# STUDENT HANDBOOK

# ASSOCIATE DEGREE NURSING
# 2018-2020

# and

# VOCATIONAL NURSING
# 2018-2019

Revised November 2018

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# WELCOME

**WELCOME** to Galveston College's Department of Nursing! We are delighted that you have chosen to join the exciting and ever changing world of nursing. This handbook is designed to help guide you through the nursing program. Within this handbook you will find various policies and procedures followed to help you through the educational process. This handbook is a supplement to the Galveston College Catalog.

You will be expected to follow the policies and procedures contained in this handbook. Nurses are unique individuals who are an integral part of the healthcare team. Nurses have been one of the most trusted professionals for many years. Therefore, it is imperative that you learn to be the most educated, caring, safe practitioner possible. It is our hope and expectation that this is the first stepping stone in your career and that you will become a lifelong learner and continue your education both formally and informally.

Again, **welcome** to the most exciting and demanding career you could ever want. It is our hope that you will avail yourself to every opportunity to learn all things offered in this program. **WELCOME ABOARD!**

# ORGANIZATIONAL STRUCTURE

The Nursing Programs are part of the College organizational structure.

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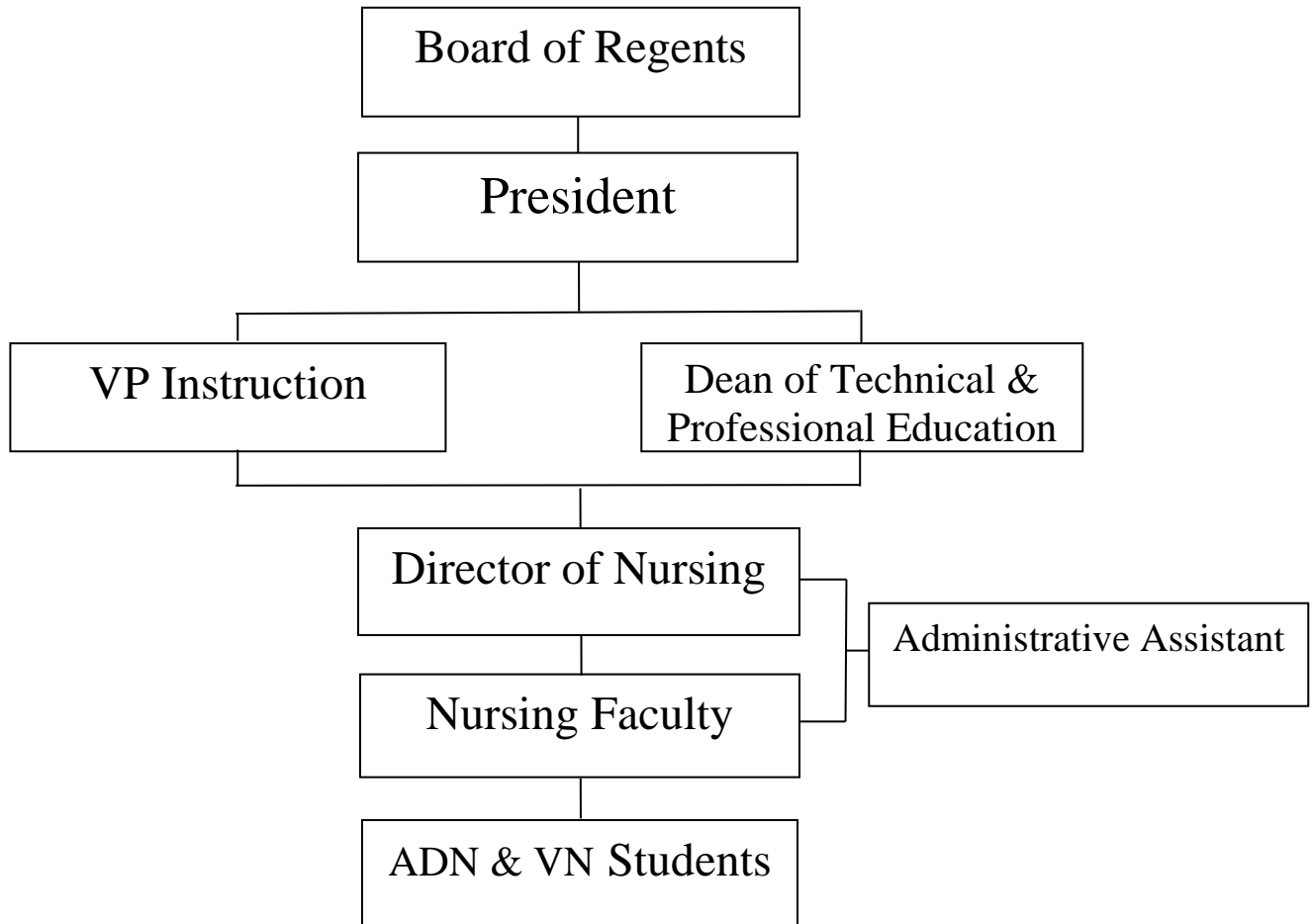
It is important to know and follow the chain of command for requests and/or disputes. Administrative linkages for students are to the Nursing Faculty, the Director of Nursing, the Dean of Technical and Professional Education, the Vice President of Instruction, and then to the President of Galveston College.

## MISSION STATEMENT

In keeping with the mission of Galveston College, the Nursing Programs will provide a collaborative educational environment of the highest standards to prepare graduates committed to excellence in nursing practice in evolving health care settings serving local and global communities.

## VISION STATEMENT

Graduates of the Galveston College Department of Nursing will provide excellence in compassionate, patient/client centered nursing care.  Graduates will be lifelong learners while providing care locally,

nationally, and globally

# VALUES

These shared values listed below are among the beliefs which guide Galveston College in the development of its mission, goals, programs, and services:

- ◆ Access
- ◆ Integrity
- ◆ Respect
- ◆ Innovation
- ◆ Academic Excellence & Student Success
- ◆ Diversity and Inclusion
- ◆ Stewardship

# PHILOSOPHY

The Galveston College Department of Nursing believes nursing is both an art and science emphasizing pertinent tenets which include caring, communication, safe competent practice, and clinical reasoning/decision making and judgment. Nursing respects the uniqueness of all persons. The Nursing Department prepares graduates to collaborate with the client, patient/family to promote, attain or maintain an optimal level of health or die with dignity.

Nursing education incorporates the synthesis of scientific principles and liberal arts. Through this process, students acquire knowledge, caring behaviors, and skills expected of a professional nurse. The faculty recognize the dynamic process of nursing education and incorporate the student's individual and cultural diversity, and potential abilities. Students are expected to demonstrate progression in accountability and responsibility within the learning process.

The nursing programs promote educational transition within the Department of Nursing and universities statewide and nationally. The Department of Nursing is committed to promoting the development of qualified students prepared for the professional role as a registered nurse or licensed vocational nurse at entry level and encourages graduates to complete a RN to BSN or higher degree.

The Department of Nursing is committed to developing a curriculum with competencies' needed to provide safe, patient-centered care for a diverse population in complex environments which increasingly require interdisciplinary teamwork, collaboration, evidence based practice, quality improvement and informatics and technology. Graduates from Galveston College are prepared to meet the Differentiated Essential Competencies (DEC's) at the associate degree and vocational nurse level(s) as defined by the Texas Board of Nursing's four major roles: provider of patient-centered care, member of the profession, patient safety advocate and member of the healthcare team. Core values of caring, ethics, and integrity support the program's integrating threads of QSEN concepts and lead to the main program outcomes of ensuring quality of life, sound nursing judgment, professional integrity, and spirit of inquiry.

Students develop a deeper understanding of prevalent health care conditions and diseases across the life span. Faculty design and implement educational experiences and learning activities which promote critical thinking, clinical reasoning, student engagement, self-assessment, and self-directed learning. Developing clinical reasoning and clinical judgment results from an understanding of patient/family centered care on a conceptual level. Reflective practice, evidence-based practice, ethical practice, cultural competence, inter-professional collaboration, and therapeutic communication and relational skills are essential competencies of clinical reasoning and judgment for professional nursing. Opportunities are provided for students to engage in interactive and collaborative activities with their peers which contribute to better learning outcomes and development of better critical thinking/reasoning skills.

# STATEMENT OF PURPOSE

The nursing programs provide opportunities for personal growth and the attainment of academic goals leading to an Associate of Applied Science in Nursing or a Vocational Certificate II in Nursing. Graduates with an AAS in Nursing are encouraged to pursue a baccalaureate in nursing through a seamless transition into other educational programs. Graduates with a Vocational Certificate II in nursing are encouraged to pursue a degree as a registered nurse through the LVN-RN Transition Program at Galveston College or other schools of nursing. The Department of Nursing provides a curriculum which facilitates the student's educational and career choices and encourages life-long learning. Upon completion of the program(s), students will meet the requirements to sit for the specified National Council Licensure examination (NCLEX-RN or NCLEX-PN).

# MAJOR CONCEPTS

The Galveston College Department of Nursing integrates caring, communication, competence, and clinical reasoning/judgment and decision-making to respond to client/patient/family needs across the lifespan. During the educational process, students organize and blend knowledge from scientific courses and liberal arts. This process enhances the progression of clinical reasoning/judgment, making responses to client/patient/family needs active, thus encouraging active participation with regard to safety, health promotion, maintenance, restoration and end-of-life issues.

**Caring** behaviors encompass showing concern, patience, compassion, attention to details, and being the client/patient/family advocate. According to Watson compassion is an emotion felt when others are perceived to be in need, and want to alleviate that need or suffering. Caring is having the ability to make authentic connections and form a cooperative and trusting interpersonal relationship (Watson, 2008). Demonstrating patience is an essential quality, and showing attentiveness in a timely manner. Having an authentic connection is taking the time to be genuine and sensitive to a patient's needs (both verbal and non-verbal). The students and faculty will provide an atmosphere which promotes and offers hope.
**Communication** is a dynamic, interactive process involving information, and attitude between two or more persons. There are many forms of communication including verbal, non-verbal, written, and electronic. Characteristics of communication include caring, empathy, sympathy, acceptance, encouraging the expression of feelings, and understanding. The nurse interacts with clients/patients/families, and the healthcare team by adapting communication techniques based on the client/patient/family's communication patterns, cultural background, and developmental level (Oermann & Gaberson, 2016). I-SBAR (I-introduction, S-situation, B-background, A-assessment, R-recommendations and read-back) is taught as the preferred method of communication.
**Competence** is the demonstration of ~~the~~ knowledge, skills and attitudes (KSAs), judgment and professional behaviors derived from nursing and general education. Professional behaviors include accepting responsibility, demonstrating safe, outcome driven professional nursing care within the legal and ethical guidelines of the Texas Nursing Practice Act and the American Nurses Association's Standards of Care, valuing the need for lifelong learning and demonstrating self-assessment skills.
**Clinical reasoning and decision making** uses the tools of critical thinking, the nursing process, and clinical experiences to aid in meeting the needs of the client/patient/family. These skills include: interpretation, analysis, explanation, inference, evaluation, and self-reflection (Johns, 2004). Clinical reasoning and decision-making are found in the nursing process in the form of assessment, analysis, and formation of a nursing diagnosis, implementation, evaluation and re-evaluation of a situation.
**Adult learning:** Learners have flexible schedules, can learn from multiple teaching strategies, make time for study, have time management skills, and apply life skills in real world to educational experiences. Faculty work to facilitate student's movement toward more self-directed and responsible learning. Faculty

assist students to use life experiences in problem-solving, reflection and applying clinical reasoning/decision making. Learners are goal oriented.

**Interactive learning theory** promotes active participation in and among students. Learning activities may be faculty, computer, or student lead. Self-evaluation and self-reflection are encouraged.

**Studying in groups improves the student's ability to be successful.**

**Experiential learning** is learning through a reflection on doing. Students engage in clinical experiences where they learn caring for client/patients/families by performing skills, observations, communication and interactions with members of the healthcare team.

# GRADUATE OUTCOMES:

**The Associate of Science Degree in Nursing (ADN) Graduate**

Upon graduation, the new graduate is prepared as a safe, beginning nurse generalist. Therefore, the ADN graduate will:

1. Demonstrate the knowledge, skills, and attitudes which ensure a culture of safety in nursing practice;

2. Demonstrate the attitudes and values of the nursing profession;

3. Provide patient centered care which is respectful of responsive to individual patient preferences, needs and values;

4. Implement teaching-learning principles to meet the needs of patients and families with complex health needs;

5. Independently utilize clinical reasoning skills when providing care for patients with complex health needs;

6. Initiate and facilitate effective communication with patients, families, and members of the interdisciplinary health care team; and

7. Collaborate with interdisciplinary teams to manage patients, families, and/or communities to achieve quality patient outcomes.

**In keeping with the Differentiated Essential Competencies for the Associate of Science Degree in Nursing (ADN) Graduate:**

The new graduate is prepared as a safe, beginning nurse generalist. Therefore, the ADN graduate will serve as a:

Member of the Profession
1. Function within the nurse's legal scope of nursing practice.
2. Participate in activities which promote the development of the professional nurse.
3. Demonstrate responsibility for continued competence in professional nursing practice.
4. Develop insight into practice through reflection, self-analysis, self-care, and lifelong learning.

Provider of Patient-Centered Care
1. Use clinical reasoning and evidence based practice as a basis for clinical decision-making in nursing practice.
2. Demonstrate clinical decision making by integrating critical thinking and the nursing process.
3. Determine physical and mental health status, needs, and preferences of culturally ethnic and socially diverse patients and their families.
4. Implement the plan of care for patients and the families with consideration for disease prevention, wellness, and promotion of healthy lifestyles.
5. Implement teaching/learning principles to meet the needs of the patient and families with complex health needs.
6. Provide care which is respectful of and responsive to individual patient preferences, needs, and values.

Patient Safety Advocate
1. Implement measures to promote quality and a safe environment for patients, self, and others.
2. Obtain instruction, supervision, or training as needed when implementing nursing procedures/practices.
3. Initiate and facilitate effective communication with patients, families, and members of the healthcare team.

Member of the Health Care Team
1. Collaborate with members of the interdisciplinary team, client/patient, and families to manage care.
2. Establish and maintain trusting, interpersonal relationships with client/patient, families, significant others across the lifespan, and interdisciplinary team members, incorporating caring behaviors.


**Essential Competencies of Vocational Nursing Education Programs:**
At the completion of the Vocational Nursing program at Galveston College, the graduate will serve as a:
Member of the Profession
1. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice.
2. Apply a working knowledge of patient's rights, protecting the rights and dignity of the patient and respecting the rights of others to have their own value system.

Provider of Patient-Centered Care
1. Utilize the nursing process, evidenced based practice and a commitment to caring for culturally diverse patients across the lifespan and wellness-illness continuum.
2. Use clinical reasoning and a problem-solving approach as the basis for decision making in practice, based on application of scientific principles and clinical data.
3. Provide patient centered nursing care for patients in structured health care settings who are experiencing common, well-defined health problems with predictable outcomes.
4. Demonstrate responsibility and accountability for the quality of the care provided to patients and their families.
5. Utilize effective communication and collaborate with patients, families, and interdisciplinary health care team members.

Patient Safety Advocate
1. Adhere to the Texas Nursing Practice Act and Texas State Board of Nursing Rules that emphasize safety.
2. Accept and make assignments that take into consideration patient safety and organizational policy.

Member of the Health Care Team
1. Collaborate in the development and implementation of teaching plans for the patient and their families with common health problems and well defined health learning needs.
2. Assist in the coordination of human, information, and material resources in providing patient centered care.

# PROGRAM OBJECTIVES/OUTCOMES

1. A three (3) year mean for the NCLEX-RN/NCLEX-PN licensure examination pass rate at or above the state mean of 80% for the same three-year period.
2. At least 40% of graduates will have secured employment by graduation and 95% of graduates will be successfully employed in nursing within one year of graduation.
3. At least 90% of all students will complete the program within five (5) semesters (ADN) and three (3) semesters (VN Certificate).

References:
Benner, P., et. al. (2009). Educating Nurses: A call for radical transformation. The Carnegie Foundation. Stanford, CA.
Johns, C. (2004). Becoming a reflective practitioner. (2nd ed.). Blackwell Publishing. Oxford, UK.
Oermann, M. & Gaberson, K. (2016). Clinical teaching strategies in nursing. Springer Publishing, Danvers, MA.
Watson, J. (2008). Nursing: The philosophy and source of caring. (rev. ed.). University Press of Colorado. Boulder, CO.

# ASSOCIATE DEGREE NURSING

Galveston College offers an Associate of Applied Science in Nursing Degree which is approved by the Texas Board of Nursing (BON) and accredited by the Accreditation Commission for Education in Nursing, (ACEN) until 2025. The Texas BON is located at 333 Guadalupe, Suite 3-460 Austin, Texas, 78701; telephone (512) 305-7400. ACEN is located at 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326; phone (404) 975-5000. Galveston College located at 4015 Avenue Q, Galveston, Texas 77550 is accredited by the Southern Association of Colleges and Schools Commission of Colleges, located at 1866 Southern Lane, Decatur, Georgia 30033; phone (404) 679-4500.
To be eligible for an Associate of Applied Science Degree in Nursing and receive permission to take the NCLEX-RN examination for licensure students must have 1) successfully completed the entire prescribed course of study (60 credit hours) within the nursing field; 2) met all required passing scores on course work and exams; and 3) met any individually prescribed behavior or remediation related to requirements. Students will attend a variety of healthcare facilities in Galveston and the Greater Houston area in order to meet clinical experiences. Students gain experiences within acute care facilities, clinics, long-term care facilities, senior care living facilities, and simulation.

# VOCATIONAL NURSE CERTIFICATE II

Galveston College offers a Vocational Nurse Certificate II which is approved by the Texas Board of Nursing (BON). The Texas BON is located at 333 Guadalupe, Suite 3-460 Austin, Texas, 78701; telephone (512) 305-7400. Galveston College located at 4015 Avenue Q, Galveston, Texas 77550 is accredited by the Southern Association of Colleges and Schools Commission of Colleges, located at 1866 Southern Lane, Decatur, Georgia 30033; phone (404) 679-4500.

To be eligible for a Vocational Nurse Certificate II and receive permission to take the NCLEX-PN examination for licensure students must have 1) successfully completed the entire prescribed course of study (45 credit hours) within the nursing field; 2) met all required passing scores on course work and exams; and 3) met any individually prescribed behavior or remediation related to requirements.

