McHenry County College

ADN Handbook

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McHenry County College
ADN Handbook

1.0   STATEMENT OF PROGRAM MISSION

        Our focus is the profession of nursing which is recognized as the environment, patient, health, and nurse; student success is our goal.

2.0   STATEMENT OF PROGRAM PHILOSOPHY

    2.1   The philosophy of the Associate Degree in Nursing (ADN) program is congruent with the McHenry County College (MCC) mission statement and is supported by the works of Marjory Gordon and the National League for Nursing. The faculty believes that:

    2.2   Each individual is a unique, holistic being with bio-psychosocial, cultural and spiritual dimensions in constant interaction with the environment. All human beings have in common certain functional patterns that contribute to their health, quality of life, and achievement of human potential.

    2.3   Health is an optimal level of functioning that allows individuals, families or communities to develop their potential to the fullest. Health is measured by parameters and norms, combined with a client's perception, and include multi-dimensional states of health and illness. Ideally, health is consistent with individual potential and allows nursing intervention to be individualized.

    2.4   The environment is an aggregate of all the conditions and socio-cultural influences affecting the life and development of a person. Interaction between the client and the environment is an essential, common thread running through all functional patterns. The environment impacts the individual's functional and dysfunctional patterns.

    2.5   Nursing is the art and science of applying a specialized body of knowledge and skills in providing evidence-based, clinically competent care. The nursing process is used as a basis for nursing care decisions and client interaction. The goals of nursing include promoting independence, maintaining and restoring health, and supporting a peaceful death.

    2.6   Nursing education belongs within institutions of higher learning and supports   educational mobility. The affordability and accessibility of the community college provides an ideal setting for associate degree in nursing education. The curriculum combines study in nursing and related disciplines. Associate degree in nursing education is responsive to current economic, social, demographic, and political forces, and to the technological changes in transforming healthcare delivery.

    2.7   Learning is an individual and lifelong process evidenced by changed behavior resulting from the acquisition of knowledge, skills, understanding and attitudes. Learning in an educational setting is enhanced by a teacher/student relationship in which the teacher's responsibility is to structure and facilitate optimal conditions for critical thinking and learning through clearly defined educational competencies. The student brings to this relationship a willingness to learn and is accountable for his/her education. Recognizing

that both the rate and style of learning differ with individuals, various strategies are utilized to facilitate the student's achievement of program competencies, attainment of maximum potential, and promotion of continued learning.

2.8   The ADN graduate, having achieved the student learning outcomes, is prepared to practice in a variety of settings within the parameters of individual knowledge and experience according to the standards of practice. The role of the ADN graduate includes provider of care, manager of care, and member of the discipline. Encompassed within these roles are the core components of professionalism, communication, safety, critical thinking, patient centered care, and evidence based practice.

3.0   CONCEPTUAL FRAMEWORK

The conceptual framework of the Associate Degree in Nursing (ADN) program as developed and valued by the faculty, is based upon constructs of the nursing paradigm and related concepts.

The framework relates the philosophy to the curriculum and provides focus for the program. It organizes and explains the relationships between the concepts of the philosophy and depicts the seven core values of the NLN and the eleven functional health patterns.

The faculty integrates the National League for Nursing education competencies for ADN graduates: human flourishing, nursing judgment, professional identity, and spirit of inquiry.

Intrinsic to the three roles of the nurse, provider of care, manager of care and member of the discipline are the core components of nursing practice. The seven core values of nursing practice are: ethics, diversity, patient centeredness, integrity, excellence, holism, and caring. These core components are introduced, developed, and built upon throughout the curriculum.

The client's functional health patterns are: health perception/health management, nutrition/metabolism, elimination, activity/exercise, self-perception/self-concept, role/relationship, sexuality/reproduction, coping/stress tolerance, and value/belief. These patterns are influenced by the client's culture, age/development, and state of health/illness and serve as a unifying structure for the organization of the curriculum.

The nurse-client interaction takes place in, and is influenced by, the environment. The goals of this interaction include promoting independence, maintaining and restoring health, and supporting a peaceful death.

The conceptual model is a visual representation of the relationship among the concepts of the philosophy, and depicts the seven core values inherent in nursing practice and the eleven functional patterns inherent in the client.

References:
Gordon, M. (1986). Nursing Diagnosis: Process and Application 3rd edition. St. Louis: Mosby.
National League for Nursing (2010). Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing.

Organizing Data According to Gordon's 11 Functional Health Patterns		
Functional Health Pattern	**Pattern Describes**	**Examples**
Health Perception/ Health Management	Client's perceived pattern of health and well-being and how health is managed.	Compliance with medication regiment, use of health-promotion activities such as regular exercise, annual check-ups.
Nutritional/Metabolic	Pattern of food and fluid consumption relative to metabolic need and pattern; indicators of local nutrient supply.	Condition of skin, teeth, hair, nails, mucous membranes; height and weight.
Elimination	Patterns of excretory function (bowel, bladder, and skin). Includes Client's perception of "normal" function.	Frequency of bowel movements, voiding pattern, pain on urination, appearance of urine and stool.
Activity/Exercise	Patterns of exercise, activity, leisure, and recreation.	Exercise, hobbies. May include cardiovascular and respiratory status, mobility, and activities of daily living.
Cognitive/Perceptual	Sensory-perceptual and cognitive patterns.	Vision, hearing, taste, touch, smell, pain perception and management; cognitive functions such as language, memory, and decision making.
Sleep/ Rest	Patterns of sleep, rest and relaxation.	Client's perception of quality and quantity of sleep and energy, sleep aids, routines client uses.
Self-Perception/ Self Concept	Client's self-concept pattern and perceptions of self.	Body comfort, body image, feeling state, attitude about self, perception of objective data such as body posture, eye contact, voice tone.
Role/Relationship	Client's pattern of role engagements and relationships.	Perception of current major roles and responsibilities (e.g., father, husband, salesman); satisfaction with family, work, or social relationships.
Sexuality/Reproductive	Patterns of satisfaction and dissatisfaction with sexuality pattern; reproductive pattern.	Number and histories of pregnancy and childbirth; difficulties with sexual functioning; satisfaction with sexual relationship.
Coping/Stress Tolerance	General coping patterns and effect of the pattern in terms of stress tolerance.	Client's usual manner of handling stress, available support systems, perceived ability to control or manage situations.
Value/Belief	Patterns of values, beliefs (including spiritual), and goals that guide client's choices and decisions.	Religious affiliation, what client perceives as important in life, value-belief conflicts related to health, special religious practices.

4.0   END OF PROGRAM STUDENT LEARNING OUTCOMES

    4.1   **Professional Behaviors**
        The student will be able to:

        Demonstrate the attitudes, values, and behaviors consistent with the standards of professional nursing practice.

