



PENSACOLA JUNIOR COLLEGE

DEPARTMENT of NURSING

CAREER MOBILITY OPTION
Licensed Practical Nurses and Paramedics

ASSOCIATE DEGREE NURSING PROGRAM

STUDENT HANDBOOK

Summer 2008-3

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WELCOME

Welcome to Pensacola Junior College Associate Degree Nursing Program! You have set your goal to become a Registered Nurse and have begun a course of study that will take you through concentrated work to successfully achieve your ambition. Your instructors are a major resource and will arrange many learning opportunities for you. Success, however, will depend largely upon how much initiative you demonstrate in utilizing these learning opportunities. You cannot begin too soon establishing the habit of self-directed study in nursing education.

The faculty and staff welcome you to the program and wish you success in your endeavors.

Janice R. Ingle, DSN, RN
Director of Nursing

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HISTORY

The Associate Degree Nursing (ADN) program at Pensacola Junior College (PJC) was the first two-year associate degree nursing program in Florida, and the second in the south. In 1955, Mr. Pat Groner, Administrator of Baptist Hospital, was concerned about the overcrowding of patients at Baptist; yet, the shortage of nurses did not make it possible to increase the number of nurses or hospital beds. Mr. Groner learned of a junior college in Montpelier, Vermont, which had begun a two-year, associate degree program in nursing. He recommended this program to Dr. Henry Ashmore, President of PJC at the time. With cooperation between Baptist Hospital and Pensacola Junior College, the first two-year associate degree nursing program in Florida was begun in August 1958. The original program has been revised many times to keep up with the rapidly expanding role of the associate degree nurse.

TYPES OF PROGRAMS

There are two routes that students may take to complete the requirements for an Associate Degree in Nursing:

1. The Generic Program which is two years (five semesters) in length.
 - (1) Traditional Day Option
 - (2) Evening/Weekend Option
2. The Career Mobility Option, which is one year (three semesters) in length.
 - (1) Offered to Florida Licensed Practical Nurses
 - (2) Offered to certified Paramedics

In addition to the Associate Degree Program in nursing, the Department of Nursing offers two Advanced Technical Certificates:

1. Critical Care Nursing
2. Perioperative Nursing

APPROVAL

The Associate Degree Nursing program is approved by:

Florida Board of Nursing
4052 Bald Cypress Way
Bin C2
Tallahassee, FL 32399
(850) 488-0595

ACCREDITATION

This nursing education program is accreditation by the National League for Nursing Accrediting Commission.

MISSION

The mission of the Department of Nursing is to:

- Provide quality educational opportunities for students seeking to enter the healthcare arena as associate degree nurses, practical nurses, or surgical technologists;
- Meet the health care needs of the community.

In order to accomplish this mission, the Department of Nursing:

- Recruits students to fulfill community needs;
- Refer students to support services for academic assistance;
- Respond to community health care needs by graduating potential employees;
- Prepare students to be eligible to take and to pass the licensure examination;
- Prepare students to work competently in health care facilities in the community;
- Prepare students to articulate to BSN programs, if they choose;
- Encourage students to participate in activities to support personal development during and after the nursing program to support the philosophy of life long learning;
- Respond to community needs by providing new programs and/or certificates.

PHILOSOPHY

The philosophy of the Department of Nursing is based upon the faculty's collective beliefs about person, health, the environment, nursing, learning-centered education, and nursing education. The philosophy serves as the foundation for development of all program curricula, including program outcomes, learning objectives, teaching and learning activities, student assessment, faculty professional development, and selection of learning resources.

PERSON is a multidimensional being who is constantly interacting with and adapting to the environment. Departmental faculty believes the concept of person may represent a single individual, a family, a group, a community, or all mankind. All persons share common needs related to safe and effective care environments, health promotion and maintenance, psychosocial integrity, and physiological integrity through the life span. Each person's response to these needs is unique and is influenced by his/her own psychosocial, spiritual, cultural and occupational experiences. The uniqueness of each person must be recognized. Each person possesses various strengths and capacities for growth in life experiences fitting his/her age, preference, physical capacity, and psychosocial/behavioral/physical development. All persons deserve to be treated with respect and dignity.

HEALTH is a dynamic state, inclusive of well-being and illness, and is based on each person's perception of well-being. Nurses work with persons to promote holistic health through providing safe and effective care environments, health promotion and maintenance, psychosocial integrity (Client Needs, NCLEX-RN, NCLEX-PN), that are mutually acceptable and culturally congruent. Human beings possess the right to make decisions affecting their health and bear the responsibility for their decisions and actions. However, the person may need nursing assistance to attain a higher level of wellbeing.

Empowering persons to assume greater responsibility for health is an ongoing challenge for nursing.

ENVIRONMENT is the contextual space encompassing internal and external conditions and the circumstances and influences surrounding and affecting the person. Society is an environmental influence affecting a person's beliefs, values, attitudes, and spiritual and cultural practices. Opportunities to obtain health care are influenced by multiple environmental factors and health care professionals need to be sensitive to the influence of these factors.