Students will attend a variety of healthcare facilities in Galveston and the Greater Houston area in order to meet clinical experiences. Students may gain experiences within acute care facilities, clinics, long-term care facilities, senior care living facilities, and correctional medical facilities, and simulation.


# ASSOCIATE DEGREE NURSING PEDAGOGY/ANDRAGOGY

Students in the Department of Nursing at Galveston College are charged with being a:
1. Member of the Profession
2. Provider of Patient-Centered Care
3. Patient Safety Advocate
4. Member of the Health Care Team

The Department of Nursing at Galveston College uses an eclectic approach to nursing pedagogy/andragogy and theory. Nursing education is adult education, as Knowles (1980) states "andragogy is the art and science of helping adults learn" (pg. 43). Students make a commitment to set goals to meet ~~their~~ personal and professional needs. They bring a degree of maturity and life experiences to the classroom. A variety of pedagogies are employed (depending upon the course content). These are some examples of different pedagogies used throughout the curriculum: simulation, critical thinking/reasoning/decision making, reflective practice, lecture, active learning and motivating students "with the capacity to go on learning after their college days are over" (Boyer, 1990). The Department of Nursing draws from a number of nursing theorist (this list is not inclusive—only serving as an example), faculty are encouraged to use others as the need arises:

Florence Nightingale's Maintaining a Balanced Environment (Fundamentals)
Patricia Benner's Novice to Expert (Threaded through the curriculum)
Jean Watson's Carative Factors (Every course)
Calista Roy's Adaptation Model (Medical/Surgical, Pediatrics, Obstetrics, Mental Health)
Hildegard Peplau's Interpersonal Relations (Mental Health)
Faye Abdellah's Patient-Centered Approaches (Every Course)
Rosemarie Parse's Human Becoming (Obstetrics)

These theories are threaded throughout the curriculum and may or may not be specifically identified in the course syllabus.

References:
Boyer, E. (1990). Scholarship Reconsidered: Priorities of the professoriate. The Carnegie Foundation. Stanford, CA.
Knowles, M.S. (1980). The modern practice of adult education. Follett Publishing. Chicago, IL.

# ADMISSION PROCESSES AND PROCEDURES

**Nursing Admissions Committee Guidelines**

The Admission and Progression Committee is responsible for student admission into the Department of Nursing's Education Programs. Committee members review the admission criteria for all applicants; make decisions relative to admission, retention, and progression; and review/revise public documents related to the Nursing Programs. Galveston College does not discriminate on the basis of race, color, sex, age, creed, national origin, religion, sexual orientation, disability or any other constitutionally or statutorily impermissible reason.

**Admission Requirements**

❖ Students must meet the following minimum requirements by the nursing application due date to be eligible for the nursing program. If these requirements are not met the application will not be considered.

❖ GPA = 2.7 or higher ADN and 2.5 or higher for VN: If at the time of application, the GPA must be 2.7 or higher. Courses in-progress do NOT count in the GPA. All grades count in the GPA. Courses over 10 years old will not count in the GPA.

❖ TEAS Entrance Examination: Minimum of 65 cumulative score on the TEAS Exam. Visit ATI for more information. Please note, the examination must be taken prior to the application deadline and may only be taken twice per admission period. Beginning September 15, 2018 ALL APPLICANTS SHALL BE REQUIRED TO TAKE THE NEW TEAS EXAMINATION.

❖ Attend one of the mandatory Nursing Applicant meetings to discuss specific program policies and requirements. The applicant meetings will be held during the application period.

❖ Submit all official transcripts from all previous college to the GC Registrar's/Admissions office. No academic course with a grade below a "C" is accepted for transfer credit in the nursing program. Nursing courses are only acceptable for 1 year.

❖ Students are ineligible for admission if at the time of application transcripts reflect more than (1) D or F in a nursing RNSG, VNSG or nursing curriculum science course. The student is ineligible even if the course is repeated and the student earns an A, B or C in the subsequent attempt.

❖ A full unofficial copy of **ALL** transcripts must be sent to the Department of Nursing with the application

❖ **ALL LVNS and PARAMEDICS MUST HAVE A CLEAR AND UNENCUMBERED LICENSE**

❖ **ANY STUDENT ARRESTED** while in the nursing program(s) must contact the Director of Nursing and the Texas Board of Nursing immediately. The student must follow the Texas Board of Nursing's instructions.

❖ Current CPR Card only from American Heart Association BLS Healthcare Provider with an expiration date that exceeds the graduation date is acceptable.

❖ Completed Background check is conducted by Castle Branch.

❖ **ALL** required Immunizations completed and loaded into Castle Branch by May 1 including receipt of at least one of the three Hepatitis B or proof of Hepatitis B immunity (positive HBsAB titer) by application deadline MMR and Varicella also require a positive titer.

- ❖ Have completed or be in progress VNSG 1320 or BIOL 2401 and BIOL 2402 for VN and BIOL 2421 for ADN as well as a MATH Requirement with the past 5 years-this includes a 5 year statute of limitations on the TSI when entering nursing.
- ❖ Present Driver's License or State ID and provide copy (front and back)
- ❖ Contact the Counseling Center for assistance with the American Disabilities Act if appropriate. Call (409) 944-1220 for assistance.  Students must have documentation to take tests in the Testing Center.
- ❖ Students admitted to a nursing program must give their Social Security Number and correct mailing address and email address (NOT their whitecaps email). This information is required by the Texas Board of Nursing.

Admission to Galveston College does not automatically qualify a student for admission to the Nursing program(s).  Students must follow admission processes to be able to be eligible for consideration into the Nursing Program(s) [waivers ARE NOT granted].

**Functions of the Admission and Progression Committee**
Functions include but are not limited to:
- ❖ Implementing admission and progression based on criteria found in the Student Nurse Handbook
- ❖ Review and make recommendations for admission, progression criteria
- ❖ Review annually and advise as needed changes in departmental and college wide publications concerning issues related to admission and progression

Membership, Meetings and Applicant Review
- ❖ Membership on the committee will consist of at least three nursing faculty members, and student representative from the first and second year classes (students do not review the applications) but participate in review of policies for Admissions and Progression Committee
- ❖ The meeting date of the Admissions and Progression Committee for summer/fall admissions shall be set by the Committee Chair
- ❖ Applications eligible for review by the committee for admissions **MUST** have completed **ALL** components of the Application process, i.e., application complete, a full copy of **ALL** transcripts sent to the Department of Nursing as well as official transcripts to the Admissions Department, current CPR Card from the American Heart Association, completed background check, immunizations started including Hepatitis B, completion of the TEAS entrance exam with a score above 65% on the Anatomy & Physiology component, BIOL 2401 and MATH Requirement with the past 5 years, present Driver's License (and Social Security Card if needed), and contact the Counseling Center for assistance with the American Disabilities Act if appropriate

**Background Checks**
Successful completion of a criminal background check is required for admission and continuation of every nursing student. Criminal Background Checks are to be completed through Castle Branch at least three weeks prior to nursing orientation. In order to comply with Texas Health and Safety Code, 250.006, some clinical agencies require criminal background checks prior to clinical rotations. These agencies have the right to deny student access to the clinical facility if the background check is unsatisfactory for any felony or misdemeanor arrest or conviction. Students who cannot attend clinical rotations cannot complete the Nursing Program.

**CPR Certification**

Students must hold a current American Heart Association BLS Health Care Provider Card while enrolled in the Nursing Program. The student CANNOT ATTEND CLINICAL WITHOUT A VALID CPR card. Expiration date must exceed the graduation date.

**Immunizations**

Nursing students are required to comply with Texas Administrative Code rule 97.64 related to immunizations for the protection of themselves and patients. Immunization are to be completed by May 1. A copy of all immunizations must be on file with Castle Branch. Students with incomplete immunizations will not be allowed to attend clinical.

# All Immunizations Required Upon Acceptance to the Program

**Immunization documentation will be kept on the CastleBranch website and a copy given to UTMB Student Health after the start of the first semester.**

**TETANUS TOXOID, REDUCED DIPHTHERIA TOXOID, AND ACELLULAR PERTUSSIS (Tdap):** All students must have one dose of Tdap (Tetanus, diphtheria, pertussis), then a Tetanus/Diphtheria (Td) booster every 10 years thereafter.

**MEASLES (Rubeola or red measles):** If you were born in or after 1957, you must have either documentation of **two** doses of measles or **two** doses MMR vaccine (separated by at least 30 days) after 12 months of age **OR** a titer result adequate to indicate immunity. If you were born before 1957, one does is required **OR** a titer result adequate to indicate immunity.

**MUMPS:** If you were born in or after 1957, you must have either documentation of **two** doses of mumps or MMR vaccine after 12 months of age **OR** a titer result adequate to indicate immunity. If you were born before 1957, one does is required **OR** a titer result adequate to indicate immunity.

**RUBELLA (German Measles): Required for all students.** You must have either documentation of **one** dose of rubella or MMR vaccine after 12 months of age **OR** a titer result adequate to indicate immunity.

**NOTE: Some clinical sites are only accepting titer results. If you have the vaccine and titer, please provide both results.**

**VARICELLA (Chickenpox):** Beginning with new students incoming for Summer 2013, if you know you have had the Chicken pox disease, you must have proof of a positive Varicella titer to confirm the disease **OR** have proof of **two** Varicella vaccine immunizations. **Recently, some clinical sites are only taking the proof of two immunizations or a titer result.**

**HEPATITIS B:** A series of **three** immunizations **and** documentation of a positive titer 4-6 weeks after the third immunization. (The second immunization is given 4 weeks after the first and the third at least 8 weeks after the second and 16 weeks after the first. It takes a minimum of 4 months to complete the series of three immunizations).

**TUBERCULOSIS (TB) SKIN TEST (PPD):** You must have a skin test and reading within 6 months of enrollment. TB skin tests are also required on an annual basis while enrolled.

**OR if you have a history of a positive PPD:**

**CHEST X-RAY:** Required **ONLY** if there is a history of a positive PPD test reading. You must provide documentation of the date of the positive PPD, and a negative chest x-ray is taken after the date of the reported positive PPD. **Note:** Some clinical sites are requiring a CXR every year after a positive PPD reading. Students would be responsible for the cost of the CXR.

**Drug Testing**

Students can be required to be drug tested at any time.  A drug test must be purchased through Castle Branch (for incoming students two weeks prior to General Orientation.)

- ❖ Incoming students are required to pay for drug testing prior to orientation
- ❖ Testing maybe done at any time during the program
- ❖ Students returning to the program will be required to complete a drug test.

The drug testing company shall communicate the drug test results to the Director of Nursing. It is the policy of Galveston College to maintain confidentiality of these results to the extent required by law.

Consequences: In the event a positive drug screen occurs, the following actions will occur:

- ❖ The student will immediately be dismissed from the program
- ❖ The positive drug screen will be shared by the Director of Nursing with the Dean.
- ❖ To reapply to the nursing Program, the student shall meet all requirements of a new applicant, be required to provide documentation of successful completion of treatment and will be drug tested at random times during the program through a company selected by Galveston College. The random drug tests are at the student's expense. The decision to readmit is **NOT guaranteed** and will be decided by the Admissions and Progressions Committee and the Director of Nursing.

**Student Records Release Process**

All records submitted for a student's file become the property of Galveston College and a part of the student's permanent record. High school transcripts, transcripts from this and other colleges, test scores, immunization records and other similar documents are not duplicated for any reason to any person and/or institution, including the student.

**Application Submission**

Guidelines for application to the Nursing Program are available in the Nursing Department and online at http.//www.gc.edu.

# STATE BOARD REQUIREMENTS

Permission to take the Nursing Licensure Exam (NCLEX-RN or NCLEX-PN) is regulated by the Texas Board of Nursing. All students enrolled in a nursing program are required to submit to the Board a set of fingerprints allowing for a criminal history background check.

# GRADING SYSTEM AND REPETITION OF COURSES

Students in the Nursing Program must earn a grade of C (75.00) or better in each nursing course. Students must also complete ALL clinical courses satisfactorily. Failure to satisfactorily complete a clinical course will result in program failure and the student CANNOT progress. Students can re-apply. Students with failures in 2 nursing courses may re-apply after a period of 2 years.

Course requirements will be explained by faculty in each course. Required assignments and specific dates for required work to be submitted will be listed in the syllabus for each course. Faculty have the right to reduce the grade downward (to 0) when work is not submitted on the stated deadline. Extensions are not granted except in dire emergencies and with consent of the entire course faculty. Grammar, sentence structure, spelling, legibility, neatness, and FOLLOWING INSTRUCTIONS as to the organization and content of the work are related to acceptable quality both in written and oral assignments. Points can be deducted for the things above not being met. Written work is expected to follow the most current American Psychological Association (APA) format.

Assigned weighting of course requirements for both theory and clinical laboratory are stated in the course syllabus and are explained at the beginning of each course. The students should keep track of his/her grades and be aware of class standing at all times.

**GRADES**
- ❖ The semester grading criteria is explained at the beginning of each course and is designate to measure the acquisition of leveled knowledge. A grade of "C" or better MUST BE achieved in order for the student to progress to the next level. Grades in courses are:
  - o **A =      91-100**
  - o **B =      81-90**
  - o **C =      80-75**
  - o **F =      74 and below**

The average of the exam grades must be 75.00 or above to pass the course. No extra credit will be added if the theory exams do not meet the 75% rule. **GRADES ARE NOT ROUNDED WHEN CALCULATING THE AVERAGE (74.5-74.9 IS NOT ROUNDED TO 75).** Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculations of the exams and other course work.

A minimum grade of 75% and a letter grade of "C" or better is required to receive credit for any nursing courses**. Standardized tests are measured and weighted with unit examinations. Theory and clinical are companion courses in all semesters (includes skill courses). Therefore, a failure in any one course would constitute taking all three courses again.**

Students are required to pass a math test, in each course where medications are administered. The passing score is 90% and a student may repeat a math exam one time. If the student is not successful on the second attempt, he or she will be withdrawn from the nursing program.

Students with a grade of "W", "F", "AWN", in any nursing course are dismissed from the Nursing Program and must re-apply to repeat the course on a space-available basis after meeting the criteria for re-admission. Students applying for transfer or readmission who do not have any failures in nursing courses will have priority over a student with one nursing failure.

Students with a total of two failures in any combination of nursing courses will be dismissed from the Program.  Students may re-apply to the program following specified criteria after a two (2) year waiting period from the date of the second failure.

# RE-ADMISSION REQUIREMENTS

**Re-admission to the Nursing Program**
Re-admission to the Nursing Program **IS NOT AUTOMATIC**. **Only ONE (1)** readmission is allowed throughout the program and is on a space-available basis. Any student who leaves the Nursing Program voluntarily, for health reasons, because of a grade of F, or any other reason, must apply for re-admission. Students must also earn a grade of C or better in ALL courses to continue in the program. **All non-nursing courses must be completed with a "C" or better before a student will be readmitted.**

A request for re-admission is the student's responsibility and must be submitted by the determined deadline. Students seeking re-admission will be accepted by the Admission Procedure and all current general admission requirements must be met by students seeking re-admission. Students seeking re-admission must have a drug screening test. If **BIOL 2401 and 2402** Anatomy/Physiology or the **MATH**

**Requirement is over the 5 years limit**, the individual must repeat A&P and/or math or the TSI. If RSNG 1215, RNSG 1301, or VNSG 1227 are over one year old these courses must be re-taken.

Students must seek and receive readmission within one year from the time they were last enrolled in the Nursing Program, otherwise they will be required to apply to the Nursing Program in the standard manner.

### "INCOMPLETE" IN A NURSING COURSE

An incomplete ("I") grade is considered a mutual agreement between the student and the instructor, both agreeing that all of the requirements necessary for the completion of the course will be done at a date later than the last day of the semester in which the student has enrolled for a class. An "I" that is not replaced with a letter grade by the end of the next long semester will automatically change to a grade of "F", and the student must re-apply for re-admission to the nursing program if eligible.

A student in the nursing program cannot progress to the next level of nursing education with an "I" in a previous nursing course. If the nursing student does not meet the necessary course requirements the "I" becomes an "F". The student must apply for re-admission to the nursing program if eligible.

# NONACADEMIC WITHDRAWALS

After approval by the Director of Nurses, nursing students who are in good academic standing who have withdrawn from either the Galveston College Associate Degree Nursing Program or the Vocational Nursing program for non-academic reasons must fulfill the following criteria when seeking readmission to the designated program.

1.  Take the comprehensive math exam and achieve a minimum score of 90% or greater in two attempts.
2.  Take a standardized entrance examination and pass the exam.
3.  Satisfactorily practice and demonstrate the skills/procedures with a passing score on all skills/procedures as outlined on the program Entry/Reentry Skills Table.

Students requesting readmission into transition in this manner will be required to:

1.  Take the comprehensive math exam and achieve a minimum score of 90% or greater in two attempts.
2.  Take a standardized entrance examination and pass that exam.
3.  Satisfactorily practice and demonstrate the skills/procedures with a passing score on all skills/procedures as outlined on the program Entry/Reentry Skills Table.

# GRADE INFORMATION POLICY

In compliance with the **Family Educational Rights and Privacy Act of 1974**, the following procedure will be implemented by all Nursing Department faculties.

1. No grades will be given over the telephone/email to a student or any other person under any circumstances.
2. No indication of grade status such as **Pass/Fail** will be given over the telephone/email to a student or any other person under any circumstances.
3. Students will receive grades via "Canvas" or other secure electronic means.

# PROGRESSION REQUIREMENTS

Students enrolled in the ADN/VN programs must be in good standing:

- ❖ Maintain a GPA of 2.0 in each course
- ❖ Earn a "C" or better in each nursing and general education course
- ❖ Successfully complete all concurrent nursing courses to advance to the next level of the degree plan.
- ❖ Students will be required to take standardized competency exams in each theory course in the nursing program. A passing score for each exam is required to complete the nursing course. **Failure to achieve satisfactory scores may affect progression in the program and graduation. Remediation is required.**
- ❖ A student may **ONLY BE READMITTED ONE TIME** into the Nursing Program.
- ❖ Any ADN student not successful in that program, wishing to change to the VN program, **MUST COMPLETE THE ENTIRE VN PROGRAM.**

Upon successful completion of the LVN-RN Transition Program, Paramedic/EMT to RN Transition Program, the pre-licensure Associate of Applied Science degree program graduates will receive a degree and be eligible to take the National Council Licensure Examination-Registered Nurse (NCLEX-RN) for licensure as a RN. Registered Nurses are eligible and encouraged to continue their education at an upper level institution.

