Nursing Program

Student Handbook

This handbook is reviewed annually and revised as indicated. The provisions of this handbook **do not** constitute an irrevocable contract between any applicant or student and the Angelina College Nursing Program (ACNP). The ACNP is not responsible for any misrepresentation of its requirements or provisions that might arise as result of errors occurring in the preparation of this handbook. The ACNP does not guarantee admission for the licensure examination.

Angelina College Nursing Program is part of the School Health Careers, which is made up of seven programs: Nursing, Radiography, Emergency Medical Services, Respiratory Care, Pharmacy Technology, Diagnostic Medical Sonography, and Surgical Technology. (Revised 5/09)

The nursing programs are approved by the Texas Higher Education Coordinating Board and by the Texas Board of Nursing (BON). Graduates are eligible to apply for licensure by examination through the Texas Board of Nursing.

Angelina College Nursing Program is an agency member of:
National/Texas Organization of Associate Degree Nursing (NOADN, TOADN)
Texas Association of Vocational Nurse Educators (TAVNE)

Angelina College does not discriminate on the basis of race, color, creed, sex, age, national origin, or disability.

Revised 2024

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NURSING PROGRAMS AT ANGELINA COLLEGE BELIEVE IN A CULTURE OF CARING

WELCOME, NURSING STUDENTS

Welcome to Angelina College's Associate of Applied Science in Nursing Program and the Certificate II Vocational Nursing Program. Our outstanding faculty and great learning resources enable students to achieve their goals of becoming a Registered Nurse (RN) or a Licensed Vocational Nurse (LVN).

Angelina College partners with many facilities in East Texas to provide quality learning experiences in a variety of healthcare organizations. The Simulation program includes extensive experience with low-fidelity simulation for learning basic skills and with high-fidelity simulation for advanced life-saving skills.

Our graduates gain the knowledge, skills and abilities to join the exciting and ever-changing field of nursing. This is an exciting time to be a nurse, because anything you can think of has a nursing component. The opportunities are endless.

The nursing student of today-the nurse of tomorrow must be flexible, responsive to change and eager to learn new knowledge each day. We expect the nursing students to use clinical reasoning/judgment/thinking skills and maintain attitudes at progressively higher levels of initiatives, interdependence, complexity, and mastery as they progress through the curriculum.

The Nursing Student Handbook is an important tool to ensure understanding of the current program policies, procedures and expectations of students. Please read the handbook and refer to it throughout the program. The faculty and I will be happy to answer any questions you may have. Please consult the Angelina College Catalog for policies and procedures also.

It is the responsibility of the student to be aware of and follow all guidelines for nursing students and to follow all regulations set forth in the Angelina College catalog and the Angelina College Student Nurse Handbook. Appropriate behavior and a professional attitude is expected at all times while you are a student in the Nursing program.

We look forward to sharing this journey with you and supporting every aspect of your learning, gaining an understanding of "why", and professional growth.

During these unprecedented times, nursing continues to be recognized and heralded as one of the most trusted professions in the world.

Best wishes for a productive and satisfying journey into the world of nursing,

Sandy Brannan, Ph.D., R.N.

Preface

As a Nursing student, you are about to embark on a career that is both challenging and rewarding. The standards that the Nursing Profession sets for itself are high. To help you learn about and adjust to these standards you will familiarize yourself with the policies and guidelines in this Nursing Student Handbook.

Additional policies are also located in the Angelina College Catalog, the College Student Handbook, and each course syllabus.

A student failing to comply with these standards and policies may be dismissed from the Nursing program. The faculty reserves the right to recommend or require withdrawal from the nursing program for serious and/or continual violations.

Students should be aware that classroom, lab, and/or clinical hours vary according to the individual programs. Scheduled hours may include day, evening, and/or weekend hours. Students may be required to travel to clinical facilities that are out of town in order to ensure adequate exposure and to provide a sound clinical experience.

ADA Policy

Angelina College complies with Section 5 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with disability. In accordance with Section 504 and ADA guidelines, the Nursing Department strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

Angelina College works to ensure that appropriate testing accommodations are provided for students who have registered with:

Renee McCain, Coordinator of Disabilities, Second floor of the Student Center Building, (936) 639-1301, ext. 4504 rmccain@angelina.edu. To report discrimination of any type, contact Tifini Whiddon, Director of Human Resources at (936) 633 4555 or twhiddon@angelina.edu.

Notice of Non-Discrimination

Angelina College prohibits discrimination and harassment against individuals on the basis of sex, gender, race, color, religion, national origin, disability, age or any other basis prohibited by law. For more information, contact Tifini Whiddon, Director of Human Resources at (936) 633 4555 or twhiddon@angelina.edu.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA prohibits us from sharing any student information with any third party (parents, wives, husbands, sponsors, etc.) unless students specifically consent. However, even with the student's consent, we are not compelled to share information by the statute.

The rights under FERPA apply to all individuals that submit an admission application to Angelina College.

Dissemination of Information to Students

When a student is in attendance at Angelina College, the student exercises the rights under FERPA. In elementary and secondary schools, those rights are exercised by the parents. However, if a student is in a secondary school and begins attending a postsecondary institution FERPA rights transfer to the student.

Faculty and staff may not provide information to parents, spouses, or others who may call and ask for information about a student. If there is no written waiver by the student or the student is not a dependent, disclosure even to a parent can be unlawful. In addition, faculty and staff will require a waiver if the student requests another person to attend conferences. The conference discussion will be directed to the student and the guest will be an observer during the interactions.

Federal Occupational Safety and Health Administration (OSHA)

OSHA Regulations:

A. Students may in the fulfillment of program-required clinical practice, be exposed to blood borne pathogens. Use of standard precautions (current with the CDC guidelines) is a requirement for practice and expected of all students in the clinical setting.
B. All students are required to comply with OSHA regulations and follow the Angelina College Bloodborne Pathogen Exposure Control Plan.
C. Students who have allergies that may affect their experience in the selected program of study need to notify the Angelina College Disability Office prior to going to the clinical areas.

Message from the Nursing Faculty

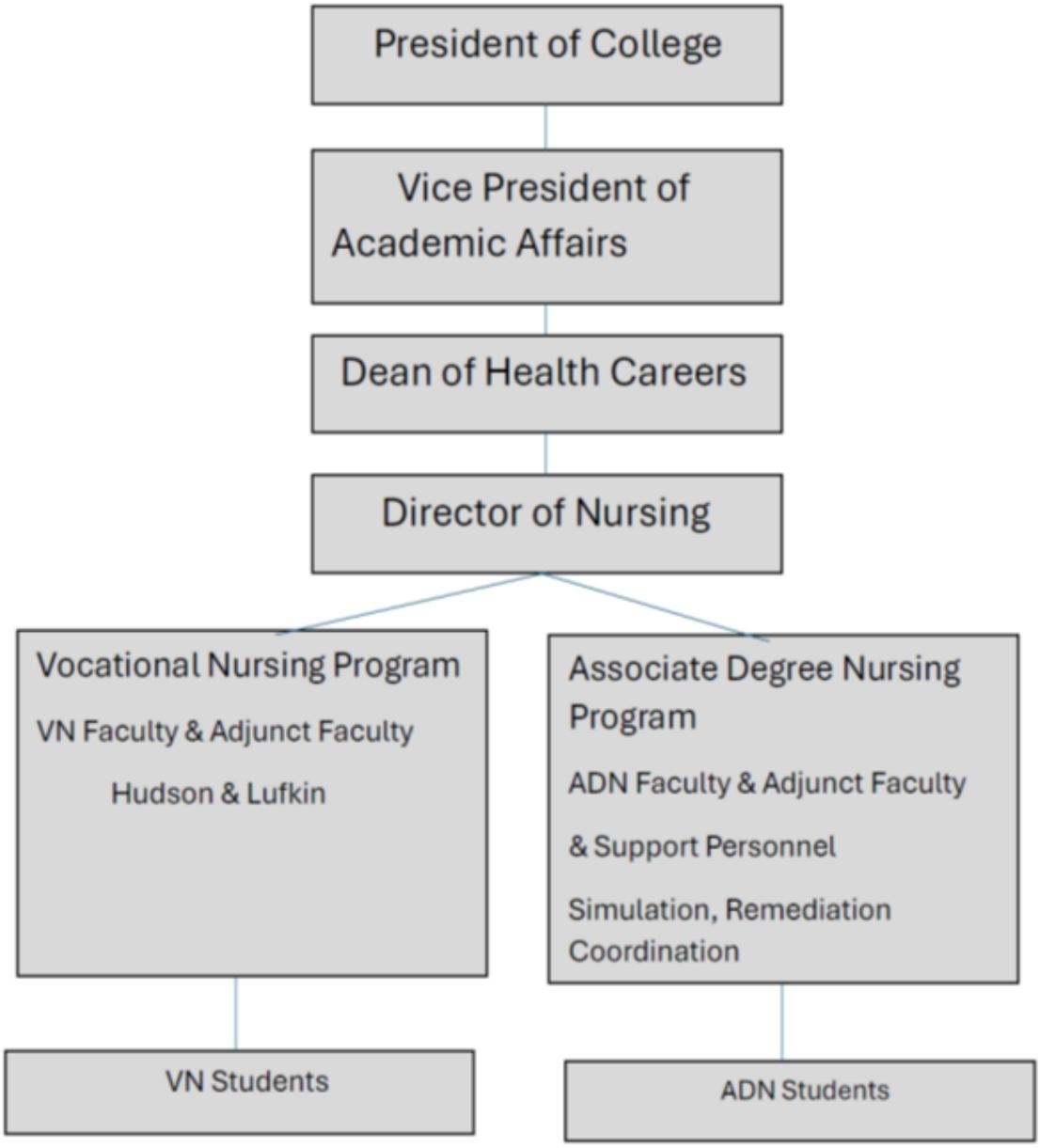
The Student Nurse Handbook has been prepared for students by the Nursing Faculty. The purpose of the Student Nurse handbook is to provide important information to you as a nursing student about your responsibilities while you are learning the art and science of nursing. Within the pages of the handbook you will find the program's philosophy and organizational framework, curriculum requirements, general nursing and clinical policies and procedures, evaluation and grading policies, and other essential information.

The nursing profession requires the highest standards of professional conduct of its members. The handbook contains the provisions of the American Nurses Association's, "Code of Ethics for Nurses", which provides a framework for nursing practice for nurses as well as student nurses. The "Standards of Nursing Practice, governs the performance and conduct of nurses and student nurses in the state of Texas and can be found at the Texas Board of Nursing (BON) web site, www.bon.texas.gov. Nursing students must also conform to the "Student Code of Conduct" in the handbook.

Administrative Information: President of Angelina College has the overall responsibility for the organization and administration of the college. The Vice President of Academic Affairs (VPAA) is responsible for the academic divisions of the college. The Dean of Health Careers is the administrator for both the Associate of Applied Science in Nursing (ADN) and the Vocational Nursing (VN) programs. The Dean is responsible to the VPAA. The responsibilities of the Director of Nursing Programs include, but are not limited to:

- Organization of the ADN and VN educational activities
- Employing qualified faculty and staff
- Recruiting and advising of nursing students
- Budgeting and fiscal accountability of the Nursing Programs
- Developing policies and procedures that are specific to the nursing programs
- Promoting involvement of community agencies as partners in the education of nursing students, including the initiation of affiliation agreements
- Representing the Nursing Programs within the college, the community, the state and on a national level.

Angelina College Nursing Programs



Mission Statements

Angelina College Mission Statement

The mission of Angelina College is to provide quality educational opportunities and services to aid students in the service area in reaching their full potential.

Angelina College Nursing's Mission Statement:

In accordance with the mission of Angelina College, the Nursing Program provides a quality nursing education in response to the unique needs and ethnic diversity of East Texas.

Vision Statement

AC Department of Nursing Vision Statement: Providing high quality, affordable and accessible nursing education, preparing graduates to serve, lead, and provide quality health care to communities. Promote excellence in nursing education to develop a nursing workforce to provide quality health care to communities, locally and globally.

Value Statement

The Nursing Department fully endorses the values as presented by the President of Angelina College. Those values are as follow:

Integrity – We value academic honesty and ethical behavior. The College demonstrates integrity by defending academic freedom, fostering civic responsibility, exhibiting academic honesty and ethical behavior, and celebrating the courage to act.

Diversity – We value diverse perspectives, cultures, and experiences. Diversity enriches the learning and working environment and enables people with different perspectives, cultures, and experiences to thrive on campus and to prepare for success in a pluralistic society.

Learning – We value learning as the core of our mission. Learning through the unfettered search for knowledge and its free exposition and through experiences promoting the acquisition of relevant skills and abilities is at the core of every college endeavor.

Excellence – We value the ongoing pursuit of excellence. The College achieves excellence through teamwork, continuous improvement of every facet of the institution, sustainable practices, sound financial planning, prudent use of resources, and ongoing development of personnel.

Engagement – We value service to our communities. Engagement through partnerships, active citizenship, and community service supports and strengthens the social, cultural, and economic environment of the service area.

Code of Ethics

Students will demonstrate personal characteristics and qualities based on the American Nurses Association's Code of Ethics adopted by the National Federation of Licensed Practical Nurses, the International Council of Nurses, the American Nurses Association, and the Texas Board of Nursing.

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

The nurse promotes, advocates for, and protects the rights, health, and safety of the patients.

The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

The Nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continued personal and professional growth.

The nurse, through individual and collective efforts, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

~~T~~he Code for Licensed Practical/Vocational Nurses

The Code adopted by National Federation of Licensed Practical Nurses, Inc. in 1961 and revised in 1979 provided a motivation for establishing and elevating professional standards. Each LPN/LVN, upon entering the profession, inherits the responsibility to adhere to the standards of ethical practice and conduct as set forth in this Code.

1. Know the scope of maximum utilization of the PN/VN as specified by the nursing practice act and function within this scope.

2. Safeguard the confidential information acquired from any source about the patient.

3. Provide healthcare to all patients regardless of race, creed, cultural background, disease, or lifestyle.

4. Refuse to give endorsement to the sale and promotion of commercial products or services. Uphold the highest standards in personal appearance, language, dress, and demeanor.

5. Stay informed about issues affecting the practice of nursing and delivery of healthcare and, where appropriate, participate in government and policy decisions.

6. Accept the responsibility for safe nursing by keeping oneself mentally and physically fit and educationally prepared to practice.
7. Accept responsibility for membership in National Federation for Licensed Practical/Vocational Nurses and participate in its efforts to maintain the established standards of nursing practice and employment policies conducive to quality patient care.

Angelina College Nursing Program Code of Conduct

The Nursing Student Code of Conduct is based on an understanding to practice nursing as a student is an agreement to uphold the trust society has placed on nursing as a profession. The code provides guidance for nursing students in personal development of an ethical foundation in both academic and clinical settings intended to continue good ethical practices into the nursing profession.

American Nurses Association (ANA) Code of Ethics for Nurses, Provision 1.5, states:
"Relationships with colleagues and others: Respect for persons extends to all individuals with whom the nurse interacts. Nurses maintain professional, respectful and caring relationships with colleagues and are committed to fair treatment, integrity-preserving compromise, and the resolution of conflicts. Nurses function in many roles and many settings, including direct care provider, care coordinator, administrator, educator, researcher, and consultant. In every role, the nurse creates a moral environment and culture of civility and kindness, treating others, colleagues, employees, co-workers, and students with dignity and respect. This standard of conduct includes an affirmative duty to act to prevent harm. Disregard for the effects of one's actions on others, bullying, harassment, manipulation, threats, or violence are always morally unacceptable behaviors. Nurses value the distinctive contribution of individuals or groups and collaborate to meet the shared goal of providing efficient, effective, and compassionate health services, seeking to achieve quality outcomes in all settings" (American Nurses Association, 2014).

Texas Board of Nursing (BON) Good Professional Character, Rule 213.27a, states:
"Every individual who seeks to practice nursing in Texas must have good professional character. This requirement includes all individuals seeking to obtain or retain a license or privilege to practice nursing in Texas." (TBON).

Ethical principles are a necessary guide to professional development for students involved in both clinical and academic settings. Students will follow the Code of Conduct. Failure to comply may result in disciplinary action.

Expected student behaviors include, but are not limited to:

1. Keep a copy of the course syllabus; bring syllabus and textbook to class.
2. Accepting responsibility for one's own actions.
3. Adhere to dress code.
4. Arrive to class on time. Classroom doors are locked when lecture begins.
5. Arrive at the clinical rotation site on time.

6. Be prepared for class and clinical rotation.
7. Communicating with peers, faculty, nursing staff, clients and their families in an honest, respectful, nonjudgmental manner.
8. Treat the instructor with courtesy, even when there is a disagreement.
9. Do not interrupt instructor when speaking; wait for a pause or a preset time for questions to be asked.
10. Treat students with courtesy, even when there is a disagreement.
11. Work as a team; exhibit a helping behavior for peers that exemplifies an assertive, rather than aggressive approach.
12. Maintain confidentiality.
13. Treat others with respect and promote an environment that respects the rights and values of others, diverse cultures and spiritual beliefs.
14. Use critical thinking skills in determining actions in the clinical setting.
15. Respect others by refraining from cell phone usage and avoiding sidebar conversations.
16. Avoid use of lap-top computers during lecture time, unless use is related to lecture.
17. Take exams as scheduled and complete assignments on time.
18. Avoid use of inappropriate, derogatory or vulgar language, gestures or remarks.
19. Attend class 100% of the time and remain in class until dismissed.
20. Notify the instructor if unable to meet commitments, including exams and clinical assignments, in advance or by the morning of the assignment.
21. Arrange to make up missed work, if possible or if permitted.
22. Demonstrate empathy in the care of others.
23. Collaborate in a reasonable manner with faculty and clinical staff to ensure quality care to clients.
24. Recognize and respect professional boundaries.
25. Avoid belittling remarks that disparage others.
26. Avoid dominating class discussions.
27. Avoid posting inappropriate comments on social media about faculty, colleagues, college, and clinical experiences.
28. Take appropriate action to ensure the safety of clients, self and others.
29. Provide care for clients in a timely, compassionate and professional manner.
30. Avoid classroom disruptions. If is it necessary to leave class early, when approved by faculty, exit quietly.
31. When arriving late, wait until the next break to enter.
32. Seek assistance from available tutoring services as needed.
33. Discuss with the instructor problems you are having with the class before asking others for help in resolving the situation.
34. Check on grades often and discuss concerns early. Do not wait until late in the semester.
35. Do not bring children to class.

PROFESSIONAL CODE OF 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 a 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 needs. Please watch the attached video from the National Council of State Boards: https://www.ncsbn.org/464.htm
- **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 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, persons not enrolled in the course may not attend class, learning laboratory activities, or clinical experiences. 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 faculty, staff, 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 the professional nurse. All students of Angelina College's Department of Nursing 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 others at Angelina College.

ANGELINA COLLEGE DEPARTMENT OF NURSING COMMITMENT TO PROFESSIONALISM

Angelina College Nursing students are prepared to join a community of professionals who are dedicated to advancing health education, health research, the well-being of the community, and quality patient care. The Angelina 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 Angelina College student nurse is considered a professional. We respect one another, work collaboratively and carry out duties at the highest level of

quality. We evaluate our professional growth and performance, and we demonstrate continued competence and growth. We support remediation of problems and discipline of those who fail to act professionally.

Commitment to service: Every member of the Angelina 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 Angelina College student nursing 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 Angelina 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 Angelina 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 Angelina 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 Angelina College student nurse community is a good steward of the resources entrusted to the college. This commitment includes the responsible use of money, time, space, and personnel.

Commitment to quality: Every member of the Angelina 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 Angelina 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 Angelina College student nurse community promotes ethical conduct in the gathering and use of new knowledge that will become our bedrock of professional knowledge.

**This document has been adapted from Medical Professional 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. **

EXPECTATIONS of STUDENTS

Purpose:
Students entering the Department of Nursing are making a commitment to a profession requiring maturity and sound judgment. Thus, mature adult behavior must be demonstrated by students.

Policy:
The behavior is demonstrated by the student's time and attendance patterns, appearance and conduct. It is expected that students will attend class and clinical experiences prepared and present themselves as sincere and motivated leaders. Should a student be unable to maintain these expectations, withdrawal from the program may be indicated. Furthermore, students are expected to be aware of policies in the Department of Nursing and follow those policies.

Students are responsible for their own learning and must be active learners.

Students are expected to fulfill all the requirements for theory and clinical course requirements, and to meet course and program objectives.

Students are to follow Angelina College guidelines as printed and available in the Angelina College Catalog.

In addition to the College publications, this handbook can add to student's awareness of material pertinent to nursing programs.

Should syllabi change(s) occur, students will receive verbal and written notification of the changes and will sign a document acknowledging that he/she has read and understand the changes.

As mandated by the Texas Board of Nursing, if anything changes during the program regarding mental health, chemical dependency, or legal action (i.e. student is arrested f
or anything) other than a misdemeanor, the student shall be responsible for notifying the Director of Nursing.

STANDARDS FOR NURSING STUDENTS

Purpose:
Responsibilities and standards in nursing practice are determined by the BON, national accreditation guidelines, and practicum agencies. Additionally, as described in various practicum evaluation tools and course guidelines, students must be able to provide safe and effective nursing care.Technical Standards of Nursing Practice:

Nursing is a practice discipline and successful completion of the nursing program requires that students demonstrate ability to effectively and safely perform several essential skills. All students are assessed in practice labs and practicums throughout the program to confirm adherence to the technical standards, with or without accommodation.

Intellectual Requirements:
Critical thinking/reasoning is an important part of clinical judgment needed to provide safe patient care. Students must be able to measure, calculate, reason, and quickly analyze information in order to apply complex information in the classroom and clinical settings.

Gross and Fine Motor Requirements:
Nursing students must be able to provide general care (including preparing medications, administering treatment and completing patient assessments). For example, students must be able to perform basic life support (CPR), function in an emergency situation, and have the ability (within reasonable limits) to assist a patient in moving, such as from the chair to the bed.

Observation Skills:
Students must be able to observe patients accurately to assess their condition and perceived signs of disease and responses to treatments through physical assessment, including visual images, auditory information (patient voices, heart, bowel, and lung sounds) and palpable changes in certain organs and tissues.

Communication Requirements:
Nursing students must be able to communicate effectively with patients, staff, physicians, and family members, both verbally and in writing. Students must be able to process and accurately convey information about the patient’s status to faculty, staff, and other healthcare providers in an accurate and timely manner.

Social and Behavioral Requirements:
Student nurses must possess sufficient mental and emotional health to exercise good clinical judgment, promptly complete assessments, and function in what can be a physically and emotionally demanding dynamic environment. Nursing students must be able to demonstrate compassion, empathy, and concern for others while maintaining a mature, sensitive, and effective relationship with patients, families, and other professionals.