NURSING is a dynamic, continually evolving profession that requires skillful application of theories and principles derived from the sciences and humanities. Nursing practice focuses on human responses to actual or potential altered health states. Nursing care is individualized to relate to the person wherever the person is at his/her particular level of health. The goal of nursing in any setting is to help individuals achieve an optimal level of health throughout the life span or a peaceful death when all reasonable treatment measures have been exhausted.

Associate Degree Nursing is directed toward men and women who have the capability and interest to become associate degree nurses. It has as its purpose the development of knowledge, attitudes, values, critical thinking, communication, and technical skills which enable the individual to assume responsibility in the role of the registered nurse. The graduate of the Associate Degree program collaborates with other health care professionals to provide safe and effective care to clients in a variety of settings. Associate degree nursing education encourages life-long learning and professional growth.

Practical Nursing is directed toward men and women who have the interest and capability to become practical nurses. The graduate of the practical nurse program develops the knowledge, skills and attitudes necessary to become licensed and to provide care to clients in hospitals, nursing homes, medical centers, clinics, doctor's offices, facilities for the mentally and physically handicapped, and in home health care. The practical nurse functions under the supervision of the registered nurse, advanced practice nurse, and/or physician or dentist. Practical nursing education prepares graduates to continue with upward career mobility after graduation.

LEARNING-CENTERED EDUCATION occurs when students are engaged in pursuing their own goals and when students actively and frequently practice their performance; integrate knowledge; and transfer knowledge to new applications. Learning takes place best in a respectful and supportive environment. The educational process requires consistent, continual, and interactive feedback to students (Tagg, 2003). While faculty serves as facilitators of learning, the major responsibility for learning ultimately rests with the learner. The learner draws upon individual strengths, learning style, life experiences, and adaptive skills to integrate nursing knowledge and experiences. Learning is a life long process that requires inquiry, individual accountability, goal-orientation, active participation, and supportive learning environments.

NURSING EDUCATION is a process through which individuals learn to practice safe and effective nursing care for clients with health needs. Nursing courses provide sequential nursing knowledge and experiences which enable the student to develop certain defined competencies (professional behaviors, communication, clinical decision

making, caring interventions, teaching and learning, collaboration, and managing care) necessary for the safe practice of nursing care in an organized, competent manner to individuals, families, groups or communities. Nursing education has the responsibility to prepare graduates for employment in a rapidly changing health care environment where the focus is providing cost-effective, high quality health care to diverse populations. Effective nursing curricula design is based on stated outcome criteria that provide students with a systematic framework for learning, safe nursing practice, and intellectual fulfillment.

Nursing education teaches students to provide a safe effective care environment through the management of the client's care and through safety and infection control. Clients are assisted with health promotion as well as the maintenance of health. Client's psychosocial and physiological integrity are protected through nursing care activities that provide comfort, pharmacological therapies, reduce risk potential, and promote physiological adaptation.

Organizing Framework

The Client Needs Categories of the NCLEX-RN® and NCLEX-PN® provide the organizing framework for instruction of nursing concepts. It is the *what*. The National League for Nursing (NLN) Educational Competencies for Graduates of Associate Degree Nursing Programs describes the expected outcomes for associate degree nursing education; it is the *how*. The Nursing Process forms a model for clinical decision-making; it is a *tool* for organizing and processing information. Taken together, these three systems complement and synergize one another to guide the curriculum.

The Client Needs Categories of the NCLEX-RN® and NCLEX-PN® Test Plan incorporate fundamental beliefs about the individual and nursing that form the basis for nursing practice. Core concepts focus on the individual as a unique being with the right to make health care decisions and to participate in meeting health care needs, and on nursing as a dynamic, continually evolving discipline with the goal of care to prevent illness, alleviate suffering, and protect, promote, and restore health, within the regulatory framework for practice. The emphasis is on application of the professional body of knowledge formulated from the liberal arts and the biological, physical, psychological and social sciences to clinical decision making. The framework of Client Needs provides a universal structure for defining nursing actions and competencies across all settings for all clients.

Four major categories of Client Needs organize the content of the NCLEX-RN® test plan. Nursing process, caring, communication and documentation, and teaching and learning are integrated throughout the four major Client Needs categories.

Safe, Effective Care Environment

The nurse promotes achievement of client outcomes by providing and directing nursing care that enhances the care delivery setting in order to protect clients, family/significant others and other health care personnel.

Health Promotion and Maintenance

The nurse incorporates the knowledge of expected growth and development principles, prevention of health problems, and strategies to achieve optimal health.

Psychosocial Integrity

The nurse provides and directs nursing care that promotes and supports the emotional, mental, and social well-being of the client and family/significant others experiencing stressful events, as well as clients with acute or chronic mental illness.

Physiological Integrity

The nurse provides care and comfort, reducing client risk potential and managing health alterations.

Content Relationships within the Organizing Framework

Content for all four Client Needs Categories are integrated to promote a holistic approach to learning nursing. A balance of knowledge, skills, attitudes, and values is achieved through achievement of outcomes for each of the curriculum framework components. The National League for Nursing (NLN) Competencies for Graduates of Associate Degree Nursing Programs (2000) forms a common focus for learning outcomes across a range of nursing contexts. The NLN Competencies used in the PJC ADN program are (1) professional behaviors, (2) communication, (3) clinical decision making, (4) caring interventions, (5) teaching and learning, (6) collaboration, and (7) managing care. The NLN competency of assessment is incorporated into clinical decision making. Clinical objectives and performance evaluation tools organized by the NLN Competencies give students an opportunity to demonstrate, self-evaluate, and receive feedback on progress toward program outcomes specific to each level.