    4.2   **Communication**
        The student will be able to:

        Demonstrate effective therapeutic communication with clients, families, significant others and members of the healthcare team.

    4.3   **Critical Thinking**
        The student will be able to:

        Utilize the nursing process as a basis for clinical decision-making in providing client, family, and community care.

    4.4   **Evidence-Based Practice**
        The student will be able to:

        Incorporate evidence-based interventions in individualized plans of care.

    4.5   **Patient-Centered Care**
        The student will be able to:

        Provide individualized nursing care to diverse patients across the lifespan.

    4.6   **Safety**
        The student will be able to:

        Adhere to professional standards to maintain the safety of self, patient and environment.

5.0   CURRICULUM PLAN

    5.1   Nursing – Associate in Applied Science Degree (528-01) Major Code

        The nursing program is designed to prepare individuals to function as a professional nurse in a variety of healthcare settings including hospitals, nursing homes and offices. The McHenry County College Nursing Program is approved by the Illinois Department of Financial and Professional Regulations, the Illinois Community College Board, and the Illinois Board of Higher Education. Graduates of the program are, therefore, eligible to take the National Council of State Board of Nursing Examination (NCLEX-RN®) which may lead to licensure as a registered professional nurse (RN).

        Individuals with prior convictions are encouraged to contact IDFPR. The decision to allow an individual to take the examination for licensure rests with the Illinois Department of Financial and Professional Regulation Committee on Nursing. Program graduates who desire licensure in a state other than Illinois should contact that state's Board of Nursing

for specific information regarding licensure requirements.

Note: Any student receiving financial aid should consult the Financial Aid office regarding full-time status. However, student financial aid awards are based on the actual number of credit hours in which the student is enrolled.

5.2   Service Learning

The National Commission on Service-Learning states that "service learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skill for themselves." The MCC ADN program may contain required service-learning components as outlined in the course syllabi.

6.0   PROGRAM PROGRESSION

6.1   Progression Overview
The Nursing Program Curriculum is as follows:

NUR 112	Fundamentals of Nursing Theory
NUR 115	Fundamentals of Nursing Practice
NUR 125	LPN to ADN Transition*
NUR 130	Concepts of Nursing Practice I
NUR 135	Concepts of Nursing Practice II
NUR 212	Concepts of Nursing Practice III
NUR 215	Concepts in Psychiatric Nursing
NUR 222	Concepts of Family Nursing
NUR 225	Complex Issues in Healthcare
NUR 240	Nursing Leadership

* NUR 125 LPN to ADN Transition is for students who currently hold an Illinois Licensed Practical Nurse license. After completion of this course, students may apply to enter the Nursing Program and enroll in NUR 130 Concepts of Nursing Practice I.

6.1.1   Once a student has been admitted into the first nursing course, the student may continue to enroll in each successive nursing course until the student finishes the program, provided a grade of A, B, or C is earned in each course. Grades of D, F, or W are not considered passing.

6.1.2   Passing Grade Not Earned

A student who does not earn a passing grade will not be allowed to enroll in the next successive nursing course. The student must petition to retake the course that was not passed. A petition form may be obtained from the Nursing Administrator's Office.

6.1.3   Grade Determination for Progression
Grade determination for the purpose of progression is based upon Nursing Office records of student performance in addition to college transcripts.

7.0   READMISSION

Readmission to the program may be possible for the student who has been unsuccessful in a course. When space is limited, readmission priority will be guided by the following criteria:

7.1   Priority for Entry to Subsequent Courses

7.1.1   Continuance from previous course with a grade of C or better.

7.1.2   Interrupted continuing student in good academic standing in ADN program.

7.1.3   A repeating student in good academic standing in the program (withdrawal with good academic standing in the program)

7.1.4   A student repeating due to failure (either withdrawal to avoid a course failure or a grade of D or F in the course).

7.1.5   A transferring student in good academic standing at another institution in the following order:

7.1.5.1 Resident
7.1.5.2 Out-of-district

7.1.6   A student transferring from another nursing program who has one failing grade on an official student transcript in the following order:

7.1.6.1 Resident
7.1.6.2 Out-of-district

7.2   Readmission Petition Process

7.2.1   Petitions for re-entry are available from the Nursing Administrator's office.

7.2.2   Petitions for re-entry must be sent electronically to the Nursing Program Administrator at least 48 hours prior to the Petition Review Committee meeting. (Contact the Nursing Office for the meeting dates). Late petitions will be reviewed at the next meeting of the Petition Review Committee.

7.2.3   A student who has petitioned to re-enter the program and fails to re-enter at the time designated must re-petition.

7.2.4   As part of the petition process, a student may request to repeat the theory portion of a class that has been previously taken and passed. Clinical attendance will not be permitted and testing materials will not be provided.

7.3   Re-entry After Interruption

Re-entry refers to the student whose class sequence has been interrupted for any reason and now desires to continue in the program. This student must petition for re-entry. (See 6.4 Readmission Petition Process) A re-entering student must attend both theory and clinical components of the course concurrently.

7.3.1   If a student has not been enrolled in the program for more than one semester, the student will be required to take a proficiency exam covering all courses successfully completed and revalidate nursing skills. The student must pass the proficiency exam with a 75% and pass each nursing skill successfully in order to continue in the program. If the student is unsuccessful in passing the proficiency exam with a 75% or fails more than one skill validation, the student will not be allowed to continue. The student may petition to repeat the course the proficiency exam was based on.

7.3.2   Re-Entry Time/Placement
Re-entry into the program sequence will be based upon space availability at the time of petitioning. In addition, placement may be affected by the amount of time which has elapsed since the student was last enrolled in a nursing course. A student who has been inactive more than 3 semesters will not be allowed to continue in the program.

7.3.3
If the curriculum or content of courses completed has changed since the student's last enrollment, the student may be required to complete coursework to address the variance. If the student does not complete the coursework to address the variance, by the date set by the Nursing Administrator, the student will not be permitted to re-enter the program.

7.4   Guidelines for Reviewing Petitions for Re-entry

The applications committee will comprehensively review a student's performance in the nursing program, including but not limited to theory course grades, clinical performance, skills validations in the nursing laboratory, simulation performance, and professional behavior. In reviewing petitions for re-entry, the Petition Review Committee shall use guidelines including, but not limited to, the following:

7.4.1   The Petition Review Committee will review the petitions for re-entry on an individual basis. The student's Clinical Performance, Theory Performance and any Breaches of Essential Qualifications will be reviewed. A student's performance or behavior may exclude a student form re-entry into the program.

7.4.2   Any student who does not receive a passing grade for theory or clinical may be denied re-entry into the nursing program.

7.4.3   The second time a student does not receive a passing grade in the theory component of the same (repeated) or subsequent course, the student will not be permitted to continue in the program.

