

Student Nurse HANDBOOK

2018-2019



“Not Self but Others”

Dear Nursing Student:

The faculty and I are very excited that you have chosen nursing as your profession. Nursing is an honorable, fulfilling career and we welcome you into our profession. We look forward to working with you as you make your journey from student nurse to professional nurse, ready to meet today's health care challenges.

Nursing education is challenging and the schedule is demanding but the faculty and I will be with you to guide you along your way. By the time you graduate, you will possess a vast and complex knowledge base, have the ability to think critically, model professional behavior, and provide professional nursing care for individuals, families, and groups of patients in a culturally diverse health care system. You will become a critically important member of the health care team. Currently, there is a tremendous demand for registered nurses in a variety of health care settings within our community, region, and nation. What an exciting time to join the nursing profession.

The faculty and I are committed to helping you accomplish your educational and professional goals by creating an effective learning environment. We strive to be responsive to your learning needs, provide effective teaching methods, and access to effective learning tools and resources to help you achieve success through learning.

The Student Nurse Handbook is a valuable resource. Read it carefully and completely. You will be required to sign a statement acknowledging that you have read and understand the information contained within the Student Nurse Handbook, agree to follow all policies within the handbook, and understand the consequences of policy violation. Please bring any questions to your faculty advisor.

The faculty and I are looking forward to your Nursing Pinning Ceremony and watching you graduate with a degree in nursing!

Respectfully,

Misty Stine, MSN, RN

Director of Allied Health and Nursing



"Not Self but Others"

Attention: The information in this handbook supersedes all previous versions.

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Nursing Program and New Mexico Junior College Accreditation

Accreditation Commission for Education in Nursing (ACEN)

The NMJC Allied Health and Nursing (AHN) RN Associate Degree Nursing (ADN) Program is accredited by the ACEN. For more information regarding accreditation status, please contact:

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
(404) 975-5000

Commission on Collegiate Nursing Education (CCNE)

The Bachelor of Science in Nursing (BSN) Program offered in partnership with University of New Mexico (UNM) is accredited by CCNE. For more information regarding accreditation status, please contact:

Commission on Collegiate Nursing Education
One Dupont Circle, NW Suite 530
Washington, DC 20036
(202) 887-6791

New Mexico Board of Nursing (NMBON)

The NMJC AHN ADN Program and the UNM BSN Program are approved by and responsible to the New Mexico Board of Nursing. For more information regarding NMBON approval, please contact:

New Mexico Board of Nursing
6301 Indian School Road NE
Suite 710
Albuquerque, NM 87110
(505) 841-8340

The Higher Learning Commission, North Central Association (HLC)

New Mexico Junior College and University of New Mexico are accredited by and responsible to the Higher Learning Commission, North Central Association. For more information regarding accreditation status, please contact:

The Higher Learning Commission
North Central Association
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
(312) 263-0456

NMJC Allied Health and Nursing RN Program

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Legend of Degrees/Certifications:

RN – Registered Nurse

BSN – Bachelor of Science in Nursing

MSN – Master of Science in Nursing

CNE - Certified Nurse Educator

CCRN-K – Critical Care Registered Nurse - Knowledge

Faculty Office Hours

Office hours for each faculty member are posted on the faculty member's office door.

NMJC Nursing Program

Student Nurse Handbook

The Student Nurse Handbook has been designed to guide the student nurse and communicate information of vital importance regarding the New Mexico Junior College (NMJC) Allied Health and Nursing's RN Program curricula and program policies. The student should read and be familiar with the information and policies contained in the Nursing Program Student Nurse Handbook and the course syllabi. It is the student's obligation to review the contents of this handbook and be accountable for the information and policies throughout the year(s) of nursing education. Each student must sign the "Student Acknowledgement" forms in the back of the handbook during the first week of each academic year. The student's signature acknowledges the student has read, understands, and agrees to abide by the policies contained within the handbook. Failure to comply with the policies may result in failure to progress in the nursing program. The completed form is placed in the student's record. The student nurse should also read and be familiar with the policies contained within the NMJC Student Handbook and the NMJC College Catalog.

Demographic Information

New Mexico Junior College

NMJC opened in the fall of 1965 and was the first independent community college built in the state of New Mexico. The college is governed by the 1985 Community College Act and is fully accredited by the Higher Learning Commission, North Central Association. NMJC offers Associate of Arts, Science, and Applied Science degrees, and certificates in business and industry trades. The college is comprised of four instructional divisions: Arts and Humanities; Business, Math and Sciences; Public Safety; and Distance Learning and Professional Studies. NMJC also offers a wide variety of vocational-technical, college transfer, general education, and community service classes to serve the educational needs of Lea County and surrounding communities.

Nursing Program Students

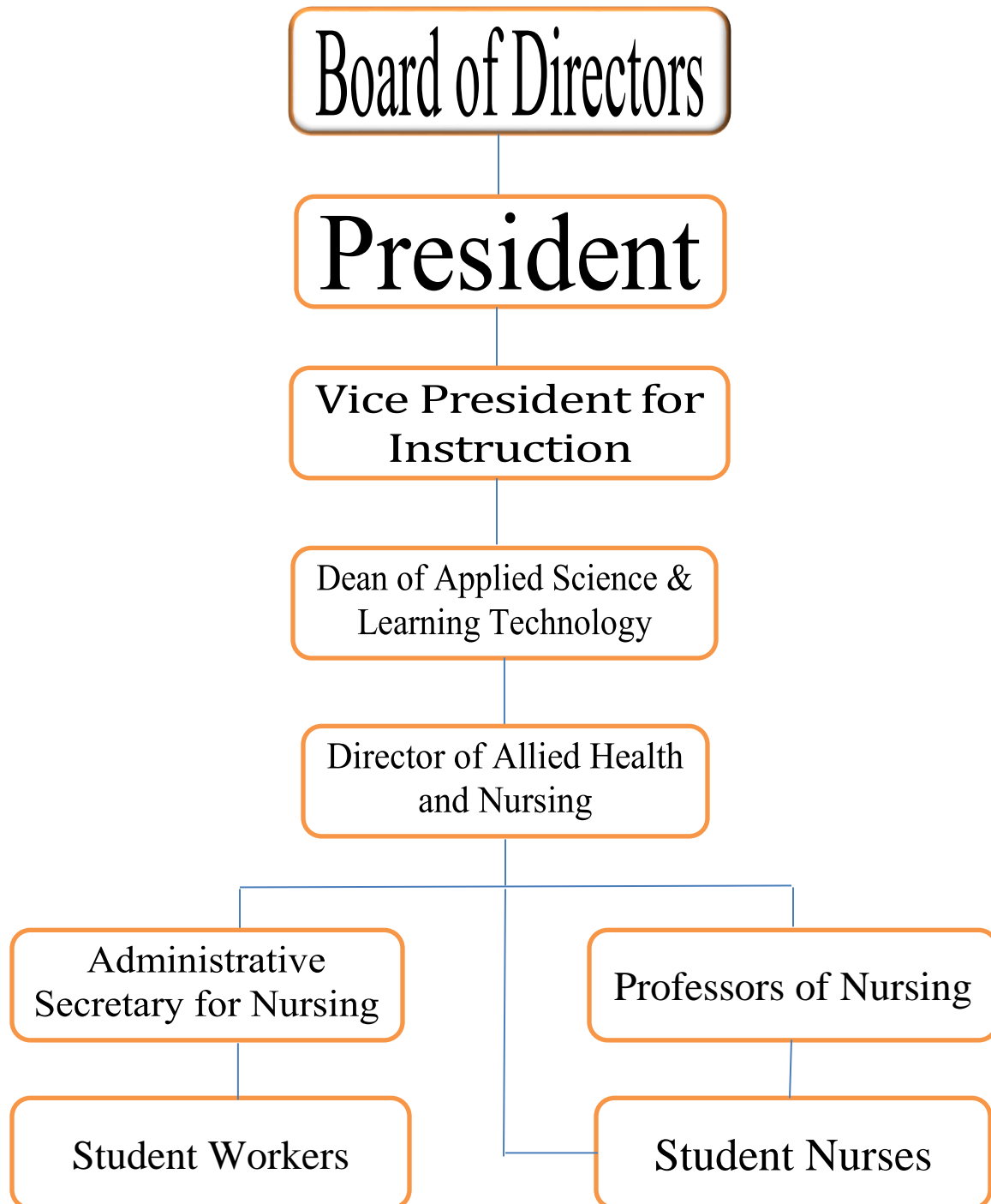
Students in the NMJC Allied Health and Nursing RN Program come from diverse socioeconomic, cultural, and educational backgrounds. The student population profiles include students who are single, married, divorced, parents with children living at home, students who communicate using English as a second language, students with college degrees in other fields of study, first-generation college students, students who are starting a new career, or attending college for the first time.

Nursing Program Supervision

NMJC Allied Health and Nursing is an integral part of NMJC and is under the direct supervision of the Dean of Distance Learning and Professional Studies.



NMJC Allied Health and Nursing Organizational Chart



Nursing Program Description

The NMJC Allied Health and Nursing Registered Nursing Program opened in 1969 and has been nationally accredited since 1975 by the National League for Nursing Accrediting Commission (NLNAC) or the Accreditation Commission for Education in Nursing (ACEN).

The mission of **NMJC** as a comprehensive community college is to **promote success through learning**. The mission of NMJC Allied Health and Nursing RN Program is to **promote success through learning** by facilitating the acquisition of knowledge, skills, and attitudes required by entry-level nurses to provide safe, patient-centered, high quality, nursing care across the lifespan that is evidence-based for diverse individuals, families, and communities. The NMJC Allied Health and Nursing RN Program offers a two-year registered nursing education program - Associate of Applied Science in Nursing (AAS). The NMJC Allied Health and Nursing RN Program also offers a four-year registered nursing program - Bachelor of Science in Nursing (BSN) through partnership with the University of New Mexico. The curriculum for both programs includes classroom, laboratory, and supervised clinical instruction in real and simulated environments.



New Mexico Nursing Education Consortium (NMNEC) **Statewide, Concept-based, Common Nursing Curriculum**

Over the past two decades, information computerization caused a vast expansion in the volume of healthcare-related knowledge. Nurse educators were challenged to examine the traditional methods used to educate nurses and develop a new approach toward nursing education in an effort to manage this ever-expanding, computerized healthcare knowledge base.

Additionally, the American health care system is evolving and patients' needs are changing. The population is growing older and becoming more diverse; health needs are becoming more complex; and healthcare technology is advancing rapidly. To ensure that nurses are prepared to meet these challenges, educational processes are being redesigned.

In response to the challenges faced by nursing education providers across the nation, a group of nurse educators in New Mexico developed a statewide curriculum plan for educating registered nurses in New Mexico. This group is known as the New Mexico Nursing Education Consortium (NMNEC). New Mexico Junior College (NMJC) Nursing Program and University of New Mexico (UNM) College of Nursing are members of this consortium. The directors and faculty of both programs were actively involved in the development of the statewide, concept-based, curriculum plan. NMJC Nursing Program is proud to be the first rural community college to implement the new statewide curriculum in the fall semester of 2014. The new curriculum was designed to more efficiently manage the growing healthcare knowledge base, allow for seamless transfer of coursework among New Mexico nursing schools, and provide the foundation for partnerships with universities in New Mexico to offer baccalaureate nursing education from additional New Mexico communities. <http://www.nmnec.org/>

NMJC Nursing Program - Degree Offerings

1. The NMJC Allied Health and Nursing RN Program offers a two-year registered nursing education program:
 - **Associate of Applied Science in Nursing (AAS)**
Students who successfully complete course requirements for Levels 1, 2, 3, and 4 of the NMNEC program of study receive an Associate of Applied Science (AAS) degree in nursing and are eligible to write the National Council Licensing Examination-Registered Nurse (NCLEX-RN) for licensure as a registered nurse (RN).
2. The NMJC Allied Health and Nursing RN Program also offers a four-year registered nursing program through partnership with the University of New Mexico, College of Nursing:
 - **Bachelor of Science in Nursing (BSN) through partnership with the University of New Mexico**
Students who successfully complete course requirements for Levels 1, 2, 3, 4, and 5 of the NMNEC Program of Study receive a Bachelor of Science (BSN) degree in nursing from University of New Mexico and are eligible to write the National Council Licensing Examination-Registered Nurse (NCLEX-RN) for licensure as a registered nurse (RN).

Nursing classes for both the ADN and BSN degree plans are attended at NMJC in Hobbs, New Mexico.

NMNEC/NMJC AHN ADN Program Credit/Clock Hour Summary

Course Prefix and Number	Course Title	Credit Hours/ Semester	Theory Clock Hour/ Week	Clinical Lab/Rotation Clock Hours/ Week*	Theory Clock Hours/ Semester	Clinical Lab/Rotation Clock Hours/ Semester	Theory Clock Hours + Clinical Lab/Rotation Clock Hours/ Semester
General Education, Pre-Requisite Courses:							
PS110	College Orientation	0	0	0	0	0	0
	Basic Science - one of the following: BI 224 Microbiology - recommended or Biology: 114, 124, 134, 144, 224, 224B Chemistry: 114, 114A, 124A, 214, 224	4	3	3	45	45	90
BI214A	Human Anatomy & Physiology I	4	3	3	45	45	90
BI224A	Human Anatomy & Physiology II	4	3	3	45	45	90
EN113	Composition & Rhetoric	3	3	0	45	0	45
NU103	Pathophysiology I	3	3	0	45	0	45
NU103A	Pathophysiology II	3	3	0	45	0	45
PS113	Introduction to Psychology	3	3	0	45	0	45
PS223B	Human Growth & Development	3	3	0	45	0	45
Totals		27	24	9	360	135	495
Nursing Core Courses Requirements Year 1 = Level 1 + Level 2/Year 2= Level 3 + Level 4							
Level 1, Semester 1							
NU113A/NMNC 1110	Introduction to Nursing Concepts	3	3	0	45	0	45
NU114/NMNC 1135	Principles of Nursing Practice	4	1	9	15	135	150
Totals		7	4	9	60	135	195
Level 2, Semester 2							
NU123/NMNC1210	Health and Illness Concepts I	3	3	0	45	0	45
NU123A/NMNC1220	Health Care Participant	3	3	0	45	0	45
NU123B/NMNC1230	Nursing Pharmacology	3	3	0	45	0	45
NU124A/NMNC1235	Assessment and Health Promotion	4	1	9	15	135	150
Totals		13	10	9	150	135	285
Level 3, Semester 3							
NU203/NMNC2310	Health and Illness Concepts II	3	3	0	45	0	45
NU213/NMNC2320	Professional Nursing Concepts I	3	3	0	45	0	45
NU214A/NMNC2335	Care of Patients with Chronic Conditions	4	0	12	0	180	180
Totals		10	6	12	90	180	270
Level 4, Semester 4							
NU204A/NMNC2410	Health and Illness Concepts III	4	4	0	60	0	60
NU214B/NMNC2435	Clinical Intensive I	4	1	9	15	135	150
NU216/NMNC2445	ADN Capstone	6	5	3	75	45	120
Totals		14	10	12	150	180	330
NMJC Nursing Program - Associate Degree Applied Science in Nursing							
	General Education Courses	27	24	9	360	135	495
	Nursing Core Courses	44	30	42	450	630	1080
Grand Totals		71	54	51	810	765	1575

Semester = 16 weeks (15 Instructional and 1 for evaluation)
Lecture Courses: 1 theory credit hour = 1 clock hour per week

NMJC Associate of Applied Science (AAS) in Nursing - Degree Plan

2-Year NMNEC Program of Study

Pre-requisite Courses (27 Credit Hours)

Course Number	Course Title and (Credit Hours)
	Basic Science (4) - Biology <u>or</u> Chemistry (one of the following courses)
	Biology (BI): 114, 124, 134, 144, 224, or 224B
	Chemistry (CH): 114, 114A, 124A, 214, or 224
BI 214A	Human Anatomy and Physiology I (4)
BI 224A	Human Anatomy and Physiology II (4)
NU 103	Pathophysiology I (3)
NU 103A*	Pathophysiology II (3)
EN 113	Composition and Rhetoric (3)
PS 113	Introduction to Psychology (3)
PS 223B	Human Growth and Development (3)

*This course may be taken as a prerequisite or with Level 1 nursing courses.

Nursing Core Courses (44 Credit Hours)

Course Number	Course Title and (Credit Hours)
<u>NMNEC Level 1</u>	
NU 113A*/NMNC 1110**	Introduction to Nursing Concepts (3)
NU 114*/NMNC 1135**	Principles of Nursing Practice (4)
<u>NMNEC Level 2</u>	
NU 123*/NMNC 1210**	Health and Illness Concepts I (3)
NU 123A*/NMNC 1220**	Health Care Participant (3)
NU 123B*/NMNC 1230**	Nursing Pharmacology (3)
NU 124A*/NMNC 1235**	Assessment and Health Promotion (4)
<u>NMNEC Level 3</u>	
NU 203*/NMNC 2310**	Health and Illness Concepts II (3)
NU 213*/NMNC 2320**	Professional Nursing Concepts I (3)
NU 214A*/NMNC 2335**	Care of Patients with Chronic Conditions (4)
<u>NMNEC Level 4</u>	
NU 204A*/NMNC 2410**	Health and Illness Concepts III (4)
NU 214B*/NMNC 2435**	Clinical Intensive I (4)
NU 216*/NMNC 2445**	ADN Capstone (6)

Total Credits Hours for degree completion (AAS)	71
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*NMJC AHN ADN Course Numbers **NMNEC Common Course Numbers

NMNEC Statewide Common Nursing Curriculum Course Numbers Crosswalk can be found at:

http://www.nmneec.org/uploads/files/NMNEC%20Crosswalk%20w%20Common%20Nmbrs%202_2_18.pdf

UNM Bachelor of Science in Nursing (BSN) - Degree Plan

4-Year NMNEC Program of Study

Offered in partnership with New Mexico Junior College

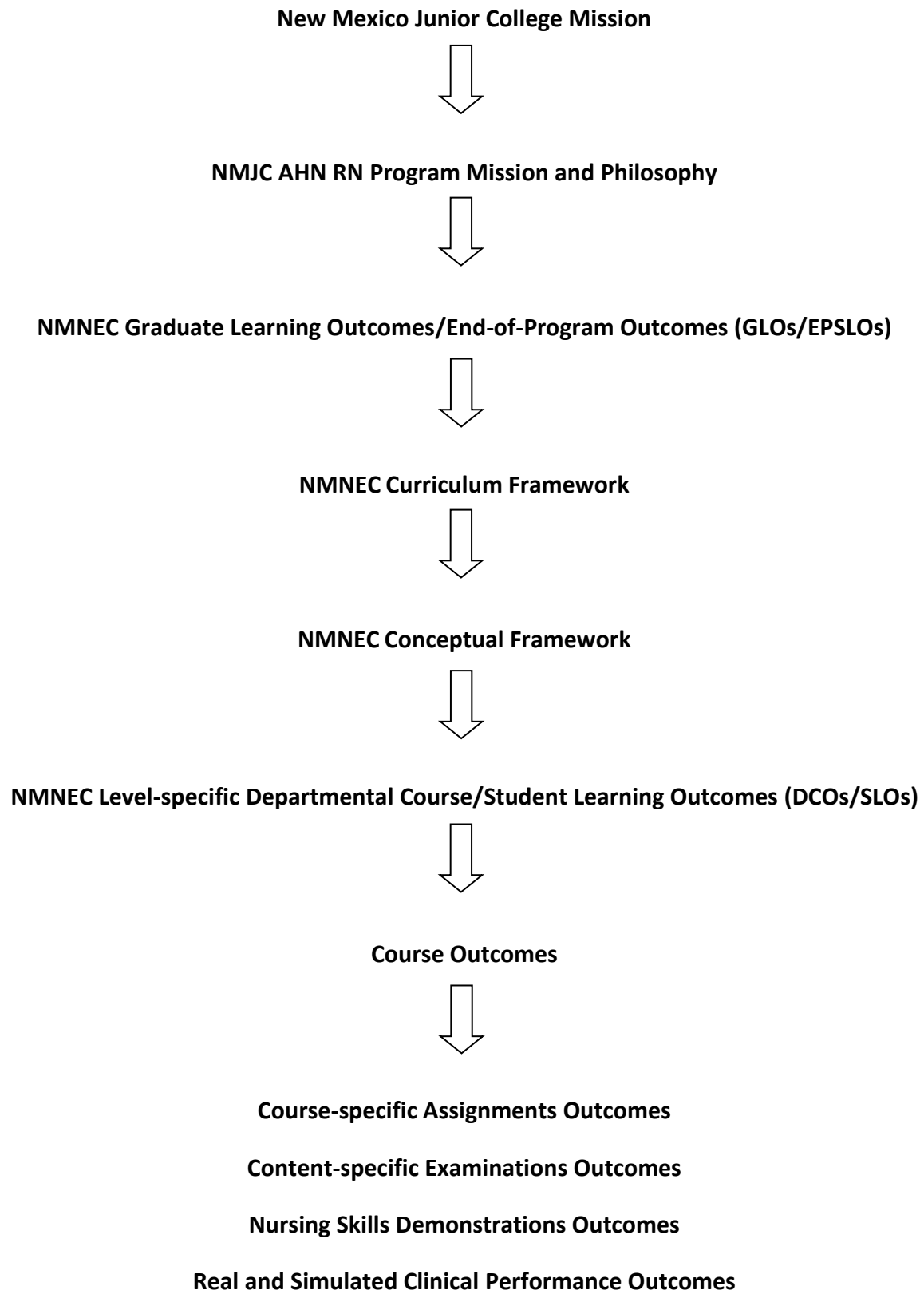
Term 1 Credit Hours: 16	Term 2 Credit Hours: 16
ENGL 110: Accelerated Composition or ENGL 111: Composition I and ENGL 112: Composition II or ENGL 113: Enhanced Composition 3 BIOL 123: Biology for Health Related Sciences and Non-Majors and BIOL 124L: Biology for Health Related Sciences and Non-Majors Lab 4 Humanities (Core Area 5) 3 PSY 105: General Psychology 3 MATH 120 (as needed for MATH 145 and CHEM Prerequisite) 3	ENGL 120: Composition III 3 CHEM 111L: Elements of General Chemistry 4 STAT 145: Introduction to Probability and Statistics 3 NUTR 244: Human Nutrition 3 NURS 224: Application of Growth and Development to Health Care 3
Term 3 Credit Hours: 16	Term 4 (NMNEC Level 1) Credit Hours: 16
BIOL 239L: Microbiology for Health Sciences and Non-Majors 4 BIOL 237: Human Anatomy and Physiology I for the Health Sciences (Lab recommended not required) 3 NURS 239: Pathophysiology I 3 Social and Behavioral Sciences 3 Humanities 3	NURS 240: Pathophysiology II 3 BIOL 238: Human Anatomy and Physiology II for the Health Sciences (Lab recommended not required) 3 NURS 201/NMNC 1110: Introduction to Nursing Concepts 3* NURS 220L/NMNC 1135: Principles of Nursing Practice 4* NURS 332/NMNC 3120: Evidence-Based Practice [Introduction to Nursing and Evidence-Based Practice] 3
Term 5 (NMNEC Level 2) Credit Hours: 16	Term 6 (NMNEC Level 3) Credit Hours: 16
NURS 238/NMNC 1230: Pharmacology in Nursing and the Health Professions 3* NURS 351/NMNC 1210: Health and Illness Concepts I 3* NURS 303/NMNC 1220: Health Care Participant 3* NURS 321L/NMNC 1235: Assessment and Health Promotion 4* Foreign Language 3	Nursing Elective or NURS 498: Honors Study in Nursing I (if requirements are met) 3 NURS 352/NMNC 2310: Health & Illness Concepts II 3* NURS 390/NMNC 2320: Professional Nursing Concepts I 3* NURS 322L/NMNC 2335: Care of Patients with Chronic Conditions 4* Fine Arts 3
Term 7 (NMNEC Level 4) Credit Hours: 16	Term 8 (NMNEC Level 5) Credit Hours: 17
NURS 401L/NMNC 2435: Clinical Intensive I with seminar 4* NURS 402L/NMNC 4445: Clinical Intensive II with seminar 4 NURS 453/NMNC 2410: Health & Illness Concepts III 4* Writing/Speaking 3 Nursing Honors NURS 499: Honors Study in Nursing II (if applicable) 1	NURS 403L/NMNC 4535: Clinical Intensive III with seminar 4 NURS 419L/NMNC 4545: Capstone Clinical 4 NURS 454L/NMNC 4510: Nursing Synthesis 3 NURS 491/NMNC 4520: Professional Nursing Concepts II 3 Nursing Honors NURS 499: Honors Study in Nursing II (if applicable) 3
Total Credit Hours for degree completion (BSN)	
128	

*NMNEC nursing core courses common in both the associate and bachelor degrees

NMNEC Statewide Common Nursing Curriculum Course Numbers Crosswalk can be found at:

http://www.nmneec.org/uploads/files/NMNEC%20Crosswalk%20w%20Common%20Nmbrs%202_2_18.pdf

NMJC Allied Health and Nursing RN Program Overview of Hierarchy and Interrelationships of Outcomes



NMJC Mission

The mission of NMJC as a comprehensive community college is to **promote success through learning**.