Summary

Each nursing course, as well as individual units of the course, is organized using the NLN Competencies: professional behaviors, communication, clinical decision making, caring interventions, teaching and learning, collaborating, and managing care. Each course builds upon the previous ones in a sequential progression. The last course encompasses the program outcomes and students will demonstrate the ability to be successful in each competency.

Nursing skills are described according to Client Needs Categories. The framework is utilized to encourage students to go beyond safe performance of a skill to incorporate all client needs in the nursing care. Examining nursing skills as they relate to client needs categories encourages critical thinking on the part of the student and results in high quality care to clients.

Educational Outcomes

Education outcomes are the competencies (NLN, 1999) expected of the ADN graduating from Pensacola Junior College.

1. Professional Behaviors

Practice within the ethical, legal, and regulatory boundaries of nursing by acceptance of accountability, protection of confidentiality, current professional standards, parameters of individual knowledge and experience, and economic, political, social forces; and accept responsibility for life-long learning and participation in professional organizations.

- 2. Communication**
Incorporate therapeutic communication skills in the delivery of nursing care with comprehensive documentation of client responses to care through appropriate channels within the parameters of confidentiality and information technology.
- 3. Clinical Decision-Making**
Makes sound clinical decisions, utilizing the nursing process, critical thinking, and evidence-based practice, to analyze data collected from a variety of sources and modify the planned care when indicated.
- 4. Caring Interventions**
Caring interventions that integrate knowledge/experience of scientific, social, cultural;, and spiritual influences to provide safe, competent, and holistic care.
- 5. Teaching and Learning**
Promote health, disease prevention, wellness, informed choices and self-care activities of clients, families, groups, and communities through assessment, planning, coordination, provision of developmentally appropriate information and evaluation of achievement of desired learning outcomes.
- 6. Collaboration**
Coordinate the planning, evaluation, and revision of desired goals and outcomes with members of the multi-disciplinary healthcare team, clients, and their support persons, demonstrating cooperative behavior, awareness of available resources, creative problem-solving, and mutual respect.
- 7. Managing Care**
Utilize the principles of coordination, delegation, supervision, clinical competence, and technology to facilitate continuity of cost-effective, evidence-based client care.

NURSING STUDENT ASSOCIATION

Pensacola Junior College has a National Student Nurse Association (NSNA) chapter. All students enrolled in the ADN program are members of PJC's Student Nurse's Association. Membership at the state and national level are optional, but recommended. The PJC SNA is involved in several projects and campus events. Membership reflects a commitment to ones professional development.

A student may become a member of the state and national organization by submitting an application directly to the association and paying dues. Applications are available on the SNA Bulletin Board in the Department of Nursing.

STUDENT SUCCESS

The faculty at Pensacola Junior College is committed to the success of every student throughout the nursing program. To facilitate success, the department has a Coordinator of Student Support Services (Mrs. Drucilla Thomas) to assist nursing students with admission and progression through the program, financial aid, scholarships, etc.

The Learning Laboratory consists has several areas for small group viewing and discussion as well as individual study carrels equipped with computers and DVD players. Additional there are sis individual rooms equipped with a hospital bed, sink, and videotaping equipment. These rooms are used for clinical skills practice and evaluation. Students may use the Learning Lab on a walk-in basis for study and skills practice. The Department of Nursing also offers students tutorial assistance and free workshops.

The Mary Ekdale Smart Center for Patient Simulation and Research has eleven full-body high fidelity patient simulators, including seven adults, two infants, a child, and a pregnant adult. In each nursing course, students will rotate through the Center and participate in scenarios that reinforce theory content.

A virtual hospital has 35 beds that include an emergency room, operating room, and medical-surgical, maternity, and pediatric simulation areas.

The V-Hive is a collection of Internet-based resources to support PJC students and the learning process. Many of the tools are available to all career and technical students and are conveniently accessible on the V-Hive home page. These public materials include links to other web sites offering assistance with math, reading, writing, basic computing and study skills. There are also links to sites with academic reference materials, like dictionaries, encyclopedias, biographies, quotations, and digital images of artworks. To access these tools, click on “homework helpers” on the home page.

Student Participation in Governance

PJC’s ADN program encourages students to participate in the governance of the department, and your feedback and participation is vital for your nursing program’s success. One primary way you can do this is by serving as a representation on the Faculty Committee. The committee meets the second Wednesday of each month either in the morning or early afternoon. Please see Judy Evans, sponsor of the Student Nurses’ Association, if you are interested. Additionally, students are encouraged to participate in the Student Nurses’ Association and Student Government Association to enhance governance in all aspects of the College and nursing program.

Student Job Description

A PJC student is expected to:

1. Read and understand the college catalog.
2. Read and use the college class schedule (paper or on-line) as s/he registers each semester.
3. Check with his/her major department for current information on requirements & curriculum.
4. Talk to an advisor about the required courses needed for your major.
5. Schedule classes so that the most effective learning can occur.
6. Allow adequate study time per week for each course.
7. Show satisfactory academic progress.
8. Assume responsibility for his/her education.
9. Make use of the college library (LRC).
10. Develop a plan for increasing his/her listening skills and improving study habits.
11. Take notes during class.
12. Work collaboratively with other students.
13. Evaluate his or her or her own progress.