7.4.4   A student who has withdrawn will be considered for re-entry on an individual basis.

7.4.5   For each nursing course, a student at risk of academic failure may withdraw one time only. However, a student who has previously failed the same course may not withdraw in academic or clinical jeopardy.

7.4.6   A student may withdraw in clinical jeopardy only one time while in the program. Clinical jeopardy is defined as unsatisfactory performance according to individual course requirements.

A student readmitted to the program must return at the time designated or must re-petition.

7.4.7   A student who petitions to re-enter may request an opportunity to meet with the Petition Review Committee to discuss circumstances leading to the need to petition.

7.5   Petition Review Committee's Recommendation

Upon receipt of the Nursing Petition Committee's determination the student may, within 30 calendar days following the end of the semester in which the decision was made, submit a written appeal to the Nursing Program Administrator for a procedural review to ensure that the petition process was conducted in accordance with established procedures.

7.6   Withdrawal Procedures

A student who wishes to withdraw from a nursing course must notify the course instructor and Nursing Administrator in writing. Failure to do so may impact the student's success to petition for re-entry. The instructor will complete a Student Non-Progression Form. (See 5.1.3 Grade Determination for Progression).

8.0   ADVANCED PLACEMENT FOR LICENSED PRACTICAL NURSES

8.1   All Licensed Practical Nurses (LPN's) applying for admission into the program must meet current admission criteria and evidence of licensure must be on file.

8.2   All LPN's must successfully complete NUR 125 as a prerequisite within one year of entering the nursing program.

9.0   GENERAL COURSE CRITERIA

9.1   Passing Grade

The student must receive a passing grade (See 6.1 Progressive Overview) as previously defined, both in the theory and clinical components of each course. All of the individual course criteria and requirements must be met. Clinical performance will have an impact on the final grade. Final grades will not be rounded.

9.2   Attendance

Absences, tardiness, late paperwork, and lack of participating may result in failure of the course (See 19.0 Attendance and Clinical Expectations, as well as the course syllabus).

9.3   Deadlines

Assignments are due on the date indicated by the instructor to receive full credit. All assignments must be submitted to meet course requirements.

9.4   Course Specific Policies

In addition, there will be course specific policies. The student is required to follow the criteria given by the course instructor.

9.5   Grading

The following will be used as a guideline for assigning grades:

93 – 100   A
84 – 92   B
75 – 83   C
70 – 74   D
Below 70   F

Grades will not be rounded in any course.

STUDENT GRADE APPEAL(S)

See Appeal Procedure 21.0 in the Nursing Handbook.

10.0   HEALTH REQUIREMENTS

10.1   Pre–Entrance Medical

A pre-entrance physical must be completed by the student and the student's physician or licensed nurse practitioner and submitted to the nursing office by August 1 for fall start dates and January 1 for spring start dates. Failure to meet all health requirements will prevent the student from starting the nursing program.

10.1.1 Tuberculosis Test

Documentation of freedom from active TB is required. A two-step test requires two tuberculin injections, repeated between 1-3 weeks after the first injection OR a negative result of a TB blood test (T-Spot or Quantiferon Gold).

10.1.1.1   If a student has documentation of a TB test within the past year, a one-step TB skin test is required within 90 days of the first day of class.

10.1.2   For students who have a negative two-step TB skin Test, a one-step TB skin or a negative TB blood test will be required and submitted annually.

10.1.2.1   For students who have documentation of the BCG vaccination and a positive TB skin test or those students who test positive initially – a chest x-ray is required. A copy of a negative chest x-ray report and physician documentation of no signs of active disease must be submitted with the physical form.

All annual re-testing must be completed and the report submitted to   the nursing office or the student will not be allowed to attend   clinical.

10.1.3 Immunizations

Current and complete documentation of immunizations must be submitted to the nursing office (See current CDC Guidelines for Healthcare Workers at http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html).

10.1.3.1   MMR (Measles, Mumps and Rubella)
Students born in 1957 or later and who have not had the MMR vaccine, or have a blood test within the past 90 days that shows you are immune to measles, mumps, and rubella (i.e., no serologic evidence of immunity or prior vaccination), get 2 doses of MMR (1 dose now and the 2nd dose at least 28 days later).
Either documentation of immunity or documentation of vaccinations is required. However, adults born before 1957 can be considered immune, but must show proof such as serologic testing.

10.1.3.2   Chicken Pox – Varicella Zoster

Students who have not had chickenpox (varicella), the varicella vaccine, or a blood test within the past 90 days that shows you are immune to varicella (i.e., no serologic evidence of immunity or prior vaccination) will be required to get 2 doses of varicella vaccine, 4 weeks apart.

10.1.3.3   Hepatitis B
The student must show documented evidence of a complete HepB vaccine series, or a blood test within the past 90 days that shows you are immune to hepatitis B. If the student has not been vaccinated or does not show active immunity then the student should obtain the 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2). In addition, the student should follow up and obtain an anti-HBs serologic test 1–2 months after dose #3.
A student who elects not to have this vaccine or does not show proof of immunity must sign a waiver which will be kept in the student's file.

10.1.3.4   Tetanus/Diphtheria (TDAP)
Students should receive a one-time dose of Tdap as soon as possible if not previously received, regardless of when previous dose of Td was received.
Tetanus boosters are required every 10 years.

10.1.3.5   Influenza Immunization
Students will be required to obtain an influenza vaccination annually when available each fall and submit proof to the nurse administrator.

10.1.3.6   Tuberculin Skin Test
Documentation of freedom from active TB is required. A mandatory baseline two-step Mantoux test is required for students who have not previously been tested. A two-step requires two tuberculin injections

repeated between 1-3 weeks after the first injection. If a student has documentation of a TB test within the past year, a one-step TB skin test is required within 90 days of the start of the program. The TB blood test (T-Spot or Quantiferon Gold) will also be accepted in place of the skin test. For students who have documentation of the BCG vaccination and a positive TB skin test or those students who test positive initially – a chest x-ray is required. A copy of a negative chest x-ray report must be submitted with the physical form. Once a person is PPD positive, they no longer should be tested with the Mantoux skin test. This is a mandatory annual requirement.

10.1.3.7 COVID-19 Vaccination

Students must show documentation of a COVID vaccine (1 time Johnson & Johnson, 2 doses of Pfizer or Moderna). Booster shots may be required by the clinical agency.

10.2 Pregnancy

A student who is pregnant must inform the ADN Nursing Administrator and the appropriate instructor(s) of her condition and the expected date of delivery. Further, the student MUST provide a signed consent from her health care provider to attend and participate in clinical activities WITHOUT RESTRICTIONS monthly. This documentation should be submitted to the Nursing Administrator's Office as soon as the student receives confirmation of her pregnancy.