Upon successful completion of the first three semesters of VN education the graduate (Certificate Program) will be eligible to take the National Council Licensure Examination-PN (NCLEX-PN). Upon licensure and completion of pre-requisites for the AAS Degree and one year of employment LVN graduates will be eligible to apply for the LVN to RN program and complete the summer, fall and spring semesters terminating with an AAS Degree.

# PROGRESSION TO GRADUATION

Candidates for the Associate in Applied Science (AAS) or a Vocational Nurse Certificate must complete all curriculum requirements on the Degree/Certificate Plan with a grade of "C" or better in nursing courses and an overall grade point average (GPA) of 2.0 or better to satisfactorily meet graduation standards.

In order to graduate a transfer student must earn at least 18 technical/workforce credit hours at Galveston College.

Certification of graduation shall only occur for those students who have:

❖ Applied for graduation and presented proof of their application;
❖ Completed all courses on the Degree/Certificate Plan;
❖ Have a GPA of 2.0 or better; and


**SUCCESS PLAN** This document describes the Success Plan for nursing students. Remediation is defined as "The process of identifying the need to take action to remedy a situation that, if left unresolved, will result in unfavorable outcomes, whereas implementing intervention strategies will successfully address the situation" (Cullieton, 2009). If the plan is indicated in the last semester, RNSG 1443 all 3 pages are used. If plan starts earlier pages 2 and 3 are used.

# EXAM STUDY PLAN/SUCCESS PLAN

**Pledge:**

I, _____, a nursing student at Galveston College promise to adhere to the following plan I created for testing and my NCLEX success. I understand that those individuals who establish and follow a comprehensive plan do better on exam(s).

**Visualization:**

My ultimate goal is to:

_____

_____

_____

## MAXIMIZING REVIEW TIME:

I know that in order for me to learn best, I will need to:

_____

_____

_____

## STRENGTHS AND WEAKNESSES:

I have identified that I do well in the following client/patient need categories:*

_____

_____

_____

I have identified that I need to remediate in the following client/patient need categories:*

_____

_____

_____

*Client/patient categories are found on computerized exam reports and exam blueprints. Categories concern safe and effective care, management of the environment, patient-centered care, informatics, health promotion and maintenance, psychosocial integrity, physiological integrity, pharmacology, parenteral therapy, risk reduction, and physiological adaptation NCLEX-RN Test Plan 2016.

# REMEDIATION/SUCCESS PLAN

I plan to use the following tools over the next several weeks to help my focused review plan (identify at least three things):

_____

_____

_____

## LEARNING ENVIRONMENT:

It has been my experience throughout nursing school that I learn best by (at least three things):

_____

_____

_____

## PRE-NCLEX LIFE PLAN

This is what I will do if a major life event (Death, marriage, divorce, childbirth, car accident, family/friends in crisis) occurs during my NCLEX preparation time:

I will find the time to strength my review plan after graduation by:

I have identified the following as motivators for me to follow this NCLEX success plan:

_____            _____

Student Signature                                          Date

_____            _____

Faculty Signature                                          Date

Student retains a copy of Remediation Plan and Contract; original to student's file.

# ACHIEVEMENT IN CLASS AND CLINICAL/LABORATORY EXPERIENCE

The grading scale for Galveston College, Department of Nursing states:

❖ Nursing program(s) grades are recorded as "A" (91-100); "B" (81-90); "C" (80-75); and "F" (below 74). A final grade of "F" in any course in the student's major in the nursing program(s) will automatically remove a student from eligibility to continue in the nursing program(s). Removal can only be done by a one-time re-admission to the program. A minimum grade of "C" is required in ALL courses to remain in good standing in the Department of Nursing. A student may be recommended for dismissal for failing grades, cheating, inappropriate behavior or attitude, or unsatisfactory (unsafe, inaccurate, and/or incompetent) clinical performance will supersede any classroom grade and will, therefore, mean failure for the semester.

❖ Nursing faculty for each course will plan, implement, and evaluate course requirements. Nursing faculty will maintain a record of student progress in a course and communicate to the student progress or lack thereof in the course and suggest appropriate remediation.

❖ Course requirements are communicated by faculty orally and in writing in the syllabus.

❖ The clinical evaluation tool includes a Formative and Summative Component. Clinical grades may appear as a letter grade or Satisfactory or Unsatisfactory. A failing grade in clinical means the student will be withdrawn from the corresponding theory course regardless of the grade in theory. Theory and clinical courses are companion courses.

❖ A grade point average of 2.0 or higher is required for graduation.

❖ ALL RNSG and VNSG courses MUST BE taken and completed by the semester indicated in the degree plan.

Students who do not successfully pass a course and desire to continue in the nursing program are required to re-apply for re-admission to the program if eligible. Re-application does not guarantee re-admission.

# TRANSFER/TRANSITION POLICIES

Students who desire to transfer to the Galveston College Nursing Programs after taking nursing courses at another college or university should apply for admission with the Nursing Department. Admission of transfer students is based upon an individual review of previous course work space available passing a standardized examination, successful completion of a dosage calculation examination, and successful skills check-off, and successful completion of a Fundamentals Computerized Examination at the student's expense.

The student desiring transferring/transition students must:

1. Meet admission/readmission requirements for Galveston College and the Associate Degree (ADN) Program or Vocational Nursing Program (VN).
2. Currently hold the required cumulative GPA. The ADN required cumulative GPA is 2.7 and the VN required cumulative GPA is 2.5.
3. Arrange to have transcripts from all former institutions including high school or a G.E.D. certificate sent to the Admissions Office at Galveston College and unofficial copies of all transcripts to the Nursing Department.
4. Submit course syllabi for review to the Nursing Department.
5. Successfully complete all testing requirements, including passing a standardized fundamentals test.
6. Enter the ADN program before or at the beginning of the second year; if VN must complete the entire program.

7. Complete 18 credit hours at Galveston College prior to graduation.
8. Obtain a background check from Castle Branch.
9. Be aware that there will be random and/or unannounced drug screening tests after acceptance into the nursing program. Failure to pass the random drug test will result in expulsion from the program.

# GALVESTON COLLEGE DEPARTMENT OF NURSING COMMITMENT TO PROFESSIONALISM

The Galveston College Nursing student is preparing to join a community of professionals dedicated to advancing health education, health research, wellbeing of the community and quality patient care. The Galveston College nursing community, though diverse in culture, educational backgrounds and beliefs, shares a common set of professional values. These values, or professional commitments, are outlined below:

**Commitment to professional responsibilities -** Every Galveston College student nurse is considered a professional. We respect one another, work collaboratively and carry out our duties at the highest level of quality. We evaluate our professional growth and performance, and we demonstrate continued competence and growth. We support the remediation of problems and discipline of those who fail to act professionally.

**Commitment to service -** Every member of the Galveston College student nurse community puts the interests of those being served before self-interest. Integrity, compassion and respect characterize this commitment to service.

**Commitment to diversity -** Every member of the Galveston College student nurse community respects differences, honors choices, and works to eliminate discrimination. At the most basic level, each student addresses discrimination when he or she sees or experiences it.

**Commitment to professional competence -** Every member of the Galveston College student nurse community is committed to lifelong learning and is responsible for maintaining the knowledge, skills and attitudes learned here. We are each committed to maintain the learning required for continued professional high-quality performance.

**Commitment to confidentiality -** Every member of the Galveston College student nurse community safeguards the privacy of personal and sensitive information about patients, families, co-workers, students and the institution.

**Commitment to honesty -** Every member of the Galveston College student nurse community values honesty. We are truthful, trustworthy and accountable. We do not cheat, steal, lie or destroy or falsify information. Honesty and accountability also prevail when errors and injuries occur. We promptly admit our mistakes and take corrective actions.

**Commitment to the responsible use of resources -** Every member of the Galveston College student nurse community is a good steward of the resources entrusted to the college. This commitment includes the responsible use of money, equipment, time, space and personnel.

**Commitment to quality -** Every member of the Galveston College student nurse community is committed to excellence. This commitment is met by continuously striving to achieve higher levels of performance. Each student, individually and as a group, develops and improves measures of quality that promote optimal professional and educational outcomes.

**Commitment to managing conflicts of interest -** Every member of the Galveston College student nurse community recognizes, discloses and addresses issues—whether real or perceived—that compromise institutional loyalty and personal integrity.

**Commitment to knowledge -** Every member of the Galveston College student nurse community promotes ethical conduct in the gathering and use of new knowledge that will become our bedrock of professional skill. We are each committed to the honest gathering of skills and the appropriate application of our professional knowledge.

\*\*This document has been adapted from Medical Professionalism in the New Millennium: A Physician Charter, Annals of Internal Medicine, 2002; 136 (3): 243-246, created by the ABIM Foundation, ACP-ASIM Foundation and European Federation of Internal Medicine under the auspices of the Medical Professionalism Project. \*\*

# PROFESSIONAL CONDUCT

A code of ethics or behavior indicates a certain group's acceptance of the responsibility and trust with which it has been invested by the profession. Each student nurse who joins the profession of registered nurses inherits the responsibility, trust and obligation to adhere to the standards of professional and ethical practice. Because the nurse works to inspire the consumer's confidence. It is vital that the nurse treats all client's/patients/family/significant others and colleagues with respect and dignity. The nurse should avoid personal gain. The nurse must abstain from inappropriate personal relationships with any client/patient.

**NURSES must understand and apply the following concepts of professional boundaries:**

- ❖ PROFESSIONAL BOUNDARIES: are the spaces between the nurse's power and the client/patient's vulnerability. The power of the nurse comes from their professional position and their access to private knowledge about the client/patient. Establishing boundaries allows the nurse to control this power differential and provides a safe connection to meet the client/patient's need.
- ❖ BOUNDARY VIOLATIONS can result when there is confusion between the needs of the nurse and those of the client/patient. Such violations are characterized by excessive personal disclosure by the nurse, secrecy or even a reversal of roles. Boundary violations can cause delayed distress for the client/patient, which may not be recognized or felt by the client/patient until harmful consequences occur.
- ❖ SEXUAL MISCONDUCT is an extreme form of boundary violation and includes any behavior that is seductive, sexually demeaning, harassing or reasonably interpreted as sexual by the client/patient. Sexual misconduct is an extremely serious violation of the nurse's professional responsibility to the client/patient. It is a breach of trust!
- ❖ LEARNING ENVIRONMENT is the educational period is one in which behaviors will be examined and reinforced. Given the sensitive nature of classroom content and the importance of a learning and testing environment free from distraction ~~for nursing courses~~, persons not enrolled in the course may not come to class, learning laboratory, or clinicals. This includes adults and children.

Maintaining professional relationships with hospitals and other agencies, whose facilities we use, requires thoughtfulness and appropriate ethical conduct by both instructors and students.

## PERSONAL INTEGRITY POLICY

Promote an environment in the Nursing Department of intellectual honesty, professionalism, trust, and integrity. It is intended to guide the professional behavior of students, and applies to all endeavors and conduct pertaining to nursing education and the role of a professional nurse. All students of Galveston College are representatives of the Department of Nursing and are expected throughout their tenure to engage in appropriate interpersonal conduct, act ethically, take responsibility for their own actions, respect authority while taking appropriate instruction, comport themselves with civility, and be self-aware of their impact on all others at Galveston College.

## OTHER PROCESSES

**Conduct**: No personal communications are to be received in the clinical units. If an emergency call is necessary, the family and/or persons needing to contact the student, should have been provided with information concerning contacting the clinical instructor or the main office number at Galveston College (409) 944-1396. The clinical instructor will notify the student of the emergency situation.

# ACADEMIC DISHONESTY

**CHEATING** refers to **ANY** academic dishonesty on examinations, written papers, and assigned projects and is defined by deliberate, deceitful intention to obtain or give information. The person(s) deliberately giving information and the person(s) deliberately receiving information are both "CHEATING". During testing, faculty shall ask students to follow the 'testing policy'. Faculty will assign a grade of **"0"** for work found to be associated with cheating. If a "0" grade is received due to academic dishonesty, there will be no opportunity to make up for missed work.

**Academic Cheating and Plagiarism**
1. Academic cheating includes but is not limited to, the accomplishment or attempted accomplishment of the following:
   a. Copying or obtaining information from someone else's paper or test,
   b. Using, during a test, materials not authorized by faculty giving the test,
   c. Collaborating, conspiring, or cooperating during a test with any person by giving or receiving information without authority,
   d. Stealing, buying, or otherwise obtaining ALL or PART of an un-administered test,
   e. Selling or giving away ALL of Part of an un-administered test or ANY information concerning specific questions and items on an un-administered test,
   f. Requesting, demanding, bribing, blackmailing, or in any way causing any other person to obtain an un-administered test (written or electronic) or information about an un-administered test in the process of being administered,
   g. Substituting for another student, or permitting any other person to substitute for oneself to take an examination or write a paper or do a project,
   h. Submitting as one's own, in fulfillment of academic requirements, any theme, report, term paper, essay, reflective journal, or other required work prepared totally or in part by another person or computer,
   i. Any selling, giving, or otherwise supplying to another student for use in fulfilling academic requirements,
   j. Submitting artificially produced data or information in place of descriptive, experimental or survey results,

k. Any other devious means of securing an unearned grade in a course offered for credit: *A student looking on another student's paper. **The presence on one person (or close proximity there to) of a condensation of test information which could be regarded as a "cheat sheet" will be considered adequate evidence to establish cheating.
2. Plagiarism is the use of any other person's work (such work need not be copyrighted) and the unacknowledged incorporation of that work into one's own work offered for credit.

Penalties for Cheating and Plagiarism are severe and may include suspension or dismissal from the nursing program.

**WAYS YOU CAN HELP**
Potential role of the student:
1. **SPEAK UP!!!!** Let others know how you feel about cheating—do you want someone taking care of you or a loved one who cheated their way through nursing school? Let your peers know that cheating is wrong.
2. Help the faculty—if you know someone is cheating, let faculty know about it so he or she can take adequate precautions or pay special attention to that person during the exam or while grading papers. You don't have to risk exposure as a tattletale to do so, nor should you feel guilty about betraying someone who cheats, but you do have a responsibility to maintain and uphold professional ethics.
3. Be careful about your own behavior. You may look suspicious without realizing it. Keep YOUR eyes on your own paper/computer screen, don't visit with your neighbor during an exam.

# POLICY ON SCHOLASTIC INTEGRITY

Each student is charged with the responsibility of maintaining scholastic integrity.  When written assignments require excerpts from material published by others, the student must give full credit to the author; to fail to do so is plagiarism.

Any student violation of scholastic integrity from plagiarism or cheating falls properly within the realm of student/faculty relations and is subject to faculty recommendation to the college administration for loss of credit for a particular assignment, examination, or unit of work, failure in a course, or dismissal from the college. Students must sign an "Academic Integrity Policy" during orientation. (Appendix B)

# IN-HOUSE STUDENT TESTING PROCESS

In order to test the student must adhere to the following in-house testing policy:

❖ Attendance is required for ALL exams
❖ All students possessions (back-packs, cell phone, I-Pads, beverages, hats, any study materials, watches, etc.) must be placed in the designated area at the front of the room 10 minutes prior to beginning the exam. The student may have a pen or pencil during the testing period. Scratch paper will be provided by the Department of Nursing and will be numbered and returned with the test and/or testing materials. Basic function calculators will be provided by the Department of Nursing when appropriate.
❖ If you must be absent for the exam **YOU MUST** contact the course instructor by phone or email prior to the scheduled exam. **MAXIMUM** of one make up exam per course.
❖ Students are allotted one tardy without penalty. On the second tardy a 5-point deduction will be applied to the exam score; any subsequent tardiness will receive a 10-point deduction to the exam

score. Students will take the exam within the allotted scheduled time. The student who is tardy WILL NOT be allotted extra time to complete the exam.

❖ Make-up exams are at the discretion of the faculty. The exam may be a form of the original, a different test over the same content, an oral exam, essay etc.

❖ Exams or quizzes can be delivered in a written, online, or other formats.

❖ Classroom exam reviews will be conducted at the discretion of the faculty. Procedure is the same as for testing (see 2nd above). Students will have pen or pencil to write down question numbers they have concerns about, paper is numbered and returned at end of review, student concerns are reviewed when faculty review tests and determine grades. Grades are posted on CANVAS. Students in on-line classes will receive grades as stated in the syllabus. There will be **NO** classroom or individual review of the final exam.

❖ Individual unit exam reviews may be scheduled with faculty during office hours and within seven (7) calendar days from the return of exam grades.

❖ Students must pass a dosage calculation/medication administration test at 90% or higher prior to the scheduled date of clinical. Failure to obtain a 90% or higher will result in course failure.

❖ The average of the exam grades must be 75% or higher, before weighted calculation is performed for the course. Grades **WILL NOT BE ROUNDED** when calculating the average (74.5-74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grade calculated on the weighted calculation of exams and other required course work.

❖ Failure to follow policies shall result in a zero for an exam. A common form of cheating involves copying another student's answers (work) from paper or computer screen, using notes, altering an exam for re-grading, getting an advanced copy of the exam, or obtaining a surrogate test-taker are forms of cheating or misconduct and will result disciplinary action.

❖ A student test blueprint will be provided at least 72 hours prior to the exam. The blueprint will include the various objectives and the number of questions relating to that particular content. Students will be provided a blueprint for the final exam also. **Students ARE NOT Authorized** to obtain or remove any part of a written or computerized exam in any course. A clear violation of this would be the copying and pasting of completed or uncompleted exams even when there is no intent to share this document. Students are not allowed to visit or open any sites or programs on their computers at any time during the testing period unless asked by faculty to do so.

This information should help you avoid unintentional misconduct and clarify that the consequences of non-adherence to the policy which can result in suspension or dismissal from the Galveston College Nursing Department.

# POP (UNANNOUNCED) QUIZ POLICY

There may be unannounced quizzes each semester. They may be given during any scheduled class or lab time. They may be administered at any time during the class. Any student not present in class at the time the quiz is administered **WILL NOT BE ALLOWED TO TAKE THE QUIZ. THERE WILL BE NO MAKE-UPS FOR MISSED QUIZZES.** When students miss a quiz, they **WILL RECEIVE A GRADE OF <u>ZERO</u> (0) FOR THAT QUIZ**.   The faculty may provide a quiz at a different time, depending on circumstances.