NMJC Nursing Program - Mission

The mission of NMJC Allied Health and Nursing (AHN) RN Program is to **promote success through learning** by facilitating the acquisition of knowledge, skills, and attitudes required by entry-level nurses to provide safe, patient-centered, high quality, nursing care across the lifespan that is evidence-based for diverse individuals, families, and communities. Through the provision of quality nursing education, the NMJC AHN RN Program is assisting the students to successfully complete their career goals and helping to address the nursing care needs of the community.

NMJC Nursing Program - Philosophy

The philosophy of the nursing program is a blending of personal beliefs and values held by the nursing faculty and the nursing metaparadigm Person, Environment, Health and Illness, and Nursing.

1. **Person (Health Care Participant)**: encompasses individuals, families, and communities. The health care participant receives professional services that are directed by a licensed practitioner of the healing arts toward maintenance, improvement, or protection of health or lessening of illness, disability, or pain (US Centers for Medicare and Medicaid Services). Care is provided across the lifespan. The individual is a bio-psycho-social-spiritual being who exists in a unique environment. Identifying terms for the health care participant include care participant, client, resident, member, and patient. Health care participants demonstrate varying degrees of self-awareness, health care seeking, active care participation, consumer health information, and self-determination.

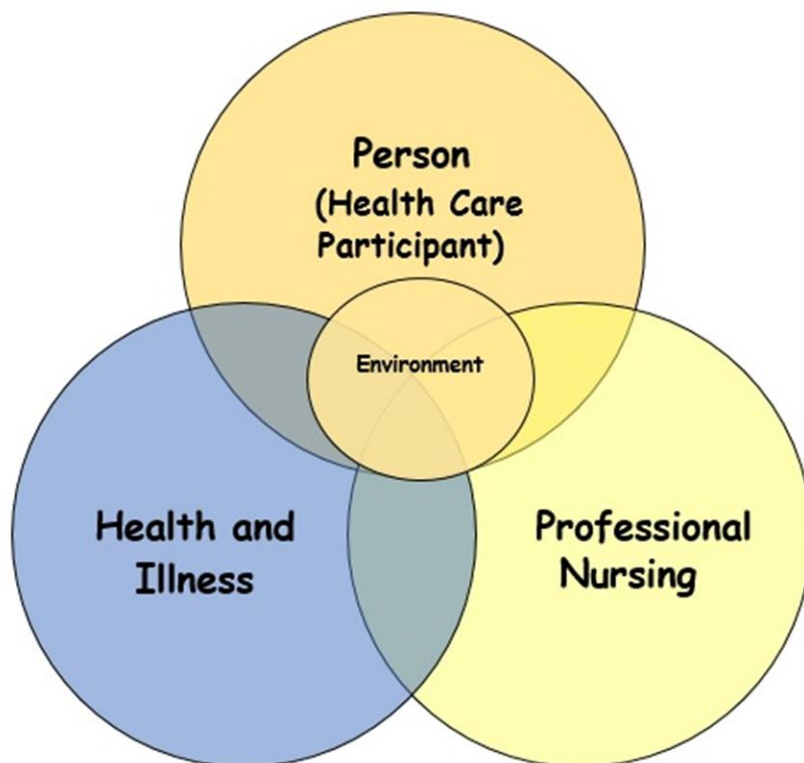
Environment: encompasses internal and external factors that are unique, dynamic in nature, and influence health. The health care participant is in continuous interaction with the unique and changing environment. How the health care participant interacts with the environment is influenced by multiple stimuli and developmental stage.

2. **Health and Illness**: encompasses a continuum based on the health care participant's perception of well-being. Health is affected throughout the life cycle by genetic and environmental factors, culture, physiological mechanisms, emotional reactions, attitudes, spiritual influences, and perceptions. Health promotion, protection, maintenance, and restoration are unique, dynamic processes.
3. **(Professional) Nursing**: both an art and a science, founded on a professional body of knowledge that integrates concepts from the liberal arts and the biological, physical, psychological and social sciences. It is a learned profession based on an understanding of the human condition across the life span and the relationships of an individual with others and within the environment. Nursing is a dynamic, continually evolving discipline that employs critical thinking to integrate increasingly complex knowledge, skills, technologies, and patient care activities into evidence-based nursing practice. The goal of nursing for patient care in any setting is preventing illness; alleviating suffering; protecting, promoting and restoring health; and promoting dignity in dying (NCSBN definition of nursing).

Nurse: a person who is educationally prepared to provide and direct care. The nurse may function in a multiplicity of health care settings. The nurse provides holistic care, promotes dignity, and respects privacy. The nurse considers a person's identity as an individual, a member of a family, a community, and a diverse society when planning nursing care. Through therapeutic, purposeful, and effective communication, the nurse implements the nursing process in a variety of roles and settings in collaboration with other health professionals.

Through the process of nursing education, the student nurse develops elements of professional identity as a nurse. Personal values, ethics, beliefs, and experiences provide a framework for development of personal identity. Essential elements in the development of professional identity include: autonomy, knowledge, competence, profession hood, accountability, advocacy, collaborative practice, and commitment. Attributes of professional identity in nursing include: self-awareness, integrity, education (including lifelong learning), leadership qualities, respect for others, ethical decision-making, altruism, and licensure.

Nursing Metaparadigm



Nursing Education:

Nursing education is a formal program of study occurring within the mainstream of collegiate education and based on accepted educational philosophy and theory. The NMJC Allied Health and Nursing faculty have adopted a contemporary concept-based model of nursing education that features common concepts that have emerged from nursing science. The approach is based on research that has shown that learning is influenced by the ability to make connections between information and such connections form knowledge structures that facilitate the application of information to multiple situations. The conceptual approach incorporates separate but interrelated elements: concepts, exemplars, concept-based curriculum, concept-based instruction, and conceptual learning. This concept-based approach helps to manage excessive curriculum content through information management, to engage students, to develop the thinking skills of nursing students, and produce highly skilled nursing graduates who can manage patient care in an increasingly complex health care system.

Students learn problem-solving and skills development needed in today's world. Students learn how to apply what they know or have learned to the management of patient care. The faculty develop student learning activities in context to real life situations. Students explore nursing concepts in relationship to one another and link concepts to the live context of clinical practice.

The role of the faculty is to guide the students in the development of critical thinking skills and application of knowledge by creating practical learning activities relevant to clinical nursing practice. Teaching methods include guided discovery and hands-on learning. Students discuss what they are learning and experience the learning through role-play. The student learning environment includes group work and discussions. Students are prepared in the classroom and clinical laboratory to analyze and solve the types of problems they will encounter in clinical practice. The students receive continuous feedback regarding performance. The optimal result is creation of entry-level nurses who are prepared to take the knowledge, skills, and attitudes they have learned during nursing education and apply them to nursing practice.

Nursing education prepares students to practice within established professional guidelines and standards. Nursing students continuously engage in the development, comprehension, application, analysis, and synthesis of knowledge. Nursing education produces changes in the behavior that evolve from organized learning experiences designed to develop effective **communication skills, critical thinking and problem-solving abilities, and self and community awareness**. Nursing education is a sequential process through which students acquire nursing knowledge, skills, and attitudes, and are socialized into the profession of nursing.

Nursing education progresses from simple to complex principles and concepts. Nurse educators base curriculum decisions on realistic conceptions of nursing roles and practice. The curriculum is flexible; reflects current societal and health care trends and issues; and promotes evidence-based practice. Nursing education produces entry-level nurses who are able to pass the NCLEX-RN Examination® on the first attempt and possess the knowledge, skills, and attitudes required to provide safe, patient-centered, high quality, nursing care across the lifespan that is evidence-based for diverse individuals, families, and communities. Nursing education also enables the students to successfully complete their career goals and assists in meeting the nursing care needs of the community. The associate and bachelor degrees in nursing are foundations for life-long learning and advancement to higher levels of nursing education.

Teaching and Learning in Nursing Education:

Teaching is the facilitation of learning and requires valuing the student as a person and understanding the student's learning needs. Learning is facilitated by timely feedback which is understandable to the learner. A clearly understood plan collaboratively developed by the learner and the instructor is essential to the student's ability to translate constructive feedback into changes in behavior. The plan includes objectives, timelines, and evaluation.

The teaching process also communicates a progression from simple to complex concepts and fosters intellectual and personal growth by stimulating intellectual inquiry, creativity, and originality. The teaching process develops and utilizes critical thinking skills and clinical judgment skills in the cognitive, affective, and psychomotor domains. The cognitive domain pertains to mental skills (knowledge) and contains three practical instructional levels including fact, understanding, and application. The affective domain is growth in feelings or emotional areas (attitude) that is based upon behavioral aspects and beliefs. The three levels in the affective domain are awareness, distinction, and integration. The psychomotor domain pertains to manual or physical skills and incorporates the three practical instructional levels including imitation, practice, and habit. (*Bloom, 1956 and Anderson, 2001*)

Learning is the independent, self-motivated process of seeking, acquiring, synthesizing and evaluating new knowledge. Learning is acquired through the repetition and reinforcement of successful behaviors that contribute to desired behavior patterns. To enhance the learning process, the nursing faculty provides a stimulating learning environment inclusive of student involvement, problem-solving, and discovery of new ideas, skills, attitudes and knowledge of nursing. The student is responsible for his/her learning and faculty is responsible for structuring the learning setting to facilitate learning for the adult student.

The adult learner is capable of self-direction, builds on previous experiences, prefers problem-centered vs. subject-centered learning, needs active involvement in learning and requires motivation and confidence to learn. The adult learner needs to connect the content to their own meaning structures and focus on learning. Learning is enhanced when the subject matter is perceived by the adult learner as having meaning for one's own purpose (Knowles, 1973).

Communication is an important component of the **teaching and learning** processes involving the exchange of information between people by means of speaking, writing, or using a common system of signs or behavior. The faculty and student must be able to communicate information in an accurate, correct, and understandable manner.

Scholarship of Nursing Faculty

The **scholarship of teaching** is the primary focus of nursing scholarship for NMJC Allied Health and Nursing RN Program faculty. The scholarship of teaching is defined as the process occurring when the teacher creatively builds bridges between his or her own understanding and the student's learning.

The **scholarship of practice in nursing** is defined by NMJC Allied Health and Nursing RN Program as self-development to improve competence beyond the basic practice of professional nursing. NMJC Nursing Program faculty members engage in the scholarship of practice in nursing through the process of professional development. In order to improve competence in content-specific areas of instruction, faculty members participate in content-specific continuing education.

NMJC Allied Health and Nursing RN Program faculty do not perform nursing research; however, the **scholarships of discovery and integration in nursing** are incorporated in the teaching and learning processes of the student nurse through application of evidence-based practices in nursing care. Nursing faculty teach students to find nursing research articles, interpret the results, and apply the nursing research findings to direct patient care.

New Mexico Junior College Allied Health and Nursing Graduate/NMNEC End-of-Program Student Learning Outcomes (GLOs/EPSLOs)

Upon completion of either the Associate of Applied Science in Nursing from NMJC and/or the Bachelor of Science in Nursing from UNM, it is anticipated that the student will be able to

1. engage in professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities.
2. integrate principles of quality improvement and safety into nursing practice within healthcare organizations and systems.
3. deliver nursing care that is evidence-based.
4. demonstrate leadership behaviors through the application of policies that apply to healthcare delivery.
5. engage in effective inter-professional collaboration in the delivery of healthcare for quality patient outcomes.
6. utilize technologies for the management of information and in the delivery of patient care.

New Mexico Nursing Education Consortium. (2015, May 8). Graduate Learning Outcomes.

From the New Mexico Nursing Education website: <http://www.nmneec.org/curriculum.aspx>

Institutional - Graduate Learning Outcomes – NMJC GLOs

Upon completion of the NMJC Allied Health and Nursing RN Program, it is anticipated that the student will be able to

1. communicate effectively;
2. solve problems through critical-thinking; and
3. demonstrate of self and community awareness.

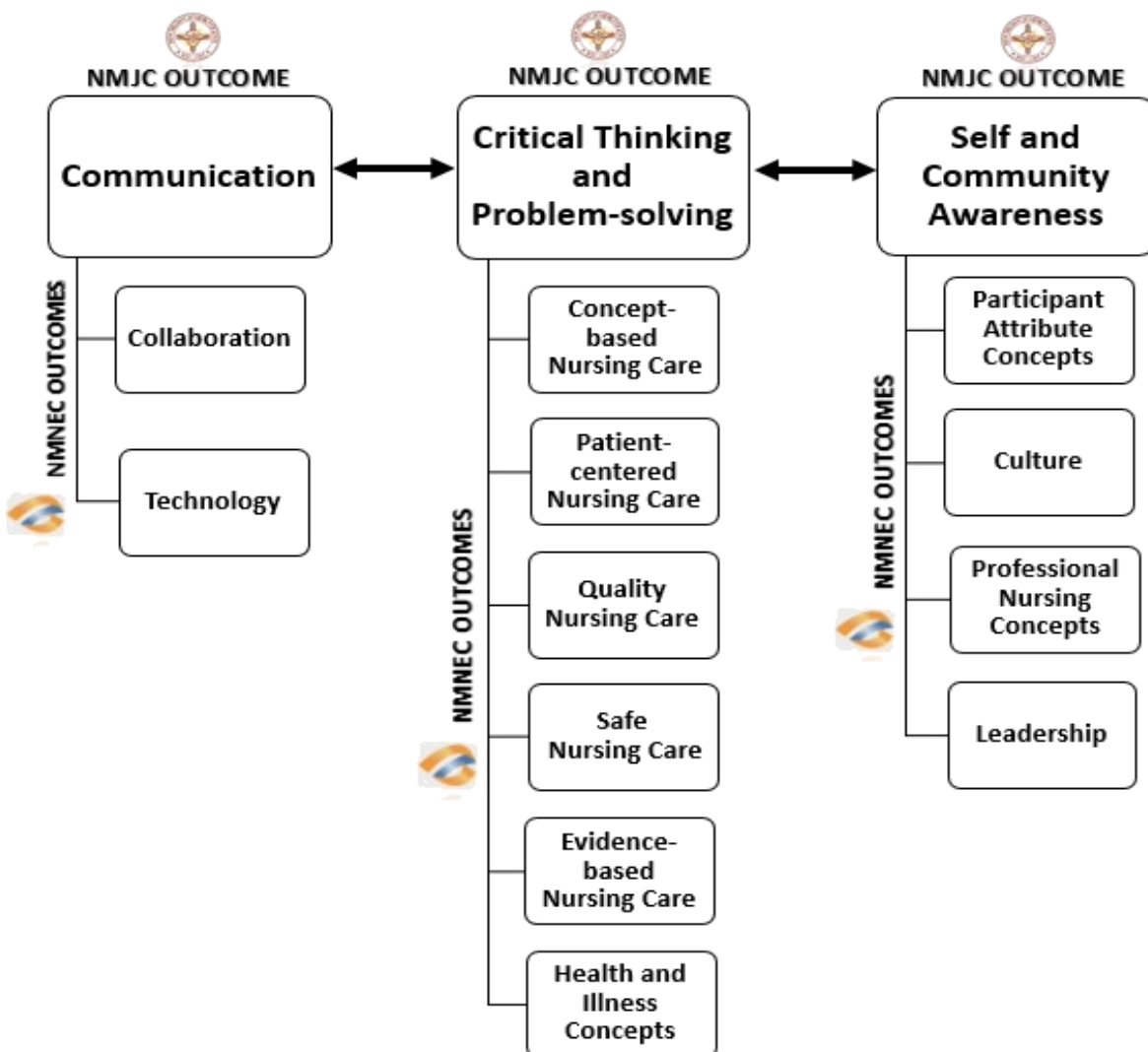
Additionally, the nursing faculty has identified concepts they believe are core to nursing practice and has integrated these concepts throughout the curriculum. The concepts of the NMNEC graduate learning outcomes are supported by the concepts of the institutional graduate learning outcomes; thereby, providing a framework for progressive acquisition of nursing knowledge, skills, and attitudes throughout the program.

Institutional - Graduate Learning Outcomes – UNM GLOs

Upon completion of the Bachelor of Science in Nursing from UNM, it is anticipated that the BSN student will also be able to meet the graduate learning outcomes of UNM. Refer to www.unm.edu for specific outcomes.

Theoretical Propositions Model

Integration of Nursing Program Graduate/End-of-Program Learning Outcomes (GLOs/EPSLOs) and Institutional Graduate Learning Outcomes (GLOs)



NMNEC Curriculum Framework

The major concepts of the graduate learning outcomes provide the structure for the curriculum framework. The definition of each of these concepts are defined below:

Concept-Based Educational Approach for Nursing Education: The five key elements for a conceptual approach to education are concepts, exemplars, concept-based curriculum, concept-based instruction, and conceptual learning.

Concept: An organizing idea or mental image composed of attributes that articulate the building blocks of theory. Concepts are components of knowledge, theoretical constructions, and organizational tools for thinking. Concepts serve as the foundational organizers that provide an infrastructure to the curriculum. The concepts within the courses serve as cornerstones for concept-based instruction and conceptual learning.

Exemplar: A specific topic or example represented by the concept.

Concept-based Curriculum: A curriculum that is designed around key concepts.

Concept-based Instruction: An instructional process featuring student-centered learning activities, rather than instructor-centered content-focused teaching practices of the past. The instruction focuses on concepts and the application of information to concepts.

Conceptual Learning: A process in which learners develop high level thinking skills and the ability to apply facts in the context of related concepts.

The concept-based approach was designed to prepare graduates to manage information effectively, provide patient-centered care that is evidence-based, and work well within teams. (Giddens, Caputi, and Rodgers, 2015)¹.

Patient-Centered Nursing Care: an orientation to care that incorporates and reflects the uniqueness of an individual patient's background, personal preferences, culture, values, traditions, and family. A patient-centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care (NLN, 2010, p.14)².

Culture: A pattern of beliefs, behaviors, and attitudes that develop over time as a result of the confluence of social, religious, intellectual and artistic structures and influences. Cultural norms impact all aspects of life including interpersonal relationships, gender roles, dress, religious practices, etc. Culture also influence health care decisions on treatment, medication adherence, self-care, and perceptions of illness (New Mexico, 2015)³.

Health Care Quality: A process in which outcome measures are used to continuously improve the quality and safety of health care systems. The Institute of Medicine (IOM) defines health care quality as the degree to which health care services for individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge. Quality improvement is an important component of health care quality. The Quality Safety Education in Nursing (QSEN) initiative identifies quality improvement (QI) as a key competency for nursing students. Quality improvement (QI) is defined as the use of data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems (New Mexico, 2015)³.

Safety: A process of ongoing risk assessment in the delivery of care to minimize the risk of harm to patients and providers. The scope of safety and health care ranges from the safe execution of specific procedures and tasks to health care system variables that impact the occurrence of errors in healthcare. There are four categories of errors that impact patient safety: diagnostic errors, treatment errors, prevention errors, and communication errors. These four types of errors impact patient safety by causing one of the following: adverse event, near miss, or sentinel event (New Mexico, 2015)³.

Evidence-Based: The acquisition and application of scientific research as it relates to health care delivery. Evidence-based healthcare is fundamental to all nursing care, in all settings and situations. The scope ranges from discovery and generation of evidence to delivery of nursing care. Research provides evidence of the trajectory of health problems and proof of the usefulness of interventions. It is used to support or discard interventions and expectations about health and health care delivery. Research that generates evidence includes data collection, evaluation, comparison to other research, and identification of implications for practice (New Mexico, 2015)³.

Leadership: A collaborative relationship between leaders and followers, which moves individuals, groups, and organizations toward a goal or vision. Leadership involves a cooperative relationship between the leader and follower in which all participants share some vision of the likely outcome of collective effort. A leader promotes vision, inspires and supports others, and promotes the attainment of group goals. Leadership is an expectation of the nursing role. Leadership opportunities abound in the course of everyday health care delivery and it is a professional responsibility to take the lead in situations where effective leadership will result in improved outcomes (New Mexico, 2015)³.

Collaboration: A process by which nursing, inter-professional teams, and patients interact to foster open communication, mutual respect, and shared decision making to achieve best possible outcomes that reflect the particular needs of the patient, family, or community. The categories in which the nurse practices collaboration include nurse-patient, nurse-nurse, inter-professional, and inter-organizational (New Mexico, 2015)³.

Technology and Informatics: The knowledge and application of information, resources, and devices related to the treatment and management of healthcare participants. Health information technology support and generate data with an associated higher risk to privacy and abuse of health information. Patient care technology can improve reliability and accuracy of care delivery. Health informatics technologies include electronic health records, clinical health care informatics, public health informatics, and translational bioinformatics. Patient care technologies include direct nursing care delivery, indirect care delivery, communication, patient assistive, and patient protective technologies.