14. Attend all class sessions and be on time.
15. Complete all work when absent from class.
16. Read, understand, and follow the instruction in the course and district syllabi.
17. Complete reading and writing assignments in all classes.
18. Turn in assignments on time.
19. Complete work without cheating or committing plagiarism.
20. Actively participate in class.
21. Exhibit respectful behavior at all times.

CAMPUS SUPPORT SERVICES

The Pensacola Campus has Vocational Student Support Services (484-2163) for which nursing students are eligible. Students must meet a minimum of one of the following criteria: economically disadvantaged, single parent, nontraditional student, disabled, displaced homemaker, or limited English proficiency. Each applicant must attend a Vocational Support Services orientation session.

The Disability Support Services Counselor is on the Warrington Campus one day per week (call 484-1637 for an appointment). There are two full-time academic counselors in Student Affairs and a full-time financial aid counselor available to nursing students on the Warrington Campus. Student Support Services available to all students on the Warrington Campus include testing, counseling, reading, writing, math, and computer labs, System of Adult Individualized Learning (SAIL) lab, and student job services.

GENERAL POLICIES AND INFORMATION

Legal Limitations of Licensure/Criminal History Record Checks

Students must undergo a criminal background check prior to clinical rotations in the program of study. According to the state licensure boards, application for Registered Nursing or Practical Nursing, licensure may be denied if a person has been convicted of a felony, is guilty of a crime involving moral turpitude, and/or has displayed other grounds for denial as specified by law. Additionally, many health care facilities will not employ a person, even if fully certified and/or licensed, who has been convicted of a felony or who has unfit personal habits including alcohol or drug abuse. Applicants who have an arrest record (other than a minor traffic violation) should be aware that they may not be permitted to sit for the licensing examination (NCLEX) after graduation.

Each student must be screened through the Florida Department of Law Enforcement (FDLE), and the Abuse Registry. The cost of the screening is included in the first semester's lab fees.

The Florida Board of Nursing determines eligibility for NCLEX after receiving an individual's application to take NCLEX-RN and NCLEX-PN. For Florida Board of Nursing information, refer to http://www.doh.state.fl.us/mqa/nursing/nur_faq.html.

Drug Screening

All students must undergo a urine drug screen upon admission to a health-related program. If a student tests positive for any of the drugs, the student will be dismissed and may apply for admission in one year. Urine drug screening tests for the following drugs: Alcohol, Amphetamines, Cannabinoids, Phencyclidine, Opiates, Barbiturates,

Benzodiazepine, Synthetic Narcotics: Methadone, and Propoxyphene. Pensacola Junior College's complete drug screening policy is available in the Department of Nursing and in the Provost's (Dr. Marcia Williams) office.

Drug Screening

All students, full-time and part-time, may be randomly tested for drugs. A computer program or other independent, bias free method of name selection may be used to ensure that students to be tested are randomly selected.

Unscheduled Drug-Testing

All students, full-time and part-time, may be tested for drugs at unscheduled intervals.

Extended Drug-Testing

Students who return to a program may be tested for drugs at unscheduled intervals.

Rehabilitative Drug-Testing

Students who successfully complete a rehabilitation program may return to the College. The student must agree to participate in the Florida *Intervention Program for Nurses* (IPN) and follow-up drug testing following a return to the College. Testing will consist of an initial test, then testing once each quarter (all post rehabilitative testing will be unannounced). Students not complying with these conditions, or testing positive at any time during or following rehabilitation, will be dismissed from the program.

Progression Requirements

Progression through the Associate Degree Nursing program requires:

1. 2.0 cumulative GPA;
2. Minimum grade of "C" in all courses required in the curriculum;
3. Fulfillment of all course prerequisites and co-requisites;
4. Satisfactory level of mental and physical health, including current immunizations, Hepatitis B vaccinations, yearly TB testing, and ability to meet *Technical Standards/ Physical Abilities*;
5. Current CPR certification at the Health Care Provider or Professional Rescuer level;
6. Minimum score of 90% on a dosage calculation examination semesters 1 (Introduction to Nursing) and 3 (Maternal Child Health Nursing) of nursing prior to clinical rotations; and,
7. Satisfactory urine drug screen and criminal background check.

Students who do not meet progression requirements must withdraw from the ADN program and apply for readmission.

Readmission Requirements

Students who interrupt the specified progression through the program of study must apply for readmission to the program. Readmission requires:

1. Completion of "Request to Reenter Form"
2. Space availability in the nursing program

3. Academic eligibility:
 - a. 2.0 cumulative grade point average
 - b. No more than one grade of "D" or "F" in a nursing course (whether the course is the repeated course or a different course). *For reentry purposes only*, if a student withdraws failing, it will be considered as a course failure. If a student has been dismissed from clinical and/or the ADN program for unethical, immoral, illegal, or unsafe clinical practice, readmission will be determined on an individual basis.
 - c. Successful completion of a nursing course with a clinical component within the past 12 months
 - d. No longer than 36 months elapse from initial admission term to date of graduation.
4. Completion of a learning contract which will require:
 - a. Minimum score of 90% on the first attempt of a drug calculation exam(s); no second attempts allowed
 - b. Minimum score of 75% on the first attempt of final exams from all previous nursing courses; no second attempts allowed
 - c. Successful demonstration of practicum skills from all previous courses
5. Ability to meet and comply with standards and policies in the current *College Catalog* and *Nursing Student Handbook*.
6. Completion of a urine drug screen and background check; the cost of both are the responsibility of the student.