STUDENT BEHAVIORAL EXPECTATIONS

Compliance with the following behavioral expectations is required of all students who are enrolled in the Nursing Program.

All students are expected to:

1. Assume responsibility for recognizing personal limitations and seek help through appropriate avenues. Students who experience difficulty in satisfying course or program requirements are expected to communicate those difficulties with faculty and assume a collaborative role in problem solving.
2. Assume responsibility for fulfilling course, program, and clinical affiliate requirements in a prompt and dependable manner. Demonstrate promptness and accountability in class and clinical attendance and submission of all written work.
3. ***PLAGIARISM*** is a recognized form of cheating. Students are expected to use the American Psychological Association (APA 7th edition) format for documentation. Paraphrasing is permitted but this must be accompanied with complete and appropriate documentation. Citations must denote original work. Breaches in proper citation will result in disciplinary action up to and including dismissal from the program.
4. Demonstrate honesty and integrity in ALL endeavors relating to completion of the nursing program.
5. Accept nursing responsibility and accountability when providing patient care
6. Respect and protect the rights, safety, preferences, and confidentiality of patients and family members.
7. Adhere to the Federal privacy law: ***Health Insurance Portability and Accountability Act (HIPAA),*** enacted to protect the health information of clients/patients. Violations of this federal law include disclosure or use of protected information including unintended disclosure or use of protected information beyond the minimum necessary. Healthcare providers, including nursing students, should only access patient information necessary to provide quality care for assigned patients. Violations may result in sanctions against the student (may include dismissal from the program) and extends to fines and other penalties beyond the jurisdiction of the faculty or Angelina College.
8. A citizen in “good standing” within the college and the community.

   Students are responsible for damaged or broken equipment caused by student negligence.
9. Utilize appropriate avenues of communication in seeking resolution of problems: that is the instructor, the course leader, the Director of Nursing, the Dean, the VPAA, the President.

Students failing to comply with this practice will be referred back to the appropriate level.

CIVILITY POLICY

CIVILITY is behavior which:

Shows respect for one another
Causes others to feel valued and,
Contributes to mutual respect, effective communication, and team collaboration

It is the student's responsibility to learn from instructors, other nurses, one another, the materials covered within a course, simulations, and clinical experiences. We acknowledge differences amongst us concerning values, interest, 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 students and faculty affects the learning outcomes of others. If we keep these thoughts and the following rules in mind, the classroom and lab experiences will be a better one for all involved.

Student Nurses' Responsibilities:

Failure to comply with the requirements of any of the following items or other policies in the Student Nurse Handbook may result in a conference with the Director of Nursing and/or the designee to discuss the difficulty. Should the problem warrant immediate action, the Director may recommend dismissal from the program. The following is a description of the scholastic, cognitive performance responsibilities of a student in the nursing program:

ATTENTIVENESS:

- The student attends class on time regularly and stays until class is complete.
    - All absences are for relevant and serious reasons, communicated to, and approved by the appropriate authority.
    - The student is alert during the presentation and demonstrates attentiveness by taking notes and asking proper questions.
    - Does not interrupt the speaker, waits for a pause or a preset time for questions to be asked.
    - Word questions are asked without sarcasm or a demanding nature.

DEMEANOR:

- The student has a positive, open attitude towards peers, faculty and others during the course of nursing studies.
- The student maintains professional 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 course and curricular subjects, demonstrating individual pursuit of further knowledge.

RESPONSIBILITY:

- The student has nursing school performance as his/her primary commitment.

  Student to student and student to faculty academic interchanges are carried out in a reliable and trustworthy manner.

AUTHORITY:

- The student shows appropriate respect for those placed in authority over him/her both within the college and society.

PERSONAL APPEARANCE:

- The student's personal hygiene and dress reflect the high standards expected of a professional nurse. Appearance is expected to be clean, professional, and appropriate for class and clinical.

COMMUNICATION:

- The student demonstrates an ability to communicate effectively verbally, nonverbally, and in writing with peers, faculty, patients, and members of the health care team.

PROFESSIONAL ROLE:

- The student conducts themselves as a professional role model at all times and in compliance with the American Nurses Association (ANA) Code of Ethics. The student demonstrates the personal, intellectual and motivational qualifications of a professional nurse.

JUDGMENT:

- The student shows the ability to think and reason critically regarding options, reflecting his/her ability to make intelligent decisions.

ETHICS:

- The student's conduct is in compliance with the ANA Code of Ethics.

MORAL STANDARDS:

- The student respects the rights and privacy of all individuals and does not violate laws.

This Policy governs inappropriate behaviors which may arise within the nursing department, including but not limited to bullying, combative/threatening behaviors, or behaviors which are considered demeaning or demoralizing.

SOCIAL NETWORKING POLICY

Angelina College Department of Nursing students are expected to adhere to the high standards of the nursing profession with regard to maintaining confidentiality and professionalism. This includes guarding patient confidentiality at clinical sites, in the classroom, at home, and online. All health professionals and students are required to follow Health Insurance Portability and Accountability Act (HIPAA) regulations, when using social networking. Please view: https://www.ncsbn.org/347.htm Social Media Guidelines from the National Council of the State Boards of Nursing (NCSBN).

Professional conduct is required of students in cyberspace, as in all other settings. Professional behavior is to be maintained at all times when identified as an Angelina College Nursing Student. This

includes “virtual” sites, such as online social networking sites. Unprofessional online conduct is a violation of the Student Behavioral Expectations.

Students who have personal social networking sites established should enable the highest privacy settings limiting access to personal profiles, information, and photos. Nursing students must adhere to the following guidelines:

- Maintain a social media site with professional integrity that does not contain any type of information about the Department of Nursing, patients and/or clinical affiliates.
- DO NOT post derogatory remarks or threats about anyone associated with the Department of Nursing (e.g. students, faculty, staff, college administrators, clinical affiliates, and patients/clients).
- DO NOT post any pictures of any person (students, faculty, staff) in an Angelina College nursing uniform without permission. Posting photos of patients/families and/or staff at hospitals and clinics is forbidden.
- Observation of any inappropriate postings on social media should be addressed by students directly or from within the Department of Nursing.
- DO NOT foster a personal relationship with a patient through social media.

Academic Dishonesty

Academic dishonesty is a breach of the expected behavior of a healthcare professional and will not be tolerated in the Angelina College Nursing Program. Students must agree not to divulge any examination question(s) or answer(s) to any individual or entity, falsify or plagiarize any assignments or examinations, nor participate in any behavior that can be construed as academic dishonesty. **CHEATING** refers to ANY academic dishonesty on examinations, written papers, and assigned projects and is defined as deliberate, deceitful intention to obtain or give information. The person(s) deliberately receiving the information are both “CHEATING”. During testing, faculty shall ask students to follow the “testing policy”. Faculty will assign a grade of “zero [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 the missed work. Violation of any rule, policy, or procedure of the Angelina College Nursing Program will result in severe consequences up to and including immediate dismissal from the nursing program.

ACADEMIC CHEATING and PLAGIARISM:

Academic cheating includes but is not limited to, the accomplishment or attempted accomplishment of the following:

1. Copying or obtaining information from someone else’s paper or test.
2. Using, during a test, materials not authorized by faculty giving the test.
3. Collaborating, conspiring, or cooperating during a test with any person by giving or receiving information without authority.
4. Stealing, buying, or otherwise obtaining **All or Part** of an un-administered test.
5. Selling or giving away **All or Part** of an un-administered test or **ANY** information concerning specific questions and items on an un-administered test.
6. 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.
7. Substituting 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.

8. Any selling, giving, or otherwise, supplying to another student for use in fulfilling academic requirements; Submitting artificially produced data or information in place of descriptive, experimental or
9. Any other devious means of securing an unearned grade in a course for credit: a student looking at 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 (written or electronic) will be considered adequate evidence to establish cheating.

PLAGIARISM –the unacknowledged submission or incorporation of someone else's work or ideas in whole or part from any source and passing them off as one's own work; submitting one's own previous work or mixing parts of previous work into a current assignment.

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

WAYS YOU CAN HELP

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 who cheats, let the 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 feel guilty about betraying someone who cheats, but you 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

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 or self, the student must give full credit to the author of the work; failure 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 Department of Nursing administration for loss of credit for a particular assignment, examination, or unit of work resulting in failure in a course or dismissal from the program and college. Students must sign an "Academic Integrity Policy" during orientation.

WHAT ARE POSSIBLE SCENARIOS OF CHEATING?

CHEATING SCENARIO 1	During an exam, a student goes to the bathroom and looks at some notes that have been previously hidden in order to find answers.

CHEATING SCENARIO 2	A student writes some notes or memory prompts on her arm, hand or a piece of paper before going into an exam and uses these to help answer some questions.
CHEATING SCENARIO 3	A student is having difficulty writing a paper. He uses the work of another student either current or former, to write his paper with permission of the friend.
CHEATING SCENARIO 4	A student is having difficulty understanding the content and concepts in a class prior to a test. She asks a classmate who took the test in an earlier section what to study.
CHEATING SCENARIO 5	A student has just finished a test. In an effort to help his friends, the student describes specific content and concepts on the test or gives examples of test questions/answers.
CHEATING SCENARIO 6	A student says that she doesn't remember the specific questions on a test from a previous semester but does remember most of the answers and will post them on a social media network for her classmates who are struggling with a rigorous course.
CHEATING SCENARIO 7	A student finds an internet site relevant to his class or clinical assignment and copies portions of it into his own work, changing very little of it.
CHEATING SCENARIO 8	A student uses test questions, papers, and care plans handed down from previous semesters to complete her assignments.
CHEATING SCENARIO 9	When asked by the instructor, a student says he knew that cheating was going on during a test and test review but did not want to get his peers in trouble.
CHEATING SCENARIO 10	When asked by the instructor, a student says that she didn't think it was cheating, especially since the answers posted on a social networking site were placed into her own words. Posting questions/answers on social media.
CHEATING SCENARIO 11	A student brings an audio recorder to a test review with the instructor. The instructor discusses in detail the rationales for the correct and incorrect test responses. The student shares this information with other students in writing, verbally, or makes a copy of the audio for students in a subsequent testing period or semester.
CHEATING SCENARIO 12	A student takes a picture of a question during class without the instructor's knowledge. A student has a concealed electronic device that takes pictures of the questions during a presentation by the instructor to promote critical thinking.
CHEATING SCENARIO 13	A student takes a picture, screenshot or downloads a quiz to use for any purpose.
CHEATING SCENARIO 14	A student consistently misses the regularly scheduled tests in hopes of obtaining information from classmates about test content and/or concepts for the make-up test.

CHEATING SCENARIO 15	A student reports that he received an electronic study guide of the content and concepts from a classmate that looked like questions from a test but didn't use it because it looked "strange". The student reported that he had heard "through the grapevine" that test questions from a previous test were circulating among students". The student did not report the strange appearance of the study guide to the instructor until after the cheating was identified.
CHEATING SCENARIO 16	A student asks a friend for help with completing a clinical assignment. The friends send the student a copy of their work which is then turned in by the student as their own work.
CHEATING SCENARIO 17	A group of students work together to complete a clinical assignment. They each turn in the care plan as their individual work.
CHEATING SCENARIO 18	A student uses a clinical assignment given to them by a former student and turns this work in as their own.

Rationale for the Teaching-Learning Process

We believe that learning is:

- Continuous in that behaviors are modified as a result of experiences which are mental, physical, social, and emotional in nature.
- Unitary in that the student responds to the whole situation, as he/she perceives it.
- Creative in that new patterns of behavior result from synthesis and application of meanings and interpretations as perceived by the learner, and teacher.
- Transferable in that previously learned behaviors can be applied to different situations.

The amount and quality of learning are directly related to the self-activity and selection of appropriate goals on the part of the learner and his/her abilities, experiences, and attitudes.

Learning is enhanced by the presentation of content in a logical sequence and in a meaningful and realistic manner, and by the utilization of a variety of learning experiences.

Because nursing occurs in a variety of settings, learning experiences are planned to occur in hospitals, nursing homes,
Physician's offices, and community centers.

ASSOCIATE DEGREE NURSING

Angelina College offers an Associate of Applied Science in Nursing Degree which is approved by the Texas Board of Nursing (BON). The Texas BON is located at 1801 Congress Avenue Suite 10-200, Austin, Texas 78701; telephone (512) 395-7400. Angelina College is accredited by the Southern Association of Colleges and Schools Commission of Colleges, located at 1866 Southern Lane, Decatur, Georgia 30033:

Telephone (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 field of nursing education; 2) met all required passing scores on coursework and exams; and 3) met any individually prescribed behavior(s) or remediation related to requirements. Students must attend a variety of healthcare facilities in the East Texas area in order to meet clinical requirements. Students gain experience within acute care facilities, clinics, long-term care facilities, senior care living facilities and simulation.

VOCATIONAL NURSE CERTIFICATE II

Angelina College offers a Vocational Nurse Certificate II approved by the Texas Board of Nursing (BON). The Texas BON is located at 1801 Congress Avenue Suite 10-200, Austin, Texas 78701; telephone (512) 395-7400. Angelina College is accredited by the Southern Association of Colleges and Schools Commission of Colleges, located at 1866 Southern Lane, Decatur, Georgia 30033; telephone (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 field of nursing education.
2) Met all required passing scores on coursework and exams.
3) Met any individually prescribed behavior(s) or remediation related to requirements.

Students must attend a variety of healthcare facilities in the East Texas area in order to meet clinical requirements. Students gain experience within acute care facilities, clinics, long-term care facilities, senior care living facilities and simulation.

ASSOCIATE DEGREE NURSING PEDAGOGY/ANDRAGOGY

Students at Angelina College in the Department of Nursing are charged with being

- Member of the Profession
- Provider of Patient-Centered Care
- Patient Safety Advocate
- Member of the Healthcare Team

The Department of Nursing at Angelina 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 personal and professional needs. They bring a degree of maturity and life experiences to the classroom. A variety of pedagogies are employed (depending upon course content). These are some examples of different pedagogies used throughout the curriculum: simulation, critical thinking/reasoning/judgment/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 theorists (this list is no inclusive—only serves 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 (Every course)
Hildegard Peplau's Interpersonal Relations (Mental Health)
Faye Abdallah'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.

Through experiential learning, our integrated program emphasizes the concepts of Quality and Safety Education for Nurses (QSEN) to connect the patient and nurse to provide optimal quality, safe patient care.

The curriculum focuses on developing simple-to-complex concepts progressing from fundamentals in Level 1 through leadership and advanced nursing in Level 2. Experiential learning provides the framework to transcend the preparation-to-practice gap through selective strategies, i.e., simulation, clinical experience, debriefing, post-conference, self-reflection, and open discussion

AD Nursing Curriculum Definitions:

Because the AD Nursing curriculum is organized integrating all five nursing content areas (Medical/Surgical, Pediatrics, Mental Health and Obstetrics) the AD Faculty has developed the following curriculum definitions, based on QSEN, and these are found in every course that emphasizes processes rather than specific content areas:

QSEN Competencies:

I. Patient-Centered Care

a) Bio-Psycho-Social-Spiritual Integrity: Nurses must assess client/patient needs as holistic beings as well as their biological, psychological, social and spiritual needs. Using this framework provides an organized method of assisting clients/patients to achieve their highest potential for health. Nurses must use their knowledge of pathophysiology, psychology, sociology, and spirituality to assist the client/patient and their families in achieving their highest potential for wellness. Implied in this framework are families' and individuals' needs as well as a variety of preferences, and settings where they may be found.

b) Caring: Central to the art of nursing is the ability to demonstrate caring. Nurses must learn to view health care and its complex system from the client's perspective. Only then can the nurse truly assist the client in setting achievable goals and provide individualized interventions to help accomplish these goals.

c) Health Promotion and Health Maintenance: At any given time clients can be located somewhere on the wellness — illness continuum. The goal of nursing is to assist clients in moving toward wellness or to maintain the level of health that they currently have. One of the major tools that nurses use to promote wellness is health teaching.

d) Giving goal oriented humanistic care that is both effective and efficient. It is organized and systematic in that it consists of five sequential and interrelated steps — Assessment, Diagnosis, Planning, Implementation, and Evaluation — during which you perform deliberate activities designed to maximize long term results." (Alfaro, 1994, updated-2014).
It is used as the basis to plan and deliver nursing care to clients.

e) Nursing Process: "The nursing process is an organized systematic method of Cultural Diversity: In all aspects of providing nursing care the unique cultural

background of individual clients, as well as families, is a part of the basis for mutual goal setting. Nurses must also be aware of how their own cultural background affects their perspective of clients' needs.

f) Ethics: The complex health care system and our ever-changing society present many ethical dilemmas for the nurse. The use of ethical principles as a standard to guide nurses as they assist clients in making very personal and often difficult decisions is paramount to providing quality health care.

II. **Teamwork and Collaboration**

a) Communication: The interaction and interplay between nurses and clients is a key component in the nursing process. It is the foundation of the nurse — client relationship and an integral part of conveying caring to clients.

b) Roles of the Nurse: Professional and Vocational nurses provide care to clients in a variety of settings. Their legal and ethical responsibilities in all these settings must be clearly understood.

Standards of care for each level of nursing as well as competency statements guide the nurse in fulfilling the roles of provider of care, coordinator of care and member of the discipline.

III. Evidence-Based Practice (EBP)

a) Clinical Judgement and Reasoning: The nurse must be able to use the process of critical thinking to make appropriate nursing decisions. Critical thinking is based on a specific knowledge base, experience, competencies, attitudes and standards. There are three levels of critical thinking: basic, complex, and commitment.

b) Nursing Skills: Nurses use a wide variety of skills when providing care to clients. Many of these skills use the same basic principles in different ways so that adaptation to individual clients can easily be done. Emphasis on principles gives nurses flexibility in making these adaptations as well as the ability to learn new skills.

c) Nutrition: Principles of therapeutic nutrition play a major role in health promotion and health maintenance for all clients. Nurses assist clients in using these principles in a cost-effective manner which fits the individual or family lifestyle.

IV. Quality Improvement (QI)

a) Outcomes of Care: Using the evaluation component of the nursing process to approach the changing processes of care and identify gaps between local and best practices. Recognize that nursing and other health professions are parts of systems of care and care processes that affect outcomes for patients and families.

b) Leadership Development: A leader must have the ability to influence others to achieve a goal. They do this by influencing their followers and focusing on effectiveness, vision and motivation. Some characteristics of a good leader include intelligence, organizational skills, and confidence, decisive and independent, and personable.

V. Safety

Growth and Development: Clients present a wide range of health care needs related to their physical growth and psychological development. Nurses must utilize their knowledge of these principles of growth and development when implementing the nursing process with individual clients and families.

1. Pharmacology: Comprehensive knowledge of medication administration and drug classifications plays an important role in the nurse's ability to assist clients with health maintenance and health promotion. Specific principles of medication administration and drug classes are paramount to safe effective care of the client in a variety of settings.

a) Safety: In all settings with clients of all ages, nurses must consider physiological and psychological safety factors. Specific knowledge in all other content areas is used to evaluate safety when providing nursing care.

VI. Informatics: Information Technology

Nurses identify and use essential available information to support patient care, patient safety, and quality improvement. Nurses protect confidentiality of health information in electronic health records. Continuous learning of evolving information technology skills is required.

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

Curriculum Statement

The Nursing Program's mission and philosophy about nursing, education, and the associate degree graduate provide the foundation from which the program student learning outcomes (SLOs) are derived. The program's SLOs are organized by nursing roles and emphasize contemporary nursing practice concepts such as safety, quality, compassion, patient-centered care, interdisciplinary collaboration, care coordination, and clinical reasoning. The level SLOs from the program SLOs in a sequential manner. Course SLOs are derived from the level SLOs. Course objectives are determined from the course SLOs, and course content is arranged and delivered in modules within each course. Required activities are planned to direct and promote student learning for each unit of content within the course modules.

The curriculum includes foundational courses in communication, language, philosophy, culture, mathematics, and social/behavioral and natural sciences. Principals from these general education courses support and reinforce the acquisition of critical knowledge, skills, attitudes and values within the nursing courses.

The didactic nursing courses include a clinical and/or laboratory component which allows the student to correlate theory and practice. Clinical and/or laboratory components are integral to each clinical course and must be successfully achieved in order to pass the course. Pre and post clinical conferences are conducted with each clinical assignment.

MAJOR CONCEPTS

The major concepts of education, man, health and nursing are interrelated and interwoven throughout this nursing program and interact dynamically to influence the learner's nursing judgments. The 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.

Education: Education is viewed as a dynamic process by which the attainment of an individual's goals is facilitated. The adult learner comes to this program with diverse life experiences. Through participation, the

adult learner is afforded opportunities to progress and attain sequential levels of success. Throughout the development of the curriculum, content and experiences are presented on a continuum. The continuum encompasses the simple to the complex; basic needs to self-actualization; concrete thinking to the more abstract; and, isolated data to an organized basis for facilitating this sequential development. The learner's responsibility is to progress from a dependent problem-solver to a self-directing decision maker. Within each level, the learner is responsible for achieving unit and course objectives. The faculty is responsible for creating a learning environment in which opportunities to meet the objectives are provided.

Man (client system): Man is a bio-psycho-social-spiritual being developing and moving through time. Man's adaptive responses to stress in this evolving process is based on his inherent potential and influenced by his individual experiences. Throughout the lifespan, man has certain basic needs. Maslow defines these needs as: physiological, safety, love and belonging, self-esteem and self-actualization. The learner recognizes this hierarchy that provides both structure and direction for planning care. Individualized planning focuses on the maintenance of dignity and health.

Health: Health is a dynamic state uniquely defined with the individual or group. On the continuum, health is an adaptive response to stressors in man's environment. Towards the promotion of optimum health, the learner assists man by functioning within this continuum. Through the application of the nursing process, the learner facilitates man's adaptation along the health continuum.

Nursing: Nursing is a decision-making process that occurs in a relationship with individuals or groups. The learner progressively develops decision-making skills by use of the nursing process. Uniqueness is recognized, needs are prioritized, interventions are planned and implemented with evaluation occurring continuously. Through the nursing process, specific patterns of adaptation are identified. The goal of nursing practice focuses on man's adaptation to his ever-changing needs by promoting utilization of healthcare services. Through awareness of trends and changes taking place in healthcare delivery, the nurse acts to provide nursing care and guidance on behalf of man. The foundation upon which nursing judgments are built is the understanding of spiritual concepts and facts and principles from the psychosocial and biological sciences. Nursing interventions flow from various components of nursing theories and cognitive, affective and psychomotor skills. The knowledge, values, and skills necessary for the practice of nursing are acquired and implemented in this program through use of classroom, laboratory and clinical experiences.

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). 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, 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 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 (NPA), and the American Nurses Association's Standard 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. The 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 the 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/patient/families by performing skills, observations, communication and interactions with members of the healthcare team.

