN) in the United States (US), District of Columbia or US territories is required for all applicants *or* an unencumbered license as a RN in Canada. *Note: Canadian RNs must complete the clinical components of this program under the supervision of a baccalaureate nurse licensed in Canada. Successful completion of the Baker College baccalaureate nursing program does not qualify the Canadian graduate to take the US NCLEX examination.* All students are expected to maintain licensure throughout their academic career. Applicants must include a photocopy of active US or Canadian RN license or a printed page from the licensing state's nursing website or Canadian equivalent verifying licensure status and expiration date.

***Criminal History/Background Checks***

A criminal background check may be required by the clinical site selected by the student. If required students are responsible for all costs associated with the background check.

***Application Requirements for the Professional Track:***

Student transcripts will be evaluated for equivalency for Baker College requirements for general education, and nursing core. A maximum of two nursing courses, 300 or 400 levels will be accepted in transfer if the course(s) meets program equivalency. Registered Nurses will be granted 46 quarter hour credits for licensure and experience.

***Program Requirements***

Students in the Baker College baccalaureate of science program are licensed registered nurses. Three (3) courses in the Baker College baccalaureate curriculum involve practice experiences. These courses are the Community Health Practicum, Leadership Practicum and Nursing Seminar, the final course in the program. Students identify clinical



sites/activities and qualified preceptors which meet the course objectives and are approved by the course faculty. Students perform clinical activities involving client or staff teaching, program changes, system alterations, etc., involving up to 8 hours per week. Students are expected to have transportation to clinical sites. Students may need to submit completed health information forms documenting immunization history and currency, including TB status and Hepatitis B if requested, by the chosen clinical site. As practicing health care professionals students are expected to remain current with BCLS prior to beginning clinical requirements.

### ***Grades and GPA***

Students must earn a grade point average (GPA) of 2.7 on a 4.0 scale to graduate with a BSN degree from Baker College. A minimum grade of 2.7 (B-) is required for Health Science Courses (SCI, HSC, NUR). A minimum grade of 2.0 (C) is required for general education courses.

### ***Clinical Experience Accident, Injury or Exposure***

Any student involved in an accident or incurring an injury or exposure while participating in a clinical experience will report the incident to the course faculty. At the time of the incident students are expected to report the situation to their preceptor and follow recommended protocols/practices of the facility regarding the accident, injury or exposure. The student is responsible for all fees or costs involved in obtaining medical care if needed.

### ***Professional Liability Insurance***

Students are required to obtain professional liability insurance while enrolled in practicum courses. A suggested provider of nurse liability insurance includes, but is not limited to, Nurse Service Organization (NSO), [www.nso.com](http://www.nso.com). Proof of professional liability insurance is a requirement for enrollment in practicum courses. Since it is common for nurse liability insurance to be sold for a one year period minimum, students are advised to organize their course schedule to register for the three practicum courses within a 12 month period.

### ***Professionalism***

Students are expected to conduct themselves in a professional manner both in the classroom and at their clinical sites. A dress code and honor code has been established and is printed in the Baker College Undergraduate Student Handbook. It is the student's responsibility to know the policies of the College and clinical sites selected.

### ***Student Participation in Committees***

Student participation in committees is required by program standards. Two baccalaureate nursing students participate as voting members of the Curriculum Committee. Any student interested in appointment to the Curriculum Committee is requested to contact the Program Director via their course faculty. Meetings will occur via e-mail meeting or Web-X at a time convenient to members. Minutes will be generated and distributed for all meetings to members.

***Building Portfolio***

Students are advised to keep electronic copies of their work for inclusion in their portfolio, an assignment for the last course of this program. It is suggested that students save the documents in a format that will not be lost as faculty do not keep electronic copies of students work once they are returned to students. Failure to produce examples of how program objectives are met will adversely impact your grade for the portfolio assignment and your grade in the course. Students are encouraged to use the portfolio component of Blackboard to save and share their documents.

***Re-Entry into the Program***

Students who receive less than the minimum grade requirement (see program requirements) for two NUR courses will be dismissed from the program. A student may be eligible for re-entry at the discretion of the program director.

**Transfer Students**

Student transcripts will be evaluated for equivalency for Baker College requirements for general education, and nursing core. A maximum of two nursing courses, 300 or 400 levels will be accepted in transfer if the course(s) meet program equivalency. Registered Nurses will be granted 46 quarter hours credit for licensure and experience.

**Ground Based RN-BSN**

To better serve the community, the general education course of the BSN curriculum may be taken on any of the Baker College campuses versus the On-line campus. Students will still register with the On-line campus, and all nursing courses will be taken via the online platform.