Withdrawal Policy

If a student withdraws from the program, it is necessary to:

1. Obtain and complete a Department Student Withdrawal form;
2. Schedule an exit interview with the Nursing Department Head or Program Director;
3. Complete the College Student Schedule Adjustment Notice and submit it to Student Affairs; and,
4. Check with a counselor regarding the status of financial aid and eligibility for refunds.

Incomplete Grades

Refer to *Pensacola Junior College Catalog*, 2008-2009, p. 45.

Academic Integrity

Students are expected to comply with the Student Honor Pledge delineated in the 2008-2009 *College Catalog*, page 18. In addition, students must comply with the American Nurses' Association (ANA) Code of Ethics.

Attendance

Classroom

Students are expected to attend all classes for which they are registered. Each student should recognize at the beginning of his/her college career that a mature acceptance of his/her academic responsibilities is a requisite for accomplishment in college; this applies particularly to class attendance. Any class sessions missed, regardless of cause, reduces the academic opportunities of the student. When a student is absent, the student is responsible for all material covered in class and for any assignments made in class.

Lab/Clinical/Simulation

All college laboratory and clinical experiences are considered clinical. It is expected that the student will assume responsibility for punctual and regular clinical attendance. When it is impossible for the student to attend a clinical session, it is the student's responsibility to call the instructor or the assigned unit at least 30 minutes prior to the beginning of the clinical experience. If the student is to be late, the assigned unit or instructor should be notified as soon as possible. Tardiness is defined as arriving 1minute late. Chronic tardiness is not tolerated. Being tardy three times equal one absence. Clinical attendance is mandatory. No call/no show equals two absences. A student may be in jeopardy of not passing if absent more than 10% of the clinical experiences.

Simulation is considered clinical. Typically, there are six scenarios each semester. No more than one simulation can be missed, and that two hour absence is counted in the total clinical absences.

Health Policy

ADN students must provide assurance that they are in good physical and mental health upon entrance to and for the duration of the nursing program in order to participate in clinical experiences. Assurance is documented by licensed physician (MD or DO) or ARNP who conducts a physical examination and reports his/her findings on the Student Health Form. The Student Health Form must be turned in to the Nursing Department office prior to clinical experiences the first semester of the program; it must contain original signatures. The student is responsible for the cost of any medical evaluation, titers, immunizations, and/or treatment.

Upon entrance to the Associate Degree Nursing program, students must have signatures verifying:

1. Evidence of a negative tuberculin skin test (or chest x-ray if skin test has been positive) within the last 3 months preceding the first clinical course. TB testing must be repeated every twelve months as long as the student is in the program;
2. Documentation of varicella (positive titer or 2 doses of immunization); mumps, measles, rubella (MMR- positive titer or 1 dose of immunization); tetanus and Diphtheria (1 dose booster every 10 years); and Hepatitis B immunization (must have documentation that series has begun: 1 dose at 0, 1-2, 4-6 months) and/or titers indicating immunity; and,

3. Recommendations for unlimited physical activity (refer to Physical Requirements below).

Injury During Clinical

If you are injured during clinical experiences (needle stick, back injury, etc), you must:

1. notify your clinical instructor immediately; and,
2. complete an appropriate accident/incident report.

You will be referred to the hospital's Emergency Room to be examined by a physician. The hospital will provide immediate care at the student's expense. The student may be financially responsible for any injury occurring during clinical rotations, but an Accident/Incident Form a claim with Hartford Insurance (carried by PJC) should be submitted. During clinical rotations, students are not employees of the clinical agency or the college. *If injured during clinical rotations, students are not entitled, and will not receive, workman's compensation from either the institution or the health care facility.*

Students who incur a needle stick or any other type of direct risk exposure with a patient may be advised by the clinical agency, to begin immediate treatment for HIV. For most effective results, treatment must be started within two (2) hours of exposure.

A follow-up evaluation of major injuries, illnesses, and/or conditions may be required upon entry and after any change in physical or mental status. It is the student's responsibility to provide updates to his/her health record. Changes in medical condition (pregnancy, communicable disease, major illness, and injury) must be immediately reported to the instructor.

Health Clinic

A health clinic, located on the Pensacola campus and under the supervision of a registered nurse, is available to assist students, faculty, and staff in the event of an accident or illness. If the Health Clinic nurse is needed at the scene of an accident or emergency illness, PJC Police should first be contacted at ext. 2000. The Health Clinic is located in the Lou Ross Health/Sports Center. Services are provided free of charge. Hours of operation are 7:30 a.m. to 4:00 p.m. daily (*PJC College Catalog, 2008-2009, p. 13*).