These concepts are incorporated into the curriculum and the concepts move from simple to complex. Ensuring continual learning throughout the program.

Program Objectives

Vocational Level (VN)

Upon completion of the vocational option, the graduate nurse as a member of the profession should have the knowledge and skills to provide and coordinate care for clients (individuals) in a variety of settings and should be prepared to:

1. Demonstrate the use of critical thinking and the nursing process as a basis for decision making that promotes the development and practice of vocational nursing making that promotes the development and practice of vocational nursing.
2. Implement teaching plans for clients concerning promotion, maintenance and restoration of health that promotes the development and practice of vocational nursing.
3. Communicate and collaborate in a timely manner with members of the interdisciplinary healthcare team to promote and maintain optimal health status of patients and their families.
4. Assume accountability and responsibility for the quality of nursing care provided to patients and their families.
5. Implement measures to promote quality and a safe environment for patients, self, and others.

Associate Degree Level (ADN) END-OF-PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the associate degree level, the graduate nurse as a member of the profession should have the knowledge and skills to provide and coordinate care for clients (individuals and families) in a variety of settings by:

1. Demonstrates the use of the Clinical Judgment Model using clinical judgment/reasoning/decision making.
2. Exhibits behaviors which demonstrate the value of ongoing self-assessment and the need for lifelong learning to continually update nursing practice.
3. Accepts responsibility for the quality of nursing care and develops a care approach which meets the needs and preferences of patients and their families.
4. Promotes safety in the patient and family environment by identifying and implementing solutions to prevent harm and by reporting actual and potential safety concerns that arise.
5. Provides patient-centered care guided by the scope of practice and established nursing standards through collaboration, coordination, and facilitation of care within an interdisciplinary healthcare team approach.

(Revised 4/2023)

General Information and Programs Overview

Angelina College Nursing Program provides high quality nursing education in a culturally, racially, and ethnically diverse community. Positive teaching and learning environments are consistent with professional, educational, and ethical standards of nursing.

The Angelina College Nursing Program provides nursing education in the East Texas area at the ADN and VN levels.

Generic Associate Degree Nursing Program

The Associate Degree Nursing track at the main campus in Lufkin is a multiple entry/multiple exit program (MEEP). Upon successful completion of two calendar years, students receive the Associate of Applied Science degree and are eligible to apply for registered nurse licensure by examination. Students may choose to complete two optional summer courses after their first year. This is designed to prepare students for the vocational nurse licensure by examination. These students receive a certificate of completion from Angelina College. Refer to the college catalog for degree plan and course descriptions.

Applicants for the main campus nursing program are selected in the summer of each year. Acceptance into the program is limited. **Applicants are not guaranteed acceptance**. Those students admitted to the program begin the nursing curriculum in the fall semester.

Multi Entry/Exit Program

The MEEP option is approved by the Texas Higher Education Coordinating Board and is approved by the Texas Board of Nursing for the State of Texas. This agency establishes rules and regulations governing education, examination, licensure and practice of nursing. Refer to the college catalog for degree plan and course descriptions.

LVN to ADN Transition Students

Vocational nurses can apply for entry into the second year of the Associate Degree Program to graduate with their Associates Degree and become eligible to sit for the Registered Nurse licensure exam. Applicants for the nursing transition program are selected in the spring of each year. **Applicants are not guaranteed acceptance**. Applicants must be licensed as an LVN for at least one year if not a graduate of the Angelina College VN program. Those students admitted to the program begin the transition curriculum in Summer. Refer to the college catalog for degree plan and course descriptions.

Vocational Nursing Program

The vocational nursing track prepares the graduate to independently perform basic nursing skills in non-complex situations and to assist the registered nurse or physician in complicated circumstances. Refer to the college catalog for degree plan and course descriptions.

Essential Competencies of Vocational Nursing Education Programs:

Clinical Evaluations

Differentiated Essential Competencies of Graduates of Texas Nursing Program

In 1993 the Board of Nurse Examiners developed Differentiated Essential Competencies (DECs) to describe the expected outcomes for students at the time of graduation from the nursing programs. The criteria support the clinical evaluation tool used in clinical courses. The DECs were revised by the Texas BON in 2020. Revisions can be found at www.bon.texas.gov.

NATIONAL LEAGUE FOR NURSING EDUCATIONAL COMPETENCIES FOR GRADUATES OF ASSOCIATE DEGREE NURSING PROGRAMS

Human Flourishing

Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

Nursing Judgment

Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.

Professional Identity

Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.

Spirit of Inquiry

Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

Source for NLN competencies: http://www.nln.org/facultydevelopment/competencies/comp_ad_dp.htm

Licensure Application Information for Students Completing an Angelina College Nursing Program Texas Board of Nursing (BON)

Students successfully completing the requirements for Angelina College Nursing programs are eligible to sit for the National Council Licensure Examination (NCLEX-PN or NCLEX-RN) The student may go on online to www.ncsbn.org or www.BON.state.tx.us to find out the information regarding licensure, testing services, declaratory orders, or other questions regarding nursing students, nursing programs, or practice questions. Some general information regarding licensure is:

- Students attending Angelina College Nursing Program are required to sign a form indicating they have read and understand the Rules and Regulations Relating to Professional Nurse Education, Licensure and Practice; Rules 217.11 and 217.12 of the Rules and Regulations relating to professional nurse education, licensure and practice; and Declaratory Order.
- The student must have applied for a declaratory order for any eligibility issue. These issues include but are not limited to being arrested, legal, psychiatric, drug or alcohol abuse.
- Licensure fees must be paid before the graduate can sit for the NCLEX-RN or NCLEX-PN exam. The fees change from year to year but include a licensure fee paid to the Texas Board of Nursing, a testing fee paid to Pearson VUE and fees for the fingerprinting process.

Licensure Eligibility

To check your eligibility for renewing your license, please review the following:

1. Been convicted of a misdemeanor?
2. Been convicted of a felony?
3. Pled nolo contendere, no contest, or guilty?
4. Received deferred adjudication?
5. Been placed on community supervision or court-ordered probation, whether or not adjudicated guilty?
6. Been sentenced to serve jail or prison time or court-ordered confinement?
7. Been granted pretrial diversion?
8. Been arrested or have any pending criminal charges?
9. Been cited or charged with any violation of the law?
10. Been subject of a court-martial; Article 15 violation; or received any form of military judgment, punishment, or action?

NOTE: You may only exclude Class C misdemeanor traffic violations

Expunged and Sealed Offenses

While expunged or sealed offenses, arrests, tickets, or citations need not be disclosed, it is your responsibility to ensure the offense, arrest, ticket, or citation has, in fact, been expunged or sealed. It is recommended that you submit a copy of the Court Order expunging or sealing the record in question to our office with your application. Failure to reveal an offense, arrest, ticket, or citation that is not in fact expunged or sealed, will at a minimum, subject your license to a disciplinary fine. Non-disclosure of relevant offenses raises questions related to truthfulness and character of the Nurse.

Orders of Non-disclosure

Pursuant to Tex. Gov't Code §552.142(b), if you have criminal matters that are the subject of an order of non-disclosure, you are not required to reveal those criminal matters on this form. However, a criminal matter that is the subject of an order of non-disclosure may become a character and fitness of duty issue. Pursuant to other sections of the Gov't Code Chapter 411, the Texas Nursing Board is entitled to access criminal history record information that is subject of an order of non-disclosure. If the Board discovers a criminal matter that is the subject of an order of non-disclosure, even if you properly did not reveal that matter, the Board may require you to provide information about any conduct that raises issues of character.

- Are you currently the target or subject of a grand jury or governmental agency investigation?
- Has any licensing authority refused to issue you a license or ever revoked, annulled, canceled, accepted surrender of, suspended, placed on probation, refused to renew a license, certificate or multi-state privilege held by you now or previously, or ever fined, censured, reprimanded or otherwise disciplined you? (You may exclude disciplinary actions previously disclosed to the Texas Board of Nursing on an initial or renewal licensure application)
- *In the past five (5) years have you been diagnosed with or treated or hospitalized for schizophrenia and/or psychotic disorder, bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder which impaired or does impair your behavior, judgment, or ability to function in school or work? (You may answer “No” if you have completed and/or are in compliance with TPAPN for mental illness OR you’ve previously disclosed to the Texas Board of Nursing and have remained compliant with your treatment regime and have no further hospitalization since disclosure.)

- *In the past five (5) years, have you been addicted to or treated for the use of alcohol or any other drug? (You may answer "No" if you have completed and/or are in compliance with TPAPN)

**Pursuant to the Occupations Code §301.207, information, including diagnosis and treatment, regarding an individual's physical or mental condition, intemperate use of drugs or alcohol, or chemical dependency and information regarding an individual's criminal history is confidential to the same extent that information collected as part of an investigation is confidential under the Occupations Code §301.466.*

Initial Licensure and Recognition Forms - Declaratory Order

A Petition for Declaratory Order (DO) is a formal disclosure to the Board of an eligibility issue that may prevent an applicant from taking the NCLEX and receiving initial licensure. **The DO permits the Board to make a decision regarding a petitioner’s eligibility for licensure prior to entering or completing a nursing program.**

You should submit the **DO & $150** if:

- You submitted fingerprints as part of the New/Accepted Student Roster process & you received an outcome letter from the Board requesting the submission of the DO & $150.

You should submit the **DO ONLY** if:

- You submitted fingerprints as part of the New/Accepted Student Roster process & received a Blue Card, **BUT** have to disclose a non-CBC related eligibility issue (i.e. questions 2-5 on the DO).

OR

- You are attending an out-of-state nursing program, are more than 6 months away from graduation, and have an eligibility issue to disclose to the Board.

You will need to contact the Board for specific instructions on submitting the DO without the $150 payment. Please send an email with your name, DOB, and last 4 of your SSN **to webmaster@bon.texas.gov. The subject line should be DO – Payment Bypass.**

NOTE: As of June 15, 2020 the DO must be submitted electronically via the Nurse Portal (https://www.bon.texas.gov/texasnurseportal/).

Section II: Program Guidelines

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/lab activities. Absences or tardiness from class, lab, or clinical place an extra burden on any student to keep up with assigned work and to gain experience as needed to complete the nursing program and be successful in passing the NCLEX-RN or NCLEX-PN exams. There may be NO later opportunity to repeat certain missed lab/clinical experiences, since clinical assignments are focused on the particular topics being studied at the time. The initiative for make-up work is entirely the responsibility of the student. Attendance must be regular and punctual. Students are subject to administrative withdrawal due to lack of attendance.

CLINICAL ATTENDANCE POLICY

Students must be in every clinical or lab experience. Make-up work is required for any missed clinical time. Failure to attend clinical (unexcused) will result in lowering the clinical grade and/or academic withdrawal from the program.

Students who must miss a clinical experience must:

1. Notify the clinical faculty in advance of the absence.
2. Notify the clinical agency one hour prior to the clinical experience.
3. Identify yourself as an Angelina nursing student.
4. Leave your name and number where you can be reached.
5. Obtain the name of the person you left the message with.
6. Bring a physician's excuse if required by the faculty.
7. It is NOT acceptable to send a message with another student.

Tardy: Defined as not being in the assigned area at the assigned time.

To prevent class disruptions, tardy students will not be allowed to enter the classroom until a break.

Students who are tardy a total of three (3) times will receive an absence. If the student comes in more than 30 minutes late then it will be considered an absence.

Absences: Defined as not in attendance at all or more than 30 minutes late. Leaving the assigned area early can also result in an absence.

> **Classroom:** Three consecutive or four cumulative absences in the classroom may result in withdrawal from the theory course in progress, all co-requisite courses, and the program. Class attendance will be verified daily for each class period.
>
> **Clinical (including Lab & Simulation):** More than two absences per semester in a clinical course will result in withdrawal from the clinical course in progress, all co-requisite courses, and the program. All absences will be made up before taking final exams. The make-up date will be designated at the beginning of each semester and students notified via course calendar.
>
> Students are required to call the clinical instructor prior to clinical to report an absence. Instructors will accept telephone calls from only the student. Students who do not call the morning of the clinical absence must see the Nursing Program Director or designee. A total of two no calls/no shows while in the Nursing Program may result in dismissal from the Nursing Program.

Students may miss up to three (3) days during an educational semester without penalty for: documented death of immediate family or hospitalization of immediate family or of the student. After three days (3), absences will be counted as per the attendance policy. Immediate family is defined as spouse, children, and mother, father, brother, sister, or grandparents (this includes stepfamily). The student must submit proof of death or hospitalization to their Clinical Instructor and/or the Nursing Program Director prior to resuming classes.

Issues related to pregnancy will be dealt with on an individual basis. Students may have to take an Incomplete "I" in the course, depending upon circumstances surrounding the pregnancy.

Unsafe Conduct:

Angelina College nursing faculty members will refer a student to the Nursing Standards Committee for any of the following:
1. Unprofessional or dishonorable conduct which, in the opinion of the nursing faculty, is likely to deceive, defraud, or injure patients/clients, family members, or the public.
2. Academic dishonesty. If conduct is determined to be unsafe by the Nursing Standards Committee, the student will be dismissed from the course with a grade of "F". S

Clinical Information

1. Accident or Injury on Duty: In the event of an accident or injury on duty, the clinical instructor must be notified. An accident and/or incident report must be completed for any injuries incurred on agency property. The clinical agency is not responsible for any injury to the student. Students are responsible to provide their own health care insurance.
2. Assignments: Students in some clinical courses may be responsible for going to the clinical agency to obtain a patient assignment and gather data from the chart on the day before or the day of the clinical experience. Students should meet the patient prior to the clinical experience unless otherwise designated.
3. Attendance: Students are responsible to report to the assigned clinical area on time and to be dressed according to the "Student Dress Code Policy for Clinical". Students are required to complete 100% of clinical hours. Clinical experience is an essential component of the program. Absenteeism jeopardizes the opportunity for successful completion of the course. Clinical absences must be reported to the instructor prior to preclinical conference. Failure to notify the instructor prior to pre-clinical conference may result in failure of the course. Students who arrive late to the clinical area may be asked to leave if a report has been missed or arrival time is incongruent to providing appropriate patient care. Precepted students must also call the health care agency. Clinical absences will be made up at the discretion of the instructor. It is the responsibility of the student to contact the respective instructor regarding make-up assignments. Failure to do so will result in failure to meet the course outcomes. After an illness, a physician's statement may be required. Students will not be allowed to participate in the clinical experience without current immunizations, TB skin testing, and American Heart Association CPR for Healthcare Providers.
4. Clinical Pre-Conference: Students are responsible for giving oral reports to the instructor. Students who are unprepared will not be allowed to participate in patient care, will be dismissed from the clinical area, and may receive a clinical warning. This will constitute a clinical absence. Students may not report to the clinical setting until contact has been made with the instructor.
5. Clinical Post-Conference: Post conference is part of the clinical day. Students are to be present and on time for post conferences. Students are responsible for notifying the instructor one (1) hour before the post conference if assistance is needed to complete the clinical assignment.
6. Breaks and Mealtime: Students will be given a twenty (20) minute break in the morning or afternoon and a thirty (30) minute meal break. Students should organize their workload to allow for breaks. Continuity of patient care should be maintained. Students should not leave the unit unless the needs of their patients have been met. Students should report to their assigned nurse before leaving the clinical area. Students are not allowed to leave the facility for eating breaks. If the facility does not have a cafeteria, the student should bring his or her lunch/dinner or plan to have food delivered to the facility. Smoking, eating or drinking beverages in the clinical area is not permitted.
7. Fire/Disaster Procedures: Students are responsible for knowing the location of fire extinguishers in the clinical area and to understand how they operate. (Refer to Fire Procedure and Disaster Manuals located in each clinical area.)
8. Going off Duty and Leaving the Unit: Students should report to their assigned nurse and clinical instructor before going off duty or leaving the unit for any reason. Students may accompany their patients to other areas in the agency after informing the assigned nurse and the clinical instructor. Students should not

visit friends or family members on other units in the agency while on duty.

9. Hours of Duty Hours and days in the clinical area vary with individual clinical assignments. Students will be advised of the hours and days during clinical orientation.

10. Illness on Duty Students who become ill while on duty are to notify the instructor. If illness is acute, the instructor will help make arrangements for the student to go home or see his/her physician. Students should not contact a doctor for personal reasons in the clinical agency.

11. Nursing Plans of Care: A plan of care for all patients prior to nursing intervention is required, unless otherwise specified. If the plan of care does not reflect safe patient care, the student may be sent off the unit, referred to the Nursing Resource Center, and have to make-up a clinical day.

12. Parking Facilities: Students must park in the areas designated by the clinical agency. Students should take all precautions to maintain personal safety.

13. Permits: Nursing students may not witness the signing of patient authorization permits or any other legal document.

14. Personal Possessions: Students: should not bring valuables to the clinical area. Books should be labeled and kept in the conference room or at the discretion of the instructor.

15. Physician's Orders: Nursing students may not receive verbal orders or phone orders from physicians, residents, interns, or medical students, or use routine orders until the nurse transfers them to the chart and signs them. Nursing students may not take lab reports or orders for preoperative medications over the phone.

16. Telephone on the Unit: Students are not permitted to use the telephone in the clinical area while on duty for personal calls (incoming or outgoing). Cell phones or pagers may not be used in the clinical unit for incoming or outgoing communications. Exceptions to the policy may be made at the discretion of the instructor.

17. Appeals and Grievances: Consult the Responsibilities bulletin for details.

18. Patient Safety: The nature of clinical nursing courses is such that students are involved in the direct delivery of patient care services. The primary purpose of any course is to provide education for students. However, when direct patient care is involved in the learning experience, the safety and well-being of patients are also of paramount concern. Nursing clinical courses are structured so that as students' progress through the program, they are expected to demonstrate increasing independence of competence in providing nursing care. Students are expected to demonstrate achievement of clinical outcomes by the end of a clinical course, and, in usual circumstances, are allowed to continue in a clinical course until the end of that course. In the unusual circumstances that, in the instructor's professional judgment, a student is unable to provide safe nursing care to patients and, if this deficit is such that it cannot be remedied in the given clinical time within the limits of available faculty supervision, the student will be removed from the clinical setting and will receive a grade of F in the course.

19. Care of Inmates: Students shall not be assigned to care for inmates while in the Associate Degree or Vocational Nursing Programs. Students shall not have any direct contact with inmates.

20. Incident Report: Incident reports are utilized in the clinical setting when an error has occurred (i.e., medication error, injury involving a student, client, staff, visitor, etc.). In the event that an accident or error occurs, the student will immediately notify the instructor. The nurse manager/charge nurse, physician, and the patient will then be notified according to facility policy. The student is responsible for writing an Angelina College Nursing Program incident report. The completed report will be stored in the student's file. The student will also schedule a conference with the clinical instructor to discuss the error. The purpose of the conference is to critically think through the error and problem solve to prevent further occurrences.

21. Emergency Notification: An emergency is defined as a situation which requires immediate attention. A specific example would be a 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 need to call the Nursing Department Administrative Assistant at (936) 633-3200 or as directed by the clinical instructor. A concerted effort will be made to contact the student as quickly as possible and the clinical faculty member.

Medication Administration and Intravenous Therapy

Any student not achieving 90% or greater on the Dosage and Solution Exam will not be able to meet the course competencies for medication administration and will not be allowed to attend any clinical course where medications are administered. Students achieving 90% will be required to review the question they missed with the instructor. Students may retake the Dosage and Solution Exam only three times each semester. Students who do not achieve 90% or greater on the first scheduled exam and first retake test will be required to review the questions they missed with the instructor and be placed on contract for self-directed remediation. Students who do not achieve 90% or greater by the third attempt will fail the clinical course(s) that require the Dosage and Solution Test. The summer sessions are considered one semester.

Chemotherapy/Cytotoxic/Experimental

These medications may not be administered by nursing students. Blood and Blood Products Students may not check or hang blood or blood products or be solely responsible for monitoring the administration of blood or blood products.

Blood and Blood Products:

Students may not check or hang blood or blood products or be solely responsible for monitoring the administration of blood or blood products.

Withdrawal/Dismissal

Students may withdraw or be dismissed from the Nursing Program for the following reasons:

1. Academic failure (course grade below C or failing clinical grade)
2. Financial problems
3. Family/personal problems, excluding health
4. Excessive absenteeism due to illness
5. Excessive absenteeism, for reasons other than illness
6. Change of residence
7. Reason unknown
8. Plagiarism
9. Other (specify)

Any student withdrawing or being dismissed must see the Nursing Program Director before official withdrawal or dismissal can be obtained. Students who wish to withdraw from the nursing program must do so with both the Nursing Program Director and the Office of Admissions. If the student does not officially withdraw in the Office of Admissions, an "F" will appear on the transcript for the course in progress at the time. (5/07)

Readmission

Re-entry to the nursing program is based on space availability and readmission is NOT guaranteed.

The student's file and academic history will be reviewed before an offer of re-entry is extended.

Each student may re-enter a program once, within 4 semesters of leaving the program. Students out more than 4 semesters must reapply to the program and start over. To be eligible for re-entry, the student must have formally withdrawn from the Angelina College Nursing Program. The student must see the Nursing Program Director and follow the readmission process. The letter for re-entry must have a statement regarding a plan of action for success.

Procedure: The student submits a written request via email for re-entry into the nursing program by the following procedure

1. Email the Dean of the School of Health Careers (contact the front office for the email)

2. The Dean will provide instructions for placing requests in the AC portal.

3. Attach in the portal a formal letter requesting re-entry for which course and semester.
4. Attach an unofficial copy of the college transcript

Portal request must be received by the following deadlines:

DEADLINE	SEMESTER of RE-ENTRY
June 1st	Fall Start
October 1st	Spring Start
April 1st	Summer Start

1. The student must meet current admission requirements:
    - Eligible for readmission to the College
    - Pre-requisite courses completed with at least a C
    - Dosage calculations test score of at least 90% within the past 24 months.
    - Updated CPR card
    - Updated TB and immunizations
2. A response regarding readmission will be sent to the student via email.
3. Health requirements and other instructions will be included in the response.
4. If readmission is denied because of lack of space in the desired course, the student must reapply.
   A re-entry student will follow the current **Angelina College Nursing Program Student Handbook** and college catalog in place at the time of readmission.
5. All readmission requests will be reviewed as received in the portal. Deadlines are enforced without exception.

Transfer Students

Entry to the nursing program is based on space availability and admission is NOT guaranteed. Students requesting transfer from another school of nursing MUST follow all areas outlined in the Readmission policy/procedure. Deadlines are the same and there will not be exceptions to this policy. Per the policy of the nursing admission committee, continuing students are considered first, re-entry students are considered secondly and thirdly transfer students are considered.