# MAKE-UP EXAM POLICY

Students who expect to miss an exam must notify the course coordinator prior to the start of the exam. Failure to do so will result in a **zero** (0) for that exam. A make-up day for missed exams will be designated at the end of each semester for each course. Students who miss an exam will be given a make-up exam that covers the same content but the exam may be given in a different format. Students taking a make-up exam will follow the same exam testing policy regarding length of time allowed for the exam.

# FACULY TEST REVIEW

Following test administration, the course team will review the test statistics. Changes made in test items will be made at the discretion of the instructor and/or teaching team. Students may be allowed to review their unit exam and grades at the discretion of the faculty. The student is responsible for scheduling an appointment with the appropriate faculty member for individualized review. No books or papers will be allowed on the desk during test review. Verbal discussion of test items and test materials will be limited to the instructor's rationale for test items. No test review will be held after final examinations.

# TESTING SECURITY POLICY

**Purpose**: The purpose for the Testing Security Policy is to provide:

1. Students with direction to avoid academic dishonesty and
2. Faculty members with the structure necessary to ensure security of all aspects of the testing process. This policy is not limited to academic cheating on tests, but encompasses all aspects of classroom, clinical, and online learning environments.

Galveston College expects high standards of conduct from adult learners. Cheating of any nature is not acceptable and will result in disciplinary proceedings, including but not limited to a zero (0) on a test, failing the course or dismissal from the nursing program. Scholastic dishonesty is discussed in the Galveston College Catalog, and the Galveston College Nursing Handbook.

The Texas Board of Nursing (TBON) may deny licensure to anyone who demonstrates a lack of good professional character as evidenced by a single incident or an integral pattern of personal, academic, or occupational behaviors that are not consistent with standards of nursing practice (BON 215.8 (4)).

The use of technology is often a method used for academic cheating. Examples include but are not limited to cell phones, portable media devices, cameras, audio or video recording devices, watches and social media networks. Any form of cheating is unacceptable and will not be tolerated.
It is important that faculty communicate with students on exactly what constitutes academic dishonesty and what the expectations are.

Galveston College Department of Nursing provides an overview of cheating on anything:
Copying from another student's test paper, computer screen, scratch paper, using test materials from a student who has graduated from a nursing program in previous years, using test materials not authorized from the faculty, collaborating with or seeking aid from another student during a test without permission from the test administrator, knowingly using, buying, selling, stealing, or soliciting, in whole or part, the contents of a pending test; the unauthorized transporting or removal, in whole or part, of the contents of a test; substituting for another student, or permitting another student to substitute for one's self to take a test.

**EXAMPLES of CHEATING** (this is not all inclusive):
1. Going to the restroom during an exam and looking at notes hidden somewhere on your person.
2. Writing notes or memory prompts on a body part before the exam and using that to help answer questions.
3. Student is having difficulty writing a care plan or paper. He/she uses the work of another student (current or former).
4. Posting questions and/or answers on social media.
5. Copying, in whole or part, of work found on the internet and using it as his own.
6. Student used test questions, papers, and care plans handed down from previous semesters to complete his/her assignment(s).
7. When asked by faculty, a student says he knew cheating was going on but didn't want to get anyone in trouble.
8. Bringing audio recorders to test review. Taking a picture of NCLEX-RN/PN question during class without the instructor's knowledge.

**FACULTY RESPONSIBILITY:**
1. Test security measures shall begin at test construction.
2. Tests (if paper and pencil) will not be left unattended on the faculty desk or left on an open computer screen when students enter the office. Computer content should be minimized to avoid a breach of test questions.
3. All tests are maintained in the faculty locked office.
4. Test security will continue once the test has been generated online. Verification of receiving the test online should be confirmed by the faculty.

REFERENCES:
Willmann, J. (2015). Annotated guide to the Nursing Practice Act. 12th ed. Texas Nurses Association.
Morrison, S., Nibert, A., & Flick, J. (2006) Critical thinking and test item writing. (2nd ed.) Health Education Systems, Inc. Publishing: Houston, Texas
Thanks to Amarillo College for sharing.

# GUIDELINES FOR CURRICULUM-WIDE SUCCESS PLAN: USING ASSESSMENT TECHNOLOGIES INSTITUTE
## (ATI)

**What is ATI?**

- ❖ ATI offers an assessment driven review program designed to enhance student NCLEX-RN and NCLEX-PN success.
- ❖ The comprehensive program offers multiple assessment and remediation activities. These include the following:
  - Assessment indicator for academic success,
  - Assessment of critical thinking
  - Learning style inventory
  - Online tutorials
  - Online practice testing
  - Proctored testing in each didactic class
  - Intensive NCLEX preparation during the last semester with ATI Capstone, Virtual ATI, and ATI Live Review.

  These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, increase confidence and familiarity with nursing content.
  - Data from student testing will drive targeted, efficient and individualized remediation to decrease knowledge gaps.
  - ATI information and orientation resources can be accessed from the student home page. **It is highly recommended that students spend time navigating through these orientation materials.**

ATI provides different resources for student use which includes the following:

**Modular Study:**

ATI provides online review modules which include written and video materials in all content areas. Students are encouraged to use these modules to supplement course work and instructors will assign these during the course and/or as part of active learning/remediation following assessments.

**Tutorials:**

ATI offers unique Tutorials which teach nursing students how to think like a nurse, how to take a nursing assessment and how to make sound clinical decisions.

1. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Nurse Logic is comprised of 4 modules which provide a power point presentation followed by a quiz to assist students become better readers, test takers, and clinical decision makers. These modules include the following:
   - Knowledge and Clinical Judgment
   - Nursing Concepts
   - Priority-setting Frameworks
   - Testing and Remediation

   Students will be required to successfully complete Nurse Logic as a course assignment while enrolled in the Nursing Program.
2. Students will complete **Learning Systems Quizzes** found under the Tutorials Tab prior to taking Practice Assessment.
3. **Learning System** offers practice tests in specific nursing content areas which allow students to apply the valuable learning tools from **Nurse Logic**. Features are embedded in the Tutorials

which help students gain an understanding of content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide. Learning Systems 2.0 will also provide you a valuable bank of practice questions and rationales to learn content.

**Skills Modules:**
1. Students will use ATI skills modules in every semester of the Nursing Program.
2. Students are responsible for submitting ATI Skill Module documentation to course faculty as assigned in each course:
   - The CON requires post-test score pf 90% or higher
   - Students may take the post-test as many times as needed to achieve the minimum 90% score.

**Assessment (Content Mastery Assessments and Comprehensive Predictor):**
Standardized Assessments help students to identify current knowledge of content as well as areas requiring active learning/remediation.
There are two (2) types of assessments students are required to successfully complete through the Nursing Program. These include the following:
   - Content Mastery Assessments (CMA)
   - Comprehension Predictors

Each assessment identified above (CMAs and Comprehensive Predictors) has **practice assessments** available which will be scheduled during the courses.
   - Practice Assessments are developed from the same test plan as the Content Mastery Assessments and the Comprehensive Predictor.
   - Students take the practice assessments to identify strengths and weaknesses.
   - Each content area will also have Learning System 2.0 Practice Quizzes.

**A successful score on Content Mastery Assessment (CMA) is considered a proficiency score of Level 2 or greater. A successful score on the Comprehensive Predictor is considered 90% or greater Passing Predictability.**

**Active Learning/Remediation**
Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student's individual performance profile will contain a listing of the topics to review. The student can remediate, using the Focused Review which contains links to ATI Books, media clips and active learning templates. Students are encouraged to use course notes and texts to complete remediation.
The faculty has online access to detailed information about timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students shall provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page or by submitting written Remediation Templates as required.

**IMPLEMENTATION OF ATI THROUGHOUT THE NURSING PROGRAM**
**Courses that require Practice Assessment A, followed by CONTENT MASTERY ASSESSMENT:**
   - Students shall complete Practice Assessment A prior to Content Mastery Assessment
   - Students shall complete remediation which will include completion of three (3) critical points to remember or of an active learning template

- Rationales will open immediately following Assessment when administered during class. Otherwise, rationales will open after the Remediation due date.
- Faculty shall review completed remediation.
- Students shall complete Content Mastery Assessment as scheduled by faculty.

**Courses that require Practice Assessment A, Practice Assessment B, followed by CONTENT MASTERY ASSESSMENT:**
- Students shall complete Practice Assessment A prior to completing Practice Assessment B.
- Students shall complete remediation which will include completion of three (3) critical points to remember or of an active learning template
- Rationales will open for Practice Assessment A three days after completion of Practice Assessment A. Proposed Change: Faculty shall review completed remediation for Practice Assessment A.
- Students shall complete Practice Assessment B.
- Remediation is to be done.
- Rationales shall open for Practice Assessment B immediately if administered during class time or otherwise, 48 hours before CONTENT MASTERY ASSESSMENT as scheduled by faculty

**Courses that require Practice Assessment A, Practice Assessment B, followed by the COMPREHENSIVE PREDICTOR:**
- Students shall complete Practice Assessment A prior to completing Practice Assessment B.
- Students shall complete remediation for Practice Assessment A which will include a minimum of one (1) hour of focus review **AND** completion of an active learning template and/or three (3) critical points to remember.
- Rationales shall open immediately following Assessment when administered during class. Otherwise, rationales shall open after the Remediation due date.
- Faculty shall review completed Remediation for Practice A
- Students shall complete Practice Assessment B
- Remediation is required
- Rationales will open for Practice Assessment B immediately if administered during class or otherwise, 48 hours before the COMPREHENSIVE PREDICTOR.
- Students shall complete the Comprehensive Predictor as scheduled by faculty.

**ADN Track**

| Content Mastery Assessment | Semester | Course | Practice Assessment A Required | Practice Assessment B required | Grading Rubric | Remediation | Re-take |
|---|---|---|---|---|---|---|---|
| Fundamentals | 1st semester | Foundations/Transition | Yes | Yes | A | Required for A | No |
| Adult Med/Surg | 2nd semester | Common Concepts | Yes | Yes | A | Required for A | No |
| Mental Health | 3rd semester | Mental Health | Yes | Yes | A | Required for A | No |
| Maternal/Newborn | 4th semester | Maternal/Newborn | Yes | Yes | B | Required for A | No |
| Care of Children/Families | 4th semester | Care of Children and Families | Yes | Yes | B | Required for A | No |
| Pharmacology | 5th semester | Complex Concepts | Yes | Yes | A | Required for A | No |
| RN Comprehensive Predictor | 5th semester | Complex Concepts | Yes | Yes | B | Required for A | No |

## GRADING RUBRIC A

| Practice Assessment A 1 Percent | Practice Assessment B 1 Percent |
|---|---|
| **Remediation 4 Percent** | **4 Percent** |
| **Complete Practice Assessment A Remediation Required** <br> ➤ Turn in the entire individual Performance Profile <br> ➤ Complete 3 critical points to remember or an active learning template for each specific topic missed on the individual Performance Profile <br> ➤ *No credit will be awarded if either the above bulleted items are missing* | **Complete Practice Assessment B** <br> ➤ May be required by faculty |

| CONTENT MASTERY ASSESSMENT SCORE | | | |
|---|---|---|---|
| **Level 3** <br> **4 percent** | **Level 2** <br> **3 percent** | **Level 1** <br> **1 percent** | **Below Level 1** <br> **0 percent** |
| | | | |
| **Total Percent = 10/10** | **Total Percent 9/10** | **Total Percent 7/10** | **Total Percent 6/10** |

## GRADING RUBRIC B

| Practice Assessment |
|---|
| **5 Percent** |
| **Complete Practice Assessment A**<br>Remediation<br>  ➢ Turn in the entire individual Performance Profile<br>  ➢ Complete 3 critical points to remember or an active learning template for each specific topic missed on the individual Performance Profile<br>  ➢ *No credit will be awarded if either the above bulleted items are missing.* |

| Content Mastery Assessment Score | | | |
|---|---|---|---|
| **Level 3**<br>**25 Percent** | **Level 2**<br>**20 Percent** | **Level 1**<br>**15 Percent** | **Below Level 1**<br>**10 Percent** |

| Remediation Required As Noted | | | |
|---|---|---|---|
| **Remediation Required for Level 3** | **Remediation Required for Level 2** | **Remediation Required for Level 1** | **Remediation Required Below Level 1** |
| Remediation:<br>  ➢ Minimum 1 hour Focused Review<br>  ➢ For each topic missed, complete an active learning template and 3 critical points to remember | Remediation:<br>  ➢ Minimum of 2 hours Focused Review<br>  ➢ For each topic missed, complete an active learning template and 3 critical points to remember | Remediation:<br>  ➢ Minimum of 3 hours Focused Review<br>  ➢ For each topic missed, complete an active learning template and 3 critical points to remember | Remediation:<br>  ➢ Minimum of 4 hours Focused Review<br>  ➢ For each topic missed, complete an active learning template and 3 critical points to remember |
| **5 Percent** | **5 Percent** | **5 Percent** | **5 Percent** |
| | | | |
| **Total percent = 35/35** | **Total percent 30/35** | **Total percent 25/35** | **Total percent 20/35** |

***Since RNSG 2201 Care of Children and Families and RNSG2208 Maternal/Newborn are taught in 8 week blocks, these courses will use ATI Maternal Newborn Assessment and the Care of Children & Families along with remediation as the final examination.

**GRADING RUBRIC C**

| Practice Assessment A<br>1 Percent | Practice Assessment B<br>1 Percent |
|---|---|
| **Complete Practice Assessment A**<br>Remediation Required:<br><br>➢ Turn in entire individual Performance Profile<br>➢ Complete 3 critical points to remember and an active learning template for each specific topic missed on the individual Performance Profile<br>➢ *No credit will be awarded if either the above bulleted items are missing* | **Complete Practice Assessment B**<br>Remediation Recommended |

| COMPREHENSIVE PASSING PREDICTABILITY SCORES | | | |
|---|---|---|---|
| **95% or above**<br>**4 Percent** | **90%-94%**<br>**3 Percent** | **85%-89%**<br>**1 Percent** | **84% or lower** |

**Remediation methods:**

**Purpose of remediation:** to provide additional student learning opportunities related to clinical judgment and safe nursing practice. Students benefit form remediation activities, resulting in improved student learning outcomes (SLOs). This is required in all nursing courses with ATI Content Mastery Assessments. A **REMEDIATION NOTEBOOK is to be used with Topics to Review:**

   **A.** 3-ring sturdy binder or e-notebook based on faculty's preference
   **B.** Tabbed dividers for courses or assignments/assessments
   **C.** Placement Order:
   1. Copy of ATI Policy/Grading
   2. Sections for each nursing course where ATI testing occurs
   3. PDF copy of individual Performance Profile Report
   4. Active Learning Templates
   5. Critical Points
   6. Pertinent Tutorial Information

*This assists in meeting Student Learning Outcomes*.

**Three Critical Points:**

   **A.** Review each missed item from the Assessment Report T*opics to Review.* Follow the links provided to ATI Review Modules/books with online video, animation, and graphics and tutorials. Use course textbooks, slideshows, and class notes to review missed content.
   **B.** After reviewing missed content, consider the three (3) most important nurse-related topics about that specific content.
   **C.** Word Process/handwrite these most important items in a word document or excel spreadsheet including the topic descriptor. Keep it simple and concise. This is **required.**
   **D.** Place these in the remediation notebook with the Active Learning Templates.

**Option for Active Remediation:**
   **A.** Remediation notebook with current work should be taken to all evaluation sessions with the faculty.
   **B.** Grades may be earned for fulling assessment and remediation based on specific curriculum rubrics.
   **C.** Critical Point and Active Learning Template Discussion may be assigned as part of a clinical post-conference or a didactic class.


**ATI LIVE REVIEW**
Shortly before graduation, ADN and VN students attend a 3day, live review with a nurse educator from ATI. This is a mandatory comprehensive review for all students. Attendance at the Live Review is taken.

# ATI TESTING POLICY

**What is ATI?**

- ❖ Assessment Technologies Institute® (ATI) offers an assessment drive review program designed to enhance student NCLEX-RN and NCLEX-PN success.
- ❖ The comprehensive program offers multiple assessment and remediation activities. These include assessment indicator for academic success, critical thinking and learning styles, online tutorials, online practice testing, and proctored testing over the major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- ❖ Data from student testing and remediation can be used for program's quality improvement and outcome evaluation.
- ❖ ATI information and orientation resources can be assessed from the student home page. **It is highly recommended that you spend time navigating through these orientation materials.**

**Modular Study:**

ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement course work and faculty will assign these during the course and/or as part of active learning/remediation following assessments.

**Tutorials:**

ATI offers unique Tutorials which teach nursing students how to think like a nurse, how to take a nursing assessment and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide.

**Assessments:**

Assessments will help students identify what they know as well as areas requiring active learning review. There are practice assessments available to the student and proctored assessments which shall be scheduled during courses.

**Active Learning/Remediation:**

Active Learning/Remediation is a process of reviewing content in an area that was not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX examination. The student's individual performance profile will contain a listing of the topics to review. The student can remediate, using the Focused Reviews and which contains links to ATI books, media clips and active learning templates.

Faculty have online access to detailed information about the timing and duration of time spent in the assessment, focused review, and tutorials by each student. Students can provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page or by submitting written Remediation Templates as required.

**Grading Rubrics can be found in the policy located in the Student Nurse Handbook.**

**Date: _____**


_____ **(Initial)** I have received a copy of and have read the ATI Assessment and Review Policy.


_____ **(Initial)** I understand that it is my responsibility to utilize all of the books, tutorials, and online resources available from ATI.


_____ **Student Signature**


_____ **Student Printed Name**

# COMMUNICATIONS

Open communication is encouraged between students and faculty. Faculty may be contacted, in most cases, before or after class or during office hours. Office hours are posted next to the office doors. These times are designated as most advantageous to students for faculty-student conferences. If the times posted are not advantageous, students are encouraged to request an appointment with the faculty member at a mutually convenient time.

Students are required to notify the course coordinator and/or instructor if they are going to miss class or clinical. Written documentation may also be required.

In addition, students may make appointments with the Director on an individual basis.

# TIME EXPECTATIONS

Students can expect to spend approximately 4-8 hours per week in class and approximately 10-15 hours per week either in the College Nursing Lab or a clinical setting. As students progress through the program, class, lab, and clinical expectations will increase.