Insurance

Registration fees for core nursing courses include student professional liability (malpractice) insurance and student accident insurance. This coverage applies while a student is enrolled in the nursing program courses and is functioning as a student nurse. Upon graduation, the student is responsible for his/her continuing insurance coverage.

The student accident insurance is a limited coverage. Students are covered during the policy period while participating in the college course(s), labs, or clinical training sponsored by the policyholder; on the premises designated and supervised by the policyholder; or while on the premises used for classes, labs or clinical training as designated by these activities and under the direct supervision of the policyholder.

Accident Medical Expense Benefit:

| | |
|--|-------------|
| Maximum Benefit: | \$15,000.00 |
| Deductible Amount: | None |
| Maximum Dental Limit: | \$ 1,000.00 |
| Accidental Death Benefit: Principal Sum: | \$25,000.00 |
| Accidental Dismemberment Benefit: Principal Sum: | \$25,000.00 |

Physical Requirements

Students are expected to be able to perform the following requirements upon entrance to and for the duration of the nursing program. Students must be able to meet the criteria (100%). If unable to perform the following requirements with 100%, an explanation and/or additional information will be required. You may ask for reasonable accommodation. Students should see the Assistant Department Head or Department Head to determine if the accommodations can be met.

| Technical Standards / Physical Abilities & Skills | Standard | Examples | Yes, can perform at 100% level | No, cannot perform at 100% level |
|---|--|--|--------------------------------|----------------------------------|
| Mobility | Physical abilities sufficient to move independently from room to room, walk in hallways, maneuver in small places such as patient rooms, medication rooms. | Walking independently with patients from department to department, around the patient room, down the corridor, from one patient room to another to take care of all patients on a team and to assist in the transport of all patients from bed to bed, bed to chair. Walking, standing, sitting for long periods of time, stooping, lifting patients weighing, squatting, reaching, twisting, bending, pushing, pulling, dragging, climbing. | | |
| Motor Skills | Gross and fine motor skills to practice safe and efficient patient care. Sufficient manual dexterity to manipulate equipment in the patient care setting. | Manual dexterity to start a patient's intravenous line, set alarms on monitors, draw up and give injections to patients without extraneous movement. | | |
| Hearing | Auditory ability sufficient to monitor and assess health needs. | Auscultation of breath sounds, heart sounds, blood pressure, bowel sounds, hearing alarms, call bells telephones in patient care, converse with patients, family and staff from varying distances with varying audible sounds. | | |
| Visual | Visual ability sufficient for observation and assessment necessary to provide safe patient care. | Reading patient charts/flow sheets/monitors, drawing up and administering medications, assessing patient skin tones, reading thermometers, assessing wound status, non-verbal behaviors. | | |
| Tactile | Tactile ability sufficient for physical assessment and to provide safe patient care. | Performing palpation, giving injections, starting IV's, sterile and non sterile dressing changes, urinary catheterization, assess skin temperature and texture, and assist with patient care activities | | |

| Technical Standards / Physical Abilities & Skills | Standard | Examples | Yes, can perform at 100% level | No, cannot perform at 100% level |
|---|--|---|--------------------------------|----------------------------------|
| Communication | Communication abilities sufficient for interaction with others in coherent and concise oral and written form. | Following spontaneous verbal and/or written instructions. Is able to effectively communicate in English. Must be able to communicate the patient's response to therapy to other members of the health care team, document patient responses to therapy on health care forms utilizing various forms of media, consult with health care team members/workers in a professional manner. | | |
| Interpersonal | Interpersonal skills sufficient for interaction with patients, families and groups from diverse backgrounds (cultural, emotional, intellectual) in a variety of health care settings | Conversing effectively with patients, families, and groups and in stressful patient care situations such as emergencies. | | |
| Critical Thinking | Critical thinking sufficient for clinical decision-making | Competent assessing a patient in a timely manner and correctly interpreting assessment. Readily responding with appropriate nursing/medical interventions and treatment plans. Can work in isolation independently for positive patient outcome. | | |

CPR Certification

Students must maintain current cardiopulmonary resuscitation throughout the nursing program. Certification must be: American Heart Association Basic Life Support (BLS) for Healthcare Providers (CPR/AED).

Testing

Each semester, students are required to take specified exams offered by Educational Resources, Incorporated (ERI). Each course syllabi identifies the tests required and respective passing scores, if applicable. Additionally, an NCLEX-RN predictor test is required prior to graduation. The cost of testing is covered in student lab fees. A live NCLEX-RN review course is provided by ERI to all graduates of the ADN program free of charge.

Financial Aid Assistance

Various scholarships and loans are available through the Financial Aid Office and the Department of Nursing. Information on these scholarship opportunities is posted on the Department of Nursing Scholarship Board. Further information can be obtained from Financial Aid/Scholarship offices on any PJC campus.

Communication Channels

Faculty has office hours posted on their office doors. Students should make appointments to interact with faculty members during these times.

When a student feels he/she has cause to complain and/or disagree with an academic issue or action of the Department of Nursing, the student has the opportunity to express the concern(s) through the proper channels. Every effort should be made to resolve the matter at the level of the instructor and the student. If the concern is not resolved at that level, the student may schedule an appointment to discuss the issue with the Program Director or the Director of Nursing. Issues not resolved within the Department of Nursing may then be discussed with the Provost of the Warrington Campus.