Audit Status

If returning students are auditing nursing courses, they will be required to fully participate in all classroom learning experiences including lecture, activities, unit exams, skills, final exam, and standardized exam. Auditing students will need to make 75 or higher on all exams and projects and meet benchmarks on standardized tests. Students auditing courses will follow the same attendance policies of the nursing program.

Clinical courses are not auditable. Clinical is a requirement along with the previously failed nursing course. Students will be required to demonstrate required skills and show competency by passing that skill, assessment, and/or assignment in order to pass the clinical course again. If clinical is what the student failed, the student is required to audit the co-requisite courses designated by the Nursing Program Director.

Students are responsible for being placed on audit status with the registrar's office. If this form is not completed, and the student is not placed on audit status in a particular course, then the student will be given the grade earned in the course. An auditing contract will be completed with the Nursing Program Director upon entry.

Progression

Progression in the nursing program results in successful completion of the vocational level or associate degree level curriculum but does **not** guarantee a license to practice nursing. A student must earn a minimum grade of "C" or "P" in all required courses in order to progress within the nursing program. All nursing courses must be taken in the appropriate sequence. Students' progress from one nursing course to the next course in the curriculum when:

1. The minimum passing grade is achieved (75 or above).
2. Clinical performance is satisfactory (pass or fail).
3. All Dosage Calculation tests are completed (90 or above).
4. All assignments are successfully completed and submitted.

Grade Information Policy

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA) the following procedure will be implemented by all Nursing Faculty:

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 "Blackboard" or other secure electronic means.

Classroom Grading

Nursing education consists of theory and clinical (including laboratory and simulation) components. Students are required to maintain satisfactory grades in all co-requisite courses. An unsatisfactory grade in **either** clinical or theory results in failure to progress in the program. To reflect progress in the Angelina College Nursing Program, a grade of "C" or better must be maintained. The grade of "D" is not included in the grading scale.

The specific grade distribution is:	A = 90-100	C = 74.5 - 79
The grading scale is not negotiable.	B = 80-89	F = 74.4 and below

There will be NO rounding test grades. After averaging, the final grade is the only grade rounded.

Clinical Grading

Course grade is computed on the basis of satisfactory completion of clinical assignments, skills criteria, and clinical evaluation. If the student's effort does not meet all requirements, the assignment, skills or clinical criteria must be corrected. Students must demonstrate clinical competence by satisfactorily meeting all critical elements (clinical behaviors essential to safe practice per the Clinical Evaluation Criteria within each clinical course). Violations of a critical element may be considered unsafe conduct. Refer to the semester evaluation criteria and the Differentiated Essential Competencies of Graduates of Texas Nursing Programs (DECs), issued by the Board of Nursing.

Grading Scale:
Pass
Fail

Assignments include:
Written clinical assignments
Critical Skills (checkoffs)
Clinical evaluation criteria (clinical performance)

Grade Calculation:
All written clinical assignments must be completed per the grading criteria in the clinical course syllabus. The student must show competency in skills and be completed by a designated date. Clinical evaluation criteria must be met.

Examinations

Students must be present and on time for all examinations. In order to take a make-up exam, the student must submit a written request to the level leader/course instructor before the next scheduled exam. Make up exams will be administered at designated dates/times. (Refer to course syllabus and calendar). Students must make a formal request to the level leader/course instructor stating the course and exam missed.

Attendance at the scheduled final examination is required and may be rescheduled only with the approval of the Vice President of Academic Affairs.

Electronic devices such as phones, tablets, "smart" watches, wireless earbuds, etc. are not allowed during examinations. Simple earbuds or headphones may be allowed for certain test situations as approved by the instructor.

The AC Nursing program provides designated faculty to assist students who are deemed "at risk" for being unsuccessful in the nursing program. (See Remediation and Retention Policy)

Remediation and Retention Policy

In efforts to maintain student enrollment and encourage student success, the following remediation and retention policies and procedures are in place:

The retention process will begin at orientation where individual learning needs and obstacles to student success may be identified and addressed. Remediation of “at risk” students may include, but not limited to, counseling sessions, mentoring opportunities, and help sessions. Students who self-identify as having a learning disability or who require special accommodations will be directed to the appropriate resources on campus in a timely manner. Educational resources such as computer assisted instruction modules, quizzes or exams, and additional instructional materials may be used to facilitate faculty to assess entry level knowledge, enhance faculty instruction, improve mastery of course objectives, and track student success.

Each program and level will assign faculty members who will be responsible for facilitating the remediation and retention process for the student. Faculty will maintain documentation of remediation attempts and appointments.

Based on individualized clinical performance, exam grades, and/or overall course averages, a student may be identified as “at risk” and may be required to attend mandatory remediation. Students will be held accountable for attending mandatory remediation sessions. If a student does not comply with the remediation guidelines/plan, s/he will be counseled, may be placed on probationary status, and/or could be dismissed from the program.

Plan for Remediation and Retention of Nursing Students

Student Counseling Guidelines

Designated faculty shall facilitate remediation counseling for students who have been identified as “at risk”, thus requiring remediation services. Students who are identified as requiring remediation by faculty will be required to complete a Pre-remediation form (see Appendices for Pre-Remediation Form). Once completed, the student must submit the form electronically and make an appointment with the designated remediation faculty member.
Remediation and counseling shall include, but not be limited to:

1. Utilization of the form entitled Remediation Plan, and completion of student information (See Appendices for Pre-Remediation form and Remediation Plan Form).
2. Students will complete the Pre-remediation Form to assist in self-identification of areas for improvement and self-identify obstacles.
3. During the counseling/remediation session, faculty will attempt to identify obstacles to learning such as concurrent enrollments, special accommodations, personal stresses/issues, etc.
4. Discuss and document steps recommended to the student for improving academic success, such as recommended readings, study strategies, skill or technique practice, and/or other available campus resources.
5. Students and faculty will sign the Remediation Plan, a copy should be given to the student, and a copy retained for the student file.
6. A follow up appointment may be scheduled, as needed.

If a student does not comply with the remediation guidelines/plan and/or fails to attend mandatory remediation sessions as designated by faculty, s/he will be counseled and may be placed on probationary status, and/or

could be dismissed from the program.

Grade Appeal Process

Questions regarding a grade must be submitted within seven (7) days of release of the grade. Refer to the college catalog for the grade appeal process.

Dosage Calculation Test

With the exception of the first semester, a medication calculation test will be administered each semester in the clinical course prior to students going into the clinical settings. A grade of 90 or better is required each semester. Students are allowed three attempts to pass (90 or above) the Dosage Calculation test each semester. Should a student be unsuccessful within those three attempts, the student will be dropped from the nursing program and receive an "F" in the clinical course.

General Guidelines for Dosage Calculation Testing

1. All medication calculation tests will be developed and administered by faculty teaching clinical courses(s).
2. The passing grade for all medication calculation tests is 90%.
3. All medication calculation tests will be given at a time and day established by the faculty. Students will be notified of the testing dates/times at the beginning of each semester. If a scheduled test is missed, the student will not be given a make-up, and the student forfeits that attempt.
4. All students will be tested in the same environment. No tests are to be administered in the clinical area.

Level Based Policies

Level	Competency	Preparation	Process	Remediation	Failures
1st semester	Basic Dosage Calculation Entrance Exam	Students take RNSG 1208 as prerequisite for Nursing program	On conditional acceptance to the nursing program students must achieve a passing score of 90% on the exam given by the nursing program.	Mandatory remediation with faculty administering dosage calculation test prior to next attempt.	Students are unable to enter the program unless a score of 90% or greater is achieved by third attempt.
2nd semester	Drug dosage calculation, measurement conversions, preparing tube feedings and IV drip rates.	Review and practice, plus bringing forward information from the previous semester.	All students must pass the test with at least 90% before being permitted to enter clinical facilities.	Mandatory remediation with faculty administering dosage calculation test prior to next attempt.	Students unable to achieve 90% cannot enter clinical rotation which can result in failure of the clinical course and withdrawal from the program due to clinical absences.

3rd semester	Same as above plus calculation of dosage/dose per day, drug dosage/weight for pediatric patients.	Skills lab and lecture on dosage calculation for pediatric patients plus bringing forward information from previous semesters.	All students must pass the test with at least 90% before being permitted to enter clinical facilities.	Mandatory remediation with faculty administering dosage calculation test prior to next attempt.	Students unable to achieve 90% cannot enter clinical rotation which can result in failure of the clinical course and withdrawal from the program due to clinical absences.
4th semester	Same as above plus titrations, microgram dosage calculations and drug dosage/hour.	Skills lab and lecture on dosage calculation for critical patients plus bringing forward information from previous semesters.	All students must pass the test with at least 90% before being permitted to enter clinical facilities.	Mandatory remediation with faculty administering dosage calculation test prior to next attempt.	Students unable to achieve 90% cannot enter clinical rotation which can result in failure of the clinical course and withdrawal from the program due to clinical absences.

Due Process/Grievance Procedure

Students have the right to due process as outlined in the Angelina College Catalog. The following procedure outlines the steps of progression. If the grievance is not resolved at the first step, the student will proceed through the steps sequentially until resolution has been obtained. According to Angelina College policy as written in the Catalog, this process should be no longer than 10 days. The grievance must be filed in the semester in which it occurs.

Procedure:

1. Students submit written grievances to faculty or staff members involved.
2. Faculty or staff members respond to the student grievance in writing.
   If the student is satisfied with the written response, the grievance is resolved. If dissatisfied with the response, the student submits written grievance to the Team leader
   The team leader responds to the student grievance in writing.
   If the student is satisfied with the written response, the grievance is resolved. If dissatisfied with the response, the student submits a written grievance to the Nursing Program Director.
   The Nursing Program Director responds to the student grievance in writing.
   If the student is satisfied with the written response, the grievance is resolved. If dissatisfied with the response, the student submits a written grievance to the Vice President of Academic Affairs. The Vice President of Academic Affairs responds to the student grievance in writing.

Students may request a conference with faculty involved, Nursing Program Director, and Vice President of Academic Affairs.

If a student is satisfied with the response, the grievance is resolved. If dissatisfied with the response, the student submits a grievance to the College President.

The President responds to the student grievance in writing. The President's response and decision is final.

Background Check & Fingerprinting

Certified background checks will be done in accordance with the rules of the Texas Board of Nursing Criminal background checks are performed on all applicants for Licensure in Texas. A criminal background check must be completed through the Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI) based on the set of fingerprints you provide to MorphoTrust. The BON cannot accept fingerprint cards or criminal background check results mailed by the applicant, or results that were completed for another facility, even if the previous check was completed through the DPS and the FBI. Refer to the BON website at www.bon.texas.gov for further information on this process.

Contents of Background Check

The certified background check will include the following search and results:

Texas Statewide Criminal (felony and misdemeanors for 7 years)
Nationwide Sexual Offender Registry Nationwide Healthcare Fraud and Abuse Scan
Social Security Verification Residence History U.S. Patriot Act

Consent for Release of Information

Students will sign a release form that gives the Vice President of Academic Affairs of Health Careers and Nursing Program Director the right to receive their criminal background information.

Background Check Results

Students must provide documentation of a clear background check in order to attend clinical rotations. Without this documentation, the student may be required to withdraw from the program. Students are also required to report any occurrences that could affect their background check throughout the course of the nursing program. Refer to Licensure and Eligibility on the BON website.

Student's Rights

If the student believes his or her background information is incorrect, he/she will have an opportunity to demonstrate the inaccuracy of the information to the investigating agency. All research of court records and documents will be the responsibility of the student. Students may appeal if issues related to the background check are not resolved. Appeals are to be submitted to the agency responsible for the background check procedures.

Alcohol and Drug Policy

Angelina College and the Nursing Program strictly prohibits any student from being in a clinical setting or on the campus under the influence of alcohol, drugs, or controlled substances. Students should be familiar with the institutional alcohol and drug policy as provided in the Angelina College Student Handbook.

All students accepted into the Angelina College Nursing Program are required to be drug tested prior to beginning their clinical rotation. A student's participation in clinical, depends upon the outcome of the drug test. If a student is suspected of being under the influence of alcohol or drugs in the clinical setting, the instructor and/or a clinical affiliate reserves the right to require a drug test in accordance with its institutional policy.

Drug Screens

A negative drug screen is required prior to the start of the clinical rotation. Students are to report to the screening facility at the scheduled date and time. Students failing to report for drug screening and/or have a positive screening will be withdrawn from the program. Students are responsible for payment of the drug screen.

Liability Insurance

A fee is included for each student to cover liability insurance each year in order to participate in learning experiences at clinical facilities.

Medical Care Required as a Result of Student Accidents

As a student enrolled at Angelina College, you will encounter certain risks while you are enrolled in a classroom, laboratory, or clinical setting. In the event that you sustain an injury and/or require any medical testing or care, all resulting medical expenses (hospital, ambulance, or physician fees), are your responsibility and not the responsibility of Angelina College or the clinical/practicum site.

It is recommended that you purchase a student/personal health insurance plan (medical/hospitalization) if you are not covered by a group health insurance plan.

Health Requirements: Immunization Record and Test Results

Nursing students at Angelina College must provide updated documents for required immunizations, titers and proof of current American Heart Association Basic Life Support CPR as required by all clinical sites.

Angelina College has no authority to dictate a site's requirements and no discretion to waive a clinical sites' requirements. Additionally, clinical sites are free to add, change, remove or otherwise alter their requirements at any time and all students are required to adhere to the revised site's requirements.
Failure to provide any documentation required by a clinical site will result in unexcused clinical absences and could result in dismissal from the program. For more information, please consult

the clinical/practicum syllabus and health careers program student handbook for specific information on clinical absences and requirements.

Students are required to upload their personal immunization record and test result information to a specified company database. This information must be maintained and updated throughout the program. Clinical facilities and accreditation standards require this information; therefore, students will be asked to provide their immunization record and test results upon request. Should a student be out of compliance with the required information, they will be dismissed from clinical and will not be allowed to return to clinical until the missing information is obtained and/or updated. This could result in clinical failure. Refer to the Nursing Program Health Requirements and attendance policy. Failure to comply with the health requirements could result in ineligibility for admission, progression, or readmission to the program.

CPR

A current American Heart Association (AHA) Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) card is required and must be maintained while in the nursing program. Proof of current CPR card must be on file/documented and accessible at all times. Students are required to upload a copy of their CPR card to the specified company database. Should a student let their CPR card expire, they will not be allowed to go to clinical. This could result in clinical failure. Refer to the Angelina College Nursing Program requirements and attendance policy.

Student Conferences

All conferences between a faculty member and a student are documented and placed in the student's file. The conference may be recorded if both participants agree. The recorded conference must include the date and time of the conference, name of the participants, a statement of agreement by both parties to record the discussion, the topic for discussion and the actual discussion.

A witness may be present during a conference if both parties are notified in advance. The witness cannot participate in the discussion and must be identified in the written or recorded documentation.

Documentation is maintained for a period of two (2) years at which time only those items required by the accreditation boards are maintained in a permanent file. (See School of Health Careers Documentation Form in Appendix)

All student conferences are documented and become part of the student file.

Student Advising/Counseling

Students having difficulty should seek counseling from a clinical instructor or team leader. (See Remediation Plan or Documentation Form in Appendix)

Course/Instructor Evaluation

Students are given opportunities to evaluate specific courses, theory and clinical instructors, and the

nursing program. Constructive student feedback is important in improving the curriculum and instruction. Evaluations are completed online at a time specified by the college.

Supplies

Students are required to purchase a nursing pack that contains supplies for laboratory skills practice. Students will be notified where to purchase these packs in the acceptance or readmission letter from the Nursing Program Director.

Academic Portfolio

The nursing program portfolio is a collection that represents the work the student has done during the program. Samples of papers completed in each course will be added to the portfolio throughout the curriculum. The portfolio is an excellent resource that showcases the student's work for future employers.

The selections chosen to be in the portfolio are designed to give evidence of having achieved the objectives of the program and the outcomes critical thinking, communication, teamwork, social responsibility, and personal responsibility. Requirements for the portfolio are semester-specific and can be found in the corresponding course syllabus. (Revised 5/20)

Dress Code

Students are required to obtain the official Angelina College Nursing Program uniform, picture name badge, and appropriate footwear prior to the first clinical day (see course calendar for specific date). Students are responsible for laundry and maintenance of uniforms and lab coats throughout the nursing program. **All dress code requirements should also comply with the clinical facility assigned to the student.**

The student uniform consists of:

- **A minimum of two sets of designated scrubs**. No polo or jersey type tops. No decoration on scrubs.
  (Scrub skirts must be mid-knee to mid-calf in length).

  Angelina College Nursing insignia must be on the upper right side of the uniform.

  Associate degree Student Nurses will wear white scrubs tops and royal blue cargo pants.

  Vocational Nursing Students will wear royal blue tops and royal blue cargo pants.

- White shoes that enclose the entire foot (no open backs or toes) with no colored décor are required. Shoes that are waterproof without mesh or canvas are preferred. Shoes and shoelaces must be kept clean. Socks must not be visible through uniform.

- A watch that indicates time in seconds.

- School issued student name badge worn on the upper left front torso with name and title

(Angelina College Nursing Student) showing. Badges must be free of pins or stickers, unless specified by the facility or clinical instructor.

Additional approved attire:

- Designated scrub jackets with insignia may be worn with scrubs for comfort while in the clinical area.
- Appropriate undergarments must be worn and should not be visible through the uniform.
- **Tattoos should remain as covered as possible. Arm, leg, and neck/head tattoos must be fully covered while the uniform is worn. This can be achieved by wearing a white long sleeve shirt under the uniform top, or white hose if a skirt is worn. Students may be asked to cover hard to conceal tattoos (behind the ears and on the neck or face) with band aids or make-up/concealer. Tattoos on the wrist or hands do not have to be covered unless they contain bad language or offensive symbols/images.**
- For safety and infection control, minimal jewelry is allowed: one ring on the left ring finger, one small stud type earring per ear, in the lobe area only. No other body jewelry, this means eyebrows, tongue, nose, cheeks, ornaments, or decorations are allowed**.**
- Hair must be neat, clean, off the shoulders and in a style that will not compromise safety (for example hair will not fall or obstruct vision or fall forward over work area). Hair pins/clips must match hair color. No extreme hair color, accessories, or bands are allowed. No head coverings permitted.
- Beards, mustaches and sideburns must be neatly trimmed; otherwise, the face should be shaved clean. Extreme styles are not permitted.
- Community uniform consists of a designated blue AC Nursing Program shirt with black or khaki pants. Pants should not restrict movement during clinical activities. “Skinny” or tight-fitting styles are not permitted.
- No short shorts may be worn in class, lab, or clinical activities.

Personal Hygiene:

- Students must present a clean, well-groomed appearance at all times while in uniform.
- All attire should be of modest fit and neat in appearance. Scrubs must be clean and wrinkle free.
- Use of an antiperspirant/deodorant is recommended.
- Colognes, aftershaves, and perfumes are not permitted. Practice good dental hygiene.
- Nails should be clean and well-manicured. Extreme length**,** covers or nail polish is not acceptable.
- Cosmetics must be conservative and professional in appearance. Extremes are

not acceptable.

- Any part of the uniform that becomes permanently soiled or in a state of disrepair must be replaced.

Other Rules:

- No smoking (including e-cigarettes or vaping) or gum chewing will be allowed while on college Campus facility campus or while in uniform.
- Street clothes are not allowed while in clinical, unless otherwise specified.
- Wearing of unapproved apparel and covering it with a lab coat is not acceptable and is a violation of this policy.

Failure to comply with guidelines may result in the student being sent home at the discretion of the instructor.

Simulation Experiences

Angelina College Nursing Program utilizes simulation each semester to help supplement or replace clinical hours designated by the Texas Board of Nursing. Students are expected to maintain the same professional behaviors that are expected within the traditional face-to-face clinical settings, and to follow the safety guidelines and rules while participating in simulation and practicing clinical skills in the lab. These rules are as follows:

1. No pens, food, or drink are allowed in the lab at any time. Students should use pencils only, when writing is necessary.
2. Manikins and supplies provided should be treated with care at all times. No disassembly of manikins is permitted, and only approved substances should be used on the manikins. Students should wear gloves when working with the manikins.
3. Students should behave in each simulation as if it were a real clinical experience. This includes maintaining assigned roles within the simulation and carrying out interventions with realism and using safety and infection control guidelines that are taught within the ACNP.
4. Students should avoid disclosing any details of simulation to other students so that the reality of the simulation can be upheld for other students. This also includes avoiding discussion of other students' performance outside of the simulation scenario.
5. Faculty may record the simulation as part of the learning experience. Students should remain professional during the viewing of these recordings. In some instances, still photographs may be taken to be used for marketing materials or other college purposes. In these instances, the ACNP will collect signed agreements from the student(s) photographed.

Invasive Procedures

By definition an invasive procedure is a procedure which penetrates or breaks the skin or body cavity such as perforation, incision, or cauterization. Students are allowed laboratory opportunities to learn and practice such procedures on manikins, simulators, and in virtual simulations under the direction of faculty. Students should also learn those procedures which fit within their scope of practice.

Once students have been checked off in skills lab using manikins, simulators and/or virtual simulations, students may then perform needed invasive procedures on consenting individuals in clinical settings with the following: A physician's order, supervision by faculty or with clinical preceptors as directed by the overseeing faculty of the program. Angelina College Health Careers Division does not allow students to perform invasive procedures on other students, faculty or clinical site personnel as part of the learning experience.

Student Files

Students are responsible for ensuring the accuracy of information in their file. Any changes in name, address, or phone number(s) should be submitted by the student through the Angelina College Portal.

Students are responsible for requesting evaluation of transcripts to assure any transferring credit courses are accepted by Angelina College and the Nursing Program. Students that are transferring credits from another institute of learning should make an appointment with the Nursing Program Director for evaluation of credits. Admittance of transfer students into the Nursing Program will depend on space availability.

Active student records are stored in a fireproof locked cabinet, are up to date, and accessible to all faculty and board representatives. Graduate records and records of students who withdrew from the program are completed prior to permanent storage. Health forms are stored in a separate location from the student file and have limited access.

Students are required to make personal copies of all information submitted to the nursing program for their files. All documents submitted become the property of Angelina College Nursing Program and **will not** be copied for students.

Minimum Recommended Computer and Software Specifications

Students must have individual and personal access to a computer with internet connectivity for testing, email, file management, and online course activities. High-speed internet access is required. Students are responsible for the health of their computer.

The minimum computer specs that we use to purchase computers is
i5 processor, 8GB Ram, 500 GB HDD.

CORE PERFORMANCE STANDARDS (CPS) FOR NURSING

All applicants to and students of the Angelina College Nursing Programs must be able to perform CPS included in this document either with or without ADA accommodations. These CPS are congruent with the Texas Board of Nursing expectations for registered and licensed vocational nurses. The use of trained intermediaries is not permissible, in that the candidate's judgment would be mediated by someone else's power of observation and selection. Only applicants and students diagnosed with disabilities covered by the ADA may be granted special accommodations in the nursing classroom, laboratory, and clinical sites.