Students will need to plan for study time with a study group. A rule of thumb is that for every class hour, the student will need to study 2 hours. Many students will find that they need to study more than the allotted time in certain classes and for specific types of information. The time commitment to nursing should be adequate to maintain your GPA

# STUDENT EMPLOYMENT

It is helpful to plan ahead so external workloads can be decreased while taking a full load of Nursing courses. Working should be regulated throughout the semester, especially at the beginning and end of the semester.

When a hospital or other health care agency employs a student while in the nursing program, that student is the employing agency's responsibility when the student works for payment. The student must adhere to the regulations of nursing student employment. When working for payment the student **CANNOT PASS OR ADMINISTER MEDICATION OR PROVIDE INVASIVE PROCEDURES**. If a student holds a license in another field, he/she can function under that license if appropriate while working on their own time.

# PROFESSIONAL LIABILITY INSURANCE

Each student is legally responsible for his/her own actions. Students are required to carry liability insurance for the duration of the program. At present, a blanket policy is provided for students. Payment is included in tuition and fees each semester. Following graduation, the policy expires and graduates may purchase their own policy.

**Health Insurance Portability and Accountability Act of 1996 (HIPAA)**
One of the student's major responsibilities is to preserve the confidentiality of ALL medical and personal information concerning patients. Students MUST successfully complete HIPAA Training at Galveston College. Students will sign a copy of the HIPAA training form and the form will be included in the student's file. **ANY VIOLATION** of confidentiality or breach of HIPAA Regulations will result in

immediate dismissal from the Nursing Program at Galveston College pending an investigation by the AP Committee.

# STUDENT HEALTH

Fees for the Student Health Program at UTMB are assessed at the time of registration each semester. Any student who has personal or group health insurance must show proof of the insurance at the time of registration in order to have the student wellness fee waived. Students should consider maintaining the Student Wellness access as it is physically convenient to the College and there is no deductible for clinic visits if you are covered.

# INCIDENT REPORT

Incident reports are utilized in the clinical setting when an error or accident has occurred (i.e., medication error, injury involving student, client, staff, visitor, etc.).

In the event that an accident or error occurs, the student will first notify the instructor. The nurse manager/charge nurse, physician and the patient will then be notified according to facility protocol.

The student is responsible for writing the incident report on the institution's forms and forwarding it in accordance with facility policy. The student will also schedule a conference with the Clinical Instructor within one week after the error. The purpose of the conference is to critically think the error and problem solve to prevent further occurrences.

# EMERGENCY NOTIFICATION PROCEDURE

An emergency is defined as a situation that requires immediate attention. *A specific example would be sudden illness or injury to a family member.*

It is imperative that the students notify family members and caregivers of their daily school schedule, including clinical facility and unit.

In case of emergency, family members or caregivers may call the Department Administrative Assistant at (409) 944-1396. A concentrated effort will be made to contact the student.

# GRIEVANCE PROCEDURES

Grievance is any complaint, injustice, or unresolved conflict a person has encountered. As a student, these problems can be related to the clinical experience, theory classes, exams, school policy, or faculty-student relationships.

The procedure to resolve grievances provides a formal avenue for the student. The grievance procedure begins at the departmental level and is outlined in the Galveston College Catalog.

# STUDENT RESPONSIBILITIES

*Campus/Classroom Dress Code*
While on campus, attending class or laboratory sessions, students are required to wear scrubs. Scrubs may be any color and may be worn with approved Galveston College t-shirt. Scrubs must be clean and neat.

*Submitting Required Projects*
Timeliness is an important part of nursing and the provision of nursing care. Nurses are expected to administer medications and perform procedures at specified times throughout the day. It is for that reason that it is important for nursing students to learn to meet deadlines.

Students are expected to submit written course work (i.e. care plan) and projects on the dates specified in the syllabus or by the instructor/teaching team. There will be a 2% reduction in the overall project grade or course work for each working day it is late. After 5 working days the student will receive a grade of "0" for the project or course work. The student will still be required to submit the required work to complete the course requirements. Failure to submit the project or course work will result in a course failure.

*Classroom Courtesy*
To allow all nursing students an optimal chance at achieving their educational goals, common classroom courtesy is imperative. Students will be expected, at all times, to be considerate and respectful of their fellow students and the faculty.

Entering and leaving the classroom during teaching/learning activities is disruptive to the faculty and students. Complete all personal activities prior to the beginning of the scheduled class time and plan to remain in the classroom until the end of the class. The faculty preserves the right to lock the doors and not allow entrance of late students until the break.

The lecturer deserves your undivided attention; extraneous conversations during lecture are rude to faculty as well as your fellow students. Come to class prepared to give the lecturer, and your learning, your full attention.

Audible signals on cellular telephones are distracting to classroom activities. It is both a Galveston College and a Department of Nursing policy that cell phones **must be turned off during class time**.

## Students who disrupt class will be asked to leave.

*Social Networking*
Following are general guidelines for use of Facebook, Twitter, Instagram, MySpace and other social networking sites. Failure to adhere to these rules will result in disciplinary action. You may use those sites, but with these cautions:

- It is your responsibility to keep your site appropriate and your profiles clean.
- Do not post threats or derogatory remarks about anyone associated with the Nursing program. This includes fellow students, faculty, staff, college administrators, clinical affiliates and, above all, patients. Violations will result in disciplinary action and possible dismissal from the program.

- Any posted photos of yourself must be appropriate and must not depict illegal activity. Posting photos of other students, faculty, staff, etc. without their permission is prohibit

# How to Respond to an Active Shooter

This section provides students and faculty with a sequential, step-by-step guide of actions required to comply with response to an active shooter.

## RUN (Evacuate)

If there is an accessible escape path, attempt to evacuate the premises. Be certain to:

1. Have an escape route and plan in mind and proceed to a predetermined safe location;
2. Evacuate even if others do not agree to follow;
3. Leave your belongings behind;
4. Help others to evacuate, if possible; Prevent individuals from entering an area where the active shooter may be
5. Keep your hands visible;
6. Follow instructions of law enforcement officers;
7. Call 911 when you are safe. Provide law enforcement or police dispatchers with
   a. Location of the active shooter and direction of movement
   b. Number of shooters
   c. Physical description of shooter, if you have seen the shooter
   d. Number and type of weapons displayed by the shooter, and
   e. Number of victims at the specific location


If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. That hiding place should:

1. Be out of the active shooter's view;
2. Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door);
3. To prevent the active shooter from entering your hiding place:
   a. Lock the door, if possible; Barricade the door with heavy furniture, cabinets, or equipment
   b. Silence your cell phone; Turn off any source of noise;
   c. Hide behind large items (i.e., cabinets, desks, large equipment);
   d. Remain quiet

## FIGHT

If evacuation and hiding are not possible:

1. Remain calm;
2. Dial 911, if possible, to alert the police of an active shooter, or contact the Galveston College Operator so campus security can be activated;
3. If you cannot speak, leave the line open and allow the police dispatcher to listen;
4. Take aggressive action against the active shooter. As a last resort, and if your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by
   a. Acting as aggressively as possible;
   b. Yelling and throwing items;
   c. Acting in a coordinated manner if others are present;

d. Taking deliberate actions and committing to them;
Improvising weapons and using the weapons against the active shooter (such as, a fire extinguisher or heavy blunt object).

# ATTENDANCE

Students must maintain physical and mental health satisfactory for performance of educational achievement and psychological well-being necessary to provide nursing care in clinical situations. Students assume responsibility upon admission for a high attendance standard in class and clinical activities. Absences or tardiness from class or laboratory, clinicals place an extra burden on any student to keep up with assigned work and to gain experience as needed to complete the NCLEX-RN or NCLEX-PN exams. There may be NO later opportunity to repeat certain missed laboratory/clinical experiences, since clinical assignments are focused on the particular topics being studied at the time. The initiative for making-up missed work is entirely the responsibility of the student.

Attendance is expected to be regular and punctual. Students are subject to Administrative withdrawal due to lack of attendance.

Children, pets, and unregistered adults **ARE NOT** permitted in the classroom, laboratory, or clinicals.

Electronic devices (cell phones or pagers) must be turned off or silenced during ANY class/lab/clinical activity, lecture, discussions, group work, or exams.

Students **MAY NOT** use video/audio recording devices without approval of faculty. Simulation activities and activities in the Hall Center are videotaped 24/7.

# CLINICAL ATTENDANCE POLICY

Students are expected to be in every clinical or laboratory. Failure to attend clinical (unexcused) will result in lowering of the clinical grade and/or failure of the course.

**Students who will miss a clinical experience must:**

1. Notify the clinical faculty in advance of the absence.
2. Notify the clinical agency at least one hour prior to the experience or according to agency policy/guidelines.
3. Identify themselves as a Galveston College nursing student.
4. Leave their name and a number where they can be reached.
5. Obtain the name of the person who takes the message.
6. Bring a doctor's/student health excuse to the clinical instructor on the first day back to class or clinical.
7. **It is NOT acceptable to send a message with another student.**

<u>**Students Are Expected To Be On Time and Prepared for Clinical**</u>

**Clinical Policies**
The clinical experience provides the student an opportunity to apply theoretical concepts to the care of clients. Students should be on their assigned units and ready to start at the assigned clinical time. Starting times may vary for different experiences. Students will be respectful and courteous to clinical affiliate personnel at all times. Failure to comply will lead to program dismissal.

**Clinical Lunch**
Student(s) shall not leave the clinical facility for a meal (breakfast, lunch, dinner, or a snack) for any reason. Should the facility not have a cafeteria, students are expected to bring their own food and drinks.

**Student Assignment to a Clinical Unit/Facility**
Students who work on a hospital unit or specific facility, or who have immediate relatives employed there, will not be assigned to that unit/facility for their clinical experiences. It will be the responsibility of the student to make the faculty aware of any conflicts related to clinical unit assignments.

**Clinical Tardiness**
Students will arrive ten (10) minutes prior to the start of clinical. **Three clinical tardies will result in one clinical absence.** (See Clinical Attendance Policy)

# CLINICAL STANDARDS AND PERFORMANCE

The Nursing Programs at Galveston College have minimal physical competencies which must be met. These are reasonable and common functions found in nursing. If an applicant or student is unable to meet all of the outlined standards, he or she may withdraw from the Nursing Program. The student must independently demonstrate the following minimum abilities:
1. Perform complex psychomotor and physical tasks with or without accommodations which include, but are not limited to:
    a. Standing for long periods of time (8-12 hrs/day)
    b. Lifting 30 pounds
    c. Performing one or two person transfers
    d. Turning and ambulating another person
    e. Visually discriminating incremental readings on syringes, sphygmomanometers and other medical equipment
    f. Visually discriminating between different colored objects
    g. Manipulating equipment and performing patient care procedures (i.e., starting IVs, dressing changes, managing medical equipment)
    h. Discriminating between auditory stimuli
2. Communicate effectively and efficiently in English both oral and written forms
3. Utilize intellectual abilities, exercise good judgment and complete tasks within the required time limits.
4. Demonstrate the emotional health required for full utilization of intellectual abilities and exercise good judgment.

Show integrity, concern for others, interpersonal skills, interest and motivation

# SAFE AND UNSAFE CLINICAL PRACTICES

Safety is a basic human need. A safety need can be classified as physical, biological, or emotional in nature. Safe practices are an academic requirement of the nursing program.

Unsafe clinical practice shall be deemed to be behaviors demonstrated by the student which threaten or is perceived to threaten physical, biological, or emotional safety of the patient, caregivers, other students, faculty, staff or self. Unsafe or unprofessional clinical practice may result in dismissal from the Nursing program pending investigation.

The following examples are a guide to inappropriate/unsafe behaviors; this is not an exhaustive list:

**Physical Safety:** Unsafe behaviors include but are not limited to the following:
1. Inappropriate use of side rails, wheelchairs, or other equipment
2. Lack of proper protection of the patient which may potentiate falls, lacerations, burns, new or further injury
3. Failure to correctly identify patient(s) prior to initiating care
4. Failure to perform prep-procedure safety checks of equipment, invasive devices or patient status

**Biological Safety:** Unsafe behaviors include but are not limited to:
1. Failure to recognize and correct violations in aseptic technique
2. Improper medication administration techniques/choices
3. Performing actions without appropriate personal protective attire
4. Performing actions without proper supervision
5. Failure to seek help when needed
6. Attending clinical while ill
7. Failure to properly identify patient(s) prior to treatment

**Emotional Safety**: Unsafe behaviors include but are not limited to:
1. Threatening anyone or making a patient/client, caregiver, faculty, staff or bystander fearful
2. Providing inappropriate or incorrect information
3. Performing actions without proper supervision
4. Failure to seek help when needed, unstable emotional behaviors, i.e., excessive crying, throwing objects, fits of hysteria, etc.

**Unprofessional Practice:** Unprofessional behaviors include but are not limited to:
1. Verbal or nonverbal language, actions, or voice inflections which compromise rapport and working relationships with patients, family members, faculty, staff, or physicians which may potentially compromise contractual agreements and/or working relationships with clinical affiliates, or constitute violations of legal/ethical standards.
2. Behavior which interferes with or disrupts teaching/learning experiences
3. Using or being under the influence of any drug, alcohol, or substance which may alter judgment and interfere with safe performance in the clinical or classroom setting
4. Breach of confidentiality in any form.
5. Violation of the Code of Ethics and Unprofessional behavior guidelines may result in suspension from the clinical area/classroom immediately and dismissal from the program pending investigation.

**Witnessing Forms:** Students, regardless of their level, **Are Not Allowed** to sign as a witness to the patient's signature on wills, consent forms, or other legal documents.

**Substance Abuse:**
Any experimentation with or involvement in drug, alcohol or substance abuse will result in dismissal from the Nursing Department and be reported to the appropriate authorities. A confidential conference will be held with the student immediately and a faculty witness shall be

present. Should the incident occur while the student is completing a clinical day, the student shall be immediately removed from the clinical area.

# CLINICAL EVALUATION

Clinical evaluation is derived from student demonstration of developing graduating practical skills and knowledge in the clinical and campus based laboratories which indicate an integration and utilization of theory to provide safe and effective nursing care. This requires considerable personal responsibility and skills of critical thinking on the part of the students. Behaviors include performance that may be tested and evaluated, achievement of objectives, preparation of clinical assignment and aspects of personal responsibility, such as appropriate participation in conferences and punctuality.

When the quality of nursing practice is judged to be unsafe, inaccurate, and/or incompetent, the student earns a failure in the clinical course and withdraws from the corresponding theory course. Regardless of the grade earned in theory course, a clinical failure requires repeating both the theory course and the clinical course.

# CLINICAL FAILURE CRITERIA

A student will receive an immediate clinical failure with **NO-READMISSION** for the following behaviors:
- ❖ Serious endangerment of a patient/client
- ❖ Abuse of, or non-civility towards a patient/client, staff, faculty, fellow student, or the public
- ❖ Stealing from a patient/client, hospital, staff, faculty member, or fellow student's or the public
- ❖ Stealing drugs or narcotics
- ❖ Any other actions which would result in refusal of licensure by the Texas Board of Nursing
- ❖ Falsification of information which includes, but is not limited to, documentation of patient/client care or Galveston College Program Requirements.

# HELPFUL BEHAVIORS

- ❖ A pleasant, considerate and dignified behavior toward patents/clients, nursing staff, physicians, and other team members is to be maintained at all times.
- ❖ When introducing yourself the first time, the student should use last name and identify self as a student in the Nursing Program at Galveston College. Use of formal title should be used (Ms., Mr., Dr., etc.) should be used.
- ❖ Never underestimate the importance of **a first impression** with patients/clients and staff. Your appearance and communication are very important.
- ❖ The nurse safeguards the patient's right to confidentiality and privacy by judiciously following HIPAA Rules & Regulations and sharing only information on a need to know basis or as require by law. There should be no discussion of a client/patient other than that needed for learning purposes. Any lapse in this area will be looked upon as a serious failure in behavior on the part of those assuming the responsibility of a nurse. Assignments and care plans will carry only the patient/client's initials so that information about the patient/client is not distributed to others through carelessness.
- ❖ Student's personal and family life should not be discussed with the patient/client or significant others.

- ❖ Students should make maximum time of clinical and lab experiences. Students should have a clear understanding of objectives for each time he/she is in a clinical setting. Students must take responsibility for self-learning.
- ❖ Consideration must be shown for agency co-workers at all times. This is accomplished by not standing in the hallway having a non-essential conversation, giving someone else your seat to do documentation when you are not busy, loud talking and loud laughing. Use common sense.
- ❖ _**BULLYING**_ IS NOT tolerated. (See Policy on Horizontal Violence/Bullying).
- ❖ Students should address faculty by title and last name unless otherwise instructed.

Keep the nursing office and Admission's office informed in any changes in your name, address and phone number.

# PHARMACOLOGICAL MATH PROFICIENCY AND MEDICATION ADMINISTRATION REQUIREMENTS

Students should enter the Nursing Program with a basic knowledge and proficiency with fractions, decimals, percentages, ratios, and proportions. At the beginning of each level of study, students are required to take a pharmacological/math proficiency and medication administration test and successfully pass with a score of 90% or higher prior to entering the clinical site. Related pharmacology information is included in the testing. If a weakness is noted regarding any of these topics, students are required to do remediation in those areas of weakness.

Students needing help with math are encouraged to contact the instructor for tutorial remediation. There also multiple sites on the Internet providing problems and review.

**General information concerning math testing:**
- ❖ Passing the test is a patient safety issue; failure to successfully complete the dosage calculation test CANNOT progress.  May not test more than twice in a semester
- ❖ Faculty design the tests with a level of difficulty similar to the level of patient difficulty in each course
- ❖ Questions may have several parts to solve which builds critical thinking skills are essential to this program and safe and effective patient/client care
- ❖ Calculators are available from the Nursing Department and may be used at the faculty's discretion
- ❖ Faculty determine if practice tests can be taken prior to the actual test(s)
- ❖ Students who were unsuccessful on their first test will be given a completely different test on another day (to be determined by the faculty).  Students may only take 2 tests within a semester.
- ❖ Documentation of appropriate remediation is required prior to taking the next test
- ❖ Student must pass the test with 90% or higher before being allowed to go to ANY clinical or hospital site. Passing the test with 90% or higher is required in each level.
- ❖ Principles of pharmacology/safe medication administration will be included in each level
- ❖ Demonstration of math proficiency must be maintained during all clinical experiences. See appendix C for official conversion sheet.
- ❖ Tests (math) are not multiple choice but that "show your work" and answer.