Email

All currently enrolled credit students at Pensacola Junior College have an email account through the college's student email system. It is the responsibility of the student to continuously monitor the email account. It is used by faculty and administrative offices to communicate with students. Communication with an instructor using Angel e-mail address does not replace the use of PJC's Pirate e-mail address.

Evaluation

Theory

A minimum grade of "C" in theory (75 or above) and "satisfactory" clinical performance is required to successfully complete the course.

| | | |
|-------|--------------|---------|
| A | 90-100 | Passing |
| B+ | 88-89 | Passing |
| B | 84-87 | Passing |
| C+ | 81-83 | Passing |
| C | 75-80 | Passing |
| <hr/> | | |
| D+ | 72-74 | Failing |
| D | 66-71 | Failing |
| F | 65 and below | Failing |

Clinical

The purpose of the evaluation is to ascertain that the student has met measurable objectives deemed necessary for the competent practice of nursing. Clinical performance is measured as "safe" or "unsafe." All items on the clinical evaluation tool must be marked as "safe" for satisfactory completion of the course.

S Safe/Satisfactory/Pass

U Unsafe/Unsatisfactory/Failure

Objectives and outcomes for each nursing course progress in complexity and are measured by one or more of the following methods:

1. Demonstration in the clinical setting;
2. Demonstration in the campus lab;
3. Documentation in written material (i.e. client's record);
4. Verbal reports in the clinical setting, including pre and post conferences; and/or
5. Communication with instructors and other members of the health care team.

Critical Incident

A critical incident is potential error is one that would have occurred without instructor intervention. It is further defined as a behavior or action that, which by its omission or commission, actually or potentially places the patient or another individual in physical or psychological jeopardy or involves legal or ethical issues.

When performing skills, safety of the client is critical. Safety is defined as freedom from injury or possibility of injury of any type. Safety includes:

1. Prevention of bacteriological injury through asepsis. Asepsis is of the utmost importance from the standpoint of preventing and controlling the spread of microorganisms;
2. Prevention of mechanical, thermal, chemical, and electrical injuries;
3. Maintenance of psychological safety which includes mental well-being and patient comfort by preventing emotional upsets.

Students can be dismissed from the clinical area for irresponsible, unethical, immoral, illegal, or unsafe clinical practice.

Rounding of Grades

The only grade that is rounded is the final course grade (e.g. .5 or higher goes to the next whole number.)

Grades will be posted randomly in non-alphabetical order by a four-digit number supplied by the student. Students may elect to have no grades posted.

Dosage and Solutions Exams

A dosage and solutions calculation exam must be passed with a minimum of 90% accuracy prior to clinical rotations in semesters 1 and 3. Two attempts are allowed to achieve 90%.

Practicums

Practicum – Selected skills must be satisfactorily demonstrated in the skills lab prior to clinical rotations.

Videotaping of Practicum

There are times when students are required to videotape their skill performance. This may be for a regularly scheduled evaluation, for review or remediation, for readmission to the nursing program, or for other purposes, as deemed necessary by the nursing faculty. The video is may be viewed by full-time, adjunct instructors, or peers and returned to the student.

Orientation for Clinical Laboratory Experiences

Students are expected to complete orientation, prior to the first clinical day, as required by agencies (hospital, daycare, clinic, nursing home, outpatient surgical center, etc). All requirements related to orientation (HIPPA, orientation posttest, confidentiality form, student health form, TB-PPD, CPR, etc) must be completed and filed in the nursing office prior to the first clinical day.

Professional Appearance And Uniform Guidelines

Students are required to be in uniform for clinical activities and must appear neat and professional at all times. Students must adhere to the clinical agency uniform policy as well as:

1. Students will be neat, clean and well-groomed by performing impeccable personal hygiene.
2. Hair must be off the uniform collar and away from the face the entire time while in uniform.
3. Men should be clean-shaven. Established beards and mustaches are to be always neatly trimmed. Side burns, if any, will be no longer than earlobe length.
4. Fingernails will be clean and short. No nail polish or artificial nails or nail tips can be worn.
5. Perfume, scented hair products heavy makeup will not be worn.
6. Undergarments must be worn but should not be visible through clothing.
7. No body piercing (other than earlobes) may be visible. Only one small earring may be worn in each ear lob.
8. NO SMOKING will be permitted during the clinical day; therefore, students should not arrive with a noticeable smoking odor.
9. The PJC picture ID must be worn.
10. The PJC clinical uniform is as required:
 - a. A short sleeved white uniform (embroidered with the PJC logo) dress hemmed to length below the knee with full length white hosiery OR
 - b. A short sleeved white tunic top (embroidered with the PJC logo) and straight legged forest green pants with white or forest green socks or white hosiery. Tee shirts (short or long sleeve) may be worn under tunic tops. Lab jackets are permissible.
 - c. Shoes must be all white or dark green leather-like shoes. They must have enclosed toes that have no holes on the upper surface. White or hunter green socks or white hosiery must be worn. Plastic, washable clogs are acceptable.
 - d. Jewelry will not be worn (including bracelets and necklaces). The ONLY exceptions are:
 - A plain wedding band
 - One pair of stud-type earrings. They must be round, gold or silver, white or clear, and worn only in the earlobes.
11. All students must bring to clinical the following items: bandage scissors, watch, stethoscope, ballpoint pen with black ink, pocket size notepad, and penlight. No cell phones are allowed.