Concepts of Nursing Education: A concept-based approach to instruction emphasizes “knowing rather than doing” and emphasizes knowledge and the ability to learn and carry information from one situation to another. The language of concepts allows nurses to better describe their roles as health care providers. Professional nurses recognize similarities in various situations based on observations and interactions with health care participants, their environments, and health and illness status. Recognition of characteristics that are similar across various situations enables the mind to form images known as concepts. Clustering of knowledge (concepts) enables nurses to integrate knowledge from previous experiences into the interpretation of new situations. Concept categories provide

structure to the curriculum through the organization of concepts (Giddens, Caputi, and Rodgers, 2015)¹.

The curricular concepts are organized into three major categories referred to as **mega concepts**:

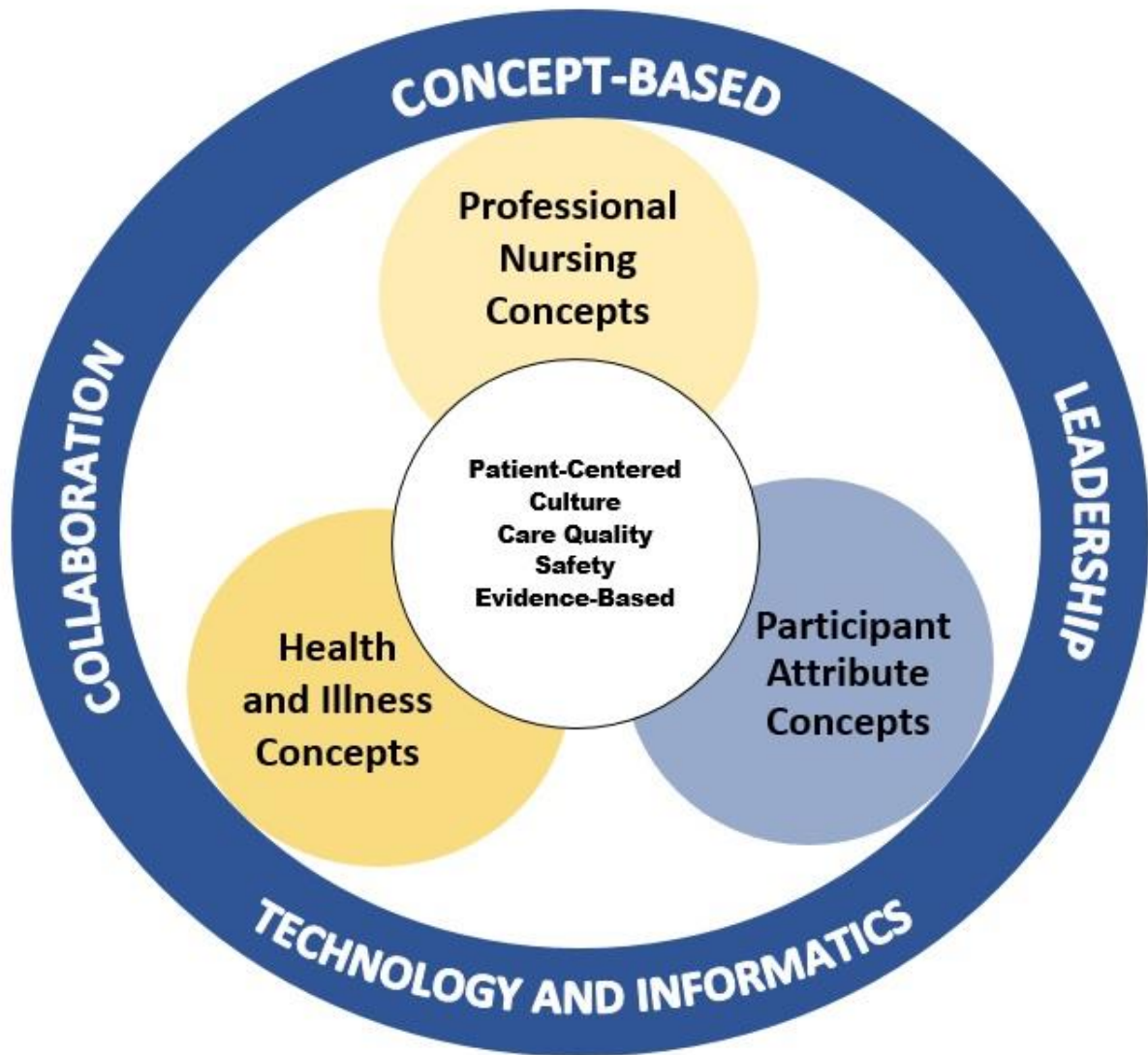
1. **Professional Nursing Concepts:** A collection of critical attributes that describe professional nursing practice. These concepts link with the identity of nursing as a health care profession.
2. **Participant Attribute Concepts:** Represent the unique and distinct attributes of all participants. Participant attribute concepts are considered from three contexts: individual, the family, and community.
3. **Health and Illness Concepts:** Represent a healthcare participant's health status in relationship to three goals of healthcare: the promotion of health, the prevention of disease, and the treatment of illness. Health and Illness concepts are considered from three contexts: health continuum, lifespan continuum, and environment of care. (Giddens, Caputi, and Rodger, 2015)¹

¹ Giddens J, Caputi, L., & Rodgers, B.L. (2015). *Mastering concept-based teaching: A guide for nurse educators*. St. Louis, MO: Elsevier/Mosby.

² National League for Nursing (NLN). (2010). *Outcomes and competencies for graduate of practical/vocational, diploma, associate degree, baccalaureate, master's practice doctorate, and research doctorate programs in nursing*. New York: Author.

³ New Mexico Nursing Education Consortium. (2015, May 8). Graduate Learning Outcomes. From the New Mexico Nursing Education website: <http://www.nmnec.org/curriculum.aspx>

Curriculum Framework Model

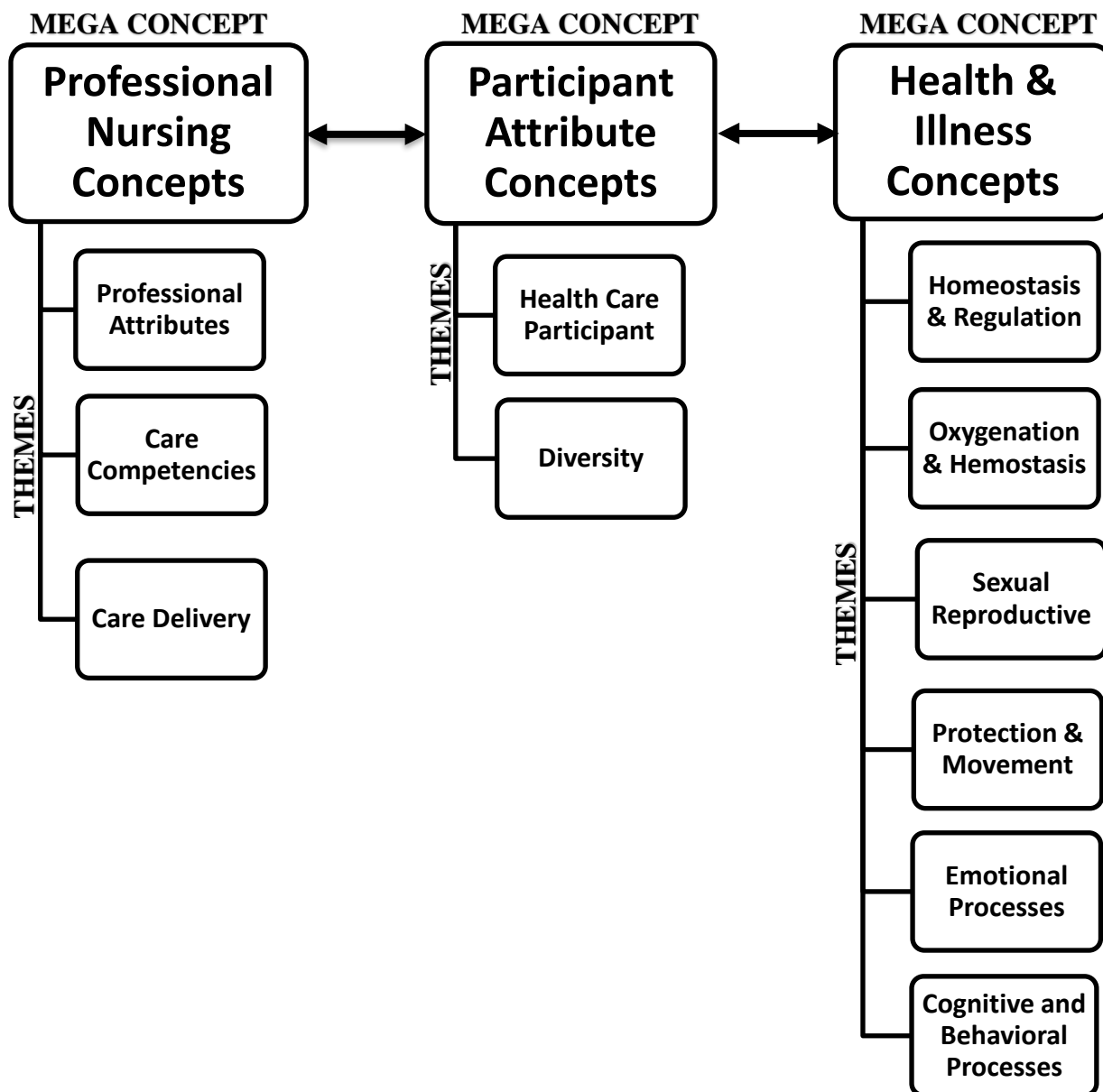


New Mexico Nursing Education Consortium. (2015, May 8). Graduate Learning Outcomes.
From the New Mexico Nursing Education website: <http://www.nmnec.org/curriculum.aspx>
New Mexico Nursing Education Consortium. (2015, May 8). NMNEC Concept and Exemplar Maps.
From the New Mexico Nursing Education website: <http://www.nmnec.org/curriculum.aspx>



NMNEC Conceptual Framework

Mega Concepts and Themes



The **three mega-concepts** are organized into **themes**.
The **themes** are further organized into **theme-specific concepts**.

The mega-concept of **Professional Nursing** includes the following **themes** and **theme-specific concepts**:

THEMES

THEME-SPECIFIC
CONCEPTS

Profession Attributes	Care Competencies	Care Delivery
Professional Identity	Communication	Health Care Law
Health Promotion	Safety	Health Care Quality
Patient Education	Evidence	Health Care Delivery Systems
Leadership	Technologies and Informatics	Health Care Economics
Ethics		Health Policy
Advocacy		

The mega-concept of **Participant Attributes** includes the following themes and theme-specific concepts:

THEMES

THEME-SPECIFIC
CONCEPTS

Health Care Participant	Diversity
Individual	Development
Family	Functional Ability
Community	Culture
	Spirituality
	Health Disparities

The mega-concept of **Health and Illness** includes the following themes and theme-specific concepts:

THEMES

THEME-SPECIFIC
CONCEPTS

Homeostasis and Regulation	Oxygenation and Hemostasis	Sexual Reproductive	Protection and Movement	Emotional Processes	Cognitive and Behavioral Processes
Fluid and Electrolyte Balance	Gas Exchange	Reproduction	Immunity	Stress and Coping	Cognition
Thermoregulation	Clotting	Sexuality	Tissue Integrity	Anxiety	Behavior
Nutrition	Perfusion		Mobility	Grief	
Elimination			Comfort	Mood and Affect	
Metabolic Regulation			Infection		
Cellular Regulation					
Acid Base Balance					
Intracranial Regulation					

New Mexico Nursing Education Consortium. (2015, May 8). NMNEC Concept and Exemplar Maps.
From the New Mexico Nursing Education website: <http://www.nmnec.org/curriculum.aspx>

NMNEC Curricular Student Learning Outcomes by Educational Level

(Correlation to Institutional Outcomes)

Level 1 - Curricular Departmental Course/Student Learning Outcomes (DCOs/SLOs) for ADN and BSN students

Upon successful completion of Level 1, the student will

1. recognize his/her own values, beliefs, and attitudes related to health and wellness.
(Institutional Outcome - Self and Community Awareness)
2. recognize and identify patient safety issues and risks.
(Institutional Outcome – Critical Thinking and Problem-solving)
3. introduce an evidence-based approach to his/her professional practice across the lifespan.
(Institutional Outcome - Self and Community Awareness)
4. identify policies and procedures application to nursing practice in the healthcare delivery system.
(Institutional Outcome - Self and Community Awareness)
5. communicate to identify roles and values of the healthcare team.
(Institutional Outcome - Communication)
6. access information and apply to patient scenarios.
(Institutional Outcome - Communication)

Level 2 - Curricular Departmental Course/Student Learning Outcomes (DCOs/SLOs) for ADN and BSN students

Upon successful completion of Level 2, the student will

1. recognize and assess diverse patients' values, beliefs, and attitudes related to health.
(Institutional Outcome - Self and Community Awareness)
2. apply safety measure to well-patient populations.
(Institutional Outcome – Critical Thinking and Problem-solving)
3. implement evidence-based practices in care of well-populations across the lifespan.
(Institutional Outcome – Critical Thinking and Problem-solving)
4. adhere to policies and procedures in the healthcare delivery setting.
(Institutional Outcome – Critical Thinking and Problem-solving)
5. communicate with other healthcare providers to meet the needs of well patients.
(Institutional Outcome - Communication)
6. utilize informatics for well patient care.
(Institutional Outcome - Communication)

Level 3 - Curricular Departmental Course/Student Learning Outcomes (DCOs/SLOs) for ADN and BSN students

Upon successful completion of Level 3, the student will

1. incorporate diverse patient values, beliefs, and attitudes into plan of care for patients with chronic illness.
(Institutional Outcome - Self and Community Awareness)
2. identify and interpret factors for improvement in patient safety and nursing practice.
(Institutional Outcome – Critical Thinking and Problem-solving)
3. utilize an evidence-based practice approach to the delivery and evaluation of nursing care to chronically ill patients across the lifespan.

- (Institutional Outcome – Critical Thinking and Problem-solving)
- 4. utilize policies and procedures within the healthcare setting.
(Institutional Outcome - Self and Community Awareness)
- 5. participate as a member of the healthcare team in the delivery of care.
(Institutional Outcome - Communication)
- 6. utilize appropriate technology for the delivery of nursing care to chronically ill patients.
(Institutional Outcome - Communication)

Level 4 - Curricular Departmental Course/Student Learning Outcomes (DCOs/SLOs) for ADN and BSN students

Upon successful completion of Level 4, the student will

- 1. integrate diverse patient values, beliefs, and attitudes into plan of care for patient with acute illness.
(Institutional Outcome - Communication)
- 2. interpret and analyze factors and system contributions that impact the quality and safety of nursing practice.
(Institutional Outcome - Communication)
- 3. integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the lifespan.
(Institutional Outcome – Critical Thinking and Problem-solving)
- 4. evaluate the use of policies and procedures within the acute care setting.
(Institutional Outcome - Self and Community Awareness)
- 5. effectively collaborate with the healthcare team in the delivery of patient care.
(Institutional Outcome - Communication)
- 6. integrate use of appropriate technology for the delivery of nursing care to acutely ill patients.
(Institutional Outcome - Communication)

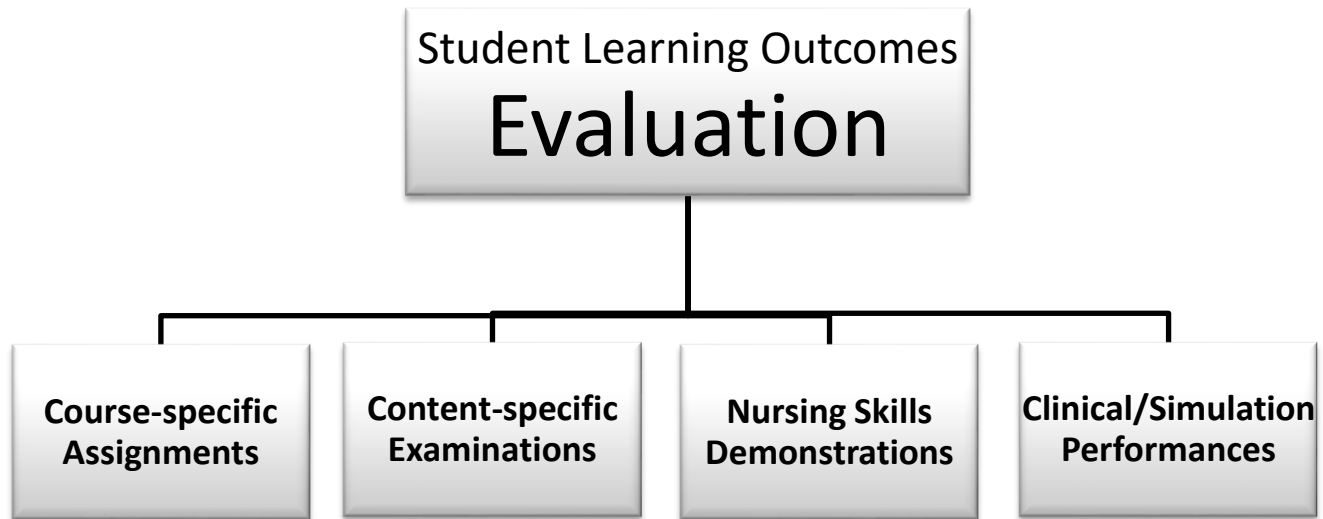
Level 5 - Curricular Student Learning Outcomes for BSN students only

Upon successful completion of Level 5, the student will

- 1. engage in professional nursing practice that is patient-centered and appropriate for diverse individuals, families, and communities.
(Institutional Outcome - Self and Community Awareness)
- 2. integrate principles of quality improvement and safety into nursing practice within health care organizations and systems.
(Institutional Outcome – Critical Thinking and Problem-solving)
- 3. deliver nursing care that is evidence-based across the lifespan.
(Institutional Outcome – Critical Thinking and Problem-solving)
- 4. demonstrate leadership behaviors through the application of policies that apply to health care delivery.
(Institutional Outcome - Self and Community Awareness)
- 5. engage in effective inter-professional collaboration in the delivery of health care for quality patient outcomes.
(Institutional Outcome - Communication)
- 6. utilize technologies for the management of information and in the delivery of patient care.
(Institutional Outcome - Communication)

Evaluation of Achievement of Departmental Course/Student Learning Outcomes – DCOs/SLOs

Student learning outcomes are evaluated across the curriculum through course-specific assignments, content-specific examinations, nursing skills demonstrations, and actual and simulated clinical performance evaluations. The student is responsible for sustained competence of Student Learning Outcomes during all levels of the nursing program.



Time Commitment to Nursing

Nursing education must be the nursing student's priority. The student will be required to complete many activities outside of the scheduled course hours. The student must plan time to study, take exams, practice in the lab, attend tutoring sessions and faculty conferences and complete course assignments. Employment is not recommended during nursing education.

Program Requirements

Student Health Requirements and Policies

Health screening and examinations are required to indicate the student's ability to provide safe nursing care to the public. Proof of compliance with all requirements must be submitted to the Nursing Program Office by the designated date.

Immunizations and Tests Required by State Law and Clinical Facilities

NMJC Allied Health and Nursing RN Program Students must comply with both New Mexico and clinical facility requirements related to immunization and testing. Note: Students should not delay completing their immunizations; some take up to 4-6 months to complete.

Immunization requirements must be submitted with documentation from a physician/healthcare professional.

ALL DOCUMENTATION MUST INCLUDE:

- Date(s) of Immunization(s)
- Vaccine manufacturer
- Place of service
- Vaccine lot number
- Results of serologic test if given
- Vaccine expiration date
- **Signature & Printed name** of healthcare professional

REQUIRED IMMUNIZATIONS		
Immunization	Option 1	Option 2
Measles* (Rubeola)	Two doses of measles vaccine on or after their first birthday and at least 30 days apart *See note	Serologic test positive for measles antibody **See note
Mumps*	Two doses of mumps vaccine on or after their first birthday	Serologic test positive for mumps antibody **See note
Rubella*	One dose of rubella vaccine on or after their first birthday	Serologic test positive for rubella antibody **See note
Hepatitis B (Hep B)	The minimum interval between the first two doses is 4 weeks, and the minimum interval between the second and third doses is 8 weeks. However, the first and third doses should be separated by no less than 16 weeks. It is not necessary to restart the series or add doses because of an extended interval between doses.	Serologic test positive for Hepatitis B antibody **See note

Varicella (Chicken Pox)	Two doses of varicella vaccine on or after their first birthday and at least 90 days apart prior to age thirteen. Vaccination doses should be given 28 days apart after thirteenth birthday.	Serologic test positive for varicella antibody **See note OR <u>Physician-documented</u> history or diagnosis of varicella **See note
Tdap (Tetnus, Diphtheria & Pertussis)	Documentation of prior Tdap vaccination. Td booster must be documented if Tdap was received more than ten years prior.	If prior immunization is unknown or undocumented, consult healthcare professional regarding obtaining immunization.

***Measles, Mumps, Rubella is also known as the combined MMR vaccine. This is the preferred vaccine if recipient is eligible.**

****Documentation must show date of test collection or diagnosis, not when primary care provider signed immunization form.**

YEARLY REQUIRED IMMUNIZATIONS

Tuberculin (TB) – Two-Step	<p>The student must show documentation of a negative two-step positive protein derivative (PPD) tuberculin screening test. Thereafter, one-step testing will be required annually during enrollment in the nursing program.</p> <p>If PPD testing is contraindicated for a student, he/she must submit evidence of a negative chest x-ray for tuberculosis (TB) obtained within one year admittance to the program.</p> <p>If a student has a positive PPD, the student will be referred his/her private health care provider and to the NM Department of Public Health for follow-up care. If a student has had a positive PPD in the past, documentation of a negative blood test or chest x-ray must be submitted to the nursing program office.</p> <p>If a student is undergoing treatment for tuberculosis, he/she must consult with a health care provider and be cleared for participation in classroom, laboratory, and clinical learning activities.</p> <p>Tuberculosis skin tests must be repeated yearly while students are enrolled in the AHN RN Program.</p>
Influenza	<p>Students are required to receive an annual or seasonal flu vaccination. Flu season generally begins in the fall (September/October) and runs through mid-to-late spring. Please read the information on the Centers for Disease Control and Prevention website regarding healthcare workers at https://www.cdc.gov/flu/healthcareworkers.htm</p>

DRUG TESTING

10+ Panel Drug Screen	A mandatory 10+ Panel Drug Screen – will be performed randomly each semester on each student. Cost is \$45.00 (cash only)
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For the CDC Required Adult/Healthcare Professionals Immunization Schedule,
please go to

<http://www.cdc.gov/vaccines/schedules/hcp/adult.html>

OTHER REQUIREMENTS

CPR Certification	The student is responsible for maintaining his or her own CPR certification. The student is responsible to renew the certification BEFORE it expires. If CPR certification is found to be expired, the student will not be allowed into the clinical setting and may fail to progress in the nursing program.
Health Insurance	Students are required to maintain and provide proof of health insurance coverage. Students may purchase individual policies, provide a copy of current group coverage, or a health care agreement. Medical costs are the responsibility of the student.