# Campus Addenda

## General Program Information

### **Disclosure of Student Records and Information**

No information from records, files and documents and other materials which contain information directly related to a student and which are maintained by Baker College or by a person acting for Baker College shall be disclosed to individuals outside the College without the consent of the student in writing, except pursuant to lawful subpoena or court order except in the case of specifically designated education and governmental officials as required by PL.93-380 (The Family Educational Rights and Privacy Act of 1974).

It is a policy of the College to forward educational records upon the initiation of the student as well as upon the request of another educational institution stating in writing that the student has applied for admission. The College shall request authorization for the student to release records to an individual, agency, or institution except as outlined in Disclosure of Student Records.

### **Student Parking**

Students enrolled in the Baker College Nursing Program must refer to the parking policies of the College. All vehicles operated or parked on the college campus must be registered with the Public Safety Office. Parking tags are available free of charge.

Designated student parking at clinical facilities will be discussed and identified during each clinical rotation.

### **DRESS CODE**

*All nursing students* are expected to project a professional image. Unless otherwise specified, the following guidelines *must be* adhered to during *all class and lab experiences and all clinical practicum experiences*. If a nursing students reports for clinical or skills lab, and is *not* in keeping with the dress code, the student will be *sent home* from clinical or skills lab and this ***will be recorded as a missed clinical/lab day***. If the student reports to the *classroom* and is not in keeping with dress code, the student will be given a *written student referral form* for noncompliance to dress code and have points deducted in his/her professionalism/participation grade.

**Nursing Program Dress Code Check-off List  
For ALL Class, Lab, and Clinical Experiences**

Student Name: \_\_\_\_\_

<b>Area of Conduct or Dress Code</b>	<b>Desired</b>	<b>Not Appropriate</b>	<b>Compliant</b>		<b>Comments</b>
<b>General Appearance</b>	Neat, clean , uniforms that fit properly. Good personal hygiene. Professional looking.				
<b>Uniform- Lab coat, uniforms</b>	Designated gray scrubs nursing uniform <i>and</i> white lab coat with Baker College ID clearly visible. Clean & pressed.	Non-approved color. Wrinkled. Stained. Thermal underwear. Not too tight or loose, no visible trunk skin should be visible when bending/squatting	Yes	No	
	Program designated uniform		Yes	No	
			Not worn		
<b>Socks</b>	White Socks that covers ankles or white hose	Ankle socks	Yes	No	
	Clean		Yes	No	
<b>Shoes</b>	Clean & polished; White leather/vinyl or low fitting athletic shoes ; nursing type, must have backs	Sling backs, sandal type, Crocs, cloth athletic/other shoes	Yes	No	
	White, clean		Yes	No	
<b>Identification</b>	Must wear Baker College student nurse ID badge at all times in the class, lab and clinical sites; may also be required to wear specific hospital/clinical site assigned identification depending on clinical placement		Yes	No	

<b>Hair</b>					
	Clean, dry, well-groomed	No wet hair in class, lab, clinical; does not appear “just out of shower”	Yes	No	
Styled appropriately	Off collar; pulled back and secured from face	No loose ends or flyways strand; must not fall into face or over eyes	Yes	No	
Hair accessories	Simple hair band (no wider than approx. one inch), simple barrette, bobby pins	Scarves, hats, large decorative hairpieces or ornaments are not allowed	Yes	No	
Beard, sideburn, mustaches	Clean, neat, and trimmed		Yes	No	
<b>Facial/body piercing</b>	If visible, must be removed, including tongue rings		None	No	
<b>Tattoos</b>	If visible, must be covered		None	No	
<b>Jewelry</b>					
Rings	Only wedding & engagement rings allowed		Yes	No	
			None worn		
Earrings	Only one earring per lower lobe; only small post-type (stud) earrings allowed		Yes	No	
			None worn		
Watch	Simple with second hand		Yes	No	
Necklaces/ bracelets/ other jewelry	Not allowed		Yes	No	
Nursing / health promotion pin ( ie pink ribbon, red dress, red ribbon)	small pins allowed dependent on clinical site, ask clinical instructor		None worn	No	
<b>Nails</b>	Clean		Yes	No	
	Well-manicured; trimmed to appropriate length		Yes	No	
	NO nail polish; no artificial nails, wraps, artwork, gemstones, etc.		Yes None worn	No	
<b>Makeup</b>					
	Used appropriately; sparingly; should be natural looking		Yes	No	
			None worn		