Confidentiality

Nursing students will not, under any circumstances, disclose any patient, hospital, or staff information outside of the classroom, clinical or post-conference area. If at any time a student has concern regarding an occurrence in the classroom or clinical setting, the

student is to discuss the concerns with the nursing faculty, program director, or the Director of Nursing. Failure to comply with this confidentiality policy will result in dismissal from the program and possible legal proceedings.

Behavior In The Classroom

Disruptive behavior in the classroom will not be tolerated, and students responsible for disruptive behavior will be asked to leave class. Cell phones and beepers must be in the off or vibrate position during class and campus lab. Cell phones may not be used in the clinical setting.

Behavior On Campus

Warrington Campus is a smoke free campus.

Behavior in Clinical

Students are expected to abide by all clinical agency policies as well as PJC policies. Students are not permitted to leave the clinical premises without the expressed consent of PJC faculty. Failure to adhere to clinical agency and PJC policies may result in course failure.

Student Grievance Procedure

The purpose of the grievance procedure is to provide, at the lowest possible level, a means to mediate a fair and equitable solution to any complaint other than grade disputes (including Title IX and Section 504) that a student may have with a faculty member. If the grievance involves any alleged discrimination or harassment, the student may consult with the Director of Human Resources and E.A.E.O. See the *College Catalog* for the Student Grievance Procedure (p. 24).

The procedure for instituting an official student grade grievance is described on page 26 of the 2007-2008 College Catalog. If a student has a complaint about the nursing program, it must be submitted in writing and signed.

Graduation

When registering for the last term of the nursing program, each student must complete a Graduation Application Form in the registration area or through spy glass. This can also be completed in the Registrar's Office prior to the established deadline. Those who miss the deadline may be graduated if they apply prior to the end of the term. However, receipt of the diploma may be delayed. All students who apply for graduation are sent information obtaining caps-and-gowns and other information on commencement ceremony plans. Diploma will be mailed approximately four weeks after commencement exercises.

Graduation Procedures

The application for graduation initiates a review of each student's academic history to determine the eligibility of each student for graduation. If a discrepancy is found, the student is notified promptly and a counselor attempts to correct the discrepancy between the student's record and graduation requirements. All curriculum requirements and financial obligations to the College are to be met prior to graduation.

Nursing Curriculum

Required General Education Prerequisites

| Course | | | Credit Hours |
|----------------------|------------------------------------|--|--------------|
| HSC 1592W | AIDS/OSHA for Health Professionals | | 1 |
| HUN 1201 | Elements of Nutrition | | 3 |
| DEP 2004 | Human Growth & Development | | 3 |
| BSC 1093 | A&P I | | 3 |
| BSC 1093L | A&P I Lab | | 1 |
| BSC 1094 | A&P II | | 3 |
| BSC 1094L | A&P II Lab | | 1 |
| MAC 1105 | College Algebra | | 3 |
| MCB 1000 | Applied Microbiology | | 3 |
| MCB 1000L | Applied Microbiology Laboratory | | 1 |
| Total hours required | | | 22 |

Curriculum for Career Mobility

| COURSE | | | TH | L/CL | CR |
|------------------------------------|--|--|----|------|----|
| Semester I Summer | | | | | |
| NUR 2003C | Career Mobility Nursing Concepts | | 2 | 3 | 3 |
| NUR 1520C | Mental Health Nursing | | 2 | 3 | 3 |
| ENC 1101 | English Composition I | | 3 | 0 | 3 |
| Hours per Week | | | 7 | 6 | 9 |
| Semester II Fall | | | | | |
| NUR 2212C | Adult Health Nursing II | | 3 | 9 | 6 |
| NUR 2240C | Maternal-Child Health Nursing | | 3 | 6 | 5 |
| SYG 2000 | Introduction to Sociology | | 3 | 0 | 3 |
| Hours per Week | | | 9 | 15 | 14 |
| Semester III Spring | | | | | |
| NUR 2213C | Adult Health Nursing III | | 4 | 9 | 7 |
| NUR 2811C | Transition into Practice/Preceptorship | | 0 | 12 | 4 |
| Humanities/Fine Arts (Category II) | | | 3 | 0 | 3 |
| Hours per Week | | | 7 | 21 | 14 |

Upon completion of the Mobility Option, an additional 13 semester hours are granted. Thus, the student graduating from the Mobility Option earns 72 semester credits for the Associate Degree.

ADHERENCE AGREEMENT

Summer 2008-3

1. I understand that I am responsible for adhering to the policies and procedures contained in the Associate Degree Nursing Student Handbook.

2. I understand that successful completion of the Associate Degree Nursing curriculum will result in an award of an Associate of Science Degree. Completion of the program does not insure the granting of a license to practice nursing. The State Board of Nursing is the issuing agency for licensure and licensure is based on meeting all State Board requirements plus passage of the licensing exam.

Printed Student Name

Date

Student Signature

Student ID Number