Physical Examination	<p>A physical examination is required for admission or readmission to the nursing program and must be completed utilizing the NMJC Physical Examination Form with full release for clinical participation.</p> <p>A student's admission or readmission or progression status may be denied if a significant health or safety threat is noted. Reasonable accommodations will be made for students who have a verifiable need(s). A student requiring accommodations must have the need(s) verified by the Director of Special Needs Student Services. A physician or appropriate agency working with the student must substantiate the need. After the need(s) are verified, the Director of Allied Health and Nursing will notify the instructor of the type(s) of accommodation(s) needed by the student (see ADA Compliance Statement).</p> <p>The director or faculty may request a physical exam be repeated if the student is experiencing health issues.</p>
Malpractice Liability Insurance	<p>Students are <u>required</u> to purchase liability (malpractice) insurance through NMJC. Liability insurance may be purchased through the college business office. The student must purchase liability insurance prior to the first day of class. Failure to purchase the liability insurance prior to the first day of class may result in denial of student participation and access to the Simulation Lab and/or clinical rotations.</p>
YEARLY CRIMINAL BACKGROUND CHECK AND FINGERPRINTING	
NMDOH Criminal Background Check	<p>The New Mexico Department of Health (NMDOH) requires that the student have an annual criminal background check before attending clinical. The process is initiated in the nursing department office and then the student is required to get fingerprinting done at one of the available sites. The student is responsible for the cost of the background check annually. (See also Legal Issues Affecting Nursing Students pg.34)</p>

The student is financially responsible for all expenses related to these requirements.

Failure to submit required documentation or comply with any of the above requirements may result in failure to progress in the nursing program.

Health Care Cost

A student may become ill, injured, or exposed to infections or communicable diseases while engaged in clinical, classroom, and/or laboratory practice activities. Illness, injury or exposure to disease may require, but may not be limited to: counseling, prophylactic intervention, diagnostic procedures and/or follow-up treatment. New Mexico Junior College, Nursing Program and affiliated clinical agencies are not liable for health care costs associated with the student's illness or injury resulting from clinical or laboratory practice.

The student is financially responsible for all related expenses.

Change of Health Status

If a student experiences an injury or illness while enrolled in the nursing program, the student must submit a release from his/her health care provider. The release should state the student can continue to meet the requirements of the nursing program without restrictions. Examples of conditions/incidents that would require a medical release are, in the case of, but not limited to the following: trauma necessitating medical care, surgery, pre-existing health condition, exacerbation of a pre-existing condition and/or a new diagnosis of a chronic health condition. If a student's health care provider will not write a medical release without restrictions, the student will not be allowed to participate in the classroom, clinical laboratory, or clinical rotations.

Accident, Injury, and/or Illness

Any accident, injury or illness occurring during nursing education activities must be reported immediately to the Director of Allied Health and Nursing and/or a nursing faculty member. New Mexico Junior College or any associated clinical practice site is not responsible for expenses related to accidents/injuries/illnesses occurring during clinical, class, or laboratory experiences. Any student that has an: accident; injury; illness; develops a physical or emotional problem; and/or takes medication(s) that could alter decision making, that could interfere with the safety to practice nursing has the responsibility to notify all appropriate nursing faculty so appropriate measures can be taken to protect the public, student and college.

A student presenting with a physical or emotional health issue, that does not respond to treatment and/or counseling within a reasonable time period can be withdrawn from the program. A student who demonstrates behavior(s) jeopardizing the safety of any person will be dismissed immediately from the designated activity, class, clinical laboratory, or clinical rotation. The student will receive written counseling from the involved nursing faculty and must meet with the Director of Allied Health and Nursing for evaluation of the behavior(s) to determine the student's status in the nursing program. An "Action Plan/Learning Contract" will be completed with a description of the consequences of the action and/or immediate withdrawal for the nursing program.

Pregnancy Policy

If a student is pregnant or becomes pregnant while enrolled in the nursing program, the student should advise a faculty member as early as possible. The student should inform her health care provider that she is attending a nursing education program. The student should discuss the pregnancy-related risks of the health care environment with the provider and make an informed decision regarding continuation of nursing education during pregnancy.

Legal Issues Affecting Nursing Students

Criminal Background Checks for Nursing Education

The nursing program complies with the New Mexico Caregivers Criminal History Screening Act, NMSA 1978 §29-17-2 to §29-17-5 (1998) and the Caregiver Criminal History Screening Program Regulations promulgated thereunder by the New Mexico Department of Health. This act requires a nursing student to have an annual nationwide criminal history screening prior to providing care for patients. A nationwide criminal history record includes information concerning a person's arrests, indictments or other formal criminal charges, and any dispositions arising there from including convictions, dismissals, acquittals, sentencing, and correctional supervision, collected by criminal justice agencies and stored in the computerized data bases of the FBI, the national law enforcement telecommunications systems, the New Mexico Department of Public Safety, or the repositories of criminal history information of other states.

The student is responsible for paying for and submitting the information to obtain a criminal background check. The results of the screening must be clear prior to the student being allowed to participate in the clinical portion of the nursing course(s). The criminal history screening results will be held in a confidential file. A student receiving a screening report that identifies a crime(s) as a "disqualifier(s)" will not be eligible for continued enrollment or completion in the nursing program.

****If, during the course of the nursing program, a student is arrested and/or convicted for any crime, other than minor traffic offenses, (on or off campus, during the semester or on breaks), the student should notify the Director of AHN immediately. An arrest/conviction may affect a student's ability to attend clinical. If a student**

is unable to attend clinical due to an arrest/conviction, the student may be unable to progress in the nursing program. Failure to notify the Director of AHN immediately of an arrest/conviction, may result in failure to progress in the nursing program as well.

Substance Use/Abuse by the Nursing Student

The nursing faculty requires the nursing student to provide safe, effective, and supportive patient care; therefore, the nursing student must be free of chemical impairment during participation in any part of the nursing program including classroom, laboratory, and clinical settings. Additionally, New Mexico Junior College and various clinical agencies enter into contractual agreements that enable nursing students to practice within the clinical agencies. The NMJC Director of Allied Health and Nursing or any clinical agency can request that student(s) submit to drug and/or alcohol testing prior to clinical practice experiences or at any time during clinical practice education.

If a student is suspected or found to be chemically impaired, the student will be removed from the classroom, laboratory, or clinical setting and the Nursing Program – Substance Use/Abuse Screening and Testing Policy will be followed. If a student refuses to submit to the requested drug and/or alcohol testing, the student will not be permitted to participate in classroom, laboratory, or clinical practice experiences. Refusing to undergo drug and/or alcohol testing will result in failure to progress in the nursing program.

Nursing Program - Substance Use/Abuse Screening and Testing Policy

I. Preamble

Drug and alcohol use/abuse among students training to be health care professionals poses a serious threat to the health and welfare of both students and other persons and conflicts with the responsibility of New Mexico Junior College (the “College”), to foster a healthy atmosphere for the pursuit of education and service for the Junior College District. The objective of this policy is to ensure a safe, healthy, and effective learning environment for everyone at the College and the general public. It is the policy of the College to provide an educational environment free from the use, sale, possession, or distribution of prohibited substances, including Illegal Drugs and Controlled Substances or the improper or abusive use of alcohol and other legal drugs.

To meet the objectives of this policy, the College will provide students, faculty and staff with information about the effects of alcohol and other drugs through educational efforts and the availability of information about counseling services. The College also will educate and train students, faculty and staff to identify problems and symptoms of drug and alcohol abuse.

Additionally, this policy requires students to perform their educational duties free from the presence of Illegal Drugs, alcohol, or inappropriate legal drugs in their systems. The manufacture, use, possession, sale, purchase, or transfer of Illegal Drugs by anyone is prohibited. Arriving at any College Facility while under the influence of an illegal drug, controlled substance or alcohol is prohibited, as is use and consumption of such substances while at College Facilities. The College also prohibits the use or abuse of medications and prescribed drugs to the extent that performance, fitness for classroom or clinical study, and safety are adversely affected.

II. Definitions

College Facilities: “College Facilities” for purposes of this policy include but are not limited to: all property owned, used, leased or controlled by the College and any off-campus site (including all clinical sites) where students may be participating in any College sponsored program or activity.

Controlled Substances: “Controlled Substances” for purposes of this policy are those substances in Schedules I-V of Section 202 of the Controlled Substances Act (21 U.S.C. 812) and implementing regulations 21 CFR 1308.11-1308.15. Controlled Substances include, but are not limited to, marijuana (including medical marijuana), cocaine (including *crack*), amphetamines, heroin, PCP, hallucinogens and certain prescription drugs.

Illegal Drugs: “Illegal Drugs” for purposes of this policy, include not only Controlled Substances, but also illicit or non-prescribed drugs, inhalants, narcotics, hallucinogens, depressants, stimulants, and other substances capable of creating or maintaining adverse effects on one’s physical, emotional, or mental state. Controlled medication not prescribed for current personal treatment by a licensed medical professional is also considered an illegal drug under this policy. Mood or mind altering substances such as synthetic derivatives or products that produce a marijuana-type high or other effect and any herbal products not intended for human consumption are also considered Illegal Drugs under this policy.

Medication or Prescribed Drugs: Medication or prescribed drugs, for purposes of this policy, are drugs that an individual may be taking under the direction of a licensed medical professional in a medical setting to address a specific physical, emotional, or mental condition.

III. Policy and Practices

Students subject to this Substance Abuse/Use Screening and Testing Policy shall be responsible for being familiar with the policy and shall be required to sign and return a Consent and Release form.

A. **Prohibited Conduct.** The unlawful manufacture, distribution, dispensation, possession or use of Illegal Drugs by a student of the College is strictly prohibited. Any student who is found to use, be under the influence of, sell, manufacture, possess, dispense or distribute any Illegal Drugs or alcohol while on school-related duties or activities, whether in a College Facility or elsewhere, will be subject to disciplinary action, up to and including immediate dismissal. Any Illegal Drugs confiscated will be subject to being turned over to the appropriate law enforcement agency for additional investigation and appropriate action upon proper request or authority. Being arrested or charged with illegal possession, use or distribution can subject a student to disciplinary action. Any student enrolled in the College nursing program is required to notify the Director of Allied Health and Nursing if he/she is convicted of a criminal drug statute violation within five (5) days of such conviction. For these purposes, a plea of no contest or other similar plea shall qualify as a conviction. Failure to report any such conviction is grounds for disciplinary action, up to and including dismissal from the program and the College.

B. **Use of Medication and Prescribed Drugs.** Use of **medical marijuana is not acceptable for students in the nursing program, even with a valid prescription.** Students shall notify their instructor when taking prescribed medication which could adversely affect their performance. If a student is taking a prescribed drug which may hinder the safe and efficient performance of the student’s duties or the safe participation in any activity, the **student must obtain a release to return to such College programs and activities, including returning to any clinical sites.** Such release must come from the prescribing health care professional. If a release cannot be obtained, the student may be suspended from the activity or program without any refund of tuition or fees. Students are advised to check with a health care provider when taking any over-the-counter medication to determine if the medication may cause, or give the appearance of causing, side effects which might hinder the safe and efficient performance of the student’s duties. It is the student’s responsibility to exercise conscientious judgment when considering whether he or she can properly function in College programs and activities in which he or she is participating. **A student should notify his or her instructor or immediate supervisor if he or she is feeling adverse effects from any medications which might adversely affect performance or the safety of the student or others. Sharing of any prescribed medications**

with others for whom they are not prescribed is strictly prohibited and is illegal. Do not share prescription medications with classmates.

C. Drug/Alcohol Testing. In order to effectively meet the objectives of this policy, the College recognizes the need to implement a Drug and Alcohol Testing Policy. Students in the nursing program will be subject to testing utilizing samples of blood, urine, breath, or hair in the following circumstances:

- Upon admittance to the program beginning with the fall 2011 semester;
- Prior to beginning any clinical work at any clinical site;
- Each semester while a student is participating in any clinical work or internship;
- At **RANDOM** intervals;
- Upon returning to a clinical site following an unplanned absence of greater than thirty (30) days in providing patient care at such clinical site;
- Upon returning to a clinical site following a rotation at a different clinical site;
- Upon returning to a clinical site following an absence due to the use of Illegal Drugs or alcohol in violation of this policy and the successful completion of a rehabilitation program;
- Following a student's involvement in any incident which results in an injury to any person at a clinical site;
- Following any incident at a clinical site involving allegations of mishandled, stolen or misused medication, or other medication discrepancies that occur in an area in which a student was assigned or working;
- When a student appears to be unfit to participate in a program or activity as a result of the use of Illegal Drugs, or the abuse of Medication or Prescribed Drugs or alcohol;
- When there is reasonable cause or suspicion to believe that a student is under the influence of Illegal Drugs or alcohol; and
- When a student's initial test sample appears to have been altered, diluted, tampered with or adulterated in some manner.

The Director of Allied Health and Nursing (or his or her delegate) shall approve in advance all tests based upon appearance or reasonable suspicion. No advance notice to the student is required for such testing.

With regard to post incident/injury/accident testing, a student shall be subject to a drug and alcohol screening test immediately after an accident or incident. One purpose of such testing may be to confirm or refute drug or alcohol use as a possible cause of the incident/injury/accident. Such testing may be conducted on both a student who is injured and/or any student involved in or affecting the accident or incident.

D. Costs of Testing. The costs of all screenings shall be the sole responsibility of the student.

E. Reporting; Confidentiality; Discipline.

Peer Reporting

Should a student suspect or observe suspicious behaviors in others, report this either to an instructor or the Director of Allied Health and Nursing. It is part of every nursing student's professional obligation to report unsafe practice according. Every effort will be made to maintain confidentiality in peer reporting, however, in some circumstances confidentiality may not be assured.

Confidentiality

Subject to the limitations set forth elsewhere in this policy and except where such information is subject to being turned over to legal authorities or third parties pursuant to a legal obligation of the College, test results and information obtained during testing will be held in confidence and treated as medical information. If a student tests positive and corrective action is required, only those personnel with a need to know will be provided access to the test information. Provided, however, students must sign a release agreeing that test results may be provided to authorized persons associated with both the College and clinical sites who have a need to know.

Positive Results

If a student's test result is confirmed to be positive, the student will be subject to immediate suspension or dismissal from the nursing program and the College's disciplinary policy will be followed. A student who is denied participation in training at a clinical site based upon the outcome of a drug or alcohol screen shall be subject to dismissal from, or a failing grade in the program. The College shall have no responsibility for arranging alternate clinical placements. Neither shall a student who is dismissed from the program for violating this policy be entitled to any refund of fees paid.

Refusal to Test

A student is free to refuse to consent to a drug/alcohol screening test; however, refusal to consent to such a test will result in immediate dismissal from the nursing program and no refund of tuition, fees or other costs shall be made.

Relapse by Student

Any student who is rehabilitated must remain alcohol or drug free. Any relapse by a student will be considered a violation of this policy and the student will be subject to disciplinary action up to and including dismissal.

Disciplinary Action

The College reserves the right to subject any student found to be in violation of this policy to disciplinary action, up to and including immediate dismissal from the nursing program and the College and a permanent ban from participating in clinical work at clinical sites. Disciplinary action may include requiring a student to participate satisfactorily in an approved substance abuse treatment or rehabilitation program as a condition of continued enrollment or participation in an educational program.

Compliance with Law

The College intends that this policy comply with all applicable federal, state and local laws, including but not limited to the American with Disabilities Act as amended and the New Mexico Human Rights Act. The College reserves the right to change this policy at any time with or without notice to students. In the event any aspect of this policy is deemed to violate any applicable law, this policy shall be deemed to be amended to the extent necessary to bring the policy into compliance with all legal requirements.

CLINICAL CONTRACTS

An important part of a nursing student's education is the ability to participate and practice in various clinical settings. To ensure nursing students have these opportunities, New Mexico Junior College and various clinical agencies enter into contractual agreements that enable nursing students to practice within the clinical agencies ("Clinical Contracts"). These clinical agencies may have additional policies, procedures and requirements for their employees and clinical participants, including, but not limited to additional drug and/or alcohol screening. It is the responsibility of each nursing student to learn about and comply with the policies, procedures and requirements of the clinical agency where the nursing student participates in the clinical setting. Failure to comply with such additional policies, procedures and requirements may result in a nursing student's removal from the clinical setting and/or removal from the NMJC nursing program.

Questions?

Questions concerning this policy should be directed to the Director of Allied Health and Nursing.

Agencies Providing Assessment and/or Treatment of Substance Use/Abuse

Lea Regional Mental Health Services
5417 Lovington Highway
Hobbs, NM 88240
(575) 492-5488

Guidance Center of Lea County, Inc.
920 W. Broadway Street
Hobbs, NM 88240
(575) 393-3168
24 Hour Phone Number (575) 393-6633

Palmer Drug Abuse Program
200 E. Snyder
Hobbs, NM 88240
(575) 393-0434

Alcoholics Anonymous
(575) 397-7009
<http://www.simeetings.com/LA/NM/HobbsMtgs.html>

NMJC Allied Health and Nursing RN Program Policies and Procedures

Student Records

The Office of Enrollment Management maintains official academic records. Please see the Academic Information section of the NMJC Student Catalog for information regarding college academic records policies.

Academic advising files are maintained in the Nursing Program Office. The Director of Allied Health and Nursing (AHN) is the custodian of these files containing the student's academic records, clinical requirements records, and portfolio. The student's file may be viewed upon the student's request.

Maintaining current student contact information is essential. It is the student's responsibility to notify the Administrative Secretary for Nursing of changes in student demographic information (name, address, telephone number, etc.)

The Family Educational Rights and Privacy Act of 1974

Students at New Mexico Junior College and NMJC AHN RN Program are protected under the Family Educational Rights and Privacy Act of 1974 (FERPA) that prohibits disclosure of student information or academic records without the student's permission. For specific information regarding NMJC's policy for maintaining compliance with FERPA, please refer to *NMJC College Catalog*, Academic Information section.

Patient Information Confidentiality/HIPAA

Confidentiality regarding patient information is **mandatory** in the nursing profession. Federal regulations dictate the patient's right to information confidentiality. Thus, it is imperative for the student nurse to understand the professional concept of confidentiality and to agree to maintain patient information confidentiality throughout the nursing education process and nursing career. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule standards address the use and disclosure of individuals' health information. This health information is called "protected health information" which is subject to the Privacy Rule. It also addresses the standards for individuals' privacy rights to understand and control how their information is used. A major goal of the Privacy Rule is to assure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well-being.

During the process of nursing education, the student nurse enters into relationships with patients, families, groups and communities in many healthcare environments. Through the student nurse/patient relationship and entry into healthcare environments, the student nurse is exposed to personal and medical information about many patients, families and groups. Patient information is **entrusted** to the student nurse and **must not** be communicated to any unauthorized person. Patient information from any source and in any form, including paper records, oral communication, audio recording, and electronic display, is strictly confidential. Unauthorized release of confidential information can also result in personal, civil, and/or criminal liability and legal penalties. It is the policy of the NMJC AHN RN Program that students of the school shall respect and preserve privacy and confidentiality of patient information, regardless of the agency to which the student is assigned.

Violations of this policy include, but are not limited to:

- Accessing information that is not within the scope of the student's assignment;
- Misusing, disclosing without proper authorization, or altering patient or personnel information;
- Disclosing or using another person's electronic or computer codes or passwords;
- Leaving a secured application (written or electronic) unattended during assignment
- Attempting to access a secured application without proper authorization.

The student will be disciplined according to the Action Plan and/or Learning Contract.

Advisement

The process of academic advisement is one of information exchange, communication, teaching, and guidance. Each nursing student is assigned a nursing faculty advisor at the beginning of the semester. The student is required to meet with the advisor at mid-term and end of the semester for academic counseling and evaluation. The student may request a conference with an advisor at other times during the semester. The student desiring a conference with his/her academic advisor should make an appointment during the advisor's office hours.

Student and Faculty Advisor Conferences

- The student is required to meet with his/her advisor at mid-term and at the end of each semester for academic counseling and evaluation.
- The student-faculty advisor conference date(s) and available appointment time(s) will be posted on the advisor's office door.
- The student is required to sign-up for an appointment with the advisor.
- If the student does not schedule and attend both (mid-term and final) conference sessions, he/she will receive an Incomplete 'I' grade for the course and will not be eligible to progress in the program until the conference(s) have been scheduled and attended.

Non-Discrimination Policy

NMJC and the NMJC AHN RN Program are committed to a policy of non-discrimination on the basis of gender, race, color, national origin, ethnicity, religion, age, disability, sexual orientation, or marital status in any of its policies, practices, or procedures in accordance with applicable federal, state and local laws, nor will they condone any acts of illegal discrimination by its employees. This provision includes, but is not limited to, employment, admissions, financial aid, and educational services. The College prohibits and condemns retaliation of any kind against any employee or student engaging in the exercise of free speech or in other activities protected by federal, state, or local laws.

Any student who has questions or wishes to file a complaint about illegal discrimination, retaliation, or harassment should contact the Vice President for Student Services at 575.492.2670.

ADA Compliance

Reasonable accommodations will be made for students who have a verifiable need. Any student requiring accommodations must have his/her need verified by the Special Needs Services (SNS) Coordinator. A physician or appropriate agency working with the student must substantiate the need. The SNS coordinator will then notify the professor(s) of the type(s) of accommodation(s) needed by the student.

Attendance Policy (Absence and Tardy)

- The nursing faculty believe attendance and punctuality are **crucial** to the success of the nursing student, fosters socialization into the nursing profession, and demonstrates professional behavior.
- **Attendance is required** at every session of each course for which the student is enrolled.
- The nursing student is also expected to **be on time** for class sessions.
- **A class session is any scheduled nursing activity.** Examples of class sessions may include but are not limited to: class room, laboratory, simulation, exams of all types, etc.
- **The student may earn extra points for attendance and punctuality.** Extra points are added to the student's grade only after the student has achieved a passing average for the course. **Two conditions must be met in order to earn the points:**
 1. The student must attend the entire class session.
 2. The student must not be tardy for any portion of the class session.

Number of Absences/Tardy Occurrences	Extra Points Earned
Zero Absences and/or Tardy Occurrences	3 points
One Absence and/or Tardy Occurrence	2 points
Two Absences and/or Tardy Occurrences	1 points
Three Absences and/or Tardy Occurrences	0 points and a Student Action Plan

- **Tardy Occurrences for Class Sessions**

The student will be counted tardy if the student arrives from 1 - 30 minutes late to any class session or is late returning to a class session following a designated break or mealtime.