**Measurements to be used:**
- ❖ Metric and household measurements

- ❖ Apothecary and household measurements
- ❖ Equivalents between apothecary and metric measurements
- ❖ Ratios
- ❖ Drip Rates for Intravenous administration
- ❖ Pediatric dosage/calculations
- ❖ Some critical care medication calculations

**Test Construction:**

Tests will be constructed covering the following areas which are common in many math/pharmacology workbooks and on-line programs:

### Calculation of drug dosages:

1. Interpretation of physician/healthcare provider orders
   Abbreviations
   Military time
   The **RIGHTS OF MEDICATION ADMINISTRATION** principles
2. How to read drug labels-there could be inclusion of an actual drug label for interpretation. Some may include "When is the last date this medication can be administered?" for antibiotics, narcotics, etc.
3. Oral dosages
   There may be questions regarding the form of the medication to be given, i.e., tablet, liquid, capsule, suppository, etc.
   Use of milliequivalents
4. Parenteral dosages
   Describe the best way to break an ampule
   Policy on cleaning the top of a multi-use vial
   How to label a multi-use vial after initially entering the vial
   How to calculate drip rates for adults and children
5. Dosages measured in units, i.e., penicillin, insulin, heparin, etc.
6. IV Flow Rates: milliliters given per hour (ml/h); milliliters given per minute (ml/min); or drops given per minute (gtts/min).

# STUDENT MEDICATION ADMINISTRATION GUIDELINES

The student must review the medication administration procedures specific to the clinical site to which they are assigned. Supervision by the clinical instructor or preceptor is essential. Communication between the student nurse, nursing faculty, and nursing staff needs careful planning to ensure safe and accurate administration of medications.

The following guidelines must be practiced by the student during the administration of medications:

1. Communicate to the staff medication administration assignments which include but are not limited to
   Medication administrated
   Medications held for any reason
   Medications in question
2. Properly identify, locate or obtain necessary data such as vital signs, lab values, and focused assessments required before medication administration and for appropriate monitoring during medication therapy
3. Observe safeguards for each clinical site assigned on all high-alert medications. Double check all high alert medications i.e., insulin, anticoagulants, and narcotics, etc.) with the nursing staff or faculty

4. Follow the level specific medication requirements: Students in all levels require the presence of faculty or a preceptor. Students administer IV push medications in semesters 2-5 ONLY and the faculty or preceptor must be present and this includes saline flushes.
5. Observe the rights of medication administration and utilize the MAR to prepare medications and administer and document the administration of the drug, at bedside, or as required by the facility.

## STUDENT MEDICATION ERROR PROCESS

6. All medication cards must be handwritten by the student; typed or preprinted medication cards **WILL NOT** be accepted.

Performance Outcomes: Medications are accurately dispensed in a safe and timely manner. Students receive the appropriate didactic and clinical instructions according to the course objectives.

1. Nursing students shall report ALL medication errors immediately to the clinical faculty and to the nurse caring for the patient /client
2. The patient/client's condition will be assessed by faculty and staff and the error will be reported to the charge/nurse manager and physician or ordering healthcare provider as well to the patient/family/significant other
3. The student making the error or the one discovering an error will complete the required documentation according to the facility's policy. The student and faculty will assist with the documentation.
4. Medication error will be documented as unsatisfactory on the formative clinical evaluation tool for that day.
5. Students will be counseled after the medication error and shall complete the following:
   Simulated medication administration scenario in the skills lab;
   A reflection paper which includes a description of the incident and protective measures to prevent medication errors in clinical practice. It must be two (2) pages in length and follow APA (6th edition) format and include two (2) references within the last two years from professional nursing journals.
6. Students may be dismissed from the program upon faculty review of the incident if either or the following occurs:
   a. Medication error endangers the patient/client's life or actually causes the patient/client harm which requires further medical intervention:
   b. Failure to report the incident to the faculty and/or nursing staff.

# POLICIES RELATED TO NURSING STUDENTS CARING FOR CLIENTS WITH INFECTIOUS DISEASES

The faculty of the Department of Nursing at the Galveston College believe that all clients are entitled to quality nursing care, regardless of their diagnoses. The faculty also believes that all health care workers should be knowledgeable about matters pertaining to self-protection and potential transmission of infectious diseases.
"Direct exposure of students and/or personnel to blood or other body fluids via skin, mucous membranes or parenteral contact represents a hazard for transmission of blood borne and other infections, and to minimize student nurses' and faculty contact with blood and body fluids, the following policy is in effect."
Nursing students may not be required to care for suspected or diagnosed AIDS clients if the following personal health care situations(s) exist:

❖ "Confirmed" Pregnancy - patients with AIDS may excrete large amounts of cytomegalovirus (CMV), placing the mother at risk for possible placental transmission to the unborn child.

❖ Incompetent Immunological System - persons with diagnosed immunological deficiencies are at an increased risk for developing opportunistic infections.
❖ Infections - such persons could further compromise the already incompetent immunological system of the AIDS patient.

Other nursing students are expected to care for clients with any infectious disease (including AIDS & HBV), using the guidelines developed by the Center for Disease Control (CDC).

All nursing students and faculty are expected to utilize Standard Precautions in the care of all clients. Nursing students are expected to notify the appropriate nursing faculty of any of the aforementioned health care situations. The student's performance in the clinical area is evaluated by the Clinical Evaluation Tool.

# SAFETY IN CLINICAL AREA AND SKILLS LAB

Standard precautions are advocated throughout the program for the safety of the student, as well as the client.

The Department of Nursing is not responsible for any loss or damage of personal property during clinical or skills lab experience. Students are advised to keep valuables at home or secured in the trunk of their cars when indicated. Students are further advised to refrain from entering and/or to exit any clinical situation in which they perceive physical harm may occur. The student is to notify his/her clinical instructor immediately if the preceding situation occurs.

**STANDARD PRECAUTION PROCEDURES**

All patients present in a health care setting with a known diagnosis of an infectious disease will continue to be placed in proper category-specific isolation, and the student will use those precautions mandated by the clinical agency's policies.

All patients' blood, body fluids or tissues will be considered to be potentially infectious, and Standard Precautions will be used on all patients regardless of other isolation status.

Standard Precautions are to include the following procedures:

❖ All nursing students will routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure when contact with blood or other body fluids of any patient.
❖ Gloves will be worn when touching blood and body fluids, mucous membranes, or non-intact skin of all patients, for handling items or surfaces soiled with blood or body fluids and for performing venipuncture and other vascular access procedures. Gloves will be changed after contact with each patient. Masks and goggles or face shields will be worn during procedures that are likely to generate splashes of blood or other body fluids.
❖ Hands and other skin surfaces will be washed immediately and thoroughly with an antimicrobial soap if contaminated with blood or other body fluids. Hands will be washed immediately after gloves are removed.
❖ All nursing students will take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles; and when handling sharp instruments after procedures. To prevent needle-stick injuries, needles will not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, as well as discontinued IV equipment, scalpel blades, and sharp items will be placed in puncture-resistant containers which should be located as close to the patient care area as possible.

- ❖ Although saliva has not been implicated in HIV transmission, disposable mouthpieces, resuscitation bags and other ventilation devices will be used if the need for resuscitation arises.
- ❖ Nursing students who have exudative and/or open lesions or weeping dermatitis will report this to appropriate faculty and may be required to refrain from all direct patient care and from handling patient care equipment until the condition resolves.
- ❖ All patients' blood, body fluids, or tissue specimen spills will be cleaned up promptly with a bleach solution diluted 1:10. For large spills, call housekeeping personnel. When removing internally placed tubes (enteral tubes, urinary drainage tubes), discard in a trash container provided in the patient's room. Dispose of small dressings in the glove as it is removed, and discard larger dressings in appropriate plastic bags.
- ❖ Any needle stick, mucous membrane or cutaneous blood/body fluid exposure to a nursing student will be reported promptly to the faculty person and be reported to Employee Health Service at the clinical site promptly so investigation and any necessary follow-up can be instituted. All testing and follow-up care for the student will be at the student's expense.
- ❖ If a nursing student sustains a splash of blood or other body fluid on his/her uniform or lab coat, the student will remove the soiled clothing and apply a scrub uniform from the clinical area. The student will carry soiled clothing home in a plastic bag, and will wash any soiled uniforms/lab coats separately in the appropriate wash cycle. If the fabric can be bleached, an additional safeguard is to launder in a 1:10 bleach/water solution.
- ❖ All students and faculty will use individual judgment based on the Standard Precautions guidelines in determining when barriers are needed.
- ❖ Mandatory orientation to the Standard Precautions will be provided for all new students prior to their first clinical rotation and updates will be provided each year for all students in the program. Students caring for clients in the community setting will use protective gear as indicated by the nature of the care and as specified by the clinical agency: gloves, masks, disinfectant hand cleansers, goggles, respirators, plastic bags, and gowns or aprons.

**PROCEDURE FOR ACCIDENTAL EXPOSURE TO AN INFECTIOUS DISEASE**
Any accidental exposure to an infectious disease or any situation in which safety guidelines were not followed is to be immediately reported to the nursing student's clinical instructor. The instructor will report to the Director of the Department of Nursing and the appropriate agency representative as soon as possible. An **incident report form** will be completed by faculty and student. A copy will be kept in nursing department.

**GUIDELINES FOR INFECTION CONTROL (BLOOD AND OTHER BODY FLUIDS)**
The following are the guidelines regarding student exposure to blood and other body fluids in campus lab and/or clinical agency for the Department of Nursing.
Exposure in Campus Lab
- ❖ Complete incident report. A copy of the report is kept in a Nursing Department file for data purposes.

Exposure in Hospital/Clinical Agency
- ❖ Complete required agency Incident Report and Incident Report for the Department of Nursing.
- ❖ Student may use their personnel physician for treatment and follow-up. It is the student's responsibility to seek appropriate testing and counseling.
- ❖ Treatment or testing provided at the clinical site will be the financial responsibility of the student.

All nursing students will routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure when contact with blood or other body fluids of any patient.

# GROOMING AND DRESS CODE

A professional, well-groomed appearance is extremely important for anyone providing care to a patient/client, family members, significant other, or community (both local and internationally). *Cleanliness and neatness* are important ingredients in being well groomed and are expected of students when in the clinical/lab areas as well as the classroom. The students will maintain personal hygiene and keep uniforms, lab coats, shoes and other garments clean and neat during ALL clinical/lab activities. The following guidelines are established to promote professional appearance of the student during data collection, clinical lab experiences, and the delivery of patient/client care.

- ❖ *UNIFORMS:* The approved uniform includes scrub pants or skirt, scrub top. The pants, skirt and tops must be the color identified by the Department of Nursing. Uniforms will be clean and neat, and loose fitting so movement can occur easily. Uniforms will comply with the dress code of the Department of Nursing, hospital, or agency.
- ❖ *COMMUNITY BASED LEARNING:* Students participating in Community Based Learning will wear khaki or navy blue pants or skirts with an approved Galveston College approved polo or dress type shirt. Dress or appropriate closed-toe shoes shall be worn. Sandals and open-back clogs may not be worn.
- ❖ *IDENTIFICATION:* Galveston College ID will be worn with the uniform or street clothes and lab coat when conducting clinical or college business. The Galveston College patch shall be worn on the uniform on the left chest. Other facility badges may be required and will be available at clinical orientation.
- ❖ *SHOES, HOSE and SOCKS:* CLEAN, white, black or navy tennis shoes may be worn with appropriate socks. Open-back Clogs and casual sandals are not permitted. ALL shoes worn **MUST BE CLOSED TOE (OSHA Regulation).**
- ❖ *HAIR:* Hair must be clean and worn neatly above the collar. Hair must be a color occurring in nature—NO purple, blue, green, and orange, etc. Hair may not be streaked with blue, green, purple or orange, etc. Hair clips, and bands shall be functional, not decorative (NO BOWS).  Hair accessories must blend with natural color. Mustaches and beards will be neatly groomed, clean and trimmed.
- ❖ *NAILS and HANDS:* Nails will be clean and short in length**. NO ARTIFICAL NAILS, GEL NAILS, FALSE NAILS OR NAIL TIPS SHALL BE WORN IN CLINICAL**. Nail polish should comply with institutional policy. Nail polish is not appropriate in certain areas of some facilities. **HAND WASHING** is the major key to preventing the spread of infection and infectious organisms. Hands must be washed thoroughly before and after patient contact. The use of gloves does not negate the need for proper hand washing.
- ❖ **APPEARANCE AND HYGIENE:** Use of heavy make-up and perfume (after shave), or deodorant (heavily scented) are not permitted in the clinical area. Other potentially offensive smells are to be avoided, such as but not limited to cigarette smoke or perspiration. **NO artificial eyelashes or fingernails** may be worn in clinical. **ALL** visible tattoos must be covered completely at all times in the clinical areas. Only a wedding/engagement ring, watch with a second hand are to be worn during clinical experiences. Pierced earrings are limited to one stud per ear. **NO** lip, nose, tongue, or eyebrow piercings are permitted in the clinical areas. **NO** piercing bars in the ear are permitted. Jewelry can be dangerous in the clinical setting and it can harbor bacteria, and puncture gloves exposing the student to unnecessary risks.

- ❖ *SMOKING:* Smoking is discouraged and will only be permitted in certain areas. Many facilities are now SMOKE FREE CAMPUSES and students must leave the physical grounds in order to smoke.   Leaving the facility during clinical hours is forbidden.  The lingering smell of smoke on

clothes and breath are extremely offensive to patients having surgery, nausea, and allergies. Students may not use chewing tobacco, smokeless tobacco or snuff in the clinical areas.

❖ *GUM:* Eating, chewing gum is inappropriate in the clinical area. Eating in the clinical area is forbidden

❖ *FANNY PACKS:* Fanny packs ARE NOT to be worn with the uniform. Identify a secure area for safe keeping of personal items. DO NOT leave valuables unattended.

❖ *PHONES, and OTHER ELECTRONIC DEVICES:* Phones must be on vibrate only. Responding to a phone call, or text **CANNOT INTERFERE** with patient care. Use of Facebook, Pinterest, Texting and other social media in the clinical setting is prohibited. Students may use I-Pads to look up clinical information when approved by faculty. "Surfing-the-web" is prohibited unless asked to do so by faculty in the clinical area. Students may NOT take pictures of patients or significant others in the clinical setting.

❖ *PREGNANCY:* Should pregnancy occur or be suspected during the program, the student should notify the clinical instructor at once so that clinical assignments can be adjusted if possible to avoid exposure to radiation, anesthetic gases, or unnecessary exposure to communicable diseases. Students must bring a release form from their physician stating that she may continue in the clinical course.

❖ Students shall wear scrub top and pants (approved t-shirt) when on Galveston College Campus.

***STUDENTS FAILING TO COMPLY WITH THE GROOMING AND DRESS CODE WILL BE SENT HOME FROM THEIR CLINICAL ASSIGNMENT. THIS WILL RESULT IN AN UNEXCUSED ABSENCE.***

## CLINICAL SUPPLIES
**Clinical supplies are part of the clinical dress code.** You will ALWAYS (unless instructed differently by the clinical instructor) need:

| | | |
|---|---|---|
| Name tag | Scissors | Lab jacket |
| Stethoscope | Proper attire | Pen light |
| Wrist watch with second hand | Safety goggles | Pen |

# DISMISSAL FROM THE NURSING PROGRAM

Reasons for dismissal from the nursing program include any demonstration of the following during enrollment in the nursing program which include but not limited to:

1. Evidence of actual or potential harm to a patient, client, or to the public;
2. Criminal behavior whether violent or non-violent, directed against persons, property, or public order and decency;
3. Intemperate use, abuse of drugs or alcohol, or diagnosis of or treatment for chemical dependency, mental illness, or diminished mental capacity;
4. Lack of good professional character as evidenced by a single incident or an integrated pattern of personal, academic, and/or occupational behaviors which indicate that an individual is unable to consistently conform his or her conduct to the requirements set forth in the Texas Nursing Practice Act, The Texas Board of Nursing's Rules and Regulations, and generally accepted standards of nursing practice including, but not limited to: behaviors indicating dishonesty, accountability, trustworthiness, reliability, and integrity.

# STUDENT ORGANIZATIONS

Students are encouraged to participate in various campus activities as long as participation does not interfere with clinical/lab or classroom activities. Nursing students at Galveston College are eligible for membership in the Galveston College Student Nurse Association and the National Student Nurses Association. The student pays dues for these organizations at the beginning of the fall semester each year.

**PURPOSE**:
1. Assume responsibility for contributing to nursing education in order to provide for the highest quality health care.
2. Provide programs representative of fundamental and current professional interests and concerns.
3. Aid in the development of the whole person, and is responsible for the health care of people in all walks of life and professional roles.

**FUNCTION:**
1. To have direct input into standards of nursing education and influence the educational process.
2. To influence health care, nursing education and practice through legislative activities as appropriate.
3. To promote and encourage participation in community affairs and activities towards improved health care and the resolution of related social issues.
4. To represent nursing students to the consumer, to institutions and to other organizations.
5. To promote and encourage student participation in interdisciplinary activities.
6. To promote collaborative relationships with the TNSA, NSNA, NLN, and TNA District 6, as well as other nursing and related health organizations.

Through participation in this organization the student will acquire an appreciation for the nurse's role in the profession and become aware the influence nursing organizations have on sculpting the practice of nursing. Active members are entitled to attend state and national conventions, Council of Schools, Nurse's Day at the Capitol, Texas Board of Nursing events. Students are encouraged to run for local, state, and national offices.

# RECOGNITION CEREMONIES

Faculty will be responsible for planning and implementing the recognition ceremony.  Students shall wear their graduation gown for the recognition ceremony. Students must be in compliance with this dress code in order to participate in the recognition ceremony.

# STUDENT REPRESENTATION ON STANDING FACULTY COMMITTEES

Students enrolled in Galveston College Nursing education are invited and encouraged to participate in designated standing committees within the department. Committees included are, Curriculum, and Nursing Advisory Committee. Each student's term is the length of a long semester. Interested students will be asked to volunteer for committee membership. The representative should plan to attend each called meeting. Representatives report back to their classmates on the work of the committee. Students wishing to present ideas about any phase of the program are encouraged to do so through the class representative or may ask to speak directly with the committee members.  Student representatives may be excused after making a report to the committee or if faculty need to be in executive session.