CPS statements which apply to students in the nursing major(s) are congruent with:

1. The Differentiated Essential Competencies of Graduates of Texas

Nursing Programs (2020).
2. The Standards of Clinical Nursing Practice established by the American Nurses Association.
3. The Social Policy Statement of the American Nurses Association.
4. The National Institute for Occupational Safety and Health (2015).

To practice nursing, a licensee must possess a multitude of knowledge, skills, and abilities in order to provide safe and effective nursing care (National Council of State Boards, Inc., 1992). It is the Department of Nursing's responsibility to ensure that this requirement is met before a graduate is certified.

The CPS are the required basic cognitive, psychomotor, and affective activities that are essential to successful completion of the nursing program and are categorized as communication, cognitive, and motor and sensory skills. Students enrolled in a nursing program at Angelina College must be able to perform the following CPS with or without reasonable accommodations.

CORE PERFORMANCE STANDARDS:

ACADEMIC PROGRESS

Profit from learning experiences relevant to program objectives, including such means as:
1. Attending scheduled class lectures, lab sections, etc.
2. Satisfy specific course/program objectives as specified in syllabi.
3. Complete degree plans and other student progress records as required by the program and college.

Demonstrate critical thinking skills deemed appropriate for the academic level and discipline content, including:
1. Successfully completing the college's curriculum requirements.
2. Comprehending appropriate professional literature.
3. Integrating professional literature.
4. Articulating information specific to the nursing major.
5. Demonstrating critical thinking and cognitive abilities sufficient for problem solving and clinical judgment.

Demonstrate eligibility to assume a professional role at program completion, including:
1. Meeting all matriculation requirements specific to the nursing program.
2. *Interacting in a productive manner with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds.
3. *Demonstrating communication skills sufficient for interaction with others in verbal and written form.
4. Demonstrating mobility sufficient to move independently from room to room and maneuver in small spaces.
5. *Demonstrating motor skills sufficient to provide safe and effective nursing care.
6. *Demonstrating auditory and smell ability sufficient to provide safe and effective nursing care.
7. *Demonstrating visual ability sufficient for observation and assessment necessary in nursing care.
8. *Demonstrating tactile abilities sufficient for physical assessment and therapeutic interventions.
9. *Completing certification/licensure requirements if needed for employability.

*** Elements Specific to Nursing**

"Students enrolled in health careers programs must provide updated documents for required immunizations,

titers and proof of current American Heart Association Basic Life Support CPR. These health requirements are required for admission, progression and readmission to programs.
Clinical sites require proof of these health requirements, negative drug test, CPR, and clear background checks prior to students attending clinical rotations. Absences due to lack of updated documentation will result in unexcused clinical absences. Please consult the clinical/practicum syllabus and health careers program student handbook for specific information on clinical absences and requirements".

Conduct Within the College

All applicants and students, with or without reasonable accommodation, must be able to:

Demonstrate competencies through evaluation procedures adopted by the nursing program.
Demonstrate behaviors appropriate to study at the post-secondary level, including:
1. Abiding by the current college policies for student conduct
2. Interacting appropriately with peers, faculty, and the professional community
3. Core Performance Standards

Nursing care must be delivered in a timely fashion for safe and effective nursing care to be given to the client/patient.

Communication:

Applicants and students must communicate effectively and sensitively with clients/patients and their families as well as with other students, faculty, staff, professionals, agency personnel, community residents, and others relevant to their areas of study. Expression of ideas and feelings must be clear and appropriate. Applicants and students must demonstrate a willingness and ability to give and receive feedback.

Communication examples include complete verbal and written command of the English language in order to explain procedures to clients/patients, give oral reports (e.g., report on client/patient condition to others), interact with other (e.g., health care workers, faculty), speak on the telephone, direct activities of others, convey information through writing (e.g., progress notes), read and comprehend printed materials and documents, document clearly and correctly on medical records, and transmit information through written documents that use proper grammar, syntax, spelling and punctuation.

ELEMENT	DESCRIPTION	EXAMPLES
Communication	Communication abilities sufficient for interaction with others in verbal and written form. Communication is understandable to others.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and client/patient responses.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, cultural, and intellectual backgrounds.	Establish rapport and maintain professional demeanor with client/patient, family and colleagues.

Cognitive:

Creative problem-solving and clinical reasoning require certain intellectual abilities. Applicants and students must be able to reason, analyze, integrate, synthesize, prioritize, and evaluate in the context of the nursing

activities of their programs/areas of study. In addition, applicants and students must be able to comprehend three dimensional relationships and understand spatial relationships (i.e. X-Rays, CT Scans, and concept maps).

ELEMENT	DESCRIPTION	EXAMPLES
Critical Thinking Cognitive Ability	Critical thinking sufficient for clinical judgment.	Ability to handle multiple tasks and problem solve simultaneously. Identify cause-effect relationships in clinical situations; utilize the nursing process in developing nursing plans of care; and perform dosage calculations in a time frame to deliver safe care.

Motor and Sensory Skills:

Applicants and students need to have sufficient motor function and sensory skills in order to be able to execute movements and make observations required in the domain of nursing care or nursing activity in their chosen programs/area of study (nursing).

ELEMENT	DESCRIPTION	EXAMPLE
Motor skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Motor skills of lifting, carrying, pushing, and pulling are required. Physical ability to lift and transfer 50 pounds and carry objects up to 25 pounds. Physical ability of bending or stooping 1 inch from the floor and reaching overhead to retrieve or place items on shelves; to intermittently push objects over 100 pounds; stand/walk for 8-12 hours.

Observation:

Visual to accurately observe items both close and at a distance in order to learn skills and to gather data (e.g., observe an instructor's movements, a patient's gait or non-verbal response, draw up correct quantity of medication in a syringe, read very fine print on medication labels, monitor strips, and equipment calibrations, etc.). Applicants and students must possess functional use of the senses that permit such observation, including being able to accurately visualize a computer screen (e.g., access a patient's electronic medical record, ascertain patient's vital sign information from a patient monitor, perform all nursing exams on computers, etc.).

ELEMENT	DESCRIPTION	EXAMPLE
Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	Assess and observe client/patient responses; able to identify and distinguish colors and shades of the same color.

Tactile:

Applicants and students must have tactile ability to sufficiently perform physical assessments, examinations, and procedures, palpate pulses, palpate veins, identify body landmarks, skin turgor, rashes, and vibrations, feel differences in size, shape, detect temperature, feel differences in surface characteristics, and detect environmental temperature.

ELEMENT	DESCRIPTION	EXAMPLE
Tactile	Tactile ability sufficient for physical assessment.	Finger dexterity to perform palpation and functions of physical assessment and/or those related to therapeutic intervention, e.g., insertion of a catheter. Perceives attributes of object such as size, shape, temperature, or texture.

Hearing:

Applicants and students must be able to accurately hear normal speaking level sounds (e.g., person-to person report), hear faint voices, hear faint body sounds (e.g., blood pressure sounds, assessment of placement of tubes), hear in situations when not able to see lips (e.g., when masks are worn), hear auditory alarms on monitors, fire alarms and call lights, and hearing acuity sufficiently enough to assess changes in heart, breath, bowel, and vascular sounds.

ELEMENT	DESCRIPTION	EXAMPLE
Hearing	Auditory ability sufficient to provide safe and effective nursing care.	Hears, with and without background noises, monitor alarms, emergency signals, auscultatory sounds, and cries for help.

Smell:

Applicants and students must be able to smell sufficiently to detect odors from clients/patients (e.g., foul smelling drainage, alcohol or fruity breath, etc.), detect smoke, detect gasses or noxious smells, and detect odors exhibited by the body or body fluids which may be indicative of disease processes.

Psychomotor Skills:

Applicants and students need to have sufficient motor capacities and mobility to execute the various tasks and physical maneuvers to fulfill the professional roles toward which each program educates. For example, be able to move within confined spaces (e.g., accompany immobile patients on hospital beds in elevators), sit and maintain balance, stand and maintain balance, reach above the shoulders (e.g., IV poles), reach below the waist (e.g., plug electrical equipment into wall outlets), perform CPR (e.g., move above patient to do chest compressions and sustain repetitive movements), squat (e.g., emptying Foley catheter bags), move quickly (e.g., respond to a code or other emergency), Climb (e.g., ladders/stools/stairs), push/pull

(e.g., transport stretchers, transfer patient), lift at least 35 pounds, and complete assigned clinical practice and duties within a safe time period.

ELEMENT	DESCRIPTION	EXAMPLE
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces.	Moves around in patient's rooms, workspaces, and treatment areas and can administer CPR procedures. Able to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed when providing patient care.

Proof of medical and/or psychological clearance may be required prior to admission and/or after a change in health status.

Blood, Body Fluid, and Hazardous Exposure Policy and Protocol

It is the policy of the Department of Nursing that any student engaging in a college sponsored program receives prompt medical attention, counseling, advisement and follow-up testing, if indicated, upon sustaining a skin injury from needle stick/sharps or mucous membrane splash from potentially contaminated person's blood or bodily fluids.

Exposure to another person's blood or bodily fluids by needle stick, splash or other exposure may place the student at risk for exposure to Human Immune Deficiency (HIV), Hepatitis B virus (HBV), Hepatitis C virus (HCV) or other infectious agents. Students are expected to follow ***the Centers for Disease Control and prevention Recommendations for Standard Precautions*** to reduce the risk of exposure.

STEP 1:

Percutaneous and Non-Intact Skin Injuries:

Injuries from needles or other sharp objects where the integrity of the skin has been broken or where there is the suggestion that the integrity of the skin has been broken by a potentially contaminated item:

a. Wash the skin exposure site well with sudsy soap and running water. Soap directly reduces the virus's ability to infect. If water is not available, use alcohol. Avoid using damaging substances such as bleach.

b. Remove any foreign materials embedded in the wound, if possible.

c. DO NOT bleed the tissue. (There is no evidence that squeezing the wound reduces the risk of viral transmission).

d. Rinse well.

e. Remove soiled clothing and place in a plastic bag.

f. Proceed to step 2 below.

Mucous Membrane Exposures:

Exposure of eyes, nose, or mouth to blood, bodily fluids or other potentially contaminated items:

a. Treat a splash to the eye or mouth immediately with a water/bath rinse to the area with tap water, sterile saline or sterile water.

b. Proceed to Step 2 below.

Intact Skin Exposure:

Where there is no suggestion that the integrity of the skin has been compromised by contaminated fluids or parasite infestation:

a. Thoroughly clean and wash exposed intact skin.

b. Remove any soiled clothing and place in a plastic bag.

c. Cover hair with a bouffant cap.

d. Proceed to Step 2 below.

STEP 2: Exposure Reporting Protocol:

1. Notify the supervising faculty member immediately. The faculty member will advise you.

2. Faculty must notify the Supervisor of the host facility immediately.

3. The student must follow the host facility exposure protocol and obtain urgent medical care. The facility provides the patient's results of HIV (and AIDS viral load), Hepatitis panel, or any other communicable diseases within 24 hours.

4. Depending on the nature of the exposure, it may be necessary to begin post-exposure prophylaxis (PEP) within hours of exposure. For this reason, it is recommended that students seek medical advice immediately (facility employee health nurse or facility ED) after informing the faculty member and the clinical supervisor of the host facility.

5. Within 24 hours of the incident, not later than the next business day, the faculty member shall submit an Incident Report to the Director of Nursing at Angelina College.

Thanks to Dr. Kathryn Tart and the University of Houston/CON

Prevention of COVID-19 Exposure and Guidelines for Best Practice to Reduce Spread of Disease

OVERVIEW:

The following policy outlines the procedure to avoid being exposed to the corona virus and the implement

practices that reduce the spread.

Avoid Close Contact:

1. Put distance between yourself and other people. Remember that some people without symptoms may be able to spread the virus.
2. Stay at least 6 feet (about 2 arms' length) from other people.
3. Avoid gathering in groups.
4. Stay out of crowded places and avoid mass gatherings.
5. Keeping distance from others is especially important for people who are at risk of getting very sick.

Wear a Face Covering:

1. You could spread COVID-19 to others even if you do not feel sick.
2. Wearing a cloth face covering in public protects other people in case you are infected.
3. Comply with the Angelina policy on face coverings while on campus.
4. Continue to keep at least 6 feet between yourself and others. The cloth face covering is not a substitute for physical distancing.

Practice Respiratory and Cough Etiquette:

1. If you are in a private setting and do not have on your face covering, remember to always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
2. Throw tissues in the trash can.
3. Immediately wash your hands with soap and water for at least 20 seconds. His should be done often, especially after blowing noses, coughing, sneezing, or having been in public spaces.
4. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

Follow Other Good Hygiene Practices:

1. Make certain to avoid touching your eyes, nose and mouth with unwashed hands and avoid personal contact with sick people.
2. Avoid sharing food, cups/glasses/bottles, and utensilsTo the extent possible, avoid touching high-touch surfaces in public places and minimize handling cash, credit cards, and mobile or electronic devices.

Clean and Disinfect:

1. Clean and disinfect frequently touched objects and surfaces.
2. Follow CDC cleaning recommendations.

Awareness:

1. Be aware of your health and if you feel the onset of any symptoms, stay home except to get medical care.

2. Be generally aware of who you are in close contact with, especially for extended periods of time, so that contact tracing can be performed if you are symptomatic.

Students:

1. Contact your health care provider for a diagnosis, treatment, and/or testing, as necessary.
2. Notify your instructor with your name, email address, and telephone number. You will be contacted by Ms. Annie Allen. Ms. Allen will explain the quarantine procedure and let you know when you may return to campus. All missed clinical experiences and classroom work will have to be made up. Your instructor will explain this upon your return to campus.
3. Stay home and continue to monitor your symptoms as directed by your healthcare provider.
4. If at any time, you test positive for COVID-19, notify your instructor and follow the protocol.

CDC Guidance: What To Do If You Are Sick:

1. Stay home except for medical care.
2. Most people with COVID-19 have a mild illness and can recover at home without extensive medical care. Do not leave your home, except to get medical care. Do not visit public places.
3. Take care of yourself.
4. Get rest and stay well hydrated. Take over the counter medicines, such as acetaminophen (Tylenol®), to help you feel better.
5. Avoid public transportation, ridesharing, or taxis.
6. Separate yourself from other people.
7. As much as possible, you should use a separate bathroom. If you need to be around other people inside or outside of your home, wear a cloth face covering.

Monitor Your Symptoms:

Symptoms of COVID-19 include but are not limited to the following: fever, cough, and shortness of breath but other symptoms may be present as well. Trouble breathing is a more serious symptom that means you should get medical attention. Follow care instructions from your health care provider.

When to Seek Emergency Medical Attention:

Look for emergency warning signs for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately.

1. Trouble breathing
2. Persistent pain or pressure in the chest
3. New confusion
4. Inability to wake or stay awake
5. Bluish lips or face

Call 911 or call ahead to your local emergency facility: Notify the operator that you are seeking care for someone who has or may have COVID-19. This list is not all possible symptoms. Please call your health care provider for any other symptoms that are severe or concerning to you.

COVID-19 Compliance:

The screening process includes taking and recording your temperature, and completing the COVID-19

(answering no to all questions) each day for both classroom and clinical experiences.

1. Have you experienced a fever of 99.6 F. or higher within the past three days?
2. Have you experienced a cough, sore throat, chills, fatigue or shortness of breath within the past three days?
3. Have you experienced nausea, vomiting or diarrhea in the past three days?
4. Have you experienced dysgeusia (loss of the sense of taste) in the past three days?
5. Have you experienced anosmia (loss of the sense of smell) in the past three days?
6. Have you been diagnosed with or had pneumonia and/or flu within the past 14 days?
7. Have you had contact with anyone who has had a lab-confirmed COVID-19 test within the past 14 days of symptom onset?
8. In the past 30 days, have you traveled internationally?

Confidentiality:

Students will abide by the Health Insurance Portability and Accountability Act (HIPAA) regulations in ALL agencies in which they participate in clinical experiences. Each student will be asked to sign a health Information Confidentiality agreement for each applicable agency.
Students who violate the provisions of HIPAA, such as accessing private patient information not pertinent to their role as a student nurse or violating patient confidentiality, will be dismissed from the program.

Under NO Circumstances are students to make photocopies (with photocopying machines, cameras, or telephones) or print computerized copies of any portion of the client/patient's chart or medical record.

If a student fails to comply with the above regulation concerning copying, the AD Nursing student will be notified to make an appointment with the Director of Nursing. At this time, the situation will be evaluated and dismissed from the program if there is a violation of HIPAA regulations.

STUDENT FINANCIAL RESPONSIBILITY:

Students are encouraged to follow-up with their healthcare provider after any exposure occurs. Neither the host (clinical) agency nor the College is responsible for the cost of the care that is involved in the treatment, management, or surveillance of exposure to blood and body fluids. Angelina College students are financially responsible for all medical visits, lab tests, and prescriptions ordered for treatment of an exposure.Committee Membership

Student representatives are elected by their peers to serve on the following nursing program committees:

Nursing Curriculum Committee

Purpose: To study, plan and recommend to the faculty organization matters pertaining to identification, description, implementation, and evaluation of all learning experiences and content for the curriculum of the Nursing Program.

Members: a. Members of this committee will be appointed by the Faculty Organization Committee.
b. Student membership shall be elected during the first semester by each class with one representative from each level for a term of office of one year.

Functions: Plan and develop a curriculum framework and schematic design.
Review content to be taught in the nursing courses and make recommendations to the nursing faculty and Nursing Program Director.
Review and recommend textbooks used in nursing courses. Recommend revision of content and learning experiences:

1. Devise a method of obtaining information from recent graduates and employers as a means of evaluating the effectiveness of the curriculum.
2. Seek information from the nursing service regarding curriculum.
3. Review results of tests and their relations to curriculum contents. Keep nursing service agencies informed of curriculum. Recommend class schedule for nursing courses Appoint members to subcommittees.
4. Follow Total Program Evaluation in areas pertinent to curriculum matters.

Nursing Standards Committee

Purpose: To investigate situations involving unprofessional student conduct or academic dishonesty, and to recommend appropriate disciplinary action.

Goals: To ensure academic and ethical standards of the Nursing Program. To provide objective review of all cases.

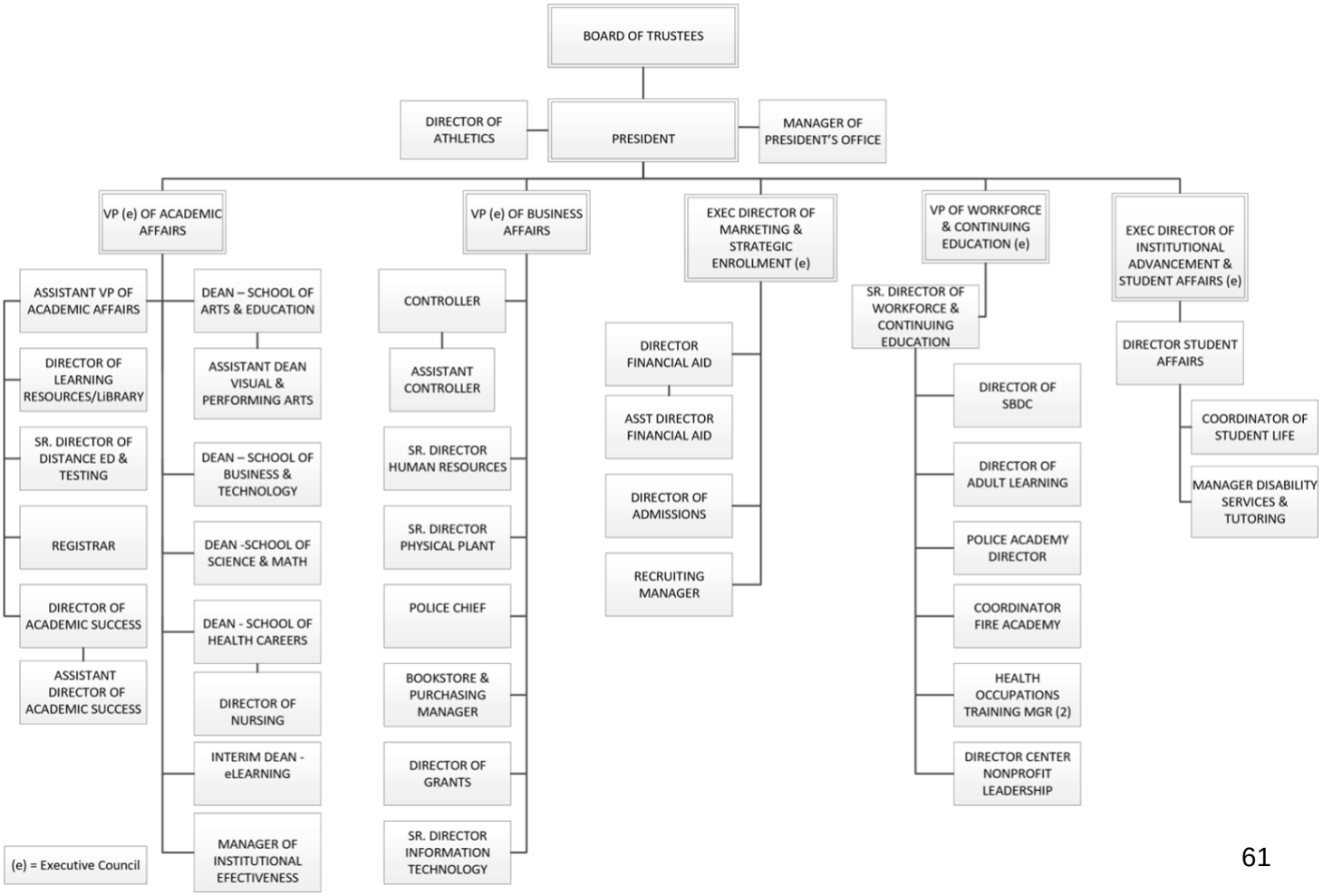
Composition and Terms of Membership:
1-2 Nursing Program Director (NPD)
1 Chairperson, appointed by Nursing Program Director
2-4 Nursing Faculty (at least one first year instructor and one second year instructor) 1-2 Facility representatives (if applicable)

Quorum: A simple majority will constitute a quorum for the transaction of business.

Procedure:

1. The faculty identifying unprofessional student(s) conduct conferences with the student(s) involved.
2. The faculty member submits the conference sheet to the NPD who calls the Committee into session**.**
3. The committee investigates the situation by reviewing written records, interviewing students and faculty, and gathering additional data as required. The committee decisions regarding disciplinary action, if any, are made in executive session by a simple majority of the membership.
4. The chairperson notifies the student involved of the committee's decision in writing and places a copy of the notice in the student's file.
5. Copies of the decision letter, committee minutes, and any pertinent documentation are forwarded to the NPD with the student file.
6. The student may appeal to the committee decision by initiating the grievance process.
7. All discussion within the committee is considered confidential.