When a nursing student is tardy for a class session, the following consequences apply:

Number of Tardy Occurrences	Consequences of Tardy Occurrences
Tardy for 1 class session	No action
Tardy for 2 class sessions	Verbal Warning from Faculty
Tardy for 3 class sessions	Written Professional Conduct Paper
Tardy for 4 class sessions	Student Action Plan
Tardy for 5 class session	Student Learning Contract
Tardy for 6 class sessions	Administrative Nursing Review Committee - possible expulsion from program

- **Absence Occurrences for Class Sessions**

The student will be counted absent for missing any portion of the class session. When a nursing student is absent from a class session, the following consequences apply:

Number of Absences	Consequences of Absences
Absence from 1 class session	No action
Absence from 2 class sessions	Student Action Plan
Absence from 3 class sessions	Student Learning Contract
Absence from 4 class sessions	Administrative Nursing Review Committee - possible expulsion from program

- **Tardy Occurrences for Clinical Rotations**

The student will be counted tardy if the student arrives from 1 - 30 minutes late to any clinical rotation or is late returning to work following a designated break or mealtime. When a nursing student is tardy for a clinical rotation, the following consequences apply:

Number of Tardy Occurrences	Consequences of Tardy Occurrences
Tardy for 1 clinical rotation	Student Action Plan and Written Professional Conduct Paper
Tardy for 2 clinical rotations	Student Learning Contract
Tardy for 3 clinical rotations	Administrative Nursing Review Committee - possible expulsion from program

- **Absence Occurrences Involving Clinical Rotations**

Clinical experiences are a vital component of nursing education.

Attendance is required at every clinical rotation for which the student is scheduled.

The nursing student is expected to **be on time** for each clinical rotation.

When the student must be absent, the clinical nursing faculty must be notified person-to-person by telephone, not by voice or text message, at least one hour prior to the report time for each day of clinical absence.

- If a student fails to notify the nursing faculty prior to a clinical absence (considered a “No Call, No Show”), the nursing faculty will initiate a corrective learning contract addressing the student’s unprofessional behavior.
 - If a student fails to notify the nursing faculty prior to a clinical absence on a second occasion, the nursing student must meet with the Administrative Nursing Review Committee to discuss the repetition of unprofessional behavior and whether the student may progress in the nursing program.
- The student must make an appointment with the clinical nursing faculty to discuss whether the clinical assignment can be rescheduled. It may not be possible to reschedule clinical assignments during the current semester.
 - In this circumstance, the student may receive an “I” incomplete grade for the semester grade which will be entered as the student’s official grade for the course.
 - The student will be required to enter into a contract and perform the contracted work in order to complete the course and receive a letter grade.

- If the contract is not satisfactorily completed by the student within the assigned timeframe, the student will receive a grade of “F” for the course.

All clinical rotation absence hours must be made up.

Examination Policies

- Exams are taken in the nursing department or the testing center during designated times.
- Exam grades are posted and released for student viewing through Canvas after test analysis is completed by the faculty.
- After the exam has been completed by all students in the course and grades have been posted, the faculty will hold a content review session with the class. During this session, concepts that were most missed on the exam will be discussed with the class. Individual exam reviews will not be done.
- Food or drinks are not allowed in the testing area.
- The student may not bring any books; personal items (including jackets, coats, hats); notes; recording, copying, or electronic devices to the testing area. **NO CELL PHONES ALLOWED.**
- The student may enter only the currently assigned nursing exam during the exam period. The student may not duplicate, copy, or electronically transmit any portion of the exam. Duplicating, copying, or electronically transmitting any portion of the exam is considered academic dishonesty and will result in a zero grade for the exam and possible failure to progress in the nursing program.
- Each student is expected to exhibit professional behaviors while in nursing school. Arriving on-time for scheduled activities is an example of professional behavior. **Each student is expected to arrive on time for scheduled exams. You may not be admitted to the exam after it begins.** If you are late, and not admitted into the exam area, you will receive a zero grade for the exam. See absence and tardy policies.
- When a student is unable to take a scheduled exam he/she must personally inform a nursing professor at least 2 hours prior to the exam. If a student does not take a scheduled exam, it is the student’s responsibility to make an appointment with the nursing professor to discuss the reason the exam was missed. A makeup exam will be arranged and must be taken as soon as the student returns to class. The exam may be a different version or format.
- Each student is expected to maintain the highest standards of honesty and integrity in academic matters. Cheating or gaining illegal information for any exam is considered dishonest. A student found to be dishonest on an exam will receive a grade of zero for the exam and possibly fail to progress in the nursing program.

Course Grading Policies

NMNEC Curriculum Nursing Course Grading Scale:

90-100	=	A
80-89.99	=	B
77-79.99	=	C
60-76.99	=	D
0-59.99	=	F

A grade of 77 or higher is the minimum passing grade for nursing.

A grade of C or higher is required for all nursing courses.

The student must pass all nursing classes in sequence prior to taking courses in the following semester(s).

The student receives exactly the earned grade: GRADES ARE NOT ROUNDED.

When the student fails the clinical practice portion of a course, a grade of F is earned for the entire course, regardless of the theory portion grade.

1. Calculation of Course Grade

a. Unit Exams

The student will be given one or more exams to assess mastery of the content for each course. The exams will be based on theoretical content and application of practical skills.

b. Final Exam

The final course exam will be comprehensive, covering material for the entire semester. The final exam will not include questions from previously administered exams.

c. Unit Exams and Final Exam Average

The first calculation is an average of the unit exam scores and the final exam score. Each unit exam score and the final exam score are weighted equally. An average score of 77% or higher is required.

When a score of 77% or higher is NOT earned for the unit exam scores and the final exam score average, other course grades are not eligible for computation into a final grade and the student will earn a letter grade of D or F.

When a score of 77% or higher is earned for the unit exam scores and final exam score average, other course grades are eligible for computation into the final course average.

Course assignment grades are calculated with other course grades to determine a final grade.

A course-specific, grade-weighting percentage chart is included in the syllabus of each course.

When a weighted grade of 77% or higher is NOT earned, the student earns a letter grade of D or F.

Attendance points (see attendance policy) will only be awarded AFTER the student has achieved an average of 77% on unit exam and final average calculation AND final course average.

*Note: See course syllabi for course specific calculation of course grades, as clinical courses may use different variations of exams and finals (i.e., quizzes, skills exams, etc.)

d. Course Assignments

An assignment is considered to be, but not limited to the following:

- Exams, care plans, journals, standardized exams (ATIs, etc.), pass/fail assignments, quizzes, posters, presentations, laboratory skills assessments and projects.
- All assignments should be completed and submitted by due date and time.
- If an assignment(s) is not completed by the due date, a failing grade may be earned and the grade may result in the student failing the course.

Graded Assignments

- **Late assignments (graded):**

- A late assignment is any assignment submitted after the scheduled due date and time. For example, if an assignment is due by 5:00 pm on a certain day but turned in after 5:00pm on that date, the assignment will be considered one day late.
- Ten (10) points will be deducted from a late assignment grade for each day the assignment is late.
- After 10 consecutive days, the student will receive a grade of "0" for the assignment; however, all late assignments must be satisfactorily completed and submitted.
- All late (printed) assignments must be clocked-in using the time clock in the Nursing Program Office and the clock stamp must be performed in the presence of a nursing program employee. If the assignment was to be turned in on Canvas, the student must email the assignment to his/her instructor and it will be timed and dated according to the time and date the email was sent.
- All late (printed) assignments must be initialed by a nursing program employee when turned in.
- Printed assignments must be turned in during Nursing Program Office business hours.

- **Pass/Fail Assignments (not graded)**

The student **must satisfactorily complete all pass/fail assignments** and achieve at least the designated minimum passing score for the assignment (if specified) in order to pass the course. Failure to complete all assignments in the course may result in course failure. A pass/fail assignment is one in which the student is required to complete by the designated due date. Additionally, Module Zero must be completed by the due date, for every course, every semester, no exceptions. For most pass/fail assignments, the assignment is considered "passed" when it is completed by the due date regardless of the achieved score. Some pass/fail assignments may have a designated score that must be achieved by the due date in order to pass; however, this score does not count in the overall grade for the course (these pass/fail assignments will be specified in the syllabus). If the assignment is not completed by the due date, it is considered "failed".

- **Missed or Late Assignments (graded and ungraded)**

In the event that a student fails to turn in **any** assignment by the due date, the student will automatically be subject to the following consequences:

- 1st missed/late assignment:

The student will be placed on an action plan by his/her advisor and will be required to complete the assignment or an alternate assignment by a specified time. If an alternate assignment is given, this assignment will be related to the content of the assignment missed and may be in another format. If the assignment is a graded assignment, 10 points will automatically be deducted from the assignment grade. If

the assignment or alternate assignment is not completed by the specified time, it will count as the 2nd missed assignment (see below).

- 2nd missed/late assignment:

Student will be placed on a learning contract by his/her advisor and will be required to write a paper on professionalism. A rubric and guidelines for the paper will be provided and must be followed. The learning contract will continue with the student throughout enrollment in the nursing program.

- 3rd missed/late assignment:

Student will be required to meet with the Administrative Nursing Review Committee to discuss repetition of the unprofessional behavior. The student may earn a failing grade for the course and be unable to progress to the next level in the nursing program.

Dosage Calculations Exams

There will be a dosage calculations exam each semester. For the first three levels, students must pass the dosage calculation exam **in two attempts** with the following expectations:

- **Level 1 – 90% accuracy**
- **Level 2 – 95% accuracy**
- **Level 3 – 95% accuracy**

Students **may retake the test once** (a second opportunity will be given the next week, if necessary), however the ***initial score*** will be used in computing the overall course grade. **If the student is unsuccessful after the second attempt the student will not pass the course, will receive a grade of “F”, and will not be able to progress in the nursing program regardless of other grades.**

For level 4, students must pass the dosage calculation exam **in three attempts** with the following expectations:

- **Level 4 – 100% accuracy**

Students may retake the test twice (a second and third opportunity will be given the at least one week after the first exam for second attempt, and at least one week after the second attempt, if necessary), however the ***initial score*** will be used in computing the overall course grade. **If the student is unsuccessful after the third attempt the student will not pass the course, will receive a grade of “F”, and will not be able to progress in the nursing program regardless of other grades.**

Tutoring sessions will be offered however, this *content is not taught during class time, and is the responsibility of the student* to use the self-paced, Deborah Gray

Morris, Calculate with Confidence workbook and complete all required sections as outlined in the acceptance letter.

e. Clinical Practice Requirements

Each student must satisfactorily complete the clinical practice portion of each nursing course with a clinical component in order to pass the course. Clinical rotation(s) information will be distributed prior to the clinical rotation(s) detailing clinical requirements, student learning outcomes, instructions, schedules and clinical performance evaluations.

Clinical performance (formative) evaluations are completed by the student and nursing faculty to evaluate the student nurse's clinical performance during the semester. The student learning outcomes assessed in the clinical performance evaluation are the clinical competencies associated with each level of the NMNEC curriculum. The student learning outcomes are organized under the nursing program's NMJC curriculum concepts of Communication, Critical Thinking and Problem-solving, and Self and Community Awareness.

A formative evaluation will be performed during the clinical rotation to assess the student's progress toward achievement of student learning outcomes. The nursing faculty will meet with the student and discuss the outcome of the formative clinical performance evaluation at mid-term. The student will be informed of successful outcome(s) achievement and problem areas will be identified. The student and nursing faculty member will discuss strategies to assist the student in meeting the outcome(s). An action plan and/or learning contract will be initiated if the student is not achieving the outcome(s) successfully. The student must satisfactorily complete all requirements listed in the action plan and/or learning contract and satisfactorily achieve the outcome(s) in order to pass the clinical portion of the course. If necessary, multiple formative evaluations may be completed by nursing faculty throughout the clinical rotations.

A summative evaluation will be performed at the end of the clinical rotations for the course. The student is required to meet 100% of the clinical learning outcomes satisfactorily by the end of the clinical rotations for the course. If all student learning outcome(s) are not met satisfactorily in the summative evaluation, the student will fail the clinical rotation and earn a grade of "F" for the entire course.

f. Incomplete Grade

A grade of Incomplete or "I" will be earned only when the student has completed a substantial portion (80-85%) of the course work and an event occurs making it impossible for the student to complete the remaining 10-15% of the work prior to the end of the semester. It is the student's responsibility to notify the instructor of the event. The instructor and student may enter into a completion contract. The contract will list the objectives required for course completion. The student is responsible for completion of the contracted objectives. Upon satisfactory completion of the contracted objectives, the incomplete 'I' grade will be changed to a letter grade of A, B, C, D, or F. If the student does not satisfactorily complete the terms of the

contract within the specified time period, the “I” grade will be changed to a letter grade of F.

g. Progression Through the Nursing Program

The student must achieve a final course grade of C (77%) or higher in all nursing and co-requisite courses to be eligible to progress to the next semester of the nursing program (See Progression Policy, pg. 68).

h. Assessment Technologies (ATI) Policy

NMJC AHN RN Program utilizes ATI tutorials, content mastery series, skills modules, practice and proctored exams throughout the curriculum.

Assessment Technologies Institute (ATI) Testing Policy Concept Based Curriculum Proctored Examinations

<i>Step 1: Complete Practice Assessment A and Remediation by Due Date</i> 20 Points	
<ul style="list-style-type: none"> Minimum of one (1) hour Focused Review Complete three critical points to remember for each topic missed (must be legibly hand written) Rationales will be made available after practice assessment has been completed (must remediate first attempt) 	
<i>Step 2: Complete Practice Assessment B and Remediation by Due Date</i> 20 Points	
<ul style="list-style-type: none"> Minimum of one (1) hour Focused Review Complete three critical points to remember for each topic missed (must be legibly hand written) Rationales will be made available after practice assessment (must remediate first attempt) 	



<i>Step 3: First Proctored Assessment and Remediation by Due Date</i>			
Achieve Level 3 40 Points	Achieve Level 2 30 Points	Achieve Level 1 10 Points	Achieve Below Level 1 0 Points
Remediation 20 Points	Remediation 20 Points	Remediation 20 Points	Remediation 20 Points
<ul style="list-style-type: none"> Minimum 1 hour Focused Review Complete three critical points to remember for each topic missed (must be legibly hand written) 	<ul style="list-style-type: none"> Minimum 2 hours Focused Review Complete three critical points to remember for each topic missed (must be legibly hand written) 	<ul style="list-style-type: none"> Minimum 3 hours Focused Review Complete three critical points to remember for each topic missed (must be legibly hand written) 	<ul style="list-style-type: none"> Minimum 4 hours Focused Review Complete three critical points to remember for each topic missed (must be legibly hand written)



<i>Step 4: Second Proctored Assessment - Retake</i>			
Achieve Level 3	Achieve Level 2	Achieve Level 1	Achieve Below Level 1
Retake (Optional)	Retake (Optional)	Retake (Required)	Retake (Required)
If the student achieves a higher level on the retake, the student will get an additional 10 points added to the proctored exam (Levels 2, 1, and below 1 only).			

<i>Total points earned when Steps 1-4 are complete</i>			
100 Points	90 – 100 Points	70 – 80 Points	60 – 70 Points

Assessment Technologies Institute (ATI) Testing Policy

Comprehensive RN Predictor Examinations

(Levels 4 and 5 only)

<i>Step 1: Complete Comprehensive Practice Assessment A and Remediation</i>	
20 Points	
<ul style="list-style-type: none"> Minimum of one (2) hour Focused Review Complete three critical points to remember for each topic missed (must be legibly hand written) Rationales will be made available after practice assessment has been completed (must remediate first attempt) 	
<i>Step 2: Complete Comprehensive Practice Assessment B and Remediation</i>	
20 Points	
<ul style="list-style-type: none"> Minimum of one (2) hour Focused Review Complete three critical points to remember for each topic missed (must be legibly hand written) Rationales will be made available after practice assessment has been completed (must remediate first attempt) 	



<i>Step 3: Complete Comprehensive Predictor and Remediation</i>			
<i>(Prior to the NCLEX-RN Review Course)</i>			
95% or higher Passing Predictability 40 Points	90 to 94.99% Passing Predictability 30 Points	85 to 89.99% Passing Predictability 10 Points	84.99% or below Passing Predictability 0 Points
Remediation 20 points	Remediation 20 points	Remediation 20 points	Remediation 20 points
<ul style="list-style-type: none"> Minimum 1 hour Focused Review Complete three critical points to remember for each topic missed (must be legibly hand written) 	<ul style="list-style-type: none"> Minimum 2 hours Focused Review Complete three critical points to remember for each topic missed (must be legibly hand written) 	<ul style="list-style-type: none"> Minimum 3 hours Focused Review Complete three critical points to remember for each topic missed (must be legibly hand written) 	<ul style="list-style-type: none"> Minimum 4 hours Focused Review Complete three critical points to remember for each topic missed (must be legibly hand written)



<i>Step 4: Complete the Comprehensive Predictor - Retake</i>			
<i>(After the NCLEX-RN Review Course)</i>			
95% or higher Passing Predictability	90 to 94.99% Passing Predictability	85 to 89.99% Passing Predictability	84.99% or below Passing Predictability
Retake (Optional)	Retake (Required)	Retake (Required)	Retake (Required)
If the student receives a higher probability of passing on the retake, the student will get an additional 10 points added to the proctored exam (higher than 90% or below only).			

<i>Total points earned when Steps 1-4 are complete</i>			
100 Points	90 - 100 Points	70 - 80 Points	60 - 70 Points

*Updated 9/27/18

i. Assessment Technologies (ATI) Remediation Process:

- Each student must keep a three ring binder with dividers, of all ATI assignments, results, and remediation. Once you have submitted your assignments and they have been recorded, your advisor will give them back to you to keep in this binder. These exams and remediation will serve as a study tool for you to use as you prepare for your NCLEX exam.
- The student must print a copy of the Assessment Exam Result Report and locate the “Topics for Review” section of the report.
- The student must complete the required time online in ATI “Focused Review” for each assigned practice and proctored exam.
- Using the student’s ATI Review Books and/or text books as resources, the student must legibly hand write 3 critical points about each topic listed in the “Topics for Review” section of the report.
- The remediation critical points must be submitted by the designated due date and time.

ATI Targeted Exams:

- The student must make a passing score of 90% or higher to be successful. The student will be able to remediate the exam until 90% or higher is achieved.

j. Clinical Laboratory Assignments and Return Demonstration of Skills Sets

- The student is required to participate in clinical simulation laboratory assignments.
- The clinical simulation assignments allow the student to demonstrate legal, ethical, safe, and effective nursing care through demonstration of specific nursing skills sets.
- The student is required to demonstrate proficiency when performing required nursing skills sets.
 - The student has **three (3)** opportunities to demonstrate proficiency.
 - **If unable to demonstrate proficiency to faculty member(s) within the three opportunities, the student will receive a failing grade for the course and be unable to progress in the nursing program.**

NMJC Allied Health and Nursing RN Program Clinical Laboratory Policies and Procedures

The nursing simulation laboratory, McLean Hall, Room 137, has many resources for student learning, including: manikins, models, assessment equipment, supplies for practice of basic nursing procedures, instructional videos and a computer lab with medical-surgical simulation software, and computer assisted instructional software.

Safety Rules:

1. The lab will be open from 0800-1700, Monday - Friday. The lab will remain locked when unoccupied.
2. The College is not responsible for damage to or loss of personal property in any building or on the grounds of the college, do not leave valuables in the lab (see *NMJC Student Handbook: Liability*)
3. Food items and drinks may not be consumed in NMJC classrooms (the lab is a classroom).
4. Smoking or use of tobacco products is prohibited inside any NMJC building and within 50 feet of any building entrance doors. (see *NMJC Student Handbook*)

5. Student misconduct may subject a student to disciplinary action; there will be no loud or disruptive behavior in the lab area (see *NMJC Student Handbook: Student Conduct Policy*).
6. No unauthorized visitor in the lab (family members of any age, friends who are not currently enrolled in the nursing program, and any other person not an employee of the College staff or faculty).
7. Wash hands before and after procedures.
8. Sharps and potential sharp items (glass, scalpels, blades, syringes, needles, vials) must be disposed of in an approved puncture resistant container (sharps containers). Avoid use of containers that are more than 3/4 full.
9. Do not recap a used needle, dispose of needles in a sharps container.
10. A student receiving a needle stick or other injury in the lab must complete a NMJC Student Incident Report, available in the Nursing Program Office. NMJC is not responsible for incurred costs related to any incident in a learning setting.
11. Universal precautions must be followed during all procedures that hold a risk of contact with body fluids. Blood-borne pathogen kits are available in the Nursing Program Office and Nursing Simulation Laboratory.
12. Each student is responsible for keeping the practice area clean and equipment put away after use of the lab. This includes: disposal of sharps and trash, replace equipment to appropriate storage location, return the bed area to a clean working environment (bed in lowest position, call bell secured to side rail, over-bed table at the end of the bed, and bed linens clean & neat).

Demonstration of Nursing Skills

The faculty believes it is essential for the student nurse to understand the rationales for procedures and to perform return demonstrations accurately. The student nurse is required to successfully perform a return demonstration for each assigned skill. The nursing student is expected to attend simulated lab teaching sessions and practice procedures in the Nursing Simulation Lab prior to the required return demonstration process.

Confidentiality of Information

Skills labs and check off will be done to establish competency in the performance of various nursing skills inherent in the nursing profession. During your participation in the nursing lab, you will be asked to perform these necessary skills. You are expected to maintain and hold confidential all information regarding the skills lab/check-off itself. You are not allowed to disclose information to your fellow students of content in the lab skills/check-off nor what transpired. Failure to keep confidentiality may subject the individual to disciplinary actions.

If the student is unsuccessful in performing the skill demonstration, the student should study and practice the return demonstration of the skill before repeating the skill for faculty evaluation. The student must successfully demonstrate the skill before the student will be allowed to perform the skill in the clinical setting. If the student is unsuccessful in performing the return demonstration of the same skill on three occasions, the student will earn a grade of 'F' for the course, regardless of the theory grade. The student will be considered clinically unsafe and not allowed to participate in the Nursing Simulation Lab or clinical setting.

NMJC Allied Health and Nursing RN Program

Simulation Policies

Definition of Simulation

Simulation is a teaching pedagogy that uses an array of structured activities that represent actual or potential situations. These activities recreate clinical situations with the goals of promoting, developing and enhancing knowledge, skills, attitudes, clinical judgement amongst the participants. (Adapted from www.sirc.nln.org and the INACSL Standards)

Simulation will be used to create a variety of healthcare experiences to enhance your learning in the role of a nurse, knowledge of specific patient situations, explore decision making, stimulate critical thinking and problem solving skills, management of patient status as well as the development of teamwork and communication. During your participation in the simulation lab, you will be a participant and an observer of patient care. As a participant in these activities, you are expected to maintain and hold confidential all information regarding the simulation itself except as necessary associated with my professors and coursework. You are asked to maintain the confidentiality of the performance of individuals as well as the identity of those participating in simulation. Failure to keep confidentiality may subject the individual to disciplinary actions.

This policy is to establish a guideline to provide confidentiality for all students participating during simulation.

Simulation Privacy Policy

Each simulation will be conducted with the highest priority for confidentiality. This confidentiality extends to students, faculty and staff.