10.3 Changes in Health Status

The nursing faculty reserves the right to request a physical or mental examination following a change in health status. A student who has had surgery, childbirth, extended illness, newly diagnosed or chronic illness, or an accident must obtain a written statement from a physician or nurse practitioner giving medical consent to attend clinical without restrictions. Students taking prescribed medication should see 23.0 Use of Prescribed Medications.

11.0 CPR CERTIFICATION

It is the student's responsibility to obtain certification in Basic Life Support (BLS) American Heart Association Course prior to the start of the first course. A student MUST maintain current CPR status in order to attend clinical. Students whose certification in CPR lapses will not be permitted to attend clinical until a current card is submitted to the instructor.

12.0 HEALTH AND LIABILITY INSURANCE

12.1 Health Insurance

Each student is required to carry a personal health insurance policy throughout the Nursing Program. The student is responsible for individual medical expenses, whether due to an injury at clinical or on campus, an illness requiring treatment, or a test or procedure required by the college and/or the health care facility. A student who is injured during a clinical experience is responsible for individual personal health care costs.

12.2   Liability Insurance
        Students are not required to carry liability insurance.

13.0   CRIMINAL BACKGROUND CHECK

Due to requirements of our clinical partner organizations, passing a criminal background check will be required upon admission to the nursing program. This will be arranged through the college. (For more information, see HEALTH CARE WORKER BACKGROUND CHECK ACT [225 ILCS 46]) http://www.idph.state.il.us/rulesregs/77-955proposed.pdf.

A second background check will be required for application to take the NCLEX-RN®. For more information see State of Illinois Department of PROFESSIONAL REGULATION RULES FOR THE ADMINISTRATION OF THE NURSING AND ADVANCED PRACTICE NURSING ACT Section 1300.75 Refusal to Issue a Nurse License Based on Criminal History Record at http://www.ildpr.com/WHO/ar/rn.asp)

14.0   DRUG SCREENING

In order to comply with clinical agency requirements, McHenry County College nursing students must submit to mandatory drug screening (initial, random and reasonable suspicion). Students must show proof of a negative drug screen. Students entering NUR 112 or NUR 130 must complete this requirement within the timeframe given by the instructor or nursing administrator. A student may be required to submit a random drug screen. All drug screens include tests for amphetamines, benzoylecgonine-cocaine metabolites, marijuana metabolites, opiates and phencyclidines.

Students who present with positive results without documentation of medical necessity will not be allowed to begin or continue in the program. The student may apply for readmission and/or re-entry after one year pending evidence of subsequent treatment, counseling and negative drug screen. Refusal by a student to submit to testing will result in that student's dismissal from the program.

Instructions for completion of the drug screening process will be supplied by the McHenry County College Nursing Administrator.

15.0   CLASS CANCELLATIONS

Students should refer to the current McHenry County College Credit Course Schedule for general information on class cancellations policies. For specific closing also check the McHenry County College Emergency Closing Center web page at http://www.getrave.com/login/mchenry or tune in to STAR 105.5 FM.

16.0   STUDENT RESPONSIBILITIES

16.1   The McHenry County College Department of Nursing acknowledges the responsibility to educate students while maintaining the public trust. The rights, responsibilities, and conduct of all students are described in the McHenry County College Catalog and the Student Code of Conduct.

16.2 Nursing students must adhere to the standards as set forth in the American Nurses' Association Code of Ethics, (See http://www.nursingworld.org/ethics/ecode.htm) and the *Rules for the Administration of the Illinois Nursing Act of 2002* Part 1300, as well as the behaviors outlined in Sections 20, 21, and 22.

17.0 ESSENTIAL QUALIFICATIONS OF CANDIDATES FOR PRE-LICENSURE NURSING PROGRAM ADMISSION, CONTINUANCE AND GRADUATION

The nursing profession is one of the highest in distinction, honesty and integrity. These characteristics are essential for members of this profession. A sense of responsibility and self-discipline are inherent to the profession of nursing. The responsibility of the individual student to sustain high ethical standards is parallel to the concept that the professional nurse must be accountable for professional standards in the practice of nursing (published in the ILLINOIS NURSE PRACTICE ACT). The McHenry County College (MCC) Nursing Program requires all students to comply with standards deemed appropriate for the nursing profession by the American Nurses' Association, the National Student Nurses' Association, and those contained in the MCC Student code of Conduct. Mutual respect and trustworthiness between the faculty and students promotes optimal learning.

The education of nurses requires students to acquire knowledge and skills and develop clinical judgment through patient care experiences. Students are educated to practice competently in all healthcare settings. Professionalism and collaboration among patients and the multidisciplinary team are required of the profession.

The McHenry County College Nursing Program Curriculum requires students to perform essential skills based on cognitive, psychomotor, affective, physical, and social abilities. These essential skills are required of the student to continue and graduate from the program. The essential skills ensure the health and safety of patients, fellow students, faculty, and the multidisciplinary health care team.

17.1 General Functional Abilities

McHenry County College's Associate in Applied Science in Nursing is a rigorous and intense program requiring both mental and physical functional ability. The student will be expected to accept responsibility and accountability for the care of clients in a variety of health care settings. The functional standards are essential for the student to be successful in attaining the knowledge, skills and competencies of the nursing program.

The National Council of State Boards of Nursing has identified the following functional abilities required for nursing students and nursing professionals. McHenry County College and the Department of Nursing has adopted these basic standards as requirements for all nursing students. Students admitted into the nursing program must be able to meet the expectations of the program and clinical sites.

Students who are unable to perform the essential functional abilities or students who require accommodations must follow the McHenry County College Access and Disability Services Guidelines http://www.mchenry.edu/access/guidelines.pdf. The student, in conjunction with the Nursing and Special Needs Departments, will determine eligibility and reasonable accommodations as appropriate.

The General Functional Abilities can be found in Appendix A of the MCC Nursing Handbook.

17.1.1 Motor Skills

Students are required to physically participate and care for patients in all healthcare settings.

17.1.2 Sensory Observation

Students are required to utilize their senses (Vision, hearing, touch) in order to communicate, assess, observe and provide care to patients in all health care settings.

17.1.3 Communication

Students are required to communicate verbally and through written documentation to patients, faculty and other members of the healthcare team in a timely manner. In order to communicate effectively students must be able to assess a situation; make correct clinical judgments and express themselves in a professional manner; in addition students must be able to accept feedback and act accordingly.

7.1.4 Cognitive

Students are required to measure, calculate, reason, analyze, integrate, and synthesize in the context of an undergraduate nursing program. The student must be able to gather information quickly, apply it in the clinical setting and demonstrate critical thinking in clinical decision making.

17.1.5 Behavioral

Students must possess the emotional health to participate in stressful and sensitive situations. The student must be able to exercise emotional restraint and maintain mature, sensitive, and effective relationships with patients and the healthcare team. The student must have the emotional stability to function effectively in stressful and quickly changing environments. The student must acknowledge his/her own thoughts, values, beliefs, emotions and experiences impact perceptions and relationships with others. The student must be able to evaluate and change his/her behavior if it interferes with care of patients or positive, productive relationships with others.