<b>Perfume/ Cologne/ Fragrances/ Smell of smoke</b>	Not to be worn; Patients may have sensitivities or allergies; May be offensive to acutely ill patients.	Be aware of strong smelling laundry or hair products – not allowed	None worn	No	
<b>Gum chewing</b>	Not allowed		None	No	
<b>Original check-off</b>	Date	In full compliance	Needs a few minor corrections	Needs private conversation with instructor	
		Yes    No	Yes	See below	Yes
<b>Areas that need correction</b>					
<b>Comments</b>					
<b>Follow-up Corrections made</b>	Date	In full compliance	Needs correction	What areas	
		Yes    No	Yes		
<b>Follow-up Corrections made</b>	Date	In full compliance	Needs correction	What areas	
		Yes    No	Yes		
<b>Comments</b>					

**Attire for Picking up Clinical Assignments:**

- ✓ Baker College nursing uniform (with Baker College patch) *or* casual business attire *with* a white lab coat (with Baker College patch)
- ✓ Baker College ID clearly visible
- ✓ Any required hospital/clinical site assigned ID.
- ✓ NO jeans of any color, miniskirts, sweatshirts, shorts, overalls, sandals, bare feet or bare legs

## **Clinical Practice Requirements/Random Drug Testing**

All students are required to submit drug testing as part of conditional acceptance. This is a requirement of the clinical facilities. Any student suspected of drug use will be notified that he/she must have drug testing done, given the forms and testing must be completed within 48 hrs. The student will be responsible for the cost of the test. Information will be given for locations and cost prior to the test. The current cost is \$28.50.

All required health data must be submitted by the stated deadlines or new students will not be admitted into the program. Returning students must submit health data by the stated deadline. ***Please note, all health data, for all students, new or returning must be submitted prior to the start of the term or access to clinical will be denied!***

**\*\*\* FLU Vaccines** – Most hospitals in the area now require nursing students and staff to obtain an annual flu vaccine. This requirement will be enforced to enable nursing students at Baker College of Jackson to be placed for clinical rotations. Failure to meet this requirement may result in loss of clinical placement and failure to meet the course objectives.

## **Smoking Policy**

Many clinical sites have adopted a zero smoking policy, no hiring those who smoke and not allowing students who smoke. Please be aware that if you smoke, it may affect your clinical site placement. If a site allows students who smoke, students are not to take smoke breaks while at clinicals. Student is not to smell of smoke at any time during class, lab, or clinicals (please see dress code).

## **Email Communications**

Nursing faculty and staff at Baker College of Jackson will only accept and respond to email communications generated from the Baker College server.

## **Exam Review Policy**

Students will have the opportunity to view and ask questions of every test and exam given in nursing courses. Review may take place in class, after class or, in the case of final exams, by apt with instructor after course has ended. All tests will be kept by instructor and instructor will keep tests for a minimum of 14 days after quarter's end.

## Kaplan Integrated testing

The Kaplan program is a Web based testing and remediation to prepare students for the standardized testing for licensure known as NCLEX-PN. This testing system is mandatory for the nursing program. The student is responsible for the cost which is divided up by quarters and is paid to Baker through the Business Office. You may use your financial assistance to cover the costs.

## Graduation requirements

All Baker College requirements must be met before your certification can be sent to the Board of Nursing to obtain a number to take the NCLEX-PN.

That will include any Business Office balances and financial aid exit interviews.

Delaying certification to the state delays the graduate to obtain the appointment to test.

Baker College PN graduation requirements also involves: all courses that have a PN, NUR, or NURL prefix must be taken at Baker College. Students may transfer up to 25 credits of other pre-requisite courses.

## People to Know

<b>Name</b>	<b>Title</b>	<b>Contact Information</b>
Leslie Morgan	School of Nursing Dean	lesley.morgan@baker.edu
Debra Hadfield	Director of Nursing	517-780-4575 debra.hadfield@baker.edu
Cynthia Coppage	Clinical Coordinator	517-841-4534 ccoppa02@baker.edu



# Nursing Program Waiver Form Baker College

I have received the Baker College of \_\_\_\_\_ Nursing Program Handbook 2012-2013. I understand that I am responsible for the information it contains regarding the Nursing Program.

I further understand that it is my responsibility to contact an advisor or program director if I have any questions regarding admission into, remaining in, or re-entering my program.

I agree to abide by the policies and requirements as stated in this handbook.

I understand that I must abide by the professional ethics and standards accepted by professionals and technicians in my individual career choice. Confidentiality of health care information is a must. Dress code, personal conduct, and professional attitude will be addressed by individual program directors.

I understand that I will need to undergo a criminal background investigation in order to enter and complete the Nursing Program. I further understand that a criminal background check and fingerprinting will be required by the State of Michigan prior to taking the NCLEX-RN licensing exam

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Student Number

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
College Representative

\_\_\_\_\_  
Date