# CastleBranch

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**PLACE ORDER** > **SELECT PROGRAM** > **SELECT PACKAGE**

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**Please have ready personal identifying information needed for security purposes.**

**The email address you provide will become your username.**

Contact Us: **888.914.7279** or **servicedesk.cu@castlebranch.com**

# Required Immunizations

**Immunizations are required for all students and must be completed before starting school.**
**TETANUS TOXOID, REDUCED DIPTHERIA TOXOID AND ACELLULAR PERTUSUSSIS (Tdap):** All students must have one dose of Tdap (Tetanus, diphtheria, pertussis), then a Tetanus/Diptheria (Td) booster every 10 years thereafter

**MEASLES (Rubeola or red measles):** If you were born in or after 1957, you must have either documentation of **two** doses of measles or **two** doses of MMR vaccine (separated by at least 30 days) after 12 months of age **OR** a titer result adequate to indicate immunity. If you were born before 1957, one dose is required **OR** a titer result adequate to indicate immunity.

**MUMPS:** If you were born in or after 1957, you must have either documentation of **two** dose of mumps or MMR vaccine after 12 months of age **OR** a titer result adequate to indicate immunity. If you were born before 1957, one dose is required **OR** a titer result adequate to indicate immunity.

**RUBELLA (German Measles): Required for all students.** You must have either documentation of **one** dose of rubella or MMR vaccine after 12 months of age **OR** a titer result adequate to indicate immunity.

**NOTE: Some clinical sites are only accepting titer results. If you have the vaccine and titer please provide both results.**

**VARICELLA (Chickenpox):** Beginning with new students incoming for Summer 2013, if you know you have had Chicken pox disease, you must have proof of a positive Varicella titer to confirm disease **OR** have proof of **two** Varicella vaccine immunizations. **Recently some clinical sites are only taking the proof of two immunizations or a titer result. If you have a titer result please send to us as well.**

**HEPATITIS B:** A series of **three** immunizations **and** documentation of a positive titer 4-6 weeks after the third immunization. (The second immunization is given 4 weeks after the first and the third at least 8 weeks after the second and 16 weeks after the first. It takes a minimum of 4 months to complete the series of three immunizations).

**TUBERCULOSIS (TB) SKIN TEST (PPD):** You must have a skin test and reading within 6 months of enrollment. TB skin tests are also required on an annual basis while enrolled.

**OR if you have a history of a positive PPD:**
**CHEST X-RAY:** Required **ONLY** if there is a history of a positive PPD test reading. You must provide documentation of the date of the positive PPD and a negative chest x-ray taken after the date of the reported positive PPD. **Note:** Some clinical sites are requiring a CXR every year after a positive PPD reading. Students would be responsible for the cost of the CXR.

# University of Texas Medical Branch
# Student Health and Counseling

Dear Galveston College Nursing and Allied Health Student:

Welcome to Galveston College and UTMB Student Health and Counseling. We look forward to working with you to achieve optimal health during your tenure as a student.

If you have paid the medical service fee on your tuition as an enrolled student in one of the Health Occupation programs at Galveston College, you will be eligible for services at UTMB Student Health and Counseling beginning orientation week and thereafter as long as the medical service fee is paid each semester.

Call Student Health and Counseling for an appointment at **409-747-9508**. Please bring your Galveston College acceptance letter and a copy of your immunization record to your appointment.

Services that we offer include primary care, physicals, well exams, family planning, administration of required immunizations and Tuberculosis Screening. Other services include evaluation and treatment for minor illnesses and injury, initial evaluation and follow up for Occupational Exposures and Mental Health Counseling.

Fees will apply for vaccines, labs, x-rays, medications, emergency room visits, hospitalizations and any referrals to services outside Student Health and Counseling

If you have any questions, please feel free to contact us at **(409) 747-9508.** We look forward to working with you in the months ahead!

Sincerely,

301 University Boulevard  Galveston, Texas 77555-1369     (409) 747-9508  FAX (409) 747-9330

# COMPETENT STUDENT/CLASSROOM CLINICAL PRACTICE

Galveston College Nursing program will abide by the Nursing Practice Act for the state of Texas in regards to clinical practice of students. Rule 217.12 of the Nursing Practice Act states:

*"The unprofessional conduct rules are intended to protect clients and the public from incompetent, unethical, or illegal conduct of licensees. The purpose of these rules is to identify unprofessional or dishonorable behaviors of the professional nurse which the board believes are likely to deceive, defraud, or injure clients or the public."*

1.  Each course syllabus will contain specific expected clinical/classroom behaviors of the student.
2.  Students are legally responsible for their own acts, practices or omissions. Faculty is responsible for supervising the student in a clinical area in a safe and responsible manner.
3.  Students who consistently fail to meet clinical behaviors and/or demonstrate poor clinical performance will be subject to progressive disciplinary action by the faculty.
4   Students may be evaluated by a second clinical faculty for validation and fairness related to unacceptable clinical performance.
5.  Failing clinical performance may be related, but not limited, to the following:
    a.  Failing to assess and evaluate a patient, failing to implement appropriate nursing interventions, and/or failing to accurately report patient status.
    b.  Falsifying or failing to make accurate entries into the patient's medical record.
    c.  Failing to administer medicines and/or treatments in a responsible manner.
    d.  Failing to implement measures to promote a safe environment for clients and others.
    e.  Leaving a nursing assignment without notifying one's appropriate supervisor.
    f.  Failing to obtain instruction or supervision when implementing nursing procedures or practices for which one lacks the educational preparation, ability, knowledge and/or experience.
    g.  Inappropriate communication that would cause the patient to suffer any emotional injury.
    h.  Violating patient confidentiality.
    i.  Violating professional boundaries of the nurse/patient relationship.
    j.  Violation of any healthcare facility policy or being asked to leave by any health care facility.
6.  Students will be expected to perform at the level to which they have progressed in the nursing program.
7.  Students are subject to course failure and/or dismissal from the nursing program for documented incidents of unsatisfactory or unsafe clinical performance.

Student's Name: _____    Student ID #_____
                                **PRINT CLEARLY**

Student's Signature: _____    Date_____

| Nursing Department |
| FERPA Release Form |

**Galveston College**

_____

Galveston College is required to follow the guidelines set forth in the Family Educational Rights and Privacy Act (FERPA).  This act requires that the College maintain the privacy and confidentiality of all student records.

Your signature below, authorizes the Nursing Department to send your student information to your assigned clinical facility, which is required for your participation in the clinical rotation.

The clinical facilities may require:

- Social security number
- Driver's license information/State ID/Liability for car
- Immunization Information
- Negative Drug Screen
- Findings on Background Check
- CPR certification

Students who want to cancel this release must do so in writing with the Nursing Department.

Student's Name: _____    Student ID #_____
                            **PRINT CLEARLY**

Student's Signature: _____    Date_____

# STUDENT CONTACT INFORMATION SHEET

*(Please print clearly)*                    **Semester:** _____

**Name:** _____

**Social Security #:** _____

**Permanent Street Address:** _____

**City, State, Zip Code:** _____

| City | State | Zip Code |
|------|-------|----------|

**Area Code & Tele. No.:** _____

**Birth Date:** _____

| Month | Day | Year |
|-------|-----|------|

**E-mail address:** _____

*(Please check appropriate box)*

☐ **Male**                    ☐ **Female**

☐ **American Indian**

☐ **African American**

☐ **Asian/Pacific Islander**

☐ **Caucasian**

☐ **Hispanic**                **Other (Specify):** _____

**License #** _____     **Certification #** _____     **CPR date:** _____

**Are you working while attending nursing school?**          ☐ Yes    ☐ **No**

**If yes, do you work** …   ☐ **Full Time**    ☐ **Part time**

**Specify your job position:** _____

This information is solely used for the annual Texas Board of Nursing Report.

# STUDENT ACKNOWLEDGMENT

I have read the **Galveston College Nursing Program Student Handbook and Orientation Manual**. I understand the policies as discussed.

I have received and read the Texas Board of Nursing's eligibility for initial licensure information form.

I will comply with the requirements as delineated. It is my understanding that this signed form will become a part of my permanent file.

Student's Name: _____  Student ID #_____

**PRINT CLEARLY**

Student's Signature: _____  Date_____

# APPENDIX A

# STUDY AND TEST TECHINIQUES

# HINTS FOR SCORING WELL ON TESTS

Students who are relaxed and confident while taking tests have an advantage over those who are anxious. Scoring well involves your mental attitude and knowledge of testing techniques as well as your knowledge of subject matter.

General Readiness

1. The night before the test...
   a. Get a good night's sleep and don't try to learn new material.
   b. Avoid using stimulants or depressants, either of which may affect your ability to think during the test.
   c. Think positively and concentrate on all you know rather than all you think you don't know.
2. The day of the examination...
   a. Eat a good breakfast, brain cells need nourishment.
   b. Allow time to get to the test without hurrying.
   c. Choose a location in the testing room away from friends and where you are least likely to be distracted.
3. During the examination...
   a. Read the directions for the test to avoid errors in understanding how to proceed.
   b. Look at the total number of questions and estimate how much time you have for each question.  One usually expects a student to complete one multiple-choice question per minute.
   c. If using an answer sheet, make certain you are using the correct spot.
   d. Don't erase an answer unless you have a very good reason for doing so. Often your first choice is correct.

# PRINCIPLES OF TEST TAKING

1. Attempt to answer all questions.  If you don't know the answer, leave the question and return to it later.
2. On multiple choice questions, first eliminate the answers you know are wrong and then choose from among the remaining answers.  Obtain PowerPoint on TEST Taking.
3. Read each question carefully and determine what the question is really about. Sometimes details are extraneous.  Mentally underline important facts and pay attention to key terms and phrases.  For example, don't read grams for grains.
4. Watch for questions that ask for an incorrect answer such as "All of the following are right EXCEPT."   Read the question as it is, not as you might like it to be.
5. Don't look for a pattern in the answer key.  For example, if you have answered several consecutive questions with a "C", don't hesitate to answer the next question with a "C" if you think that is the right answer.
6. Evaluate the answers in relation to the stem (the question) not to the other answers.  Choose the answer that fits the question rather than an answer that sounds good by itself.
7. When several answers are correct, choose the answer that is broader or more general.  When several answers look correct, compare them and ask yourself what the difference is among them.
8. Recognize answers that are different from what is logical, such as an answer given in grams when other choices are given in milligrams.
9. Be wary of possible answers that contain words like always or never.  Sometimes qualifiers are correct in that some situations are true only when a qualifier is added.
10. When questions are given about a clinical situation, read the situation very carefully.  Identify essential ideas.  Be careful about distractors that divert attention away from the key ideas.  Be aware of distractors that may in themselves be correct, but are not relevant to the stem of the question or the main idea of the clinical situation.

11. When questions refer to communication, apply the fundamental communication principles to answer the question.
    a. Focus on the patient's feelings.
    b. Accept the patient as he is.
    c. Be honest and consistent in approach.
    d. Attempt to establish good rapport.
12. Use information from one question to help answer another question.
13. Attempt to reason through items, even when you may not remember one of the words in the stem: take advantage of the fact that you do know the meaning of most of the words.
14. Do not allow poor test items to upset you ... recognize that they are poorly written, use all the clues available to you, select an answer and go on. Do not let this upset you to the point that you miss the next three items.
15. Weigh the verbs in the options; verbs such as insist, force, etc. should probably be avoided...verbs such as encourage, can, accept, may, are considered better "nursing words".
16. Look for options which encourage communications with the patient; which are non-judgmental, which include the patient in his/her care; which teach; which elicit more information; which relieve anxiety; which increase security; which suggest neutral responses from the nurse.
17. Do not throw away "knowns for unknowns", if you do not recognize the term included in the option, that option is probably incorrect.
18. When you choose between two options which are very similar, choose neither one: example - rapid, fast.
19. Do not make assumptions about facts that are not included in the question or the explanation before the question.
20. If you have never heard of the condition described, you should be able to get many right answers by applying general principles. For example, the principles of asepsis apply to all patients with wounds or incisions; they don't depend on the specific nature of a wound or incision considered in a situation.
21. On a test you should indicate what you know, and the fact that your knowledge is incomplete shouldn't stop you from analyzing the question and applying your best judgment. In some cases, your knowledge and judgment may be more complete than you suspect.
22. A little anxiety helps you be more alert, but too much anxiety interferes with your ability to think. Use relaxation techniques to reduce your tension. Remember, if you have studied the material carefully, understood the material; there is no reason to panic.

# HINTS OF EFFECTIVE STUDY

Initial Study

1. First, gain a general impression of the unit to be studied. Skim over the entire section and identify the main ideas.
2. Second, read and study the tables, glossaries, appendices, and legends under any pictures.
3. Third, check the objectives and carefully read the chapter summary if one is available.
4. Fourth, mark the key material, which is new to you.
5. **Study with another student or in a small group!**

Follow-up

1. First, set priorities on the material that is to be studied. Identify the most important sections and underline the most important thoughts.
2. Second, review what you have. Ask yourself about examples that illustrate the main ideas you have studied. Try to recall examples from your experience.
3. Third, solidify newly learned material by writing down the most important ideas or by explaining the major points to another person.

Self-Testing

1. Answer any practice questions at the end of chapters.
2. Answer the objectives.
3. Concentrate on understanding the underlying principles and reasons for the answers.

General Principles

1. Study when you are most alert. This may be early in the day or before bedtime.
2. Review just before bedtime so that your subconscious can assist you in remembering.
3. Do not study for long periods of time. After about thirty minutes, take a break. Do something different, get a drink of water, do some exercise.
4. Acquire the flexibility to answer questions phrased in different ways over the same content.
5. Important concepts will be tested repeatedly in examinations, but the questions will be phrased differently.
6. Content studied for one course may form the background knowledge for another course. If so, do some review at the beginning of the semester.
7. Short periods of daily study result in more learning than does a long period of cramming for a test.

# APPENDIX B

# ACADEMIC INTEGRITY PLEDGE & CONFIDENTIALITY STATEMENT

## *Academic Integrity Pledge*

As a student enrolled at Galveston College, Department of Nursing, I affirm the principle of academic integrity and commit to upholding integrity by completing **_ALL_** academic assignments in the manner expected, informing the instructor of suspected instances of academic misconduct by my peers, and fully engaging in the class and its related assignments for the purpose of learning.

_____      _____

**Signature**                                                          **Date**

I, _____, have obtained, read, and discussed the Galveston College Nursing Handbook. I understand the requirements and grading procedures for the Nursing Program, both classroom and clinical. I attest that I have been allowed to request clarification, amplification, or verification as needed. I also confirm that by my signature, I agree to comply with the rules and regulations of Galveston College.

_____      _____

**Printed Name**                                    **Signature**

## Confidentiality Statement

One of the student's major responsibilities is to preserve the confidentiality of all medical and personal information concerning patients, as well as all confidential information concerning activities clinical affiliates and their staff. I will successfully complete the HIPAA Training at Galveston College. I understand that a breach of this confidentiality at any time during my enrollment will result in dismissal from the Nursing Program.

_____      _____

**Printed Name**                                    **Signature**

**Term: _____     Year: _____     Date:_____**

# APPENDIX C

# SKILLS LAB AND SIMULATION LAB RULES

**Skills Lab and Simulation Lab Rules**

1. Be attentive
2. Participate-don't just sit there-be an active learner
3. Do not sit on the beds
4. Wear closed toe shoes
5. Dress in clinical attire
6. No eating, drinking, or chewing gum in the skills/sim lab
7. Remain quiet if waiting in the hall for your turn
8. Do not prop your feet on the wall
9. Keep the lab clean and neat
10. DO NOT move mannequins or remove their parts
11. DO NOT use Betadine on mannequins
12. Handle sharps with care and dispose of sharps in the proper container
13. BE PREPARED- bring your supplies and skills books to class
14. When you are not in the lab – work on designated written assignments, practice a skill, and avoid chatting, except on a break

# APPENDIX D

# SKILLS LAB CHECK OFFS

**Level I**
Hand Washing
Vital Signs (B/P, T, Pulse (peripheral & apical), R, Pulse Ox
Donning and removing PPE
Making and occupied and unoccupied bed
Bed bath, Peri and Oral Care
Ambulating with a gait belt
Breaking a fall with a gait belt
Repositioning
Restraints
Head to toe assessment
Oral meds
Enteral tube feedings and medications
Glucometers
Drawing up medications
Rights of medication administration
Combining and administering Insulin
Subcutaneous, intradermal, and intramuscular injections
Topical and transdermal medications
Eye and ear medications
IV insertion
IVPB administration
Bladder irrigations
Wound Care, dressing changes, suture and staple removal, wound vacs

**Level II**
Nasogastric tube insertion
Foley catheter insertion
Chest tube insertion and care
Wound Care, dressing changes, suture and staple removal, wound vacs
Tracheostomy suctioning/care
Suctioning the nasopharyngeal and oropharyngeal cavities
Central lines

** Skills may be added at any time

**Skills Lab Check Off – VN**

**Level I**
Bedmaking (Occupied and Unoccupied)
Gloving
Bathing
Footcare, Oral Care, Shampooing and Shaving
Non-parenternal medication Administration
Dressings
Infection Control and Environment Safety
Isolation Precautions
Use of PPE
Assisting with Ambulation
Moving/Turning/ROM and Proper Body Mechanics
Vital Signs
Physical Assessment
Basic IV Information (Purpose, Calculation of Flow Rate and Site Assessment)
Patient Nutrition (Feeding Assistance and PEG Tubes)
Graphic Documentation (Vital Signs and Intake and Output)
Care of Ostomies
Enema Administration
Urinal/Bedpan/Pericare
Urine and Stool Specimen Collection

**Level II**
Reconstitution of a Medication, Mixing Insulin, Withdrawing Medications from an Ampule and Vial
Injections: IM/Z-Track/Subcutaneous/Intradermal
Male and Female Catheterization
Cleaning, Irrigating, Packing, and Dressing a Wound
Oxygenation and Nasopharyngeal Suctioning

**Level III**
Nasogastric Tube Insertion and Medication Administration through Nasogastric/PEG Tube
IV Insertion, Maintenance, IV Piggy Back administration, and Converting to a Saline Lock.
Tracheostomy Care and Suctioning a Tracheostomy

**Skills may be added at any time

# APPENDIX E

# HORIZONTAL VIOLENCE
# &
# CIVILITY CONTRACT

# HORIZONTAL VIOLENCE

Horizontal Violence (HV) has been defined as repeated inappropriate behavior whether verbal or physical, unwanted abuse or hostility, bullying, aggressive and harmful behaviors (physically or emotionally) within the workplace. Such behavior violates the ANA Code of Ethics which states "The nurse in all professional relationships, practices, with compassion and respect for the inherent dignity, worth, and uniqueness for every individual…" The Galveston College Department of Nursing **WILL NOT TOLERATE (Zero Tolerance)** this type of behavior from students or nursing faculty.