(Revised 8/2022)


BOARD OF TRUSTEES
DIRECTOR OF ATHLETICS
PRESIDENT
MANAGER OF PRESIDENT'S OFFICE
VP (e) OF ACADEMIC AFFAIRS
VP (e) OF BUSINESS AFFAIRS
EXEC DIRECTOR OF MARKETING & STRATEGIC ENROLLMENT (e)
VP OF WORKFORCE & CONTINUING EDUCATION (e)
EXEC DIRECTOR OF INSTITUTIONAL ADVANCEMENT & STUDENT AFFAIRS (e)
ASSISTANT VP OF ACADEMIC AFFAIRS
DIRECTOR OF LEARNING RESOURCES/LIBRARY
SR. DIRECTOR OF DISTANCE ED & TESTING
REGISTRAR
DIRECTOR OF ACADEMIC SUCCESS
ASSISTANT DIRECTOR OF ACADEMIC SUCCESS
DEAN – SCHOOL OF ARTS & EDUCATION
ASSISTANT DEAN VISUAL & PERFORMING ARTS
DEAN – SCHOOL OF BUSINESS & TECHNOLOGY
DEAN -SCHOOL OF SCIENCE & MATH
DEAN - SCHOOL OF HEALTH CAREERS
DIRECTOR OF NURSING
INTERIM DEAN - eLEARNING
MANAGER OF INSTITUTIONAL EFECTIVENESS
CONTROLLER
ASSISTANT CONTROLLER
SR. DIRECTOR HUMAN RESOURCES
SR. DIRECTOR PHYSICAL PLANT
POLICE CHIEF
BOOKSTORE & PURCHASING MANAGER
DIRECTOR OF GRANTS
SR. DIRECTOR INFORMATION TECHNOLOGY
DIRECTOR FINANCIAL AID
ASST DIRECTOR FINANCIAL AID
DIRECTOR OF ADMISSIONS
RECRUITING MANAGER
SR. DIRECTOR OF WORKFORCE & CONTINUING EDUCATION
DIRECTOR OF SBDC
DIRECTOR OF ADULT LEARNING
POLICE ACADEMY DIRECTOR
COORDINATOR FIRE ACADEMY
HEALTH OCCUPATIONS TRAINING MGR (2)
DIRECTOR CENTER NONPROFIT LEADERSHIP
DIRECTOR STUDENT AFFAIRS
COORDINATOR OF STUDENT LIFE
MANAGER DISABILITY SERVICES & TUTORING
(e) = Executive Council

Criterion-Referenced Standards of Clinical Performance

(Krichbaum, 1999)

Criteria	1 Unsatisfactory	2 Provisional	3 Assisted	4 Supervised
Effectiveness (accuracy, purposefulness of nursing actions)	Unable to complete tasks despite continuous cues. Unable to identify or to apply principles	Not always accurate; requires *continuous cues*. Identifies fragments of principles or applies them inappropriately	Performs behaviors accurately with *frequent* supportive or directive cues. Identifies principles but needs help applying them.	Performs behaviors accurately with occasional supportive or directive cues. Applies theoretical knowledge with occasional cues.
Affect (student's ability to relate to patients during interactions)	Focuses *entirely* on own behavior. Appears *frozen*; unable to move.	Focuses *entirely* on task or own behavior, not on the patient. Appears anxious, flustered.	Focuses *primarily* on task or on own behavior. Appears anxious, fidgety.	Focuses on the patient *initially*; *as complexity increases, tends to focus on tasks*. Appears generally relaxed and confident; occasional anxiety may be observable.
Safety (potential for action of student to harm the patient)	Performs in an *unsafe* manner or unable to demonstrate behavior	Performs *safely under supervision* only.	Performs behaviors *safely each time* observed.	Performs behaviors *safely each time* observed.
Initiative (number of supportive or directive cues needed)	Requires *continuous directive and supportive cues*. Instructor may need to complete an activity or task.	Requires *frequent directive and continuous supportive cues* to complete activity.	Requires *frequent* supportive cues and occasional directive cues to accomplish task	Requires *occasional* supportive or directive cues to accomplish tasks.
Efficiency (dexterity; time expenditure; energy expenditure)	Performs in an unskilled manner; disorganized. Unable to complete activity.	Demonstrates *lack of skill; uncoordinated* in majority of behavior. *Wastes energy* due to incompetence. Activities are disrupted or omitted; performed with considerable delays.	Demonstrated partial lack of skill and/or dexterity in part of activity; awkward movements. *Wastes energy* due to poor planning, repeated behaviors.	Demonstrates dexterity but uses some unnecessary energy to complete activity. Spends *reasonable time on task.*

Developed by K. Krichbaum, University of Minnesota School of Nursing, from K. Bondy (1983), Criterion-referenced definitions for rating scales in clinical evaluation, *Journal of Nursing Education,* 22(9), 376-82. (Revised 1999)

Krichbaum, K., Rowan, M. Duckett, L., Ryden, M., & Savik, K. (1994). The Clinical Evaluation Tool: A measure of the quality of clinical performance of baccalaureate nursing students. *Journal of Nursing Education*, 33(9), 395-404. Used with permission.

Student Organization

The Angelina College Nursing Students' Association (ACNSA) introduces students to the professional organization and involves them in health-related community issues. Membership is $1.00/year. The ACNSA meets as needed. (See Appendix, Angelina College Nursing Students Association Bylaws.)

Students are encouraged to join the National Student Nurses Association for a fee. Refer to www.nsna.org

Angelina College Nursing Students Association Bylaws

ARTICLE I: NAME

The name of this organization shall be the Angelina College Nursing Students' Association hereafter referred to as ACNSA.

ARTICLE II: PURPOSE AND FUNCTION
Section I: Purpose

ACNSA shall:

A. Assume the responsibility for contributing to nursing education in order to provide the highest quality of healthcare.
B. Provide programs representative of fundamental and current professional interest and concerns
C. Aid in the development of the whole person, his/her responsibility for the healthcare of people in all walks of life, and his/her professional role.

Section II: Function

ACNSA shall:

A. Have direct input into standards of nursing education and influence in the educational process.
B. Influence healthcare, nursing education, and practice through legislation activities as appropriate.
C. Promote and encourage participation in community affairs and activities as appropriate.
D. Represent nursing students to the consumer, institutions and other organizations.Promote and encourage recruitment efforts, participation in student activities and educational opportunities regardless of race, color, creed, sex, national origin, economic status, age or lifestyle.
E. Promote and encourage student participation in interdisciplinary activities.
F. Promote and encourage membership in a professional nursing organization such as the American Nurses Association, National Organization for Associate Degree Nursing International council of Nurses, as well as other nursing and related healthcare organizations.
G. Provide a pre-professional organization on the local level and encourage participation in meetings and activities.
H. To aid in the growth and development of the individual student by developing leadership qualities.

ARTICLE III: MEMBERS

Section I: Association membership shall consist of at least one faculty sponsor from each level of Angelina College nursing program.

Section II: There will be three classifications of membership:

A. Active - Student enrolled in the nursing program leading to licensure as a Registered Nurse.

B. Associate - Pre-nursing students, enrolled at Angelina College as preparation for entrance into the Nursing Program, leading to an associate degree in nursing. Associate members shall have all privileges of active members except the right to hold office

C. Subscriber - Membership open to any individual interested in furthering the development and growth of ACNSA. This category is not open to those eligible for active membership. Subscriber members shall receive literature about the local organization as deemed pertinent by the Board of Directors.

Section III: All paid members of ACNSA will have voting privileges

ARTICLE IV: DUES

Section I: Dues

A. The annual dues shall be $1.00 per member, payable for the appropriate dues year. The dues year shall be a period of 12 consecutive months. Dues are placed in the ACNSA account.

B. Active, Associate and subscriber membership dues shall be renewable annually.

C. Any member who fails to pay current dues shall forfeit all privileges of membership.

ARTICLE V: REPRESENTATION

Section I. Representation

A. Recognition

1. Where membership is composed of active or associate members, and bylaws have been other approved and remain current and upon meeting other such policy regulations as the Board of Directors have determined, shall be recognized as a constituent member.

B. Requirements

1. For initial recognition, this chapter shall be composed of at least eight (8) members which includes two presidents, two vice-presidents, two secretaries, two treasurers plus a faculty sponsor.

ARTICLE VI: OFFICERS

Section I. The elected officers of the organization shall be:

One President for each level
One Vice-President for each level
One Secretary for each level
One Treasurer for each level
One Historian for each level
One Student Representative for each level and each campus

Section II. The following qualifications shall be required of all candidates for office in ACNSA.

A. Must have scholastic average of C or above
B. Must be willing to function as an officer.
C. All officers must be active members of ACNSA.

Section III. Duties of the officers

A. The President shall:
1. Preside at all business meetings of the association and the Executive Board.
2. Serve as an ex-office member of all committees.
3. Have authority to call special meetings
4. Approve expenditures as presented by the Treasurer and authorized by the Board
5. Be the official representative of ACNSA.

B. The Vice-President shall:
1. Assume the duties of the President in the absence of that officer
2. Act as chairman of the Bylaws Committee.

C. The Secretary shall:
1. Provide records of all organizational correspondence.
2. Record the business and planning of the organization.
3. Provide a register of all membership for roll call and business purposes.

D. The Treasurer shall:
1. Submit a request to the board for funds to be withdrawn for expenditures.
2. Keep a record of all dues paid, together with a list of all members in good standing
3. Submit a financial report at the regular meetings
4. Submit a financial report to the Executive Board when requested to do so by any member of the Board.

E. The Historian shall:
1. Gather and maintain documents, pictures, and memorabilia for the class.
2. Assist other officers with fundraising, activities, and class projects.
3. Assist ACNSA sponsor with pinning/graduation ceremony.

F. The Student Representative shall:
1. Assisting the class officers in organizing student events such as the pinning

ceremony, fundraisers, etc.
2. Representing the class at advisory board meetings.
3. Encouraging other students and being a role model to others in grades, attitudes, and performance.
4. Acting as a liaison when organizing class events.

G. All officers shall deliver to their successors all records, papers or other property belonging to ACNSA within two weeks after their retirements from office.

ARTICLE VII: ELECTIONS

Article VII: Elections

Section I: Elections shall be held yearly to elect officers and the members of the nomination committee. All officers will be filled by election during the first semester. All officers shall serve from the fall semester through the spring semester (Upper-Level Graduating officers) or through the summer semester (Lower-Level Officers). Vacancies left by officers who leave their office prior to expiration of term will be filled by a special called election during the semester.

Section II: Elections shall be held by secret ballot and supervised by one faculty sponsor.

Section III: All nursing students will be eligible to vote for officers. In case of a tie, a re-vote will be taken to break the tie.

Section IV: The time and place for election will be specified by the faculty sponsor. ARTICLE VIII:

MEETINGS

Section I. The ACNSA shall hold one regular monthly meeting. The schedule for regular monthly meetings will be adopted by the Board each semester based on class and clinical schedules.

Section II. The meetings shall be open to the Angelina College Nursing Students, Faculty Advisors, pre-nursing and special quests of the ACNSA unless otherwise specified.

Section III. All members are expected to be present

ARTICLE IX: STANDING COMMITTEES

Sections I. The committee shall be composed of members of the ACNSA and shall assume such assigned by the President and specified in these bylaws.

Section II. There shall be the following Standing Committee.
A. Committee on Bylaws
B. Committee on Public Relations

C. Committee on Projects

Section III. Duties of Standing Committee

A. Committee on Bylaws shall:
   1. Be composed of the Vice-President as Chairman and 2 members appointed by the Vice- President
   2. Review the Bylaws and propose amendments to the Board of action, annually, at a time to be designated by the Vice-President.

B. Committee on Public Relations shall:
   1. Be composed of a Chairman, appointed by the Chairman.
   2. Send items of interest concerning the ACNSA activities to the school and local newspaper and other news media.
   3. Review all material to be published with the faculty advisor for approval.

C. Committee on Projects shall:
   1. Be composed of a Chairman, appointed by the President and two members appointed by the Chairman.
   2. Organize money-making projects and present such plans to the Board and the membership body.
   3. Organize one community project per year.

ARTICLE X: EXECUTIVE BOARD

Section I. The Executive Board of the ACNSA shall consist of the officers of this association.

Section II. This Board shall meet at the time decided by the Presidents

Section III. The Board shall:

A. Transact business of the ACNSA between meetings of the association and report such transactions at the next meeting of the ACNSA.
B. Have power to fill vacancies in any office except vacancies occurring in the office of the President.
C. Approve the budget, authorize all money disbursement, and provide annual audits of accounts for close of the fiscal year.
D. Perform all other duties as may be specified in these

bylaws ARTICLE XI: QUORUM

Section I. A quorum at the regular business meeting of ACNSA shall be ten percent of active members one ACNSA officer each level meeting.

Section II. A quorum at the meeting of the board shall consist of four

members. ARTICLE XII: AMENDMENTS

Sections I. These Bylaws may be amended annually by a two-thirds vote of the members present and voting. All proposed amendments shall be prepared by the Bylaws Committee and be submitted to the examination and discussion of the association one meeting prior to voting.

Section II. Proposed amendments may be submitted to the Bylaws Committee by any members.

NCLEX

National Council Licensure Examination – LPN/LVN (For Practical Nurse/Vocational Nurse)

National Council Licensure Examination – RN (For Registered Nurse)

Entry into practice of nursing in the United States and its territories is regulated by the licensing authorities within each jurisdiction. To ensure public protection, each jurisdiction requires a candidate for licensure to pass an examination that measures the competencies needed to perform safely and effectively. The National Council of State Boards of Nursing, Inc. develops the exam and uses three components: Cognitive ability based on Bloom's Taxonomy, Nursing Process, Client Needs.

The multiple-choice questions are based on the cognitive levels as described by Engelhart Bloom in 1956. The revised levels are:

Remembering: Recalling information: recognizing, listing, describing, retrieving, naming, finding

Understanding: Explaining ideas or concepts: interpreting, summarizing, paraphrasing, classifying, explaining

Applying: Using information in another familiar situation: implementing, carrying out, using, executing

Analyzing: Breaking information into parts to explore understandings and relationships: comparing, organizing, deconstructing, interrogating, finding

Evaluating: Justifying a decision or course of action: checking, hypothesizing, critiquing, experimenting, judging

Creating: Generating new ideas, products, or ways of viewing things: designing, constructing, planning, producing, inventing.

The phases of the Nursing Process include:

I. Assessment: Establishing a database.
    1. Gather objective and subjective information relative to the client.

2. Confirm data.
3. Communicate information gained in assessment.

II. Analysis: Identifying actual or potential healthcare needs and/or problems based on assessment.
1. Interpret data.
2. Formulate clients nursing diagnosis.
3. Communicate results of analysis.

III. Planning: Setting goals for meeting client needs and designing strategies to achieve these goals.
1. Prioritize nursing diagnosis.
2. Determine goals of care.
3. Formulate outcomes criteria for goals of care.
4. Develop a plan of care and modify as necessary.
5. Collaborate with other healthcare team members when planning delivery of client(s) care.
6. Communicate plan of care.

IV. Implementation: Initiating and completing actions necessary to accomplish the defined goals.
1. Organize and manage client's care.
2. Counsel and teach clients, significant others, and/or healthcare team members.
3. Provide care to achieve established goals of care.
4. Supervise and coordinate the delivery of client=s care provided by nursing personnel.
5. Communicate nursing interventions.

V. Evaluation: Determining the extent to which goals have been achieved and interventions have been successful.
1. Compare actual outcomes with expected outcomes of care.
2. Evaluate the client's ability to implement self-care.
3. Evaluate healthcare team member's abilities to implement client care.
4. Communicate evaluation findings.

Categories of Client Needs are Described as Follows:

I. Safe, effective care environment - This category includes the client needs listed below:
1. Coordinated care
2. Environmental safety
3. Safe and effective treatments and procedures

To meet client needs for a safe, effective care environment, the nurse should possess knowledge, skills and abilities that include but are not limited to the following areas:

Advance directives, basic principles of management, client rights, confidentiality, continuity of care, environmental and personal safety, expected outcomes of various treatment modalities, general and specific protective measures, informed consent, interpersonal communications, knowledge and use of special equipment, principles of teaching and learning, principles of quality improvement, principles of group dynamics, spread and control of infectious agents, staff education.

II. Physiological integrity - This category includes the client needs listed below:

1. Physiological adaptation
2. Reduction of risk potential
3. Provision of basic care

To meet client needs for physiological integrity, the nurse should possess knowledge, skills and abilities that include but are not limited to the following areas:

Activities of daily living, body mechanics, comfort interventions, drug administration, effects of immobility, expected and unexpected responses to therapies, intrusive procedures, managing emergencies, normal body structure and function, nutritional therapies, pathophysiology, pharmacological actions, skin and wound care, use of special equipment.

III. Psychosocial integrity - This category includes the client needs listed below:

1. Psychosocial adaptation
2. Coping and/or adaptationTo meet client needs for psychosocial integrity, the nurse should possess knowledge, skills and abilities that include but are not limited to the following areas:

Accountability; behavior norms; chemical dependency; communication skills; community resources; cultural, religious, and spiritual influences on health; family systems; mental health concepts; principles of teaching and learning; psychodynamics of behavior; psychopathology; treatment modalities.

IV. Health Promotion and Maintenance - This category includes the client needs listed below:

1. Continued growth and development through the life span
2. Self-care and support systems
3. Prevention and early treatment of disease

To meet client needs of health promotion and maintenance, the nurse should possess the knowledge, skills and abilities that include but are not limited to the following areas:

Adaptation to altered health states, birthing and parenting, communication skills, community resources, concepts of wellness, death and dying, disease prevention, family systems, family planning, growth and development including aging, healthcare screening, lifestyle choices, principles of immunity, principles of teaching and learning, reproduction and human sexuality.

Section III - General Information

Financial Aid

Financial aid information is available from the Financial Aid in Student Services. Several scholarships are available; refer to the Angelina College Catalog.

Early Warning System

The academic success of students at Angelina College is of paramount importance and one of the institution's foundational goals. An Early Alert system is used to notify students and various college services when an instructor feels a student's class performance needs attention. These notifications are sent to college assigned email accounts and students are encouraged to visit with their instructor should they receive this notification

Certificates of Completion

Nurse Aide Level: Students who successfully complete the first semester of a nursing program may apply for state certification.

Vocational Level: Students who successfully complete the traditional vocational program or MEEP option may apply for a **Certificate of Completion** from the Registrar's office.

Graduation

Prospective graduates must apply for graduation through their student AC Portal account during the last semester of the nursing program. A cap and gown may be purchased from the AC website during the Spring semester each year. Deadlines are announced and/or posted on the academic calendar on the website. Refer to the Angelina College Catalog for specific graduation requirements.

Employment

Employment arrangements are between the student and their employer. Full-time employment is discouraged due to the strenuous nursing curriculum and requirements.

Computer Requirements

All nursing courses are web enhanced. Students are required to have internet access. This service is available to all students through local resources, including; Health Careers Computer Lab, AC Library, and Public Libraries.

Computer Policy

Rules Regarding Angelina College and School of Health Careers

Listed below are the most important and most misunderstood rules about Angelina College computer systems. These rules apply to anyone using such resources: student, faculty, and staff. Learn these rules so that you don't get into trouble. Violations of these rules might result in losing your opportunity for free access to the internet, being expelled from the college, or criminal charges.

Note: If you have a question about whether a specific use of computing or networking resources is legal or appropriate, ask before you begin to use it. (Instruction Technology:

633-5208 or ithelpdesk@angelina.edu)

Please read these rules carefully. Some of them are also covered in Computer Crime Law.

1. Students may not download software to computers located in any School of Health Careers building.

2. Never try to circumvent login procedures on any computer system or otherwise gain access where you are not allowed. Exit to the desktop. If you encounter an error in the program, please notify the computer lab assistant or your instructor. Do not attempt to manipulate any software located on the computer.

3. You will also be held responsible for destructive or illegal activity done by someone to whom you provided access or instruction. (This rule applies even if the activity does not require a password).

4. Never use any college-provided computing resources to do something illegal, threatening, or deliberately destructive, even as a joke. All complaints will be investigated. Violations can result in disciplinary action, criminal charges, or both. You may not be paid or otherwise profit, from use of any college-provided computing resources or from any output from using it. You may not post advertisements for products that you sell nor promote any organization in which you may profit in any way.

5. Be civil and courteous of others wishing to use the computer lab. Do not send email, unless instructed by an instructor. (In this instance, ask for assistance from a staff member.) Do not access personal email, social media, etc. while using college computers.

6. Be careful of copyright infringement. Copyright laws for online information are still evolving but duplicating other people's text or graphics can get you into trouble, even if the work did not contain a written copyright notice.

Electronic Devices

Any electronic devices such as computers or iPads used in the classroom must be muted. As a courtesy, students with these devices should sit at the back of the classroom. Use of devices may not always be permitted. For the use of cell phones, refer to the Nursing Program Cell Phone Policy. Use of electronic devices for use other than e-books or e-learning is not permitted. Use of electronics for personal business, surfing social media, or the web is not permitted.

Gifts

Students should not give gifts to instructors. Instructors should not give gifts to students.

Children/Guests

Children/guests are not permitted in the classroom without permission. Children should not be left unattended or unsupervised on the campus. The parent or guardian remains responsible for the well-being of the child at all times. Children/guests are not allowed in the clinical area.

Inclement Weather

Angelina College officials will notify local television and radio stations if the college schedule is affected by inclement weather. Additionally, Angelina College utilizes a notification system called RAVE to notify students of campus closures and emergencies/disasters. Students who are admitted into the nursing program should not "opt out" of receiving these notifications. Students should contact their clinical instructors for guidance regarding clinical assignments and travel before scheduled clinical rotations. Refer to the college Inclement Weather policy.

Smoking/Tobacco

A NO SMOKING policy is in effect at Angelina College. Angelina College is a smoke free and tobacco free campus

Concealed Carry of Handguns Policy

Refer to Angelina College's Policy and Procedure Manual under CHF (Site Management - Weapons) and CHFA (Concealed Carry of Handguns) found on the college website.
(April/May 2017).

APPENDIX

Cell Phone Usage and Policy

Objective: To create an uninterrupted learning environment for all students.

Purpose: Prohibit the use of cell phones during all classes, campus laboratories, and clinical settings (i.e. hospitals, doctor's offices, community settings, and other facilities).

School of Health Careers faculty and staff will be consistent with the corrective actions taken to prohibit the use of cell phones during class, laboratory, and clinical settings.

During classroom/didactic and laboratory settings, cell phones are to be turned off and out of sight, eliminating disruptions.