17.1.6 Professional Conduct

Student are required to act morally and ethically at all times. Students must abide by the professional standards established by the American Nurses' Association, the National Student Nurses' Association, and those contained in the MCC Student code of Conduct. Students must demonstrate compassion, empathy, altruism, integrity, honesty, responsibility and tolerance. Students are expected to care for all patients in all healthcare settings.

17.2   Academic Dishonesty

Academic dishonesty, on any level, will not be tolerated within the nursing program. Academic dishonesty is incompatible with the standards of becoming a professional nurse. Examples of academic dishonesty include, but are not limited to, activities such as giving or receiving unauthorized aid on examinations, quizzes, or any coursework; improperly obtaining a copy of an examination, quiz, or coursework, misrepresentation of information, altering transcripts or university records, documenting false information on any clinical document. The penalty for academic dishonesty may include a score of zero on an assignment, academic counseling, repeating an assignment, a failing course grade, and/or dismissal from the nursing program.

17.2.1 Per the discretion of the instructor, students who have plagiarized may be referred to the student code of conduct officer or the writing center. In addition, the student may receive a zero on the assignment, a failing grade in the course, or dismissal from the nursing program.

17.3 Confidentiality

17.3.1 HIPAA, the Health Insurance Portability and Accountability Act, sets the standard for protecting sensitive patient data. "Individually identifiable health information" is information, including demographic data that relates to the individual's past, present or future physical or mental health or condition, the provision of health care to the individual, or the past, present, or future payment for the provision of health care to the individual.

17.3.2 Any HIPPA violations will be subject to disciplinary action by the nursing program and the clinical facility. Also, failure to comply with HIPPA standards may be subject to civil monetary penalties of $100 to $50,000 or more per violation and may be subject to criminal prosecution.

17.3.3 Simple guidelines to follow include:

17.3.3.1 Do not give patient/client information to anyone unless there is a "need to know".

17.3.3.2 When you need to discuss patient information, pay attention to who may overhear your conversation. Look for a private place to speak if others-especially members of the public- may hear you.

17.3.3.3 If you overhear others inappropriately discussing a patient/client, you may want to remind them that they have an obligation to maintain patient/client confidentiality.

17.3.3.4 Keep patient information out of public traffic areas. For example, do not leave paper containing patient information where others can see it.

17.3.3.5 Be responsible when disposing of patient/client information.

17.3.3.6 Follow all policies and procedures on protecting the confidentiality of patient/client information. Be sure to remove all identifiers from

client information used in reporting cases in conferences or in writing papers for your courses.

17.3.3.7 If in doubt, talk to your clinical instructor or to a member of the nursing staff.

17.3.3.8 The MCC policy on social networking will be adhered to as it relates to HIPAA and confidentiality.

17.3.3.9 Students may not leave/save any patient, family, faculty, clinical facility or student information on any open access desktop or hard-drive.

17.3.3.10 Any information needed for coursework may not contain any patient, family, or clinical facility identifiers. Any patient, family, or clinical facility identifiers must be removed from the information prior to the student leaving the nursing unit.

17.3.3.10.1 Breaches in confidentiality may result in placing the student on an Action Plan, remediation, additional coursework, or dismissal from the nursing program

17.4 In addition to the general standards of all MCC students, MCC recognizes and accepts its specific obligation, as a member of the professional community of nursing, to create and maintain an environment that is supportive of the growth of virtues and excellences necessary for fulfillment of individual and collective ethical obligations of all nurses, regardless of the professional role, including nursing student.

17.5 The policies and procedures of the nursing handbook are in addition to the MCC Student Code of Conduct. Students may be held accountable according to standards set in either document.

17.6 Any breaches of the Essential Qualifications will be processed by the nursing program without regard to sex, race, color, religion, sexual orientation, national or ethnic origin, age, veteran status or disability of any of the participants.

17.7 It is expected that MCC nursing students will demonstrate these Essential Qualifications, not out of fear of the consequences of its violation, but out of personal self-respect. Likewise, nursing faculty believes that student integrity, trustworthiness and honesty are very serious concerns that are linked to positive patient outcomes and patient safety.

18.0 STUDENT IN JEOPARDY/ACTION PLAN

Students may be in academic or clinical jeopardy based on the definitions below. The goal of this policy is to identify students at risk and create an early intervention plan to improve student success.

18.1 Academic:
Students at risk for academic failure as evidence by

- Exam or course average of less than 75%,
- Less than 100% on second attempt at course math exam
- Less than 80% on second attempt at EKG exam

18.2 Clinical:

Students at risk for clinical failure as evidence by failure to meet expectations in the following areas:
- Evidence Based Practice
    - More than one clinical assignment earning less than 75%
    - Repeated APA errors on clinical assignments
    - Evidence of plagiarism
- Patient Centered Care
    - Recognize patient as individual
    - Cultural Sensitivity
- Critical Thinking:
    - Identify pertinent labs and diagnostic tests
    - Timely and accurate physical assessment
    - Application of pathophysiological process
    - Competent performance of clinical skills previously validated
- Patient Safety
    - Medication Administration
- Communication with preceptor or instructor
    - Collaboration with team members, peers, and instructor
- Professionalism
    - Timeliness

18.3 formative clinical evaluation will be completed for each student prior to the midterm by the clinical instructor. If the formative clinical evaluation demonstrates a score of less than 75%, an action plan will be completed and the clinical and/or theory instructor will schedule a meeting with the student.

18.4 The theory course instructor will meet with students who are in academic or clinical jeopardy to develop an action plan for student success.

18.5 The Student Action Plan can be found in Appendix B

19 BREACHES IN ESSENTIAL QUALIFICATIONS

Breaches of the Essential Qualifications may result in remediation, additional coursework as assigned, an Action Plan, a failing course grade with removal from the course, or dismissal from the program. Students are required to meet with the faculty member within 5 business days. Students may request an additional faculty member or administrator to sit in on the meeting. If a student refuses to meet with the faculty member, the student will be dismissed from the program without further notice. A Notice of Breach of the Essential Qualifications will be completed and discussed with the student.

20 CLINICAL EXPECTATIONS

20.1 Attendance

Consistent attendance is required to demonstrate adequate performance. Every student is expected to be on time and to attend all classes, clinical and laboratory experiences. If a student is unable to attend clinical/laboratory or will be late, proper notification (as

determined by the course instructor) must be made in advance. Failure to notify the instructor will result in disciplinary action including but not limited to an Action Plan. Repeated absences and/or tardiness will result in clinical failure of the course.