Each student participating in simulation will sign a confidentiality agreement before each simulation. This agreement will cover the simulation, debriefing and feedback.

An exception to this is when a student has been unprofessional or unsafe and the curriculum director and program director is notified.

Goal of the Policy

The first goal of the policy is to ensure that the simulation environment is psychologically safe for students to learn without other students in other simulation groups knowing how they performed.

The second goal is for each student to receive the same simulation without prior knowledge of the simulation, debriefing and feedback after the simulation.

Simulation Feedback and Debriefing Policy

Each simulation will be debriefed and all students will be given appropriate feedback.

The NMJC Nursing Program utilizes the Simulation Template downloaded from <http://sirc.nln.org> with the permission of National League for Nursing and Laerdal Medical.

All students are expected to be present for their Simulation time. Failure to attend a simulation will result in having to make up the hours dedicated to simulation. This will include activities of which are at the discretion of the faculty.

Uniform Policy for Students During Simulation

Because simulation simulates clinical situations, all students are expected to come in their clinical uniform, with all of the accessories that they may need for the clinical area included but not limited to name badge, stethoscope, pencil, watch, scissors, penlight and drug reference book. Hair must be off of collar. Tattoos must

be covered. Failure to comply will result in the student sent home for the day with no make up for simulation. Other assignments at the discretion of the faculty.

Simulation Student Professionalism Policy

This policy is to establish a broad professional behavior guideline for students participating in simulation. Each student will be responsible for their own behavior. Any behavior that is deemed to be unacceptable or inappropriate will result in the student being sent home for the day.

Each student is expected to act responsibly and professionally as though they were in a clinical setting.

Behavior Covered Under This Policy

1. Students are expected to arrive on time for their simulation experience
2. Students are expected to follow the dress code policy for simulation and the uniform policy of the NMJC Nursing Program
3. Students are expected to be prepared for simulation. Proper preparation is required to fully enhance the simulation experience. Prepared for simulation may include an assignment that is due before the simulation, and readings that will help the student function and participate fully in the simulation. Students are expected to have the necessary tools for the simulation experience.
4. Cell phones are not allowed in simulation lab
5. No food or drink is allowed
6. No gum chewing is permitted
7. SIM Man must be treated like a patient
8. Use only pencil around the SIM rooms
9. No horse play will be tolerated
10. Civility is an expectation

Failure to comply with this policy will result in the student being sent home and there will be no make up. Discipline is at the discretion of the faculty and program director.

The goal of this policy is to ensure that standards of professionalism and behavior are being met and are in alignment with that of the Nursing Program at NMJC.

NMJC Allied Health and Nursing RN Program Nursing Student Dress Code

Classroom Dress Code

The required student dress code for classroom and laboratory learning activities on campus includes:

1. Scrub top and pants; or scrub dress:
 - a. color or print with no see-through colors
 - b. no low-cut tops or pants (tops to cover abdomen, no low-cut, mid-rise pants)
t-shirt under top if abdomen, cleavage, chest hair or tattoos are visible
 - c. closed toe shoes (no holes in tops of shoes, no sandals, no high-heeled shoes or boots)
2. NMJC student picture identification badge worn around neck on a lanyard.

Lab/Simulation/Clinical Rotation Dress Code - Uniform Regulations

The NMJC student nurse uniform should be worn with pride and dignity. The uniform is a symbol of NMJC and the nursing profession to the public. Most patients consider the personal appearance of the nurse an indicator

of the quality of care the student nurse provides. The student is responsible for complying with uniform regulations.

The nursing faculty will enforce the regulations and may dismiss the student from a clinical setting; assign an incomplete grade for the laboratory section of the course; and/or withdraw the student from the nursing program for an infraction of the uniform regulation. The first uniform infraction will result in a student receiving a written counseling with stipulations to correct the deficiency. If a student does not abide by the uniform regulations and/or future incidence of a uniform infraction occurs, the student will be dismissed from clinical and may receive an incomplete grade for the course and/or may be withdrawn from the nursing program.

The Student Nurse Uniform Regulations include, but are not limited to:

The NMJC student nurse uniform **MUST** be worn during **lab, simulation, and clinical** experiences.

Year 1 (Levels 1 & 2)

Approved NMJC:

1. Red scrub shirt or scrub dress
2. Black scrub pant

Year 2 (Levels 3 & 4)

Approved NMJC:

1. Royal blue scrub shirt or scrub dress
2. Black scrub pant

3. Black T-shirt under scrub top; round-neck, no writing or design
4. NMJC patch sewn to left front of scrub shirt, one-inch below the clavicle and centered with the midclavicular line.
5. Closed-toe black non-skid shoes with clean black socks or flesh-tone hose free of rips or holes
6. NMJC student identification badge and badge holder worn on the upper right chest area of top
7. Watch with a second-hand
8. Stethoscope (included in red skills bag)
9. Blood pressure cuff (included in red skills bag)
10. Penlight (included in red skills bag)
11. Bandage scissors (included in red skills bag)
12. Black ink pen and small notebook or notepad
13. May wear a black lab coat/jacket with the NMJC patch sewn to left front of coat/jacket, one-inch below the clavicle and centered with the mid-clavicular line.

- The student nurse uniform may be worn while going to and from the clinical area, attending nursing class or lab/simulations, and during participation in education related activities, and when the student uniform represents the nursing profession or the college.
- The student nurse uniform may not be worn while working as an employee for any other facility
- The student nurse must dress according to biological gender.
- The student nurse must wear the appropriate size uniform (not revealing or too tight) when practicing in the lab, simulation, or clinical area.
 - Uniform (top and/or bottom) must be loose for movement, not tight-fitting or body-hugging type uniform. Scrub shirt and pants or dress should fit generously enough to allow easy freedom of movement whether sitting, walking or doing activities with patients.
 - Uniform should be wrinkle-free and in good repair.
 - Shoes must be clean.
 - The uniform must be freshly laundered and free of stains and wrinkles.

- Uniform must not be revealing. Uniform tops or shirts must not have deep scooped necks and must cover the midriff, no low-rise pants. Pants must rise to the waist and be securely fastened.
- Uniforms tops or shirts must have sleeves not be low-cut or mid-rise.
- The student nurse must be clean and practice good personal hygiene. Cleanliness of body, teeth, fingernails, and hair is required.
 - The student must use a deodorant or antiperspirant
 - Perfume and cologne should be used sparingly, if used at all.
 - Fingernails (no artificial nails, shellac, acrylic dip, or dark polish) must be neatly groomed and visibly clean (according to the clinical site policy).
 - Hair must be clean, conservative style and **natural** color. Hair that is shoulder length or longer must be worn behind the student's shoulders, pulled back, or banded securely. No large, brightly colored or excessively ornate hair accessories must not be worn.
 - A beard, mustache, and/or sideburns must be neatly trimmed, no longer than ½ inch in length, and well groomed.
- Jewelry worn in the clinical setting must be simple in design, kept to a minimum and professionally appropriate. Wedding bands, watches, and simple necklaces are allowed.
 - One pair of inconspicuous earrings attached to the earlobe is allowed. Earrings may not extend past the earlobe. For safety purposes, hoop and dangle earrings may not be worn in a clinical area. If the ears are gauged, gauges must be flesh colored and solid.
 - No other jewelry may be affixed to the face, tongue or other visible body parts.
- Tattoos and body art must be covered while in the clinical area.
- Gum or tobacco chewing is not allowed while in uniform and clinical areas.
- Sunglasses may not be worn in the clinical area.
- Smoking is discouraged. A ten-minute break is allowed after four hours of clinical, students will not be allowed extra time on breaks for smoking. The student must follow smoking policies and smoke only in designated areas of the clinical facilities.
- The student is allowed one ten-minute break after four hours of clinical; the student must use this 10-minute time for all break needs, the student must inform the faculty and primary nurse before leaving the assigned area for a break. Extra breaks or extended break time will result in an action plan or learning contract. Failure to comply with action plan or learning contract can result in failure to progress in the nursing program. In general, it is expected that students remain at the clinical agency/organization/facility for the entire time period assigned. Students should not expect to run personal errands or otherwise leave the clinical site during scheduled meal times or breaks. Emergency requests are granted at the discretion of the instructor and no student shall leave the clinical site without instructor notification and approval prior to leaving.
- The use of cell phones, pagers, or other electronic devices are not allowed in the classroom, lab, or clinical practice setting unless otherwise instructed.

NMJC Allied Health and Nursing RN Program

Clinical Rotation Policies

Employment Guidelines Related to Clinical Assignment

Students may not work within six hours prior to a clinical assignment. The student must be able to provide safe and competent patient care. The clinical instructor will determine if the student is alert to demonstrate safe and accurate decision making and determine the student's ability to provide competent nursing care to perform the assignment. The clinical instructor will dismiss the student from the clinical assignment if it is determined the

student is mentally or physically impaired to perform the assignment. The student will receive a clinical absence, a written counseling and must meet with the instructor to determine if a clinical make-up assignment is available.

Transportation to Clinical Sites

Transportation to and from clinical assignments is the responsibility of the student nurse. The student nurse must adhere to the parking regulations of the assigned clinical site. When possible, scheduling considerations will be made for nursing students participating in car pools. Students will be required to arrange transportation to out-of-state (Texas) and other distant clinical sites for assignments. The college does not have funding to assist students with their travel expenses, please plan ahead and prepare for the additional expenses to travel to distant clinical assignments.

Clinical Placement Policy

Students will not be assigned to a clinical area where they are currently employed. Exceptions to this policy will be addressed on a case-by-case basis. All attempts will be made to facilitate professional growth and learning in the education experience. The clinical assignments will be made in collaboration with faculty and clinical agencies.

Clinical Experiences

As an adult learner, it is the student nurse's responsibility to take the initiative and action necessary for the learning process to be effective. The faculty functions as facilitator, teacher and role model to assist the student nurse in achieving his/her career goals. Experiences in clinical settings are an integral part of the nursing education process. Clinical experiences provide the student with the opportunity to apply theory and skills learned in class and the simulated laboratory. Also, the clinical laboratory provides the setting for the student nurse to demonstrate nursing skills with the goal of achieving competency in performance of nursing care. As the student nurse progresses through the nursing program, the level of proficiency of nursing interventions and skills are expected to develop to meet the course requirements.

Behavior in the Clinical Agency

Students are expected to conduct themselves in a professional manner when in the clinical area and all other public places when representing the NMJC Nursing Program. A student may be dismissed from the clinical setting for not meeting the standards of professional behavior and ethics. Action taken at the time of the incident will be at the discretion of the clinical instructor.

Since each nursing student represents the college, nursing program and nursing profession, the faculty believes the following are the behaviors deemed to be critical for all nursing students in each learning environment throughout the program. Students are expected to observe the following guidelines for behavior in the clinical agency and exhibit professional nursing behaviors including, but not limited to the following:

1. Adhere to the guidelines outlined by the clinical agency during orientation.
2. Dress appropriately at all times when representing the college and nursing program; adhering to the dress code for classroom, laboratory and clinical assignments.
3. Communicate using appropriate language, terms, and demonstrate respect of others including addressing them by proper name and title.
4. Demonstrate ethical behavior including maintaining confidentiality.
5. Resolve conflicts appropriately and follow appropriate lines of communication/chain of command.

6. Deliver safe, effective nursing care including using appropriate judgment when making decisions; properly using and caring for equipment; and using correct techniques and cautions when delivering care.
7. Be in the clinical agency only when supervised by an instructor, preceptor or designee.
8. Subject to all policies regarding drugs, alcohol, criminal background checks of the clinical agency.
9. Adhere to the policies and protocols of NMJC, Nursing Program, affiliating agencies, the NM Nurse Practice Act and the legal mandates of society.

Student Clinical Objectives, Assignments and Evaluation

The student must be prepared for clinical experiences. Each course will identify specific requirements for clinical. As the student nurse prepares for clinical assignments, both specific and general objectives must be met.

The student will receive clinical assignments and learning objectives prior to the clinical rotation. The student nurse is expected to meet assigned clinical objectives by preparing prior to the experience. The following will serve as a guideline to assist the student in preparation of clinical activities:

1. Identify personal learning needs and goals.
2. Prepare to implement the learning and/or clinical objectives.
3. Organize and plan assignments to facilitate completion of objectives.
4. Seek appropriate learning experiences with faculty guidance.
5. Seek guidance and ask for assistance when unsure in any situation.
6. Complete patient assessment and determine patient's health care needs.
7. Identify nursing diagnoses and develop care plans or case studies.
8. Implement nursing interventions appropriate for developmental stage, gender, culture, environment and patient's health care needs.
9. Record nursing activities in a format consistent with the conceptual framework.
10. Analyze and evaluate patient goals and the student nurse's ability to provide appropriate nursing care based on the student nurse's stage of learning.

Student Clinical Performance Evaluations

Clinical performance evaluations are completed by the nursing faculty to evaluate the student nurse's clinical performance. The student learning outcomes assessed in the clinical performance evaluation are the clinical competencies associated with the eight core components of nursing practice as defined by the National League for Nursing. The student learning outcomes are organized under the nursing program's major curriculum concepts of Communication, Critical Thinking and Problem-solving and Self/Community Awareness and the eight core components of nursing practice.

During clinical rotation(s), the nursing faculty will observe the student's performance to assess achievement of the required student learning outcomes. If the nursing faculty determines a student is not meeting specific clinical learning outcome(s), a formative evaluation will be performed and the observations discussed with the student. The student will be informed of the unmet outcome(s) and the student and nursing faculty member will discuss strategies to assist the student in meeting the outcome(s).

A summative evaluation will be performed at the end of the clinical rotations for the course. The student is required to meet 100% of the clinical learning outcomes by the end of the clinical rotations for the course. If

all student learning outcome(s) are not met in the summative evaluation, the student will fail the clinical portion of the course and earn a grade of “F” for the entire course.

The student nurse is advised to carefully read the student learning outcomes listed in the clinical performance evaluation and ask for guidance from the faculty if he/she has questions or difficulty understanding the student learning outcomes.

Clinical Attendance, Absences and Tardiness

See absence and tardy policies in this Handbook.

Safe Clinical Nursing Practice

Safe nursing practice is an essential requirement in all courses. Safe nursing practice is defined as the application of scientific principles and nursing theory in performing nursing care. Care is provided in a reasonable and prudent manner providing for the welfare and protection of the well-being of the patient. Safe practice implies the student can demonstrate awareness of the potential effects of actions and decisions. Such actions and decisions shall not endanger the integrity of the patient. The student is required to demonstrate patterns of safe, professional clinical performance which follow the legal and ethical codes of nursing to promote the actual or potential well-being of self, peers, patients and others. The student must demonstrate accountability in preparation, documentation and continuity of care and show respect for the rights of individuals. Safe practice is an essential requirement for progression to the next course and or completion of a course. Safe practice will be judged by the nursing faculty.

Examples of safe clinical practice are:

- (1) Practice within the legal limits of the state *Nurse Practice Act*.
- (2) Practice within the framework of the *ANA's Code of Ethics*.
- (3) Accept responsibility and accountability for own decisions and actions.
 - (a) Accept responsibility for maintaining and applying knowledge previously learned;
 - (b) Adhere to standards of care when administering nursing care, medications, and treatments;
 - (c) Acknowledge limitations and seek instructor assistance when having difficulty or unsure of an assigned task.
 - (d) Accept and use constructive criticism to improve clinical practice.
- (4) At all times, communicate truthfully verbally and in writing.

Unsafe Clinical Nursing Practice (Incompetent Nursing Practice)

The student nurse must provide legal, ethical, safe and effective nursing care in compliance with the policies of the nursing program and in accordance to the standards of nursing practice, course/clinical objectives, requirements, and student scope of practice. Nursing course syllabi direct the student in meeting specific course objectives and practice skills for safe practice. The student will be responsible for demonstrating safe and competent nursing care under the direction of the nursing faculty and/or supervising nurse (preceptor). The nursing faculty is responsible for determining the student's application of safe and competent nursing care. Noncompliance with the established policies, procedures, course objectives, clinical objectives, faculty instruction, supervising nurse direction or standard of practice; as well as, the student scope of practice, may constitute an unsafe act or behavior on the part of the student. An unsafe act and/or a display of unsafe behavior are defined as: a threat or potential threat to the physical, emotional, mental or environmental safety of the patient, a faculty member, and substitute familial person, another student, and/or other health care provider. A student committing an unsafe act or behavior and/or engaging in 'incompetent' nursing care will be held accountable for their actions and disciplined according to the "Action Plan and/or Learning Contract" guidelines

and/or dismissed from the nursing program following an investigation of the unsafe and/or incompetent incident.

The following are examples of **unsafe, incompetent nursing practice**, but is not limited to:

1. Unsatisfactory achievement of level or clinical objectives.
2. Placing self, patient, peers, families or others in physical or emotional jeopardy (hazard).
3. Failure to follow NMJC, facility (agency), or nursing program policies.
4. The student's practice fails to meet the needs of the patient from a biological, psychological, sociological and/or cultural standpoint.
 - Failure to carry out psychomotor/technical skills in a safe manner.
 - Failure to carry out communicative skills in a safe manner.
 - Act of omission in the care of patient.
 - Act of commission in the care of a patient.
 - Displays mental, physical and/or emotional behavior(s) which negatively affect others.
 - Does not come to clinical prepared to provide safe care.
 - Errors related to medication, including but not limited to lack of knowledge on key concepts in medication administration or knowledge of individual drugs, errors in preparing or administering medications or errors in calculation of dosage.
5. The student's practice lacks consistency in the responsible preparation, documentation, communication and promotion of continuity in the care of patients.
 - Attempts activities without adequate preparation or assistance.
 - Failure to demonstrate adequate preparation for the clinical experience as outlined in the syllabus or other course materials.
 - Performing a procedure without the required knowledge and skill competence, or without the guidance of qualified individual (i.e. instructor or designee).
 - Demonstrates inaccurate or incomplete verbal/written communication.
 - Failure to establish effective therapeutic relationships with patients, peers, faculty or other members of the health care team.
 - Willfully or unintentionally do physical and or mental harm (hazard).
 - Failure to establish effective therapeutic relationships with patients, peers, faculty or other members of the health care team.
 - Willfully or unintentionally do physical and or mental harm (hazard).
 - Exhibiting careless or negligent behavior in connection with the care or interaction with a patient or others.
 - Refusing to assume the assigned and necessary care of a patient and/or failing to inform the instructor or designee immediately so that an alternative measure for care can be made.
 - Inability to establish effective communication with a patient(s) or their families.
 - Displaying or engaging in non-therapeutic verbal or non-verbal communication.
 - Exhibiting careless or negligent behavior in connection with the care or interaction with a patient or others.
 - Inability to establish and maintain effective communication with a patient(s) or their families.
 - Displaying or engaging in non-therapeutic verbal or non-verbal communication.
 - Ineffective or inappropriate communication with health team members, including faculty, staff members, and/or peers.
 - Dishonesty in communication with faculty, administrators, or other members of the team.

- Acts in such a way to create significant anxiety and/or stress to others.
 - Is verbally abusive and/or exhibits threatening, coercive, or violent behavior toward anyone.
 - Is unable to achieve therapeutic nurse-patient relationships characterized by rapport, empathy and respect.
 - Violates the boundaries of professional nurse-patient/family relationships, e.g., engages in romantic or sexual relationships.
 - Is unable to maintain satisfactory relationships with others in the clinical or college setting.
 - Failure to demonstrate sound clinical, professional or ethical judgment.
6. Failure to establish effective working relationships with classmates, faculty and/or health team members in the provision of patient care.
- Not reporting off to the nurse in charge of your patient.
 - Failure to notify health team of pertinent changes in the patient's health.
 - Refusing to assume the assigned and necessary care of a patient and/or failing to inform the instructor or designee with immediacy so that an alternative measure for care can be made.
7. The student fails to practice according to the American Nurses Association *Code of Ethics* and accepted standards of practice.
- Does not maintain confidentiality.
 - Demonstrates dishonesty.
 - Ignores unethical behavior of other health workers.
 - Does not demonstrate respect for the preferences of the patient.
 - Does not advocate for the rights of the patient.
 - Misrepresents or falsifies actions or information.
 - Using the name of a patient in written assignments.
 - Discussing confidential information in inappropriate areas (elevators or hallways).
 - Discussing confidential information about a patient with third parties present (who do not have a clear and/or legitimate need to know).
 - Seeking information on patients when it is not necessary for your role as a student.
 - Leaving the clinical setting with any records of documents related to a patient (including any paperwork with identifying information regarding patients).
 - Falsifying patient records or fabricating patient experiences or nursing actions.
 - Failing to report errors or acts of omission in treatments, assessments, medications, clinical judgment, or other components of nursing practice.
8. Failure to assume the responsibilities of a student in the nursing program.
- Is habitually tardy/absent (see attendance).
 - Inappropriate personal appearance or inappropriate behavior in the clinical setting.
 - Unethical or immoral behaviors (sexual, personal, emotional, behavioral).
 - Exhibits criminal behavior.
 - Is suspected of being under the influence of drugs and/or alcohol in class or clinical.
 - Dresses inappropriately and/or exhibits nonprofessional appearance/behavior.
 - Exhibits behavior that is offensive to others (sexist, racist, threatening, demeaning).
 - Needs repeated reminders of responsibilities consistent with the policies of the Nursing Program and/or clinical agency.
 - Failure to submit assignments on schedule (repeated late submissions) and/or not adhering to course guidelines.
 - The student lacks effort directed toward self-improvement.

- Is resistant or defensive regarding suggestions to improve.
- Appears unaware of her/his deficiencies and the need to improve.
- Does not accept constructive criticism or take responsibility for errors.
- Is abusive or critical during times of stress.
- Demonstrates arrogance.

The primary purpose of any course is to provide education for students. However, when direct patient care is involved in the learning activity, the safety and well-being of others are of paramount concern. Nursing clinical experiences are structured so that as a student progresses through the program, the student is expected to demonstrate increasing independence and competence in the provision of nursing care. Unsafe or potentially unsafe clinical nursing practices may occur when a faculty member and/or designee has reasonable cause to believe the student is incompetent, mentally incompetent, or incapable, unable to practice nursing with reasonable skill and safety. (Reference New Mexico Nurse Practice Act - incompetence) This may be a substantive incident, or repeated instances of questionable nursing practice which could jeopardize patient care. A faculty member will initiate an "Action Plan and/or Learning Contract". If the incident is considered critically unsafe the student may be dismissed from the nursing program.

Unsatisfactory Performance Procedure

A student who fails to meet clinical, professional, or program requirements and whose performance endangers the safety of a peer, health care team member, faculty member, or patient or whose behavior is determined to be unprofessional, incompetent, or not in compliance with Standards of Professional Practice will be removed from the situation and an "Action Plan/Learning Contract" will be initiated and evaluated by a committee of faculty members and the Director. The student will receive a notice of the impending action and potential consequences. The student will be held accountable for their performance and every attempt will be made to guide the student to success. A student may be immediately dismissed from the nursing program if an unsafe or unprofessional behavior has the potential for harm or is life-threatening. A pattern of two or more unsafe, unsatisfactory clinical performance notices will result in the student failing the clinical portion of the course and as a result, receive a failing grade for the course.