Students are prohibited from carrying and/or using cell phones during clinical hours. During clinical hours, cell phones are to be left in vehicles and not to be found on students.

During tests, whether in the classroom or the computer lab, students are prohibited to carry and/or use cell phones.

PROCEDURE: Classroom and Laboratory Setting

- First consequence – verbal warning, with the student being dismissed from class and may return at break (if student chooses to leave, then it will be counted as an absence). *Absences will be documented and cumulative.*
- Second consequence – students will be dismissed from class with an absence. *Absences will be documented and cumulative.*
- Third and subsequent consequences – 5 points will be deducted for each incident from the final average of that course(s).

PROCEDURE: Clinical Setting

- Students will be dismissed from the clinical setting with an absence for each incident. *Absences will be documented and cumulative.*

I fully understand this policy and procedure and will comply.

Student Printed Name	Date
Student Signature	Date

ATI TESTING POLICY

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 course
  - Intensive NCLEX preparation during the last semester with AATI 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 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 four modules which provide a powerpoint presentation followed by a quiz to assist students to 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.

Students will complete **Learning Systems Quizzes** found under the Tutorials Tab prior to

taking a Practice Assessment.

2. 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 provide you a valuable bank of practice questions and rationales to learn content.

Skills Modules:

1. Students will use ATI skills in every semester of the Nursing Program.
    a. Students are responsible for submitting ATI Skills Module documentation to course faculty as assigned in each course:
    b. The Nursing Program requires post-test scores of 80% or higher.
2. Students may take the post-test as many times as needed to achieve the minimum 80% score.

Assessment (Content Mastery Assessments and Comprehensive Predictor):

Standardized Assessments help students to identify current knowledge 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 Series Assessments (CMS)
- Comprehensive Predictors

Each assessment identified above (CMSs and Comprehensive Predictors) has **practice assessments** available which will be scheduled during the course.

- 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 Series Assessment (CMS) is considered a proficiency score of Level 2 or greater. A successful score on the Comprehensive Predictor is considered 90% or higher 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 by 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 be 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. A minimum of one to one and a half hours should be spent in remediation.
- Rationales shall open for Practice Assessment B immediately if administered during class. Otherwise, 48 hours before Content Mastery Assessment is 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 of 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 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 in 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. A minimum of one and one half to two hours should be spent

in remediation.

- 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.

Content Master Track

ASSOCIATE DEGREE NURSING

Content Mastery Assessment	Semester	Course	Practice Assessment A Required	Practice Assessment B Required	Remediate	Retake of Proctored
Critical Thinking Assessment: Entrance (TEAS)	Before Entry	Before Entrance	NO	NO	NO	NO
Fundamentals	1st Semester	RNSG 1309 Introduction to Nursing	YES	YES	Required	See Rubric
Pharmacology	2nd Semester	RNSG 1301 Pharmacology	YES	YES	Required	See Rubric
Nutrition	2nd Semester	RNSG 1341 Common Concepts	YES	YES	Required	See Rubric
Maternal/Newborn	3rd Semester	RNSG 1412 Nursing Care of the Childbearing/Child Rearing Family	YES	YES	Required	See Rubric
Care of Children & Families	3rd Semester	RNSG 1412 Nursing Care of the Childbearing/Childrearing Family	YES	YES	Required	See Rubric
Adult Medical/Surgical	3rd Semester	RNSG 1343 Complex Concepts	YES	YES	Required	See Rubric
RN Comprehensive Predictor	4th Semester	RNSG 2331 Advanced Concepts	YES	YES	Required	See Rubric
Mental Health	4th Semester	RNSG 2213 Mental Health Nursing	YES	YES	Required	See Rubric
Community	4th Semester	RNSG 2331 Advanced Concepts of Adult Health	YES	YES	Required	See Rubric
Leadership	4th Semester	RNSG 2130 Professional Nursing Review and Licensure Preparation	YES	YES	Required	See Rubric

Content Mastery Assessment Vocational Nursing	Semester	Course	Practice Assessment A Required	Practice Assessment B Required	Remediate	Retake of Proctored
Critical Thinking Assessment: Entrance (TEAS)	Before Semester 1	Before Entrance	NO	NO	No	No
Fundamentals	1st Semester	VNSG 1423 Basic Nursing Skills	YES	YES	YES	See Rubric
Pharmacology	2nd Semester	VNSG 1331 Pharm	YES	YES	YES	See Rubric
Maternal/Newborn	2nd Semester	VNSG 1330 Maternal Newborn Nursing	YES	YES	YES	See Rubric
Care of Children & Families	3rd Semester	VNSG 1334 Pediatric Nursing	YES	YES	YES	See Rubric
Adult Medical/Surgical	3th Semester	VNSG 1432 Med Surg II	YES	YES	YES	See Rubric
Mental Health	3RD Semester	VNSG 1238 Mental Health Nursing	YES	YES	YES	See Rubric
PN Comprehensive Predictor	3rd Semester	VNSG 1219 Professional Development	YES	YES	YES	See Rubric

ATI Success

ATI resources (testing, remediation, and other activities) are aligned with the courses taken each semester. Specialty and Exit examinations are weighted like other exams during the semester. The ATI products and assessments are carefully aligned with each course of study.

1. Expectations are communicated clearly to students.
2. Weighting of ATI products is explained in detail in the course syllabi.
3. Students are expected to complete all remediation.
4. Student accountability is tracked during each semester.

The comprehensive ATI review program offers students the following:

➢ An assessment-driven comprehensive review program designed to enhance student NCLEX-RN/PN® success.

➢ Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking/reasoning, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.

➢ ATI Orientation resources, such as the ATI Plan that can be accessed from "My ATI" tab. **It is highly recommended that you spend time navigating through these orientation materials.**

Review Modules/eBooks:

ATI provides Review Modules in eBook formats which include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading.
Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials:

ATI offers Tutorials that are designed to 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 which allow students to apply the valuable learning tools from Nursing Logic.
Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

Assessments:

There are practice assessments available for students as well as standardized proctored assessments that may be scheduled during your courses. These assessments will help you to identify your knowledge strengths, as well as areas of knowledge deficiency requiring remediation called "Topics to Review".

Focused Reviews/Active Learning/Remediation:

Active Learning Remediation is a process of reviewing content in an area that was not learned or fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX-RN/VN®. The student's individual report will contain a listing of the Topics to Review. It's highly recommended to remediate using the Focused Review after completion of any practice/proctored tests, which contains links to ATI eBooks, media clips, and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, 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. The information must be handwritten on Remediation Templates, **this is required**.

ATI GRADING RUBRIC(S)

Standardized Practice Assessment

(Distribution of the weight of the ATI assessment for each course will be listed in the syllabus of the course).

Complete Practice Assessment A Remediation Minimum 1- hour Focused Review on initial attempt for each topic missed, complete an active learning template and/or identify three (3) critical points to remember	**Complete Practice Assessment B Remediation** Minimum 1- hour Focused Review on initial attempt for each topic missed, complete an active learning template and/or identify three (3) critical points to remember
2 points when completed before Practice B	**2 points when completed before Standardized Proctored A**

(All portions of the practice assessment must be completed to receive points: Complete practice A assessment and focused review, then complete practice B assessment and focused review. No points will be awarded for incomplete focused reviews.)

STANDARDIZED PROCTORED ASSESSMENT

Level 3 = 4 points	Level 2 = 3 points	Level 1 =1 points	Below Level 1 = 0 points
Remediation =2	Remediation =2	Remediation = 2	Remediation =2
Minimum 1- hour Focused review for each topic missed, complete an active learning template and/or identify three (3) critical points to remember	Minimum 2- hour Focused review for each topic missed, complete an active learning template and/or identify three (3) critical points to remember	Minimum 3- hour Focused review for each topic missed, complete an active learning template and/or identify three (3) critical points to remember	Minimum 4 -hour Focused review for each topic missed, complete an active learning template and/or identify three (3) critical points to remember
No retake required	No retake required	Retake required	Retake required
100%	**90%**	**70%**	**60%**

A successful score on Content Mastery Series Assessment (CMS) is considered a proficiency score of Level 2 or greater. Retakes are required if the score is not level 2 or greater.

Standardized Proctored Assessments: Points will be awarded for the highest score ONLY. If the student is required to take or opts to take the retake, the higher score will be used to calculate the student's score. Points for the focused review are awarded for the first proctored assessment only.

A conversion score will be entered into the course gradebook. Conversion scores are as follows:

10/10 – 100%

9/10 – 90%

8/10 – 80%

7/10 – 70%

6/10 – 60%

5/10 – 50%

4/10 – 40%

3/10 – 30%

2/10 – 20%

1/10 – 10%
0/10 – 0%

Focused Review:

Each student's focused review materials will be created based upon the questions the student missed. Required time spent completing focused review is dependent on the score and missed items. A higher score on the assessment would mean less focused review materials are available and less time would be required for focused review.

A student scoring level 3 would require a minimum 1- hour Focused review for each topic missed. The student would complete an active learning template and/or identify three (3) critical points to remember for each topic missed.

An ATI Remediation Template will be used to log the time and material reviewed. This is to be handwritten by the student and submitted prior to the next ATI assessment. Focused reviews must be completed and include all requirements to receive the points. No partial credit will be awarded.

Some courses may consider the Assigned Focused Review hours as clinical hours and the required focused review hours must be completed to successfully complete the associated clinical course. Please review the incomplete grade process policy.

Active Learning Templates:

Students can provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page. The information must be handwritten on Remediation Templates, **this is required**.

Active learning should include a minimum of 1 to 4 hours focused review for each topic missed (based on score). The student should identify three (3) Critical Points to remember for each topic and/or complete assigned Active Learning Templates as defined by the instructor. **This is mandatory.**

Each student's focused review materials will be created based upon the questions the student missed.

COMPREHENSIVE PREDICTOR GRADING RUBRIC

(Distribution of the weight of the ATI assessment for each course will be listed in the syllabus of the course).

CAPSTONE PROCTORED COMPREHENSIVE ASSESSMENT

Complete Capstone Proctored Comprehensive Assessment A	**Complete Capstone Proctored Comprehensive Assessment B**
Remediation Minimum 1- hour Focused Review on initial attempt for each topic missed, complete an active learning template and/or identify three (3) critical points to remember	Remediation Minimum 1- hour Focused Review on initial attempt for each topic missed, complete an active learning template and/or identify three (3) critical points to remember
2 points awarded when remediation completed prior to Capstone Proctored Comprehensive Assessment B	2 points awarded when remediation completed prior to Comprehensive Proctored Predictor Assessment A

(All portions of the practice assessment must be completed to receive points: Complete Capstone Proctored Comprehensive Assessment A and focused review, then complete Capstone Proctored Comprehensive Assessment B and focused review. No points will be awarded for incomplete focused reviews.)

COMPREHENSIVE PREDICTOR PROCTORED ASSESSMENT

95% OR ABOVE Passing Predictability = 4 points	**90% or above Passing Predictability = 3 points**	**85% or above Passing Predictability = 1 points**	**84% or above Passing Predictability = 0 points**
Remediation = 2 points	Remediation = 2 points	Remediation = 2	Remediation = 2 point
Minimum 1- hour Focused Review for each topic missed, complete an active learning template and/or identify three critical points to remember	Minimum 2- hour Focused Review for each topic missed, complete an active learning template and/or identify three critical points to remember	Minimum 3- hour Focused Review for each topic missed, complete an active learning template and/or identify three critical points to remember	Minimum 4- hour Focused Review for each topic missed, complete an active learning template and/or identify three critical points to remember
100%	90%	70%	60%

A conversion score will be entered into the course gradebook. Conversion scores are as follows:

10/10 – 100%

9/10 – 90%

8/10 – 80%

7/10 – 70%

6/10 – 60%

5/10 – 50%

4/10 – 40%

3/10 – 30%

2/10 – 20%

1/10 – 10%

0/10 – 0%

Students can provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page. The information must be handwritten on Remediation Templates, this is required.

Active learning should include a minimum of 1 to 4 hours focused review for each topic missed (based on score). The student should identify three (3) Critical Points to remember for each topic and/or complete assigned Active Learning Templates as defined by the instructor. This is mandatory.

Each student’s focused review materials are created based upon the questions the student missed.

STUDENT ACKNOWLEDGEMENT OF ATI REMEDIATION

Initial and sign below –Return form to instructor.

_____I have received a copy of and have read and understand Angelina College's ATI Assessment and Review Policy.

_____I understand that it is my responsibility to utilize all books, tutorials and online resources available from ATI, as designated by the Nursing Department.

_____Printed name of student Date

_____Student Signature

ANGELINA COLLEGE ASSOCIATE DEGREE NURSING

TEAS® INFORMATION PACKET

IMPORTANT: students may take the TEAS® exam twice in one year. Starting FALL 2021, TEAS® scores must be submitted with the completed Application Packet.

Students must meet or exceed the benchmark score for category of the test.

Students must arrive at the testing site 15 minutes prior to their scheduled testing time. If you are not ready to test at the appointed time you will NOT be allowed to test and no refunds will be given.

This booklet contains essential information regarding TEAS® testing required of all applicants registering for Nursing Programs.

TEST OF ESSENTIAL ACADEMIC SKILLS (TEAS®)

The Nursing Department requires all applicants interested in the Nursing Program(s) to complete and submit results from the TEAS® as part of the application process. If you have questions about the test itself, please go to www.atitesting.com.

The TEAS® is a standardized, timed, computer-based exam designed to assess the general academic preparedness of students interested in applying for Nursing Program(s) and Health-related occupations. It measures knowledge in basic, essential skills in the academic content of reading, Mathematics, Science and English.

TEAS® testing is done by the Testing Department of Angelina College, either in the Testing Center or the Health Careers I Building (McKenzie Health Careers Building).

You must register with the Testing Center at least 3 days prior to the testing date. Payment is via debit or credit card. The cost of the TEAS® is $ 65.00. Results are valid for one year.

Testing must be completed by the due date listed in the Application Packet. All Application Packet materials must be completed before the application is hand delivered to the Department of Nursing. Incomplete packets will be returned to the student.

Since TEAS® scores are part of your application to a highly competitive program, you should study thoroughly for the exam. There are study guides available online. Review manuals and practice tests are available for purchase from the ATI® testing site http://www.atitesting.com/ click on ATI® Product Solutions, under Pre-Nursing School, select Test of Essential Academic Skills. At the bottom of the page, choose from the products offered for TEAS®.

Students MUST receive a 72.8% Reading Comprehension Score, Please Note: Scores are not rounded: a 72.8 is NOT a 73.

You may receive testing accommodations if you have provided documentation of the need for accommodations through the Department of Students with Disabilities. Please contact Renee McCain in Disability Services at (936) 639 1301 ext. 4504 or by email at mccain@angelina.edu to ensure that you have the appropriate documentation at least two (2) week prior to when you plan to test.

TEAS® Practice Test

Welcome to the free TEAS® 6 practice test page. This link will take you to the Practice Test pages: https://www.mometrix.com/academy/teas-practice-test/

These pages will assist you in knowing what you need to study. These pages will assist you in determining your strong and weak areas. They will help you manage your time wisely. The following link will help you prep for the test: https://www.atitesting.com/teas-prep

The official study manual can be purchased through the following link: https://www.atitesting.com/teas/study-manual

Since nursing programs are highly competitive you want the TEAS® scores to be as high as possible because high scores = higher ranking scores.

What to Bring on Test Day

- Photo ID: To be admitted to the testing session, you need to present a government issued photo identification, such as a driver's license, passport, or green card. You WILL NOT be admitted to the test if you do not have your ID or if your ID does meet the following requirements:
  - Government-Issued
  - Current photograph
  - Examinee signature
  - Permanent address
  - Please note: a credit card photo, temporary license, or student ID do not meet the criteria.

What NOT to Bring on Test Day

Leave the following items at home or in your car, as they are NOT permitted in the exam room:

- Additional apparel: This includes, but is not limited to, jackets, coats, hats, and sunglasses. Discretionary allowances are made for religious apparel. All apparel is subject to inspection by the proctor.
- Personal items: These include, but are not limited to, purses, computer bags, backpacks, and duffel bags.
- Electronics: These include, but are not limited to, cell phones, smart phones, beepers/pagers, calculators (provided on the computer), and digital or smart watches.

- ❖ Food or drink: This is only permitted as a documented, medically necessary item.

What to Expect of Test Day

- ❖ Testing staff will check your photo ID carefully, admit you to the testing room, and direct you to your seat.
- ❖ Physically present proctors in the room are monitoring for odd or disruptive behavior. Do Not engage in misconduct or disruption. If you do, you will be dismissed, and your exam will not be scored.
- ❖ The proctor will provide you with scratch paper for use during the exam. Scratch paper is not to be used before the exam or during breaks. All paper, in its entirety, must be returned to the proctor at the end of the testing session.
- ❖ After the mathematics section, you may take a 10 minute break. During the break, DO NOT access any personal items.
- ❖ If you need to leave your seat at any time other than the scheduled break, please raise your hand for the proctor. Time for the exam section will NOT stop. Lost time cannot be made up.
- ❖ If during the exam, there is a technical issue with the computer, or for any reason need the proctor, raise your hand.
- ❖ Test challenges or test-room complaints should be reported to the proctor before leaving the room on exam day.

OFFICIAL TEAS® TRANSCRIPTS

You will receive one (1) official transcript as part of your ATI TEAS® exam registration. This transcript will automatically be sent to the institution/testing center where you took the exam.

- ➢ Transcripts are electronically sent to the institution or testing center within two (2) hours of the completion of your TEAS® exam.
- ➢ You may purchase additional transcripts through the ATI Store to send results to other institutions.
    - o Please note that some schools will not accept transcripts from exams taken at other locations. Please check with the school(s) to which you are applying to understand their TEAS® exam policies prior to purchasing additional transcripts.
    - o ATI offers reporting of TEAS® results to schools as a convenience to nursing school applicants. However, it is solely your responsibility to ensure that each of your school applications, as well as your TEAS® exam results, is complete, properly submitted, and on file with each school.

ATI TEAS® ASSOCIATE DEGREE NURSING

The ATI Test of Essential Academic Skills (ATI TEAS®) measures basic essential skills in the academic content area domains of reading, math, science, English and language usage. The test is intended for use primarily with adult health science program applicants. The objectives assessed on the ATI TEAS® are those which health care educators deemed most appropriate and relevant to measure entry-level academic readiness of health science program applications.

The test is time limited: 209 minutes

Reading = 64 minutes
Math = 54 minutes
Science = 63 minutes
English = 28 minutes

Number of questions: 170 Format: four option; multiple choice

Scores that must be obtained for each section in the test for entry into the Associate Degree Nursing Program: there is NO ROUNDING of scores

Must have 60% or better

ATI TEAS® VOCATIONAL NURSING

The ATI Test of Essential Academic Skills (ATI TEAS®) measures basic essential skills in the academic content area domains of reading, math, science, English and language usage. The test is intended for use primarily with adult health science program applicants. The objective assessed on the ATI TEAS® are those which health care educators deemed most appropriate and relevant to measure entry-level academic readiness of health science program applications.

The test is time limited: 209 minutes

Reading = 64 minutes
Math = 54 minutes
Science = 63 minutes
English = 28 minutes

Number of questions: 170

Format: four option; multiple choice

Scores that must be obtained for each section in the test for entry into the Associate Degree Nursing Program: there is NO ROUNDING of scores

Must have 51% or better

Angelina College Nursing Program

Testing Administration Policy

Unit Exams

1. Time for each question: 1 to 1 1⁄2 minutes per question, increased to five (5) minutes for calculation questions.

2. An EWriter tablet will be provided in the testing area for all exams. If calculations are included in the test items, simple (4 function) calculators may be used. No other calculators are allowed.

3. “Smart” watches, hats, jackets with hoods up over the head, and other personal belongings are not permitted in the testing area.

4. Grades will be posted within five (5) working days. Any student who does not successfully pass an exam must follow the Remediation & Retention Policy.

5. There will be a designated make-up exam day each semester. Students will be notified of the date. Students must make a formal request to the Team Leader stating the course and exam missed prior to the make-up exam date.

6. Students who have questions about their exams and/or have concerns regarding testing procedures must submit their appeals in writing. This must be done within seven days of test grades being posted.

Standardized Assessments

1. Students shall take the Standardized Assessments as scheduled. Missing a scheduled Standardized Assessment may result in forfeiture of that attempt.

2. E-writers will be provided in the testing area for all exams. Simple earbuds or headphones may be allowed in the testing area as approved by instructors.

3. See Remediation Guidelines for Standardized Tests for current procedures on course and program progression, as well as required remediation for Standardized Assessments

Student Signature_____Date: _____

Faculty Signature_____Date: _____

Angelina College Nursing Program

Remediation Guidelines for Standardized Tests and Exit Exams

Standardized Specialty Exam

See Angelina College Nursing Program Testing Policy for definition of successful and unsuccessful exams, as well as for information regarding testing attempts available and remediation responsibilities.

Remediation for Standardized Specialty Exams is as follows:
If the student is unsuccessful on a Specialty Exam as defined by the Testing Policy, remediation of content is required:

1. Remediation must be completed in entirety before the second attempt of a specialty exam.
2. Remediation will be specific to the areas of weakness identified in the student's standardized testing report from the first attempt. Faculty may assign additional remediation materials including but not limited to, case studies, care planning, concept mapping, focused readings, and practice exams.
3. Students are responsible for financial costs related to any additional attempts on standardized exams.
4. Students are responsible for accurately and completely documenting remediation requirements as set forth by faculty. Upon satisfactory completion of requirements, a second attempt at the specialty exam may be scheduled per faculty.

Students who are unsuccessful on the second attempt of any Specialty Exam should recognize that they are "at risk" in the program. Additional required remediation actions may be set forth by faculty in order to improve student success and mastery of content.

Standardized Exit Exams

See Angelina College Nursing Program's Standardized Testing Policy for definition of successful and unsuccessful exams, as well as for information regarding testing attempts available and remediation responsibilities.

If the student is unsuccessful on an Exit Exam as defined by the Testing Policy, remediation of content is required:

1. Remediation must be completed in entirety before subsequent attempts of an Exit Exam.
2. Remediation will be specific to the areas of weakness identified in the student's report from the first attempt. Faculty may assign additional remediation materials including but not limited to case studies, care planning, concept mapping, focused readings, and practice exams. Faculty may also assign students to document time in "Remediation that correlates to their score. Students may be required to attend/work through an NCLEX Prep Course at the student's expense.
3. Students are responsible for financial costs related to any additional attempts on

standardized exams.

4. Students are responsible for accurately and completely documenting remediation requirements as set forth by faculty. Upon satisfactory completion of requirements, a subsequent attempt at the Exit Exam may be scheduled per faculty as allowed by the Testing Policy.

Reference Testing Policy for definition of testing success and AOG release, as well as requirements for students who are deemed unsuccessful on standardized exams.