20.1.1 A predetermined number of clinical days are required for each course; absences are detrimental to the demonstration of satisfactory performance by the student. All clinical time missed must be made up per the clinical instructor. Assignments for make-up clinical time will be determined by the clinical or theory instructor. Students may be asked to provide proof verifying reason for absence. Missing more than one week of clinical in a semester may result in clinical failure of the course.

20.1.2 Tardiness is defined as arriving 5 or more minutes late to clinical. Two instances of tardiness will equate to one day of missed clinical time. . The student is responsible for submitting any coursework missed. Missing more than one week of clinical in one semester could result in clinical failure of the course.

20.1.3 Notification of tardiness or absence from clinical must be made directly to the nursing clinical and theory instructors (See individual course/agency guidelines).

20.1.4 Each student is responsible for obtaining missed information or announcements and for submitting any papers due.

20.1.5 Failure to complete the make-up requirement for missed clinical time will result in a clinical failure.

20.2 Clinical Preparation/Performance

20.2.1 The student is to follow policies, procedures, and student affiliation guidelines of the clinical agencies. Orientation will be provided through Healthstream® online courses. Proof of having completed the required modules must be provided to the instructor prior to the due date.

20.2.2 The student must come to the clinical setting demonstrating preparation to give responsible, safe nursing care. A student whose written work or performance indicates a lack of preparation may be placed on an Action Plan. Further, the student may be asked to leave the clinical area.

20.2.3 The student will perform nursing care **only** when the instructor is present in the assigned agency during scheduled times. **Under no circumstances are students to render care in the agency, at times other than during assigned clinical**. In accordance with Illinois' statutes, a student cannot assume the role of registered nurse in ANY health care agency/facility other than during assigned clinical hours and under the supervision of a McHenry County College instructor or assigned agent of the instructor.

20.2.4 The student is responsible for seeking the assistance of the instructor in the clinical before proceeding with new, unfamiliar, or uncertain aspects of the patient's care. When so directed by the instructor, the student may perform nursing care in the presence of an assigned agent of the instructor.

20.3 Clinical Evaluation

20.3.1 Clinical performance is evaluated in terms of "satisfactory" or "unsatisfactory" and is an ongoing as well as a summary process. Evaluation is based upon the outcomes of each course as listed in the course syllabus and in the clinical evaluation tool. Successful completion of the clinical will require the student to meet standards of both ongoing evaluation, as well as final summary evaluation.

20.3.2 In order to achieve a satisfactory clinical grade, the student is required to:

20.3.2.1 Adhere to all dress code criteria, student responsibility and behavior standards.

20.3.2.2 Meet the individual course-clinical requirements regarding ongoing evaluation.

20.3.2.3 Demonstrate satisfactory performance in all outcomes at the end of each course as listed in the evaluation tool.

Failure to achieve an overall satisfactory clinical evaluation based upon the standards of the individual course criteria will result in a clinical failure and a final grade of "F" will be given for the course, regardless of the student's theory grade.

20.3.3 Ongoing Evaluation

20.3.3.1 Throughout the clinical component of a course, a student's performance and behavior is evaluated based upon the standards of the individual course criteria, client safety, as well as professional, ethical and legal conduct including the Essential Qualifications. Whenever a student's performance is deemed *unsatisfactory* or *unacceptable* by these standards, the clinical instructor will document and discuss the performance concerns with the student.

20.3.3.2 Unsatisfactory performance, unacceptable performance or a breach in the Essential Qualifications may result in remediation, additional course work as determined by the clinical instructor, an Action Plan or Clinical Failure. Documentation may include data gathered from direct observation, the client's records or interaction with the student, client, or staff member. The student will be informed of the objective criterion which needs improvement, measures recommended to correct the deficits, and the student's current status in the course. The student will be given the opportunity to respond and will be asked to sign the documentation. The signature acknowledges the student has been advised of the instructor's concerns and has received a copy of the documented issue.

20.3.4 Removal from Clinical Experience

20.3.4.1 The student must be physically, cognitively and emotionally capable of effective, safe clinical performance. If, in the instructor's judgment, the

student's performance/behavior actually or potentially endangers the client's physical or psychological well-being on any clinical day, then that student will be removed from the clinical area. In addition, the student may be placed on an Action Plan or dismissed from the clinical and receive a failing clinical grade.

    20.3.4.2   It is the responsibility of the student to act in a safe, professional, ethical and legal manner and uphold the Essential Qualifications of the Nursing Program at all times. Failure to abide by this standard may result in the removal of the student from the learning/clinical setting, the student placed on an Action Plan, or clinical failure of the course. Continuation in the course and in the nursing program may be jeopardized.

    20.3.4.3   In addition to removal from the course, the student's actions may be subject to review by the McHenry County College Student Conduct Review Committee (See McHenry County College Student Handbook, Rules and Regulations – Student Conduct).

    20.3.4.4   Clinical Conferences
            The student's progress toward meeting the course/clinical objectives will be discussed in individual conferences with the student's clinical instructor. The student may participate in a self-evaluation as indicated in course requirements. Additional conferences may be held at any time at the request of the student or instructor.

20.4 Clinical Dismissal

    20.4.1   The McHenry County College Nursing Department recognizes a responsibility to protect the public from harm during the nursing educational process. Therefore, a student who demonstrates a single serious or repeated act of grossly unsafe, unethical, or inappropriate behavior may be immediately removed from the clinical setting and terminated from the course at any time prior to course completion. Readmission into the nursing program will require petition and approval of the nursing petition review committee.

    20.4.2   Unsafe, unethical, or inappropriate behavior
          "Unsafe practice" is defined as any behavior, omission or commission, which actually or potentially endangers the client's physical or psychological well-being**.**

    20.4.3   A student who is dismissed from the clinical setting prior to the completion of the term will be given a grade of F, regardless of theory grades.

20.5 Behavioral Policy
    20.5.1   When unprofessional behavior occurs, the student will be placed on an Action Plan. The faculty member will meet with the student. The Nursing Administrator may be included in the meeting.
    20.5.2   If a student is written up for unprofessional behavior three times within the course of the program, the student will be dismissed from the program and not given an opportunity to return.

20.5.3 Student's whose behavior is unprofessional may receive sanctions that can include referral to professional services, course failure, dismissal from the class, or dismissal from the nursing program.

20.6 Transportation/Parking

20.6.1 Traveling
The student is responsible for transportation to and from clinical agencies.

20.6.2 Injury
Neither the college nor the nursing department is responsible for any personal injury or injury to property which may occur while a student is traveling to or from clinical experiences and/or field trips.

20.6.3 Parking
The student is subject to the parking regulations established by the clinical agencies and is not considered to be part of the staff or the facility. Abuse of agency parking policy may result in an Action Plan or clinical failure.

20.7 Clinical Uniform/Dress code

20.7.1 Apparel/Grooming

Student apparel and grooming must conform to health, sanitation, and safety standards. The student is required to follow the clinical dress code set forth herein in all clinical areas (except as otherwise provided in the course syllabus).