The "Action Plan" is the first step of the disciplinary process. The clinical faculty member will determine a corrective action plan and will discuss concerns with student and course coordinator. The student will be given a designated time period to improve performance. The second performance notice will result in a "Contract" and counseling with the Director of Allied Health and Nursing. This notice can result in immediate dismissal from the nursing program. Discipline may include any reasonable action the faculty deems appropriate to correct the behavior, but if the violation is of a serious nature, it may necessitate immediate dismissal from the program.

The student who fails to practice within the boundaries of the New Mexico Nurse Practice Act, guidelines; or the objectives and directions contained in the course syllabus; or the policies of the Nursing Program (as contained in this Student Nurse Handbook or NMJC Student Handbook); and the rules and regulations of the health care agencies utilized as a clinical site for nursing courses may face immediate and/or permanent expulsion from the Nursing Program.

Physical and Emotional Hazards

The nursing faculty believes the student nurse must perform within the realm of safe practice during the extent of their nursing education. The realm of safe practice is necessary to protect the health and welfare of the patients, families, groups and/or communities by the student nurse.

A physical hazard is defined as any action or inaction on the part of the student nurse threatening another person's physical well-being. Predetermined criteria for a physical hazard do not exist due to the vast number of possible scenarios. The critical elements vary with situations, as judged by the faculty.

An emotional hazard occurs when a student's behavior creates emotional distress while interacting with a patient(s) and/or others.

Commitment of a physical and/or emotional hazard demonstrates student nurse performance outside the realm of safe, competent student practice and professionalism. The nursing faculty will utilize professional judgment when identifying a student engaging in a physical and/or emotional hazardous practice. The student is held accountable to deliver nursing care and interactions between other persons' without causing an emotional and/or physical hazard. A student will be held responsible for practicing under the standards of professional, competent nursing. Any student who is determined to have engaged in an emotional and/or physical hazardous situation will be disciplined and/or dismissed from the nursing program following an investigation of the hazardous incident.

NMJC Allied Health and Nursing RN Program

Activities Above the Student Nurse's Scope of Practice

Effective in All Clinical Agencies

General medication administration:

1. The student nurse **may not** administer any medication to a patient without direct supervision by a registered nurse.
2. The student nurse **may not** administer **any** medications to newborns (0-3 months).
3. The student nurse **may not** retrieve **any** medications from automated medication accounting system (i.e. PYXIS or ACCUDOSE).
4. The student nurse **may not** accept or possess the narcotic keys, retrieve narcotics or witness/document wastage of narcotics.
5. The student nurse **may not** administer narcotics without direct supervision by a registered nurse.
6. The student nurse **may not** distribute samples of medications to patients.

Intravenous (IV) medication administration:

7. The student nurse **may not** initiate IV therapy without direct supervision of a registered nurse.
8. The student nurse **may not** initiate IV therapy for a child under 12 years of age.
9. The student nurse **may not** prepare or administer Intravenous Piggy-back (IVPB) medications without direct supervision by a registered nurse.

Intravenous push (IVP) medication administration:

10. The student nurse **may not** prepare or administer **any** IV push (IVP) medications in the clinical facility setting.

Central venous medication administration:

11. The student nurse **may not** assess or manage central intravenous lines (i.e. hang an IVPB medication, flush central line, change IV bag, or draw blood from central line).
12. The student nurse **may not** insert or remove central intravenous lines, arterial lines, or peripherally inserted central catheter (PICC) lines.

Administration of critical intravenous medications:

13. The student nurse **may not** prepare or administer IV infusions of:
Oxytocin (Pitocin), Amiodarone, Magnesium Sulfate, Ritodrine (Yutopar), Terbutaline (Brethine), Xylocaine (Lidocaine), Dopamine (Intropin), Norepinephrine (Levophed), Nipride (Nitroprusside), Nitroglycerin (Nitrostat, Tridil).
 - The student **may not** titrate or adjust IV pumps administering these medications.
 - The student is expected to observe the registered nurse in managing these critical medications.

Intravenous Pumps:

14. The student nurse **may not** change a non-critical intravenous pump without direct supervision by a registered nurse.
15. The student may not administer, titrate, or adjust patient controlled analgesia (PCA) pumps.

Blood Administration:

16. The student nurse **may not** retrieve or administer blood products. The student nurse may observe the process of blood retrieval or administration but may not sign or document on blood retrieval or administration related to forms or records.

Chest Tubes:

- 17. The student nurse **may not** remove chest tubes.
- 18. The student nurse **may not** monitor chest tubes without direct supervision by a registered nurse.

Wound Drains:

- 19. The student nurse **may not** remove wound drains without direct supervision of a registered nurse.

Suture Removal:

- 20. The student nurse **may not** remove **subcutaneous** sutures or fragments. (May remove skin staples or skin sutures/stitches with direct supervision of a registered nurse.)

Patient Monitoring Devices:

- 21. The student nurse **may not** insert or remove any type of internal monitoring devices such as internal fetal scalp monitors.
- 22. The student nurse **may not** replace electrocardiographic (ECG/EKG) or telemetry leads without direct supervision by a registered nurse.
- 23. The student nurse **may not** insert, operate, or remove hemodynamic monitoring equipment.

Pacemakers:

- 24. The student nurse **may not** operate or remove pacemakers including external.

Operating Room:

- 25. The student nurse **may not** function as primary circulating nurse or scrub nurse in the operating room.

Charge of a Nursing Unit:

- 26. The student nurse **may not** take charge of a nursing unit.

Progression of Labor:

- 27. The student nurse **may not** perform examinations related to the progression of labor (vaginal, rectal, internal monitoring).

Healthcare Provider Orders:

- 28. The student nurse **may not** take verbal or telephone orders from a healthcare provider.
- 29. The student nurse **may not** transcribe health care provider orders.

Patient Report:

- 30. The student nurse **may not** take report on a patient transferring from another area or unit without direct supervision by a registered nurse.

Consent Forms:

- 31. The student nurse **may not** witness consent forms.

Patient Testing and Reports:

- 32. The student nurse **may not** instruct patients in preparation for special testing without direct supervision by a registered nurse (for example; stress test, x-rays, sigmoidoscopies).
- 33. The student nurse **may not** report the results of medical tests to patients.

Patient Teaching:

34. The student nurse **may not** perform health teaching to a patient without direct supervision by a registered nurse.

Patient Valuables:

35. The student nurse **may not** assume responsibility for a patient's valuables.

Patient Restraint/Containment:

36. The student nurse **may not** participate in a patient containment process (i.e. management of a combative or out-of-control patient or application of behavioral restraints).

37. The student nurse **may not** apply or monitor medical/non-behavioral restraints without direct supervision of a registered nurse.

Clinical Laboratory/Clinical Rotation Incidents Policies

The faculty understands a student will not intentionally make an error (or cause a clinical incident) when providing patient care. The faculty realizes the student nurse is human and may make mistakes. Clinical faculty members are always available to assist and supervise the activities of the nursing student. For protection of the patient, clinical institution, and student nurse, specific procedures will be implemented when a student nurse makes a clinical error (incident), it is the student nurse's responsibility to report it immediately to the clinical faculty. Faculty will assist the student nurse with the completion and filing of the appropriate occurrence report for the specific clinical institution.

In case a student makes a medication error or sustains a needle stick or other injury, a NMJC Nursing Program Clinical Incident Report will be completed by the student and clinical faculty (See NMJC Nursing Clinical Incident Report). The clinical instructor will do a written counseling form for any clinical incident(s) and/or occurrence(s). The student is required to meet with the clinical instructor to discuss the occurrence(s) and determine the stipulations of corrective action applicable to the incident. The student will abide by the stated corrective actions. If a student has received an assignment and/or corrective action by the clinical faculty and does not complete the assignment/corrective action prior to the last day of the course, the student will receive an 'F' "failure" grade for the course.

Needle Stick Injury

Health care workers who use or may be exposed to needles are at increased risk of needle stick injury. Such injuries can lead to serious or fatal infections with blood-borne pathogens; such as hepatitis B virus, hepatitis C virus, or human immunodeficiency virus (HIV) (refer to: <http://www.cdc.gov/niosh> website for National Occupational Safety and Health). If a student receives a needle stick injury, in the Nursing Simulation Laboratory or a clinical site, a NMJC Nursing Program Clinical Incident Report should be completed within 24 hours of the needle stick injury. The report should be completed by the student and clinical/lab faculty and reported to the Director of Allied Health and Nursing. If the needle stick injury occurs at a clinical institution, some clinical institutions require the student nurse have HIV and Hepatitis B blood tests following a needle stick incident. The student nurse will be responsible for the cost of the laboratory tests. NMJC assumes no responsibility for costs incurred as a result of any student error or incident. The student should follow the current Center for Disease Control (CDC) recommendations for a needle stick injury and/or contact health care provider for further information.

Medication Administration Error

The faculty believes strongly in the need for accuracy in performing nursing tasks. The faculty believes accuracy is especially crucial in the area of medication administration. The following policy has been developed for use with medication errors.

I. Definitions

- a. Medication - any substance, including intravenous solutions and oxygen, administered by physician's orders as treatment for a physical or emotional condition.
- b. Actual medication Administration Error-occurs when the student violates any step in the medication administration procedure
- c. Potential Medication Administration Error-occurs when the student violates any step in the medication administration procedure and/or when the student is provided the opportunity to make a decision in the medication administration process, and the decision is wrong. An example of such a decision opportunity is when a clinical faculty member asks, "Are you ready to administer the medication(s) to the patient?" If the medication(s) were administered utilizing the student's decision, an error would occur. The clinical faculty prevents the student from making the medication error. A potential medication administration error results in the same consequences for the student as an actual medication administration error.

Based on the clinical faculty evaluation of the error, both actual and potential medication errors may be categorized as Class I or II errors. Examples of each class are included below; however, the list is not exhaustive.

d. Class I Medication Administration Error:

Violation of one or more of the six rights of medication administration:

1. Right Patient
2. Right Medication
3. Right Dose
4. Right Route
5. Right Time
6. Right Documentation

e. Class II Medication Administration Error:

Administration of a medication before the physician's order is noted

Failure to know, check or verify (if possible) the patient's allergies

Failure to ascertain medication information prior to administration (action, compatibility, nursing implications, injection sites, etc.)

Accepting the narcotic key from institution personnel

Administration of medications with expired dates

Administration of a medication with an expired order date

A NMJC Nursing Program Clinical Incident Report must be completed by the clinical faculty and the student following the medication administration error. An 'Action Plan/Learning Contract' will identify the specifics of the error, the consequences of the medication error with a specific date for corrective action to be taken by the student. Other disciplinary action will be imposed on the student as a result of the incident (See below for Disciplinary Action associated with a medication administration error). The Clinical Incident Report and the associated Action Plan/Learning Contract will become a part of the student-advisor record, to be considered in the assessment of the student's clinical performance and the Student Clinical Evaluation Tool.

After the incident report has been filed, the clinical faculty has the option of dismissing the student from the assignment or reassigning the student. The student nurse may not implement the procedure of error until the following criteria are met:

1. The student must review with a faculty member the correct method for performance of the procedure.
2. The student must submit a two page, legible handwritten or typed report to the clinical faculty. The report will explain the circumstances of the error, including how the medication error occurred, what patient damage occurred as the result of the error, or what potential damage could have occurred and how the student plans to prevent the error from recurring in the future.
3. If the student is placed on probation (see below: student probation), the student must perform the procedure of error only under the direct supervision of clinical faculty when in the clinical setting.
4. Failure to complete the assigned steps or meet the probation stipulations will result in the student being prohibited from attending clinical and requires a student-nursing faculty meeting. The student will receive an absence as a result of being withheld from clinical. The student must meet with the clinical faculty and the Director of Allied Health and Nursing to determine the student's status in the nursing program; in regards to the student not meeting the expectations of the assignment in the agreement (counseling form).

The student may receive a nursing course grade of 'F', regardless of the theory grade. If the Director of Allied Health and Nursing and the clinical faculty determine the student did not meet the stipulation associated with the medication error. If the student disagrees with the decision, the student may file a formal written complaint according to the formal complaint procedures for NMJC (see: *NMJC Student Handbook*).

II. Disciplinary Action

Both potential and actual medication errors will be evaluated and appropriate action taken based on the severity and pattern of the error(s). Potential and actual medication error(s) are also considered a physical hazard and incompetent, unsafe practice.

a. Class I or II medication error may result in any of the following:

1. Withdrawal of medication administration privileges for a specified time, to be determined by the faculty member.
2. Dismissal from the clinical practice area.
3. Student Clinical Probation-Contract, to specify the stipulation associated with the disciplinary action.
4. Assigning a grade 'F' for the nursing course, regardless of the theory grade.

b. Student Probation

If a student nurse is placed on probation due to a medication error, the involved faculty member will notify the student in writing. Probation requirements will be determined by the faculty and influenced by the nature, severity, and pattern of occurrence(s). A contract will be presented to the student identifying the specific requirements of probation.

Blood-borne Pathogens – Universal Precautions

Blood-borne pathogen means pathogen microorganisms that are present in human blood and can cause disease in humans. The student must be knowledgeable about universal precautions with blood and body fluids. In the practice of nursing, a student is at risk for an occupational exposure. The student will come in contact with and be exposed to blood, body fluids, contaminated articles and other potentially infectious materials. It is the

student's responsibility to be aware of safety precautions and utilize safe practice techniques. The following descriptions refer to contamination, exposure and potential infected materials:

Contaminated: the presence of the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.

Contaminated Laundry: laundry which has been soiled with blood or other potentially infectious materials or may contain sharps.

Contaminated Sharps: any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, broken capillary tubes, and exposed ends of dental wires.

Occupational Exposure: reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of any duties.

Parenteral means piercing mucous membranes or the skin barrier through such events as needle sticks, human bites, and abrasions.

Other Potentially Infectious Materials:

1. The following human body fluids: semen, vaginal secretion, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids;
2. Any unfixed tissue or organ (other than intact skin) from a human (living or dead); and
3. HIV-containing cell or tissue cultures, organ cultures, and HIV-or animals infected with HIV or HBV

Exposure Incident: a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that result from the performance of duties.

Universal precautions is the concept that all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV (hepatitis B virus) and other blood-borne pathogens. Universal precautions shall be observed to prevent contact with blood and other potentially infectious materials.

Personal Protective Equipment is specialized clothing or equipment worn for protection against a hazard. General work clothes (e.g, uniforms, pants, shirts or blouses) not intended to function as protection against a hazard is not considered to be protective equipment. Examples of appropriate personal protective equipment includes but is not limited to, gloves, gowns, laboratory coats, face shields or masks and eye protection, and mouthpieces, resuscitation bags, pocket masks, or other ventilation devices. Personal protective equipment will be considered "appropriate" only if it does not permit blood or other potentially infectious materials to pass through to or reach the employee's work clothes, street clothes, undergarments, skin, eyes, mouth, or other mucous membrane under normal conditions of use and for the duration of time which the protective equipment will be used. When personal protective equipment is removed it shall be placed in an appropriately designated area or container for storage, washing, decontamination or disposal. (reference OSHA web site at: <http://www.osha-slc.gov/SLTC/bloodbornepathogens/index.html>)

Student Portfolio

- A student portfolio is a collection of the student's work completed throughout the program.
- The portfolio documents the student's abilities to progress from simple to complex concepts in nursing knowledge, skills, and attitudes, effectively communicate, think critically and problem-solve, and demonstrate awareness of self and community.
- The faculty advisor maintains all graded papers in a folder (portfolio), and/or on the learning management system, throughout the semester.
- The portfolio should include all written assignments the student has completed during the semester, e.g. care maps, journals, assignments, projects, etc.
- The portfolio folder becomes a part of the student's personal file and evidence of the student's progress in the nursing program.

Progression Policy

Withdrawals and Failures Defined

- **Withdrawal:** When the student chooses to drop enrollment in a required nursing course. The nursing program does not take the grade at the time of withdrawal into consideration. A withdrawal is handled in the same manner as a course failure if not done before the official withdrawal date set forth by NMJC.
- **Course Failure:** When the student achieves a grade of less than 77% in an NU/NMNC course (or 70% in NU103A) in the program, a grade of less than 90%, 95%, or 100% (depending on level) on the dosage calculations exam retake (one retake in Levels 1, 2, & 3; and two retakes in Level 4), fails on a third attempt skills check-off, or has a clinical failure.
- **Program Failure:** When the student fails and/or withdraws (before or after the official withdrawal date) from any course or courses in the level; regardless of the grades in the co-requisite courses for that level.

NMJC AHN RN Program Course Failure and Withdrawal

A course failure is defined as the following:

1. a grade below the passing rate of 77% on first computation of the grade which includes the unit exams and final exam, and/or on the second computation of the grade which includes the unit exams, final exam, and all other assignments for that course.
2. a grade below 70% in NU103A
3. a clinical failure
4. a grade of less than 90% in Level 1, 95% in Levels 2 & 3, or 100% in Level 4 on the dosage calculations exam retake. One retake allowed in Levels 1, 2, & 3, and two retakes allowed in Level 4.
5. failure of a third attempt skills check-off in any course.
6. withdrawal from an NU/NMNC course for any reason after the official withdrawal date.

Students who fail any single course or multiple courses, in any level, will fail that level in the program, regardless of grades in other co-requisite courses for that level.

Students with one program failure may not progress in the nursing program and may reapply for readmission in the immediate next fall or spring semester only. The entire level (all courses) must be repeated. See re-entry requirements below.

Students with two program failures may not progress in the nursing program and may reapply after two years. The student will be required to reapply and go through the ranking process with other applicants beginning the program at Level 1.

Please Note: if the student wishes to withdraw, they must first complete an exit interview form with the Director of the program.

Re-entry into the NMJC AHN RN Program

Application for re-entry will only be allowed for those students who:

1. have failed the program one time.
2. have failed the program in the fall or spring semester immediately preceding the desired re-entry semester.
3. were not dismissed from the program for unprofessional behavior or unsafe clinical practice.

To be considered for re-entry to the program, notify the Director of AHN. An application packet will be provided and must be submitted by the deadline set by the Director. Incomplete applications for re-entry will not be accepted. Once your application has been accepted as complete, you will be scheduled for a meeting with the Director and the Administrative Nursing Review Committee.

Please note: re-entry into the program is on a space available basis and may be granted on a conditional basis at the discretion of the Director and Nursing Faculty based on previous performance in the program. All re-entry students are subject to all fees associated with clinical requirements for the program, including urine drug screen and additional background check and fingerprinting.

The Appeal Process for Two Program Failures

Appeal for Re-entry due to Extenuating Circumstances – for student with more than one unsuccessful program attempt.

Nursing school is difficult under the best of conditions. Occasionally, students experience extenuating life events that contribute to the program failure. In these situations, students who have accrued two program failures are encouraged to submit a letter of appeal to the Administrative Nursing Review Committee requesting one additional opportunity to overcome those difficulties and to succeed. Examples of extenuating circumstances include (but are not limited to) the following: death or severe illness of student or immediate family member (parent, sibling, or child), sudden and unexpected change in financial status, sudden and unexpected change in relationship status with spouse or life partner, new diagnosis of learning disability for student, etc. Stressors that typically do not fall under the definition of extenuating include (but are not limited to), lack of childcare, academic-related challenges, schedule conflicts with work, chronic financial or relationship difficulties, etc.

Students, who are in a position to request a program failure appeal, will need adequate time to prepare the letter, meet with a nursing faculty advisor, and to mitigate any extenuating circumstances that contributed to their academic difficulties. Students who withdraw significantly early in the semester will be handled on a case-by-case basis.

The intent of the letter of appeal is to provide the student the chance to explain their extenuating circumstances related to required NU/NMNC course withdrawal and/or program failure.

The student's written appeal must be submitted to the Chair of the Administrative Nursing Review Committee by the first day of May for the fall semester or the first day of November for the spring semester. The letter of appeal must include the student's full name, mailing address, email address and telephone number. The student is encouraged to meet with the Director of AHN for guidance on the appeal process. The student will also need to complete a Request for Readmission Form and submit it to the program director for her records.

1. The appeal letter must include a full description of the extenuating circumstances that contributed to the program failure plus a success plan. This letter is reviewed only by the Administrative Nursing Review Committee and is kept highly confidential.
2. The appeal letter must also include a plan for success. This plan should describe positive changes that occurred after the prior withdrawal or failure that the student now believes will allow them to be successful going forward. The student should also describe factors that interfered with or prevented success in the classes, and remediation they completed in order to minimize the reoccurrence of academic failure.
3. FOR TRANSFERRING STUDENTS from NMNEC schools who are not in good standing at their home institution, the appeal packet should also include the following:
 - a) Copies of unofficial transcripts showing grades for nursing coursework.
 - b) Copies of final clinical evaluations from any/all clinically based courses. These should be sent by the previous school directly to the program director.

The appeal will be reviewed by the Administrative Nursing Review Committee. The decision of the committee is final. If the Committee accepts the appeal, the student will be eligible to return to the NMJC AHN RN Nursing program. This will be the one and only time that this option will be granted to that student. BSN students will appeal at both institutions. If the appeal is denied at the University level, then the NMJC appeal will result in the student pursuing the AASN degree only. The student would be encouraged to pursue the BSN through an RN to BSN program option after completing the AASN.

If the appeal is accepted by the Administrative Nursing Review committee, the student will be readmitted into the NMJC AHN RN Program if space is available and based on the priority in the readmission section of this handbook. Unsuccessful appeals, or a student who had a successful appeal but then who were unsuccessful in any NU/NEC course enrollment, will not be permitted to continue in the Nursing Program. Should the student decide to pursue nursing again through NMJC, he/she will need to wait two years to enter the Nursing Program again. All program entry requirements must be met at the time of re-entry per the Nursing Program requirements as listed in the current NMJC catalog.

Ranking for re-entry, appeal, and transfer students

There may be times when seats for re-entry, appeal, and transfer students are limited. In these situations, the following ranking system will be used to determine which students are offered seats:

- **First Priority:** Students who successfully completed an entire term of coursework and who needed to sit out a term or more before entering the next term of coursework. (Example, student passes all level 2 coursework and needs to sit out a term for a surgical procedure. Enters level 3 after sitting out for one year).
- **Second Priority:** Students who have 1 (one) unsuccessful program attempt. If two students compete for one seat, the student with the higher final grade for the unsuccessful course will get priority.