(Rev. 4/21)

Student's Printed Name:_____ Signature:_____

Faculty Signature: _____ Date:_____

Angelina College Nursing Program

Pre-Remediation Form

Please answer the following questions then return to your designated remediation member. Once this is received, a remediation appointment can be scheduled. The more completely you answer, the better prepared your remediation member can assist you during your appointment.

PREPARING FOR THE EXAM

1. List **everything** you used to study for this exam (books, flash cards, practice tests, online resources, study groups, etc.)

2. When were you able to start studying for this exam? How much time did you study?

3. What type of support did you get from your family or immediate support system in studying for this exam?

4. Were there any extenuating circumstances that prevented you from studying/preparing for this test?

5. Anything else you would like to mention?

ACTUAL TEST DAY EXPERIENCE

1. How long did it take you to complete the exam?

2. Were there certain topics that were particularly troublesome for you?

3. If so, what were they?

4. If you were unsure about the correct answer, how did you determine what you felt was the correct response?

5. Do you feel that you need improvement with content or test taking?

Angelina College Nursing Program

Probation Policy

A student will be placed on probationary status for a period of time as designated by the instructor and as stated in a written contract with the individual student. A student may be placed on probationary status only once during the entire program. If the identified behavior is not corrected by the deadline set by the instructor, or if the instructor and /or facility's charge nurse, educator, preceptor(s), or director determines that the student did not improve enough to continue in the program, the student will be dismissed from the program. The following are examples of, but are not limited to, reasons why a student may be placed on probationary status:

1. Continually unprepared for activities.
2. Failure to complete a laboratory/skill check-off within three attempts.
3. Unprepared for lab and/or clinical.
4. Failure to complete paperwork and/or assignments on time.
5. Failure to remain on the assigned clinical unit.
6. Failure to appropriately communicate with patients or delivering unsafe care.
7. Failure to administer appropriate physiological or psychological patient care.
8. Failure to communicate effectively with the interdisciplinary team.
9. Failure to maintain a positive attitude.
10. Failure to exhibit critical thinking skills.
11. Failure to correctly perform learned skills in the clinical setting.
12. Failure to follow policies and/or procedures of the college and/or program.

(This includes but is not limited to; syllabi, college handbook, nursing program handbook, and student-faculty agreement.)

I have received, read, and understand probationary status.

_____ _____

Student Signature Date

_____ _____

Instructor Signature Date

Information			
Student Name:		Date:	
Instructor:		Semester:	
Course:		Facility:	

Notification							
☐	Counseling	☐	Warning	☐	Probation	☐	Dismissal

Occurrence					
☐	Tardiness/Leaving Early	☐	Absenteeism	☐	Violation of College or Program Policies
☐	Substandard Work	☐	Violation of Any Safety Rules	☐	Rudeness to Clients/ Coworkers/ Technologists/Instructors
☐	Academic Counseling	☐	Unprofessional Conduct	☐	Academic Dishonesty
☐	Other (specify):				

Details	
Description of Situation:	
Plan for Improvement:	**Deadline for improvement:**
Consequences:	

☐ **Next violation could result in dismissal from program. _____(Student initials)**

Acknowledgement

By signing this form, you confirm that you have been informed of the violation, been counseled, and instructed of the consequences. You also confirm that you have a plan for improvement.	
Student Signature:	*Date:*
Instructor Signature:	*Date:*
Witness Signature (if applicable):	*Date:*
*Refer to back of form for additional faculty, student, and/or witness statements.	

Student and Faculty Agreement

The School of Health Careers at Angelina College works diligently to provide quality educational opportunities for all students. Please read the following paragraphs to know what you should expect from your instructor, and what your instructor expects from you. **To inform yourself of all policies, Angelina College and the School of Health Careers expect you to read and abide by the college catalog, college handbook, and program handbook.**

You should expect the following from the instructor:

- Inform you of class of course content, requirements and grading procedures, in writing, through the course syllabus. The course syllabus and handouts will contain information about tests and assignments; make-up policies; attendance policies; the instructor's office hours and contact information, the method of determining the course grade, and SCANS competencies.
- Be available to meet with you, either before or after class, or by appointment.
- Discuss with you any problems that you have that relate to the course.
- Treat you with courtesy, even when there is disagreement.
- Be on time and prepared for class.
- Conduct him/herself in a professional manner at all times.

The instructor expects the following from you:

- Be in class 100% of the time. You may be dropped from the course due to attendance. Refer to the Program Attendance Policies. Distance Education and hybrid course students should see the course syllabus for specific attendance requirements.
- Be on time and prepared for class.
- Follow up on work you have missed. Arrange to make up missed work, if possible or if permitted.
- Behave appropriately in class. This means the following:
    - While the instructor is lecturing, there should be no talking to other students or use of cell phones
    - Leaving the classroom during class is not acceptable
    - You are expected to be in class on time. Refer to tardy policy.
    - Working on other coursework during lecture or discussion time is not acceptable.
- Children are not allowed in class.
- <u>Phones must be turned off while in class or lab. Refer to cell phone policy. No phones are permitted during testing in computer lab or simulation lab.</u>
- <u>Bringing food or drink into the classroom is not allowed unless prior approval is obtained.</u>
- Sleeping and dozing in class is not permitted.
- Using derogatory or vulgar language is not permitted.
- Use of specified textbooks and other equipment are required for learning all the information.
- Rely on information given by instructor(s), not information from classmates.
- Check on grades often and discuss concerns early. Do not wait until the last week of semester to question grades.
- Seek the assistance of available student and tutoring services.

- Show respect and courtesy to instructors and classmates, even when there is a disagreement.

If you experience any problems with your class, please discuss the problem with your instructor and/or advisor. If the problem is not resolved, follow the chain of command and the complaint/grievance process.

Student Signature:_____ Date:_____

Faculty Signature: _____ Date:_____

Angelina College Nursing Program

Release Forms

Posting of Grades

Grades will be posted in the learning management system. (Student initial _____)

Review of Records

I authorize the administrators of the Nursing Program to permit access to my records by official survey or research teams for accreditation or research purposes.
(Student initial__)

Release of Information

I authorize the Nursing Program to furnish all academic, disciplinary, attendance, credit, address, and all other pertinent information regarding my enrollment in the Nursing Program to prospective employers when requested. This release is effective until written notice is received by Angelina College to invalidate it. (Student initial_____)

Release from Liability

I acknowledge and understand that I may encounter certain risks while a student in the Nursing Program. I agree that I will in no way hold Angelina College, faculty, or the clinical agency liable in the event of an accident or injury while I am on the grounds of clinical affiliates. I have read and understand the policy of Liability. (Student initial_____)

Academic Dishonesty

I understand that academic dishonesty is a breach of the expected behavior of a healthcare professional and will not be tolerated in the Angelina College Nursing Program. I agree that I will not divulge any examination question(s) or answer(s) to any individual or entity, falsify or plagiarize any assignments or examinations, nor participate in any behavior that can be construed as misconduct. I also understand that obtaining material from the internet, books, or other written material, etc., without proper reference citation is academic dishonesty. I understand that if I violate any rule, policy or procedure of the Angelina College Nursing Program, I will be referred to the Nursing Standards Committee for disciplinary action which includes actions up to and including dismissal from the nursing program. (Student initial_____)

Chemical Dependency Policy for Angelina College Nursing Program

I acknowledge that I have reviewed the "Alcohol and Drug" policy located in the College Student Handbook and understand that I am accountable for this information.
(Student initial_____

Drug Screening and Results

I authorize the release of information concerning the results of any drug test to Angelina College School of Health Careers Nursing Program. My signature shall be deemed to be my consent to the release of information under the Family Education Rights and Privacy Act (FERPA) under HIPAA and any other federal or state act requiring consent for the release of all information concerning the results of such tests to Angelina College, and its representatives, agents, and employees.
(Student initial ____)

Distance Education

I agree to follow the college's Distance Education Policies and Procedure Manual found on the website. (Student initial)

Student Signature: _____ Date: _____
Student's Printed Name: _____

ANGELINA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

STUDENT STATEMENT OF UNDERSTANDING

SOCIAL NETWORKING POLICY FOR NURSING STUDENTS

My signature below indicates that I have read and understand the Social Networking Policy for Nursing Students. I further understand that a violation of the Social Networking Policy may result in disciplinary action including dismissal from the nursing program.

_____ _____

Date Student's Signature

_____

Print Name

_____

Student I.D. #

ANGELINA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

ACKNOWLEDGMENT OF LVN TO ADN TRANSITION OPTION REQUIREMENTS

I, the undersigned, have read the Angelina College Catalog and the Angelina College Student Rights and Responsibilities, and I am aware of the college policies and procedures as presented in the documents.

I have read the Associate Degree Nursing Program Student Handbook concerning professional conduct, classroom and clinical policies, student services, evaluation and grading practices, expected competencies and standards of practice.

I have an understanding of the following progression requirements of the Associate Degree Nursing Program:

- The student must have a grade of "C" or better in all required courses in order to progress to the next level in the nursing program. Any classroom nursing course with a required co-requisite clinical course is integrated and inseparable from the clinical course; therefore, a student must pass both courses with a "C" or better in the same semester in order to be eligible to enroll in the next level of courses.

- A student is ineligible to continue in the program when they have two or more course failures. A course failure means a grade of "D" or "F" and when a student withdraws (drops) from a course.

I have an understanding of the philosophy and curriculum requirements of the nursing program, and I am aware of the graduation requirements of the Associate Degree Nursing Program.

Date _____

Signature _____

Print Name _____

COMPETENT STUDENT/CLASSROOM CLINICAL PRACTICE

Angelina College Nursing program will abide by the Nursing Practice Act for the State of Texas in regards to clinical practice standards for 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 for the student.
2. Students are legally responsible for their own acts, practices, or omissions. Faculty are 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. A 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/status changes to the appropriate supervisor/faculty member.
    b. Falsifying or failing to make accurate entries into the patient's medical record.
    c. Failing to administer medications 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/faculty member.
    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 to perform.
    g. Inappropriate communication that would cause the patient, faculty, clinical staff, or fellow students to suffer an emotional injury.
    h. Violating patient confidentiality.
    i. Violating professional boundaries of the student/patient, student/faculty, or student/staff (including clinical staff) relationships.
    j. Violation of any healthcare facility policy or being asked to leave by any healthcare 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_____

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Angelina 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 vehicle
- Proof of immunization information
- Negative drug screen
- Reporting findings on background check
- Proof of CPR certification

Students who want to cancel this release must do so in writing with the Nursing Department.
I will comply with the requirements as delineated. It is my understanding that this signed form will become part of my permanent file.

Student's Name: _____ Student ID #_____
Print Clearly

Student's Signature: _____ Date_____

ANGELINA COLLEGE DEPARTMENT OF NURSING

CIVILITY is behavior which:

1. Shows respect toward one 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 the 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 Angelina 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, cognitive performance responsibilities of a student in the nursing program.

Attentiveness: The student regularly attends class. All absences are for relevant and serious reasons, communicated to, 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.

The student understands they must have no less than 90% attendance in all nursing didactic classes, and 100% attendance in clinical courses.

Demeanor: The student has a positive, open attitude towards 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 course 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 who 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. Appearance is expected to be clean, professional, and appropriate for class and clinical.

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 themself as a professional role model at all times and in compliance with the American Nurses' Association (ANA) Code of Ethics. The student demonstrates the personal, intellectual and motivational qualifications of a professional nurse.
Judgment: The student shows the ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her personal life.

Ethics: The student conducts themself 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 1, 2021: this Policy governs inappropriate behaviors which may arise within the nursing department, including but not limited to student-to-student bullying, combative/threatening behaviors, or behaviors which are considered demeaning or demoralizing.

As Angelina 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, slander, or demeaning/demoralizing behaviors via e-mails, text messages, phone calls and/or social media outlet posts (Examples include but are not limited to private groups on Facebook, blogs, Instagram, Twitter, etc.)
8. Refrain from personal insults, profanity and other communications-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 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, calmly and professionally speak with him/her after class if they are available. Make an appointment with them if they are not immediately available 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. Ask questions! You’ll learn more, it makes class more interesting, and you will help others learn.
21. Respect the need to request an individual meeting with faculty for review of an exam within one week following exam administration.
22. Make arrangements if an emergency arises which requires any absences from class. You are responsible for getting the notes and all other information covered in class from a peer. Faculty will not provide content make-up materials if you miss a class day.
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. I will comply with the requirements as delineated. It is my understanding that this signed form will become part of my permanent file.

Student Name (Printed):_____

Student Signature_____ Date:_____

HEALTH INFORMATION CONFIDENTIALITY AGREEMENT

This Health Information Confidentiality Agreement ("Agreement") applies to the student whose signature appears below ("Student") and who has access to protected health information ("PHI") maintained, received, or created by FACILITY. As used in this Agreement, "FACILITY" includes any and all facilities listed in Attachment A, attached hereto and made a part hereof by reference, where Student receives training. Attachment A may be updated by Angelina College upon at least ten (10) days' written notice to students. This Agreement shall be effective from the date listed below (the "Effective Date") until Student completes training at every applicable FACILITY.

Please read all sections of this Agreement, in addition to FACILITY's privacy and security policies and procedures, before signing below.

FACILITY has a legal and ethical responsibility to safeguard the privacy of all FACILITY patients and to protect the confidentiality of their health information. In the course of your training at FACILITY, you may hear information that relates to a patient's health, read or see computer or paper files containing PHI and/or create documents containing PHI. Because you may have contact with PHI, FACILITY requests that you agree to the following as a condition of your training:

1. Confidential PHI

I understand that all health information which may in any way identify a patient or relate to a patient's health must be maintained confidentially. I will regard confidentiality as a central obligation of patient care.

2. Prohibited Use and Disclosure

I agree that, except as required for training purposes or as directed by FACILITY, I will not at any time during or after my training at FACILITY speak about or share any PHI with any person or permit any person to examine or make copies of any PHI maintained by FACILITY. I understand and agree that personnel who have access to health records must preserve the confidentiality and integrity of such records, and no one is permitted access to the health record of any patient without a necessary, legitimate, work or training-related reason. I shall not, nor shall I permit any person to, inappropriately examine or photocopy a patient record or remove a patient record from FACILITY.

3. Safeguards

When PHI must be discussed with other healthcare practitioners in the course of my training at FACILITY, I shall make reasonable efforts to avoid such conversations from being overheard by others who are not involved in the patient's care.

I understand that when PHI is within my control, I must use all reasonable means to prevent it from being disclosed to others, except as otherwise permitted by this Agreement. I will not at any time reveal to anyone my confidential access codes to FACILITY's information systems, and I will take all reasonable measures to prevent the disclosure of my access codes to anyone. I also understand that FACILITY may, at any time, monitor and audit my use of the electronic/automated patient record and information systems.

Protecting the confidentiality of PHI means protecting it from unauthorized use or disclosure in any form: oral, fax, written, or electronic. If I keep patient notes on a handheld or laptop computer or other electronic device, I will ensure that my supervisor knows of and has approved such use. I agree not to send patient identifiable health information in an email, or email attachment, unless I am directed to do so by my supervisor.

4. Training and Policies and Procedures

I certify that I have read FACILITY's policies and procedures, completed the training courses offered by FACILITY, and shall abide by FACILITY's policies and procedures governing the protection of PHI.

5. Return or Destruction of Health Information: If, as part of my training, I must take PHI off the premises of FACILITY, I shall ensure that I have FACILITY's permission to do so, I shall protect the PHI from disclosure to others, and I shall ensure that all of the PHI, in any form, is returned to FACILITY or destroyed in a manner that renders it unreadable and unusable by anyone else.

6. Termination

At the end of my training at FACILITY, I will make sure that I take no PHI with me, and that all PHI in any form is returned to FACILITY or destroyed in a manner that renders it unreadable and unusable by anyone else.

7. Sanctions

I understand that my unauthorized access or disclosure of PHI may violate state or federal law and cause irreparable injury to FACILITY and harm to the patient who is the subject of the PHI and may result in disciplinary and/or legal action being taken against me, including termination of my training at FACILITY.

8. Reporting of Non-Permitted Use

I agree to immediately report to FACILITY any unauthorized use or disclosure of PHI by any person. The persons to whom I report unauthorized uses and disclosures for FACILITY are listed in Attachment A.

9. Disclosure to Third Parties

I understand that I am not authorized to share or disclose any PHI with or to anyone who is not part of FACILITY's workforce, unless otherwise permitted by this Agreement.

10. Agents of the Department of Health and Human Services

I agree to cooperate with any investigation by the Secretary of the U.S. Department of Health and Human Services ("HHS"), or any agent or employee of HHS or other oversight agency, for the purpose of determining whether FACILITY is in compliance with federal or state privacy laws.

11. Disclosures Required by Law

I understand that nothing in this Agreement prevents me from using or disclosing PHI if I am required by law to use or disclose PHI.

By my signature below, I agree to abide by all the terms and conditions of this Agreement.

Student Name: _____

Signature:

NOTIFICATION TO STUDENTS

The Health Careers Dean has the right and authority to withdraw any Nursing Student from a course that requires direct patient care for all of the following reasons (this is no an exhaustive list, therefore it is not limited to) safety concerns, violation(s) of agency's policies or procedures, violation of state or federal law(s), or any violation of the agency's rules, policies and procedures, or standards noted in the Angelina College Catalog or Student Nurse Handbook.

In accordance with Texas Occupational Code, Chapter fifty-three, all applicants and enrolled students in pursuit of an occupational degree with licensure must be notified of possible ineligibility. Admission to and/or completion of an Angelina College Health Careers program does not ensure licensure eligibility. An 'occupational license' is a license, certificate, registration, permit, or other form of authorization required by law or rule that must be obtained by an individual to engage in a particular business or occupation. Moreover, ineligibility is determined by the corresponding occupational organization that provides approval for the licensure or examination for licensure. Some reasons for ineligibility could be, but are not limited to, an overall criminal history, criminal convection, substance abuse, a mental health issue or certain singular criminal or other acts of violation of the current guidelines or state/local restrictions issued by the applicable licensing authority. Any student or prospective student declared ineligible has the right to request a criminal history evaluation letter from the licensing agency.

All Health Careers students (nursing students) are responsible for maintaining a clear criminal background check (CBC) and/or reporting a change in their CBC status to the appropriate licensure entity for disciplinary action. The student must also notify the Dean and the Director of Nursing of the change in the CBC. Failure to contact the licensing agency and administration in Health Careers may result in the student/graduate being ineligible to take the licensing examination (NCLEX-RN or NCLEX-PN) or obtaining a license. The student's signature below indicates his or her acknowledgment of the responsibility to report his or her status to the appropriate entity, thus Angelina College is not responsible for his or her failure to report.

A student signature is required to demonstrate acknowledgment of these notifications.

_____ _____

Applicant/Student Signature Date

Angelina College Department of Nursing

Photo Release Form

I, _____ hereby grant to Angelina College the right
(Full Printed Name)
to reproduce, use, exhibit, display, broadcast, distribute and create derivative works of college related photographs, voice recordings or video recorded images of the undersigned student for use in connection with the activities of the college or for promoting, publicizing or explaining the school or its activities. This grant included, without limitation, the right to publish or display such images in its academic programs, in the college's programs, in the college's newspaper, alumni magazine/annual report, on the college's website, and public relations/promotional materials, such as marketing and admissions publications, advertisements, fund-raising materials and other college-related publication. These images may appear in any of the wide variety of formats and media now available to the school and that may be available in the future, including but not limited to print, broadcast, video recording, CD-ROM and electronic/online media. All photos and recordings taken are without compensation to me. All electronic or non-electronic negatives, positives, videos and prints are owned by the college.

I hereby acknowledge that I am 18 years of age or older and have read and understand the terms of this release.

Signature: _____ Date _____

Address _____
Street Apt# City State Zip

Thanks to Baylor University for this form

Angelina College Department of Nursing

Classroom Etiquette

So that faculty and students are consistent in classroom etiquette, the following are major expectations of students as they attend class:

1. Class starts and ends on time. Please be in the classroom, seated before the start time.
2. Do not talk while the instructor is lecturing or while others are asking or answering questions.
3. Refrain from doing homework, studying, other coursework or personal correspondence (e.g., writing letters or emails, paying bills) while you are in class.
4. Remove all hats during exams and lab work. Be cognizant of others taking exams in the room, by limiting noise-making actions, i.e., opening candy wrappers, crumpling paper, and talking.
5. If there is a reason for your cell phone to be on (sick child, severely ill family member, etc.) please inform the instructor prior to the start of class and sit close to the door to minimize interruptions to the rest of the class. Otherwise, turn off all electronic equipment prior to the beginning of class.
6. Signing into class and then leaving class is not acceptable. Neither is signing in for a classmate.
7. Leaving class at the break and not returning is unacceptable and will result in a class absence. If there is a reason for this, you must speak with the instructor prior to the beginning of class.

Faculty respect and value your presence in the classroom. Please let your behavior reflect your respect and appreciation for them.

I understand that these behaviors will be expected of me when I am in my classes this semester. Furthermore, I agree to comply with the above stated guideline for classroom etiquette.

Signature: _____ Date_____

Printed Name: _____ Semester: _____

Thanks to Baylor University for this form

Angelina College Department of Nursing

HIPAA STUDENT NON-DISCLOSURE ACKNOWLEDGEMENT NURSING PROGRAM(S)

Angelina College has a legal and ethical responsibility to safeguard the privacy of all patients/clients and protect the confidentiality of their protected health information. In the course of my student work, I may come into possession of confidential protected health information, even though I may not be directly involved in providing patient/client care or services to that individual.

I understand that such information must be maintained in the strictest of confidence. As a condition of my academic assignment, I hereby agree that, unless directed by my supervisor, I will not at any time during or after my academic assignment disclose any protected health information to any person whatsoever or permit any person whatsoever to examine or make copies of any reports or other documents prepared by me, coming into my possession, or under my control. I will not remove any document from the medical record, or photocopy the document showing the patient/client's name or identifying numbers.

When protected health information must be discussed with other students, faculty, and/or healthcare practitioners in the course of my work, I will use discretion to ensure that such conversations cannot be overheard by others who are not involved in the care of said patient/client.

I understand that violation of this agreement will result in disciplinary action and probable dismissal from the nursing program.

Student Signature: _____ Date: _____

Student ID Number: _____

Student's Printed Name: _____

Thanks to Baylor University for this form

ANGELINA COLLEGE DEPARTMENT OF NURSING

HANDBOOK ACKNOWLEDGEMENT FORM

I, _____, have been provided the Angelina College Student
Nurse (Print Name)

Handbook. I have read, understand, and will abide by all the information contained in the handbook.

Student Signature _____ Date: _____

**You will need to upload this form into the specified company database for compliance purposes. After uploading the form, you will be required to turn this form in and it will be placed in your student file.