20.7.2 Uniform

All students will wear the McHenry County College gray pants and purple top with an MCC nursing patch sewn onto the left sleeve of the top. White lab coats are not to be worn. Purple cardigan warm-up jackets with the MCC patch appropriately sewn on the left sleeve are permitted.

20.7.3 All students must wear an agency or college approved photo ID badge, visible above the waist.

20.7.4 All students must wear clean leather or vinyl nursing shoes or leather or vinyl athletic shoes. No canvas or backless shoes (e.g., clogs, cloth sneakers), per OSHA requirements. Shoes must be clean and polished with clean shoelaces. Shoes should be reserved for clinical use only.

20.7.5 The only visible body piercing ornamentation that is acceptable is earrings. If the ears are pierced, only small stud (post) earrings may be worn. No other visible piercing ornamentation is allowed including tongue, eyebrow, lip, nose, etc. Other jewelry such as necklaces, pins, or bracelets shall not be worn during clinical experiences. A watch with a second hand is required.

20.7.6 Hair must be pulled back, secured, and be a natural color. Elaborate hair ornaments (bows, decorative barrettes or combs) are not to be worn with the student uniform.

20.7.7 Students' facial hair must meet CDC guidelines for filtering facepiece respirators (N95 masks). https://www.cdc.gov/niosh/npptl/pdfs/facialhairwmask11282017-508.pdf

20.7.8 Fingernails are to be short, clean, and neatly manicured. Nail polish must be clear or pale in color and chip free. Some clinical assignments may require nail polish be removed completely. Artificial nails are not allowed in any health care agency.

20.7.9 Uniforms are to be clean and free of stains and wrinkles.

20.7.10 Excellent personal hygiene practices are required.

20.7.11 Smoking, chewing gum or tobacco is unacceptable behavior in the clinical environment. McHenry County College and hospital campuses are entirely smoke free.

20.7.12 Students are to refrain from using scented body products or smoking prior to clinical experiences. Students may be asked to leave the clinical area and will receive a grade of Unsatisfactory Performance.

20.7.13 Failure to comply with the dress code may result in dismissal from the clinical area, a conference with the instructor, and a Action Plan.

20.7.14 Students must meet the above standards and a clinical agency's dress code. Exceptions to the nursing program's dress code may be made with the prior written approval of the Nursing Administrator.

21 NURSING SKILL LAB PREPARATION AND PERFORMANCE

21.1 The nursing lab and student participation in simulation scenarios are an extension of clinical and are held to the same standards as clinical course work.

21.1.1 Adhere to all dress code criteria, student responsibility, and behavior standards.

21.1.2 Meet the individual course-clinical requirements regarding ongoing evaluation.

21.1.3 Demonstrate satisfactory performance in all outcomes at the end of each course as listed in the evaluation tool.

21.1.4 Failure to achieve an overall satisfactory clinical evaluation by these criteria will result in a clinical failure and a final grade of "F" will be given for the course, regardless of the student's theory grade.

22 APPEAL PROCEDURE

For any issue a student encounters that he/she wishes to appeal, including clinical failure and or course grade, the student must attempt to resolve this issue first informally in a professional manner and then, if the issue is not resolved the student should initiate a formal complaint. Please see MCC Catalog for "Student Appeal for Change of Grade" https://www.mchenry.edu/catalog/front.pdf

23 IMPAIRED STUDENTS

If, in the judgment of the instructor, the student's ability to function safely in the clinical area is impaired, the student will be immediately removed. Depending on the cause of impaired judgment, the student may be placed on an Action Plan, may result in clinical failure/course failure, and/or dismissal from the Nursing Program. The instructor will document the incident and report it to the Nursing Administrator. Documentation of the outcome will be incorporated into the student's file.

24 USE OF PRESCRIBED MEDICATIONS

The student must provide signed documentation from the prescribing practitioner to attend and participate in clinical activities without restriction. It is the student's responsibility to determine whether a physician or nurse practitioner or whether a medically prescribed drug may affect clinical performance.

25 URGENT MEDICAL TREATMENT

Students who have received urgent medical care for illness or injury within the past 24 hours may not attend clinical. Medical clearance may be required prior to the student returning to the clinical setting. Failure to disclose urgent medical care for illness or injury may result in an Action Plan and/or clinical failure.

26 EMPLOYMENT

Balancing employment with the demands of the nursing program is very difficult. The student is expected to be alert in both class and in clinical for academic success and client safety. Clinical and classroom expectations and schedules will not be altered to accommodate student employment.

27 STUDENT ORGANIZATIONS

27.1 National Student Nurses Association (NSNA)

National Student Nurses Association (NSNA) is a pre-professional organization for nursing students, with a current membership of over 30,000. NSNA offers a number of member benefits and opportunities for networking with diploma, associate degree and baccalaureate degree nursing students across the country.

27.2 Student Nursing Organization (SNO)

The Student Nursing Organization is designed to support MCC nursing students in taking charge of their future, building relationships, developing professionally and creating the legacy of excellence for future generations of MCC student nurses.

27.3 Student Advisory Committee

An advisory committee composed of students will be formed to provide regular feedback between them and the program faculty and Nursing Administrator at least once per semester. Students will elect representatives who will be their voice on this committee.

27.4 Alpha Delta Nu

The objective of the IOADN Alpha Delta Nu Nursing Honor Society is to recognize the

academic excellence of students in the study of nursing. Society encourages the pursuit of advanced degrees in nursing and continuing education as a life-long professional responsibility. Additionally, the society shall participate in the recruitment of qualified individuals into the profession of nursing.

Students who maintain a 3.0 average or above in nursing and a cumulative GPA of 3.0 or above after the first two semesters of the nursing program are invited to provisional membership at the beginning of the third semester. Full membership is granted if the 3.0 average or better in the nursing courses and a 3.0 cumulative average or better are maintained.

28 PROGRAM COMPREHENSIVE TESTING

Students may be required to take standardized exams throughout the program. Students who do not complete the standardized exams may be given a grade of incomplete until the exam is completed.
Students will be required to complete a comprehensive exam near the end of the program curriculum. This exam is for the purpose of identifying individual weaknesses to facilitate preparation for the NCLEX-RN® licensure exam. Students not achieving a passing score predictive of NCLEX-RN® success will be encouraged to meet with the instructor and retake the predictor exam.

29 NCLEX-RN®

Upon satisfactory completion of the nursing program, the graduate will have achieved the educational requirements to be eligible to take the NCLEX-RN® examination (National Council Licensure Examination for Registered Nurses). The Committee on Nursing of the Illinois Department of Professional Regulation will determine the eligibility of any applicant to take the NCLEX-RN® and to obtain registered nurse licensure in Illinois.