- **Third Priority:** NMJC students who submitted an appeal that was accepted by the Administrative Nursing Review committee. If two students compete for one seat, the student with the earlier date of appeal will get priority.
- **Fourth Priority:** Students in good standing transferring from other NMNEC nursing programs. Students will need to provide a letter of good standing from the nursing program director at the program from which the student is leaving. Good standing is defined as: no nursing course failures, able to return to clinical without conditions or sanction, no dismissal for unprofessional behavior.
- **Fifth Priority:** Students transferring from other NMNEC nursing programs who have incurred a single nursing course failure. Students must provide a letter from the nursing program director at the program from which the student is leaving verifying that the issues were academic and not behavioral. The course failure will carry over to the NMJC AHN RN Program appeal process.
- **Sixth Priority:** Students transferring from other NMNEC nursing programs who have incurred more than one nursing course failure must provide a letter from the nursing program director at the program from which the student is leaving verifying that the issues were academic and not behavioral. These students will be required to submit an appeal to the Administrative Nursing Review committee as outlined in the appeal process for program failure.
- **Seventh Priority:** Transfer students from non-NMNEC schools with no more than one nursing course failure will be considered on a case by case basis. These students should be prepared to enter the program in the first level of coursework.

Nursing coursework expires two years from the date the highest course was completed. Transfer credits from schools of nursing that have regional accreditation but lack national accreditation will be considered on a case-by-case basis.

Auditing nursing (NU/NMNC) courses is not permitted.

New Mexico Junior College

Expectations of Student Conduct

Nursing students are accountable for following the New Mexico Junior College's Code of Conduct. The following principles are part of the collective expectation of students in the NMJC learning community:

- **Civility:** Members of a learning community interact with others in a courteous and polite manner. Members of the community respect the values, opinions, and/or feelings of others.
- **Ethical behavior:** The pursuit of a higher education is a privilege. Associated with that privilege is an obligation to aspire to a set of principles and values that demonstrate a commitment to fairness, honesty, empathy, and achievement.
- **Morality:** Members of a learning community commit to ideals of appropriate human conduct. This is a lifestyle that seeks to harm no one and attempts to be a positive contributor in every interaction.
- **Respect:** Every member of this community should seek to both gain and demonstrate respect. Members should hold one another in high regard. Each individual should conduct him or herself in a manner worthy of that regard. That regard is gained by decent and appropriate behavior.

For more detailed information regarding NMJC student conduct expectations, please refer the NMJC Student Handbook.

NMJC Allied Health and Nursing RN Program Behavioral Requirements

In preparing to assume the professional nursing role, students are expected to assume the responsibility for their learning, to support the ethics and goals of the nursing profession, and value honesty in the fulfillment of academic and professional endeavors. The faculty recognizes its responsibilities to the public and nursing profession in the matters of integrity, honesty, clinical competence, and professional conduct. We reserve the right to retain only those students, who, in the judgment of the faculty and Director, satisfy requirements of integrity, honesty, clinical competence, and professional conduct.

Integrity

Integrity is the ability to make wise choices in dilemmas and is demonstrated by actions over time that consistently reflect a commitment to personal and societal moral standards. "True Integrity is doing something right, even when no one is looking". Integrity is a steadfast adherence to the strict moral and ethical codes of professionalism and conduct of the nurse. The student must be of sound moral and ethical character. The student nurse must build the foundation of professional nursing practice on personal and professional values. Integrity applies to behaviors in classroom and clinical settings, evaluation and non-evaluation situations, and in all endeavors. It promotes a spirit of community conducive to mutual trust and responsibility among students, faculty, and staff. Students and faculty share the responsibility for development, implementation, and evaluation of the profession of nursing. The nursing faculty recognizes integrity as the cornerstone for clinical practice, leadership, and learning. Integrity encompasses a commitment to people (staff, student, families, groups, and community), consistency in word and action, adherence to the professional nursing code of ethics, and professional nursing standards of practice.

Honesty

Each student is expected to maintain the highest standards of honesty in academic and professional matters. The college reserves the right to take disciplinary action, up to and including non-progression against any student who is found to have engaged in academic dishonesty or otherwise fails to meet these standards. Any infraction of academic dishonesty in any class may result in an automatic failure of the course. Academic dishonesty includes, but is not limited to: cheating on quizzes, tests, or assignments; claiming credit for work not done or done by others; unauthorized constructing, copying, pasting, accessing, electronically transmitting, or reviewing of exams; asking questions of other students or reviewing other students' work during or after an exam; nondisclosure or misrepresentation in filling out application or other college records; written or verbal reproduction of content from computer program or clinical information; and unprofessional behaviors in the classroom, clinical lab or clinical rotation setting. Strict honesty in the nursing profession is crucial. The faculty expects the student nurse to practice honesty in academic and clinical experiences.

Classroom Conduct

The professor is responsible for evaluating student behavior in the class. Through enrollment in the nursing program, the student is assumed to have entered into an agreement with NMJC and the professor(s) to attend class regularly and to behave in an appropriate manner at all times.

The student nurse is expected to behave appropriately during classroom, clinical laboratory and clinical rotation settings. Misconduct will not be tolerated. A nursing student engaging in disruptive behavior and/or an act of misconduct will be immediately dismissed from the classroom, clinical lab, or clinical rotation setting and will be counted absent for that session. The student must make an appointment with the involved professor(s) and the Director of Allied Health and Nursing to discuss the behavior. At the discretion of the professor(s) and the Director of Allied Health and Nursing, the student may return to the next session or may be required to meet with the Vice President for Instruction for further discussion of the behavior. It is the student's responsibility to follow the policies and demonstrate appropriate, professional behavior.

The student is expected to be attentive in the classroom, clinical laboratory, and clinical rotation setting. Inattentive behavior is defined as, but not limited to, excessive talking, sleeping, the appearance of sleeping and any other behavior that disrupts class activities. Inattentive behavior may result in disciplinary action.

Offensive or inappropriate language, such as cursing, is not allowed in the classroom or building. Any student using inappropriate language will be removed from the classroom, clinical laboratory, or clinical rotation setting and counseled by the Director of Allied Health and Nursing and disciplinary action may result.

Professional Conduct Expectations of the Student Nurse

The student nurse must demonstrate professional conduct in nursing practice. The following behaviors demonstrate professionalism in nursing:

1. Place the patient's welfare first:
 - Be accessible and prompt in answering patient's request.
 - Prioritize activities to reflect patients' needs.
 - Keep patients well-informed.
 - Be responsive and reliable when needs are identified by patients, staff, or faculty.
2. Make a commitment to nursing and to the nursing program policies:

- Be present and willing to learn.
- Comply voluntarily with rules and policies of the nursing program.
- Demonstrate enthusiasm for clinical.
- Be neat and clean in appearance.
- Be pleasant to staff, peers, and faculty.
- Give appropriate information to other nurses.
- Complete charts and records.

3. Be cooperative:

- Resolve conflict in a respectful manner.
- Take constructive criticism graciously and utilize criticism to make positive changes.
- Accept the roles of others.
- Handle stress and frustration in a respectful manner.
- Exhibit intellectual and personal integrity.
- Readily admit mistakes and oversights.
- Be honest in communications with peers, staff, and faculty.
- Observe legal, ethical, and safe techniques even when not being supervised.
- Accept responsibility for errors and take appropriate corrective actions.
- Make statements based on fact.
- Do your own work.
- Do not represent anyone else's work as your own.
- Be respectful of faculty, staff, peers, families, and patients.

(Adapted from: *A Nuts-and-Bolts Approach to Teaching Nursing*, V. Schoolcraft)

Professional Standards and Accountability

The dimensions of professionalism include: how you look, how you speak, and how you treat others. The student nurse must follow the policies for dress and present a clean, neatly dressed professional appearance in the classroom, clinical laboratory, and clinical rotation setting. The student nurse must be aware of the language he/she is using to communicate with others and treat others with respect.

The NMJC Nursing Program faculty considers professional behavior to be an essential standard for the student nurse. The student nurse must adhere to and uphold the standards of nursing practice as written in the following guidelines:

American Nurses' Association Code of Ethics for Nurses
Core Components and Competencies for Graduates of Associate Degree Nursing Programs
Health Insurance Portability and Accountability Act of 1996 (HIPAA)

All nursing students share the responsibility of observing a code of ethics, adhering to professional behaviors, and maintaining patient confidentiality. The nursing code of ethics requires truthfulness, honesty, and integrity in all human activities including immediate reporting of any and all suspected or actual patient abuse, dishonesty, unprofessional, or unethical behaviors.

Professional Conduct

The student nurse must demonstrate professional conduct. The student nurse is expected to be accountable for his/her own actions and aware of the guidelines that relate to professional conduct. The student nurse must adhere to the following guidelines for professional conduct:

- 2) The student is legally responsible for his/her personal and professional behaviors within course related experiences (classroom, clinical lab, and clinical rotations) including verbal, non-verbal, and written communication, as well as any injuries or illness sustained by the student as a result of the experiences.
- 3) Students will assume responsibility for individual judgments and actions. It is expected that the student will seek consultation and clarification regarding professional actions in which there is uncertainty. It is expected that the student will continue to maintain competency in practice by assuming responsibility and accountability for individual nursing judgments and actions at his/her level of knowledge and expertise and exercising informed judgment and use of individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.
- 4) The student will respect and uphold the rights of the patient by providing services with respect for human dignity and the uniqueness of the patient unrestricted by consideration of social or economic status, personal attributes, or the nature of health problems.
- 5) The student will protect the patient against incompetent, unethical, or illegal practice; participate in the profession's efforts to establish and maintain conditions of practice that are conducive to the highest quality of nursing care, and collaborate with members of the health profession and others promoting community and national efforts to meet the health care needs of the public.
- 5) Students will respect and uphold the rights of faculty as professionals; treat faculty members as a persons of worth and dignity; and respect the faculty member's professional judgment.

Unprofessional Conduct as Defined by the New Mexico Nurse Practice Act

The following definition of unprofessional conduct applies to licensed nurses in New Mexico according to the NM Nurse Practice Act (NMNPA). The definition includes, but is not limited to, the following:

1. Dissemination of a patient/patient's health information and/or treatment plan acquired during the course of employment to individuals not entitled to such information and where such information is protected by law and/or hospital/agency policy from disclosure.
2. Falsifying or altering patient records or personal records for the purpose of reflecting incorrect or incomplete information.
3. Misappropriation of money, drugs or property.
4. Obtaining or attempting to obtain any fee for patient services for one's self or for another through fraud, misrepresentation, or deceit.
5. Aiding, abetting, assisting or hiring an individual to violate the nursing practice act or duly promulgated rules of the board of nursing.
6. Obtaining and/or attempting to obtain, possessing, administering or furnishing prescription drugs to any person, including but not limited to one's self, except as directed by a person authorized by law to prescribe.
7. Failure to follow established procedure and documentation regarding controlled substances.
8. Failure to make or keep accurate, intelligible entries in records as required by law, policy and standards for the practice of nursing.

9. Obtaining or attempting to obtain a license to practice nursing for one's self or for another through fraud, deceit, misrepresentation or any other act of dishonesty in any phase of the licensure by examination or endorsement process, or re-licensure process.
10. Practicing nursing in New Mexico without a valid, current NM licensure or permit, or aiding, abetting or assisting another to practice nursing without a valid, current NM license.
11. Failure to report a nurse(s) who is suspected of violating the NM Nursing Practice Act and/or rules.
12. Intentionally engaging in sexual contact with and/or toward a patient in a manner that is commonly recognized as outside the scope of the individual nurse's practice.
13. Abandoning a patient(s) when the abandonment results or may result in potential or actual harm or danger to the patient(s).
14. Engaging in the practice of nursing when judgment or physical ability is impaired by alcohol or drugs or controlled substances.
15. Committing acts which constitutes grounds for disciplinary action where the convictions arises from employment as a nurse, where the intemperance, addiction, incompetence or unfitness has manifested itself during the course of employment as a nurse in a fashion which is contrary to the provision of good health care.
16. Mental incompetence manifested during the course of employment as a nurse in a fashion which is contrary to the provision of good health care.
17. Failure to follow state and federal laws, policies and procedures for the prescription and distribution of dangerous drugs including controlled substances.
18. Practice which is above the scope of licensure.
19. Delegation of medication administration, evaluation and nursing judgment to non-licensed persons.
20. Verbally and/or physically abusing a patient(s).
21. Failure to maintain appropriate professional boundaries which may cause harm to the patient.

A student nurse engaging in any student-applicable unprofessional conduct as defined by the New Mexico Nurse Practice Act will be counseled by the Director of Allied Health and Nursing and disciplinary action may be taken.

Dishonesty

Dishonesty involves acts of deception and illustrates a lack of commitment to truth-telling. Dishonesty occurs when a student attempts to show possession of a level of knowledge or skill that he or she does not possess. The two most common types of dishonesty are cheating and plagiarism. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, or fraudulent means. Clinical dishonesty is the fabrication of data or information that has no factual basis. Examples can be incomplete assessment data, falsifying records, making clinical decisions based on inaccurate data or observation which can cause harm to the patient. These actions do not promote patient safety. Plagiarism is representing the work of someone else as your own and submitting it to fulfill academic requirements. It is the student's responsibility to know what constitutes academic dishonesty. If a student is unclear about a specific situation discuss it with a nursing faculty member.

Through the practice of academic dishonesty, the future success of a nurse and the safety of future patients may be threatened by a substandard knowledge base. Professional behavior is required of the student nurse and the graduate nurse. Academic dishonesty will result in disciplinary action. Dishonesty in the clinical rotation setting will result in failure for the course and failure to progress in the nursing program. **A student who is dismissed for dishonesty cannot reapply for admission to the program.**

Cheating

Acts of cheating create questions of fairness in which non-cheating students may be put at a disadvantage when competing for grades, scholarships and awards. Students that engage in dishonesty will be disciplined according to the college policy. The following are examples of cheating (this is not an inclusive list):

1. Copying, in part or in whole, from someone else's work.
2. Submitting work presented previously in another course, or by another person (if contrary to the rules of either course).
3. Altering or interfering with grading.
4. Using or consulting, during an examination, any sources of materials not authorized by the nursing faculty.
5. Doing class assignments for someone else.
6. Collaborating with other students on assignments when collaboration is not allowed or permitted by the rules.
7. Fabricating data.
8. Committing acts which defraud or misrepresent an assignment.

Acts of cheating will result disciplinary action and may include failure to progress in the nursing program.

Plagiarism

Plagiarism represents a lack of commitment to honesty. Plagiarism is defined in the Merriam-Webster's Dictionary as: "to steal and pass off the idea or words of another, as one's own; use another's production without crediting the source; present as new and original an idea or product derived from an existing source". Submitting the work of another as one's own without proper acknowledgment is plagiarism. Any student, who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines, computer programs, and other referenced works, or from the themes, reports, or the writings of a fellow student, is guilty of plagiarism. In nursing, copying of another's care plans, drug references, case studies, or other required program documents without proper citation is an act of plagiarism. All copied works or direct quotations must be given proper citation. Documentation in a patient record utilizing the assessment and/or evaluation of another nurse or student is considered plagiarism. Student assignments containing plagiarized work will earn a zero grade for the assignment and be held accountable for unprofessional behavior and result in disciplinary action.

The following acts represent acts of plagiarism (but not inclusive):

1. Incorporating the ideas, words, sentences, paragraphs, or part of another person's writings, without giving appropriate credit, and representing the product as your own work.
2. Representing another person's artistic/scholarly works (such as drawings, computer programs, papers, writings) as your own.
3. Submitting a paper purchased, borrowed, or copied from research or a paper service or another person.

NMJC Allied Health and Nursing RN Program

Disciplinary Action

When a serious infraction of policy, procedure, standard of practice, professional standard, confidentiality, or dishonest behavior occurs, the involved student(s) will be disciplined and may fail to progress in the nursing program. A committee of nursing faculty members and the Director of Allied Health and Nursing will review any immediate (critical) infractions to determine the student's status in the nursing program. The committee will recommend:

1. compliance with the Action Plan or Learning Contract;
2. immediate disciplinary action resulting in failure to progress in the nursing program and associated co-requisite courses with the option to re-apply to the nursing program; or
3. immediate disciplinary action resulting in failure to progress in the nursing program and associated co-requisite courses with without an option for re-entry into the nursing program.

The student will be notified of the committee decision and it is the student's responsibility to abide by the committee decision.

Action Plan/Learning Contract

When an Action Plan and/or a Learning Contract is initiated, the student is accountable to complete or abide by the recommendations and/or stipulations of the Action Plan or Learning Contract. Lack of compliance with recommendations and/or stipulations of the Action Plan or Learning Contract may result failure to progress in the nursing program.

NMJC Allied Health and Nursing RN Program

Issue, Concern, and Complaint Process

A nursing student with an issue, concern, or complaint should **first** discuss the issue, concern, or complaint with the **involved professor or the student's nursing advisor**, when appropriate. If not resolved at this level, the student should next discuss the issue, concern, or complaint with the **Curriculum Coordinator** for the appropriate level. If not resolved by the Curriculum Coordinator, the student should bring the matter to the **Director of Allied Health and Nursing**. If the issue, concern, or complaint is not resolved by the Director of Allied Health and Nursing, the student may follow the NMJC procedure to submit a formal written complaint

NMJC Formal Complaint Process

NMJC Student Handbook contains the correct method for making a formal, written complaint. A student who wishes to make a formal written complaint is encouraged to complete the NMJC Student Complaint form. Complaint forms are available through the Nursing Program Office or the Vice President for Student Services Office.

The completed complaint form should be returned to the **faculty/advisor/director/dean** assisting the student or the **Vice President for Student Services**. Once the completed complaint form has been submitted and forwarded to the appropriate college official, an investigation will be completed to determine the nature of the complaint and any corrective action that should be taken.

NMJC Allied Health and Nursing Social Media Policy

While social media allows colleges to reach many audiences including faculty, staff and students, use of social media by NMJC nursing students presents special concerns for privacy and confidentiality.

Social media are defined as, but not limited to, web-based or mobile technologies used for interactive communication. Examples of social media include but are not limited to collaborative projects (e.g., Wikipedia), blogs and microblogs (e.g., Twitter), content communities (e.g., YouTube), social networking sites (e.g., Facebook), virtual game worlds (e.g., World of Warcraft), and virtual social worlds (e.g., Second Life). Regardless of how these forms of media are used, students are responsible for the content they post or promote. Content contributed on these platforms is immediately searchable and shareable, regardless of whether that is the intention of the contributor. Once posted online, the content leaves the contributing individual's control forever and may be traced back to the individual in perpetuity.

Communication

- Official NMJC electronic communication regarding academic classes or academic schedules will occur through School-sanctioned channels, e.g., NMJC website, Canvas, NMJC email. Electronic communications outside these channels are not endorsed for academic courses.

Social Media

- NMJC nursing students are prohibited from disclosing through social media the following:
 - Protected Health Information, as defined by the Health Insurance Portability and Accountability Act (HIPAA) – For example, individuals may not disclose patient names or otherwise refer to patients in any way that identifies them individually, including by their initials or by their location (e.g., hospital name or unit).
 - Education Record Information, as defined by the Family Educational Rights and Privacy Act (FERPA)
 - Confidential Personnel Information
 - Confidential, non-public or proprietary information about families, clinical facility staff or clinical institutions;
the School, its employees and students;
 - Copyrighted or intellectual property belonging to the college.
 - Comments that express or imply sponsorship or endorsement by the nursing program or college, unless you are officially authorized to act in this capacity for this purpose on behalf of the nursing program or college.

Accordingly, the use of social media for clinical discussions that include any identifiable information related to patients or NMJC nursing program-affiliated clinical facilities is prohibited.

If a student identifies themselves as such online (e.g., list affiliation with NMJC nursing program in their Facebook profile), a disclaimer should be added that any opinions or views expressed do not represent the opinions of the NMJC Nursing Program or NMJC.

Students in violation of this policy may be considered as having violated the nursing program code of conduct. Students violating this policy may face disciplinary action up to and including failure to progress in the nursing program.

NMJC Allied Health and Nursing RN Program

Student Acknowledgement of Nursing Program Policies

Please initial after each statement and sign your name at bottom of form to indicate understanding of the nursing program policies for the semester/academic year ____/____.

- 1) I understand **confidentiality** regarding **patient information** is MANDATORY during my nursing education process. I understand all patients have the right to privacy and confidentiality of all information, medical or personal. I agree to maintain patient information confidentiality throughout the nursing education process. I will not purposely communicate patient information to any unauthorized person. _____
- 2) I understand **confidentiality** regarding **simulation and debriefing** and acknowledge having read the **simulation lab policies** and agree to maintain the strictest of confidentiality related to any observations or experiences during the simulation and the debriefing. _____
- 3) I understand **confidentiality** regarding **skills labs and check off exams** and acknowledge having read the skills lab policies and agree to maintain the strictest of confidentiality related to any observations or experiences during the skills lab and check off exams. _____
- 4) I have read and understand the information contained within this handbook and agree to abide by **ALL** nursing program policies and procedures throughout my enrollment in the nursing program. _____
- 5) I have read and understand the professional behavioral policies and expectations and agree demonstrate professional behaviors in **ALL** nursing education related settings during **ALL** activities. _____
- 6) I understand I must comply with the Nursing Program - Substance Use/Abuse Screening and Testing Policy. _____
- 7) I understand that failure to comply with a nursing program policy, procedure, or requirement may result in failure to progress in the nursing program. _____
- 8) I understand I must complete an exit interview with the Director of Allied Health and Nursing at the time of discontinuance of nursing program enrollment.

I agree to abide by all of the policies herein,

Student Signature: _____ Date: _____

Printed Student Name: _____

*Please complete this acknowledgment and submit this page to the designated nursing faculty member.

NMJC Allied Health and Nursing RN Program

Release of Information for Publicity

I hereby **grant** permission to the NMJC Nursing Program to release my name or picture for publicity purposes.

I understand my picture or name may appear in the newspaper or other materials, such as college presentations or advertisements.

Signature: _____ Date: _____

Printed Student Name: _____

I hereby **deny** permission to the NMJC Nursing Program to release my name or picture for publicity purposes. I

understand my picture or name will not appear in the newspaper or other materials, such as a college presentations or advertisements.

Signature: _____ Date: _____

Printed Student Name: _____

*Please complete this form and submit this page to the designated nursing faculty member.

NMJC Allied Health and Nursing RN Program

Release of Information to Potential Employers

Potential employers often contact the NMJC Nursing Program for a list of graduates eligible for nursing employment opportunities. By law, the college or representative of the nursing program may not give student information without prior approval.

I hereby **grant** permission to the NMJC Nursing Program to release information about me to employment recruiters.

Signature: _____ Date: _____

Printed Student Name: _____

I hereby **deny** permission to the NMJC Nursing Program to release information about me to employment recruiters.

Signature: _____ Date: _____

Printed Student Name: _____

*Please complete this form and submit this page to the designated nursing faculty member.

NMJC Allied Health and Nursing RN Program

Exit Interview

When a student exits the nursing program for any reason, he/she should make an appointment with a Director of Allied Health and Nursing for an exit interview.

Student Name: _____ Date: _____

1. Reason for discontinuing nursing education:

2. Plans for the future:

3. I understand:

_____ I am eligible for readmission according to the Nursing Program Policies.

_____ I am not eligible for readmission to the Nursing Program.

Student Signature: _____ Date: _____

Director Signature: _____ Date: _____