## EXAMPLES OF HV

Horizontal Violence may be intentional or unintentional. However, it must be noted that when an allegation of HV or bullying is made, the intention alleged HV or bullying is irrelevant, and will not be given consideration when meting out discipline. As in sexual harassment, it is the effect of the behavior on the individual that is important. Galveston College Department of Nursing considers the following types of behaviors examples of HV, however this list is not all inclusive:

**Verbal HV or bullying:** Slandering, ridiculing or maligning a person or his or her family, persistent name calling that is hurtful, insulting, or humiliating, using a person as the butt of a joke, abusive ,loud, offensive or demeaning remarks.

**Physical HV or bullying:** Pushing, shoving, kicking, poking, tripping, assault, threat of physical assault, damage to a person's work area or property.

**Gesture HV or bullying:** Nonverbal threatening gestures, glances which can convey threatening messages.

**Social Media HV or bullying:** Writing untrue threatening, liable words about a fellow student or faculty, writing words assigned to a fellow student or faculty which are untrue or hurtful, writing word which pose danger to a fellow student or faculty member.

**Exclusion:** Socially or physically excluding or disregarding a person in school or clinically-related activities.

In addition, the following examples may constitute or contribute to evidence of HV or bullying in the Department of Nursing:

- ❖ Persistent singling out of one person
- ❖ Shouting or raising voice at any individual in public or in private
- ❖ Using verbal or obscene gestures
- ❖ Not allowing the person to speak or express him/herself (i.e., ignoring or interrupting)
- ❖ Personal insults and use of offensive nicknames
- ❖ Public humiliation in any form
- ❖ Constant criticism on matters unrelated or minimally related to the person's job performance or description
- ❖ Ignoring or interrupting an individual in class or in an office or lab
- ❖ Public reprimands
- ❖ Repeatedly accusing someone of errors that cannot be documented
- ❖ Deliberately interfering with mail and other forms of communication
- ❖ Spreading rumors and gossip regarding fellow students and faculty
- ❖ Encouraging others to disregard a supervisor's instructions
- ❖ Unwanted physical contact, physical abuse or threats of abuse to an individual or an individual's property (defacing or marking up property)

**GALVESTON COLLEGE**
**DEPARTMENT OF NURSING**
**STUDENT CIVILITY CONTRACT**

CIVILITY is behavior which:
1. Shows respect toward another,
2. Causes another to feel valued, and
3. Contributes to mutual respect, effective communication and team collaboration.

The primary commitment is to learn from the instructors, learn from one another, from the materials, simulations, and clinical experiences. We acknowledge differences amongst us in values, interests, and experiences. We will assume that people do the best they can, both to learn the material and to behave in socially productive ways. By sharing values openly, listening respectfully, and responding critically to ideas, we all learn. Most students exhibit appropriate behavior in class, however, sometimes there is disagreement over the definition of "appropriate" behavior.

Learning is a group activity, and the behavior of each student and faculty in class in some way or the other affects the learning outcomes of others. If we keep these thoughts and the following rules in mind, the classroom and laboratory experiences will be a better one for everyone involved.

**Student Nurses' Responsibilities:**

*Failure to comply with the requirements of any of the following items or other policies (nursing and college) in the Student Nurse Handbook and the Galveston College Catalog may result in a conference with the Director of Nursing and or his/her designee to discuss the difficulty. Should the problems warrant immediate action, the Director may recommend dismissal from the program. The following is a description of the scholastic, non-cognitive performance responsibilities of a student in the nursing program.*

**Attentiveness:** The student regularly attends class. All absences are for relevant and serious reasons and approved by the appropriate authority. The student is consistently on time for lectures and stays until the end of the presentations. The student is alert during the presentation and demonstrates attentiveness by taking notes and asking appropriate questions.

**Demeanor:** The student has a positive, open attitude toward peers, faculty, and others during the course of nursing studies. The student maintains a professional bearing in interpersonal relations. The student functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations.

**Maturity:** The student functions as a responsible, ethical, law-abiding adult.

**Cooperation:** The student demonstrates his/her ability to work effectively in large and small groups and with other members of the health team, giving and accepting freely in the interchange of information.

**Inquisitiveness:** The student acquires an interest in his/her courses and curricular subjects, demonstrating individual pursuit of further knowledge.

**Responsibility:** The student has nursing school performance as his/her primary commitment. Student/student and student/faculty academic interchanges are carried out in a reliable and trustworthy manner

**Authority:** A student shows appropriate respect for those placed in authority over him/her both within the College and in society.

**Personal Appearance:** The student's personal hygiene and dress reflect the high standards expected of a professional nurse.

**Communication:** The student demonstrates an ability to communicate effectively verbally, nonverbally, and in writing with peers, faculty, patients, and members of the healthcare team.

**Professional Role:** The student conducts self as a professional role model at all times and in compliance with the ANA Code of ethics. The student demonstrates the personal, intellectual and motivational qualifications of a professional nurse.

**Judgment:** The student shows an ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her personal and academic life.

**Ethics:** The student conducts self in compliance with the ANA Code of Ethics.

**Moral Standards:** The student respects the rights and privacy of other individuals and does not violate laws. Effective August 2015, the Horizontal Violence Policy governs inappropriate behaviors which might arise within the nursing department, student-to-student bullying, and combative behavior, behavior which is demeaning or demoralizing (See Horizontal Violence Policy in Student Nurse Handbook).

**As Galveston College Nursing Students We Commit to:**

1. Follow conventions of good classroom manners and the student responsibilities as outlined above.
2. Ask permission to tape record and respect the faculty's decision to allow or disallow
3. Refrain from verbal, emotional, or sexual harassment
4. Refrain from use of the internet during classroom time
5. Listen respectfully to each other
6. Respond respectfully and reflectively to ideas aired in the classroom
7. Refrain from electronic harassment in e-mails, facebook, or any other electronic/wi-fi media or devices
8. Refrain from personal insults, profanity and other communication-stoppers
9. Recognize and tolerate different levels of understanding of complex social and cultural issues among your classmates and the faculty
10. Issue "gentle reminders" when these guidelines are breached
11. Arrive timely to class/clinical sessions
12. Bring the required supplies and be ready to be actively engaged in the learning process
13. Focus on the business at hand—the class, its content, learning and the faculty
14. Turn **ALL CELL PHONES** off or to vibrate before class starts
15. **DO NOT text** during class
16. PICK UP YOUR TRASH upon leaving the room
17. **DO NOT** sleep in class (laying your head on the desk or sleeping in class is rude, and it is distracting to others)
18. **TURN ASSIGNMENTS** in on time
19. Be courteous in class (This does not mean that you have to agree with everything that is being said. However, your point will be much more credible and effective if conveyed without rudeness, aggression, or hostility. If you strongly disagree with the faculty, it is a good idea to speak with him/her after class).
20. Raise a hand to indicate a question, comment, or emergency as a courtesy to faculty and classmates. Remember, your questions are NOT an imposition—they are welcome. Chances are, if you have a question, someone else is thinking the same thing but is too shy to ask it. So ask questions! You'll learn more, it makes class more interesting, and you will help others learn too.
21. Respect the need to request to meet individually with the faculty for review of an exam within one week following administration of the exam as needed.
22. Make arrangements if an emergency arises which requires an absences from class, get the notes and all other information covered in class from a peer.
23. Respect the rules of the syllabus. (Content of exams/quizzes/calculations of grades earned are not a starting point for negotiation. Faculty are willing to work with you to meet learning needs, but will NOT negotiate individual terms with students).

***By signing this contract, I acknowledge receipt and understanding of this contract. I understand that any behavior or action determined to be a breach of this contract may result in my being subject to immediate dismissal from the program.***

Student Name (Printed): _____

Student Signature _____        Date: _____

# APPENDIX F

# STUDENT ACKNOWLEDGEMENT OF STANDARDIZED TESTING AND REMEDIATION POLICY

**Student Acknowledgment of the Standardized Testing and Remediation/Success Plan Policy**

_____ I acknowledge both receipt and understanding of the **_Standardized Testing and Remediation Policy._**

_____ I understand that I will sit for Specialty exams every semester, as well as the Exit Exam in the last semester of the Nursing Program.

_____ I understand that course grade(s**), which include assignments, online discussions, adaptive learning and quizzes and standardized scores impact my progression in the Nursing Program.** I further understand that I must achieve the minimum course grade of "C" on course assignments, complete 100% of adaptive assignments, and obtain the benchmark on all computerized ATI Exams.

_____ If I do not earn a benchmark score I understand that I will be required to create and complete a remediation contract based on my ATI Exam student report.

_____ If I do not earn the required benchmark, I understand that my grade for the semester may be compromised.

Student Name (Print): _____

Student Signature: _____

Student Faculty: _____  Date: _____

# APPENDIX G

# EVALUATION TOOL

GALVESTON COLLEGE, NURSNG PROGRAM
CLINICAL EVALUATION TOOL

1. Student must obtain a Satisfactory rating for each of the BOLDED items to receive an overall satisfactory clinical evaluation.
2. A final clinical evaluation of Satisfactory is required to pass each nursing course.
3. The evaluation rating is as follows:

    S = student has achieved the clinical objective(s)
    U = student has not achieved the clinical objective (s) {Instructor Comment Required}
    NI = needs improvement {Instructor Comment Required}

(SLO = Student Learning Objectives)

| CLINICAL OBJECTIVES | WEEK 1 | | WEEK 2 | | WEEK 3 | | WEEK 4 | | WEEK 5 | | WEEK 6 | | WEEK 7 | | WEEK 8 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DATE: | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| DAY: | | | | | | | | | | | | | | | | |
| **Patient Centered Care (SLO)** | | | | | | | | | | | | | | | | |
| 1. Use the components of the nursing process to provide holistic, compassionate, coordinated, age and culturally appropriate, safe effective care to maintain and promote health for individuals, families, groups and communities across the life span as evidenced by: | | | | | | | | | | | | | | | | |
| a. Analyzing appropriate sources of data including; physical assessment findings, lab and diagnostic results, communication, patient records, textbooks, and informatics. | | | | | | | | | | | | | | | | |
| b. Correctly identifying priority nursing diagnoses for assigned patient with various health care needs supported by assessment data | | | | | | | | | | | | | | | | |
| c. Selecting specific and appropriate interventions that support the identified nursing diagnoses | | | | | | | | | | | | | | | | |
| d. Correctly creating prioritized nursing care plans that reflect appropriate assessment, diagnosis, goals, interventions, and evaluation of the assigned patient. | | | | | | | | | | | | | | | | |
| e. Implementing and evaluating the nursing care plans for the assigned patient with various health care needs. | | | | | | | | | | | | | | | | |
| Comments: | | | | | | | | | | | | | | | | |
| **Professionalism (SLO)** | | | | | | | | | | | | | | | | |
| 2. Demonstrate accountability for the delivery of standard based nursing care that is within the legal, ethical, and regulatory framework of nursing practice as evidenced by: | | | | | | | | | | | | | | | | |
| a. Applying Critical thinking to recognize nursing problems and take actions to alleviate within the scope of nursing practice as a nursing student. | | | | | | | | | | | | | | | | |
| b. Demonstrating and accepting responsibility for own behavior, acknowledging limitations and when to seek guidance as a nursing student. | | | | | | | | | | | | | | | | |
| c. Understanding the role and serving as a patient advocate. | | | | | | | | | | | | | | | | |
| d. Incorporating the ANA Code of Ethics into daily practice. | | | | | | | | | | | | | | | | |
| e. Implementing the plan of care within legal, ethical and regulatory frameworks of nursing practice. | | | | | | | | | | | | | | | | |
| f. Following the clinical dress code | | | | | | | | | | | | | | | | |
| Comments: | | | | | | | | | | | | | | | | |

| | WK 1 | | WK 2 | | WK 3 | | WK 4 | | WK 5 | | WK 6 | | WK 7 | | WK 8 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |

**Leadership (SLO)**

3. *Demonstrating the integration of leadership skills of critical thinking, communication and facilitating change in meeting patient care needs as evidence by:*

a. Illustrating appropriate skills to create a systematic approach related to clinical reasoning and problem solving.

b. Integrating leadership skills essential to the practice of nursing

c. Acknowledging personal strengths and weaknesses and appropriately consulting with other health professionals and leaders.

d. Adapting to stressful situations and recognizing the need for change.

e. Accepting constructive criticism.

Comments:

**System Based Practice (SLO)**

4. *Demonstrating the ability to effectively call on available resources to provide care that is of optimal quality and value as evidence by:*

a. Planning, organizing and delivering patient care in the context of various health care environments

b. Collaborating with members of health care teams to provide safe effective patient care

c. Analyzing one's decisions and the impact the health care team and environment.

d. Incorporating education and referrals to assist the patient and family in achieving quality patient outcomes

Comments:

**Informatics and Technology (SLO)**

5. *Using information and technology to communicate manage knowledge, mitigate error, and support decision making as evidenced by:*

a. Maintaining confidentiality of patient information obtained during clinical experiences including social media, documentation modalities, and personal conversation.

b. Utilizing and submitting required documentation while in the health care environment and upon completion of the clinical experience.

c. Understanding and using information technology to provide safe effective patient care.

Comments:

| | WK 1 | | WK 2 | | WK 3 | | WK 4 | | WK 5 | | WK 6 | | WK 7 | | WK 8 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| **Communication (SLO)** | | | | | | | | | | | | | | | | |
| *6. Interacting effectively with patients, families, and members of the health care team to enhance patient satisfaction and health outcomes as evidenced by:* | | | | | | | | | | | | | | | | |
| a. Accurately documenting physical assessment data, medications, and nursing interventions following legal guidelines. | | | | | | | | | | | | | | | | |
| b. Giving clear accurate, concise written or verbal reports to appropriate personnel in a timely fashion. | | | | | | | | | | | | | | | | |
| c. Notifying appropriate personnel of significant changes in a patient's condition as they occur. | | | | | | | | | | | | | | | | |
| d. Applying and valuing therapeutic communication techniques essential to a professional health care relationship. | | | | | | | | | | | | | | | | |
| e. Illustrating professional communication with peers, hospital staff and clinical instructor, including respect for the proper chain of command within the division of nursing at HCC. | | | | | | | | | | | | | | | | |
| Comments: | | | | | | | | | | | | | | | | |
| **Teamwork and Collaboration (SLO)** | | | | | | | | | | | | | | | | |
| *7. Functioning effectively within nursing and interdisciplinary teams while fostering open communication, mutual respect, and shared decision making as evidenced by:* | | | | | | | | | | | | | | | | |
| a. Applying appropriate input from members of the interdisciplinary team. | | | | | | | | | | | | | | | | |
| b. Appropriately collaborating with peers, patients, families, other health care team members. | | | | | | | | | | | | | | | | |
| c. Illustrating and valuing the impact of effective team functioning on safety and quality of care. | | | | | | | | | | | | | | | | |
| d. Actively participating as a team member to improve individual and team performance. | | | | | | | | | | | | | | | | |
| Comments: | | | | | | | | | | | | | | | | |
| **Safety (SLO)** | | | | | | | | | | | | | | | | |
| *8. Minimizing risk of harm to patients and providers through both system effectiveness and individual performance as evidenced by:* | | | | | | | | | | | | | | | | |
| a. Safely performing appropriate nursing skills as prepared prior to administering nursing care in a variety of healthcare settings. | | | | | | | | | | | | | | | | |
| b. Demonstrating punctuality related to attendance requirements and completion of all clinical assignments. | | | | | | | | | | | | | | | | |
| c. Organizing and prioritizing patient care activities in a timely manner. | | | | | | | | | | | | | | | | |
| d. Demonstrating effective use of strategies at the individual and systems levels to reduce risk of harm to self and others. | | | | | | | | | | | | | | | | |
| e. Avoiding errors and hazards during administration of medication and performance of skills while providing quality patient care. | | | | | | | | | | | | | | | | |
| Comments: | | | | | | | | | | | | | | | | |

| | WK 1 | | WK 2 | | WK 3 | | WK 4 | | WK 5 | | WK 6 | | WK 7 | | WK 8 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| **Quality Improvement (SLO)** | | | | | | | | | | | | | | | | |
| 9. *Using data to monitor the outcomes of care processes as evidenced by:* | | | | | | | | | | | | | | | | |
| a. Starting expected outcomes and evaluating effectiveness of care. | | | | | | | | | | | | | | | | |
| b. Minimizing waste in the healthcare setting. | | | | | | | | | | | | | | | | |
| c. Acknowledging the value of individual and teamwork processes that improve outcomes of care. | | | | | | | | | | | | | | | | |
| Comments: | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| **Evidence Based Practice (SLO)** | | | | | | | | | | | | | | | | |
| 10. *Identifying and using the best current evidence coupled with clinical expertise and consideration of patients' preferences, to make practice decisions as evidenced by:* | | | | | | | | | | | | | | | | |
| a. Preparing for clinical experiences by utilizing **various resources and practicing skills.** | | | | | | | | | | | | | | | | |
| b. Utilizing appropriate literature to support interventions for patient care activities. | | | | | | | | | | | | | | | | |
| c. Delivering effective, safe, compassionate, and efficient patient care. | | | | | | | | | | | | | | | | |
| Comments: | | | | | | | | | | | | | | | | |

Student Signature Week 1 _____    Instructor Signature Week 1 _____

Week 2 _____ Week 2 _____

Week 3 _____ Week 3 _____

Week 4 _____ Week 4 _____

Week 5 _____ Week 5 _____

Week 6 _____ Week 6 _____

Week 7 _____ Week 7 _____

Week 8 _____ Week 8 _____

Student Comments: (encouraged if questions, comments or concerns related to Instructor weekly evaluation comments).

_____

_____

_____

Instructor Comments:

_____

_____

_____

_____

FINAL CLINICAL EVALUATION: _____ SATISFACTORY _____ UNSATISFACTORY

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____