Information for the NCLEX-RN® will be distributed during the final NUR 240 course. Students need to be aware that several hundred dollars will be required for NCLEX-RN® application and testing fees.

30 PINNING

A pinning ceremony will be held at the end of the nursing program to honor the graduates and to award them with the McHenry County College Nursing pin. The ceremony will be planned and coordinated through collaboration with the graduating students.

31 GRADUATION

A student who has earned a degree from McHenry County College is recognized during a public commencement ceremony conducted at the end of the semester. Every graduate is encouraged to participate in their respective graduation ceremony.

32 TECHNOLOGY REQUIREMENTS

MCC does not have college-wide technology requirements. These requirements will be addressed with students by an instructor at the beginning of each course. Nursing students will need access to a

computer with internet. MCC uses Canvas as the Learning Management System. Lippincott Course Point and EHR Go are internet resources used within the nursing program to administer quizzes, simulate online documentation, and enhance student understanding of course content. Additional programs can be added at any time. Students will need reliable internet access via a home-based internet connection, webcam, and a microphone to complete online exams in Canvas when LockDown Browser is required. If reliable home-based internet access is not available, please contact the administrative assistant in the nursing department for assistance in acquiring the internet options offered by the college. Laptops and webcams can also be checked out by students in the library.

Appendix A: General Functional Abilities

General Functional Abilities	Interpersonal Skills
General Functional Abilities From: Yocum, C. (1996). Validation study: Functional abilities essential for nursing practice. National Council of State Boards of Nursing, Inc. **Gross Motor Skills** • Move within confined spaces • Sit and maintain balance • Stand and maintain balance • Reach above shoulders (e.g., IV poles) • Reach below waist (e.g., plug electrical appliance into wall outlets)	**Interpersonal Skills** • Negotiate conflict • Respect differences in clients • Establish rapport with clients and co-workers • Teach (e.g., client/family about health care) • Explain procedures • Give oral reports (e.g., report on client's condition to others) Convey information through writing (e.g., progress notes)

Fine Motor Skills:
    Pick up objects with hands
• Grasp small objects with hands (e.g., IV tubing, pencil)
• Write with pen or pencil
• Key/type (e.g., use a computer)
• Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
• Twist (e.g., turn objects/knobs using hands)
• Squeeze with finger (e.g., eye dropper)
	Analytical Thinking
	    Transfer knowledge from one situation to another
	    Process information
	    Evaluate outcomes
	    Problem solve
	    Prioritize tasks
	    Use long term and short term memory

Mobility:
    Twist, Bend, Stoop/squat, Walk
    Move quickly (e.g., response to an emergency)
    Climb (e.g., ladders/stools/stairs)
	Critical Thinking
	• Identify cause-effect relationships
	• Plan/control activities for others
	• Synthesize knowledge and skills
	  Sequence information

Tactile: Ability to feel pulses, temperature, palpate veins, etc.	**Smell:** Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.
	    Detect smoke
	    Detect gases or noxious smells

Visual • See objects up to 20 inches away (e.g., information on a computer screen, skin conditions) • See objects up to 20 feet away (e.g.. client in a	**Arithmetic Competence** • Read and understand columns of writing (flow sheet, charts • Read digital displays • Read graphic printouts (e.g., EKG)

- room)

- See objects more than 20 feet away (e.g., client at end of hall)

- Use depth perception & peripheral vision

- Distinguish color (e.g., color codes on supplies, charts, bed)

- Distinguish color intensity (e.g., flushed skin, skin paleness)

- Visual acuity to read calibrations on 1 ml syringe

- Comprehends spatial relationships adequate to properly administer injections, start intravenous lines, or assess wounds of varying depths

- Calibrate equipment

- Convert numbers to and/or from the Metric System

- Read graphs (e.g., vital sign sheets)

- Measure time (e.g., count duration of contractions, etc.)

- Count rates (e.g., drips/minute, pulse)

- Use measuring tools (e.g., thermometer)

- Read measurement marks (e.g., measurement tapes, scales, etc.)

Add, subtract, multiply, and/or divide whole numbers and fractions

Emotional Stability

Establish therapeutic boundaries

Provide client with emotional support

Adapt to changing environment/stress

Deal with the unexpected (e.g., client going bad,   crisis)

Focus attention on task, including in distracting/chaotic environment

Monitor own emotions

Perform multiple responsibilities concurrently

Hearing
- Hear normal speaking level sounds (e.g., person-to-person report)

- Hear faint voices

- Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)

- Hear in situations when not able to see lips (e.g., when masks are used)

- Hear auditory alarms (e.g., monitors, fire alarms, call bells)

Physical Endurance
- Stand (e.g., at client side during surgical or therapeutic procedure)

- Sustain repetitive movements (e.g., CPR)

- Maintain physical tolerance (e.g., work entire shift)

- Push and pull 25 pounds (e.g., position clients)

- Support 25 pounds of weight (e.g., ambulate client)

- Lift 50 pounds (e.g., pick up a child, transfer

client) • Move light objects weighing up to 10 pounds (e.g., IV poles) • Move heavy objects weighing from 11 to 25 pounds • Use upper body strength (e.g., perform CPR) • Squeeze with hands (e.g., operate fire extinguisher)	

Appendix B

MCHENRY COUNTY COLLEGE
Department of Nursing
Student Action Plan

Student: _____ **Course: _____** **Date: _____**

Please mark if the student is in academic and/or clinical jeopardy. If clinical, please attach a copy of the formative clinical evaluation.

☐ Academic Jeopardy

☐ Clinical Jeopardy: Please attach a copy of the formative clinical evaluation and any other documentation.

Description of the Current Issue:

Objective:

Plan (Be specific. Faculty are responsible for the development of learning objectives and activities. If it includes lab activities, please consult with lab manager. If includes tutoring, please consult with nursing tutor.)

Current Standing in Course:

Skill Remediation: Identify skill to be remediated on. Does student need to revalidate skill? ☐ Yes ☐ No

Faculty Signature: _____ **Date: _____**

Student Signature: _____ **Date: _____**

☐ **Activities Completed** **Faculty/Lab Manager/Tutor Signature: _____**

Evaluation:

Appendix C

PETITION FOR READMISSION TO THE NURSING PROGRAM

Based on the action plan below, I _____ (student)
am applying to be considered for readmission to

(nursing course)_____

Student Signature _____   Date _____

READMISSION AND ACTION PLAN

IDENTIFIED STUDENT BARRIERS TO LEARNING	ACTION PLAN

<p style="text-align:center">**McHENRY COUNTY COLLEGE**</p>

<p style="text-align:center">**NURSING HANDBOOK**</p>

I have received a copy of the McHenry County College Nursing Program Handbook. I understand that I am responsible for its contents in its entirety.

Student Signature _____   Date _____

Student Name_____
                                          (Print)